



BELLEVUE
COLLEGE

2009 Bellevue College



SELF STUDY



BELLEVUE
C O L L E G E



Comprehensive Self-Study Report
Bellevue College
Bellevue, Washington

Prepared for the
Northwest Commission on Colleges and Universities
October 12-14, 2009

2009 Self Study

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2009 Self Study

Glossary of Terms

A

AA	Associate in Arts
AAGS	Associate in Arts in General Studies
AAIEP	American Association of Intensive English Program
AAS-DTA	Associate in Arts and Sciences - Direct Transfer Agreement
AAS-T	Associate in Applied Science - Technical
AB-DTA/ MRP	Associate in Business - Direct Transfer Agreement Major Related Program
ABE	Adult Basic Education
ACC	All College Council
ACRL	Association of College and Research Libraries
ACT	Assessment Coordinating Team
ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AE-DTA/ MRP	Associate in Elementary Education Direct Transfer Agreement Major Related Program
AFP	Association of Fundraising Professionals
ALDAC	Alcohol and Drug Counseling
AME-DTA/MRP	Associate in Math Education Direct Transfer Agreement Major Related Program
AOLS	Associate in Occupational and Life Skills
AP	Advanced Placement
ARRA	American Recovery and Reinvestment Act
ARRT	American Registry of Radiologic Technologists
ASC	Associate in Science
ASG	Associated Student Government
ASRT	American Society of Radiologic Technology

B

BAA	Bachelor of Applied Arts
BAR	Budget Accounting and Reporting Council
BAS	Bachelor of Applied Science
BC	Bellevue College
BCCAHE	Bellevue Community College Association of Higher Education (official name of the faculty union until changed with the Washington Education Association)
BIRST	Bias Incident Response Support Team
BPD	Bellevue Police Department
BTS	Business Technology Systems

C

CAAP	Collegiate Assessment of Academic Proficiency
CAC	Curriculum Advisory Committee
CART	Curriculum Advisory Review Team
CCCN	College Credit and Careers Network
CCLA	Community College Learning Assessment
CCN	Common Course Numbering
CCSSE	Community College Survey of Student Engagement
CDS	Curriculum Design Specialist
CE	Continuing Education
CEO	Career Education Options
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CFRE	Certified Fund Raising Executive
CHP	Chemical Hygiene Plan

CHS	College in the High School
CIM	Curriculum Information Management Team
CIS	Center for Information Services (now SBCTC-IT)
CLA	Center for Liberal Arts
CLEP	College-Level Examination Program
COMPASS	Computerized Placement and Assessment Support System
COP	Certificate of Participation
CPA	Certified Professional Accountant
CS	Computing Services
CTILAC	Critical Thinking and Information Literacy Across the Curriculum
CT	Computed Tomography

D

DAF	Division Advising Facilitator
DEP	Distance Education Program
DRC	Disability Resource Center
DTA	Direct Transfer Agreement

E

EL	Experiential Learning
ELI	English Language Institute
EPAC	Educational Planning Advising Center
EPC	Employee Pluralism Committee
ESL	English as a Second Language
ETS	Educational Technology Specialist
EXPRL	Experiential Learning course prefix

F

FAFSA	Free Application for Federal Student Aid
FERPA	Family Education Rights and Privacy Act
FMS	Financial Management System
FRC	Faculty Resource Center
FTE	Full-time Equivalent
FTEF	Full-time Equivalent Faculty
FTES	Full-time Equivalent Student
FY	Fiscal Year
FYE	First Year Experience

G

GED	General Education Degree
GEN ED	General Education Program
GPA	Grade Point Average

H

HECB	Higher Education Coordinating Board
HMMP	Hazardous Materials Management Plan
HSEWI	Health Sciences Education and Wellness Institute

I

IA	Institutional Advancement
IB	International Baccalaureate
IBP	International Business Professions
ICRC	Inter-college Relations Commission
ILL	Inter-library Loan
IR	Information Resources
IRB	Institutional Review Board
ISB	Information Services Board
ISP	International Student Programs
IT	Information Technology
ITV	Interactive Television

K-L

KPI	Key Performance Indicator
L/MC	Labor Management Committee
LEED	Leadership in Energy and Environmental Design
LGBTQA	Lesbian, Gay, Bisexual, Transgender, Queer and Allies
LMC	Library Media Center
LMDC	Library Media Directors Council

M

MCS	Multi-cultural Services
MDSS	Material Data Safety Sheets
MOSS	Microsoft Office SharePoint Services
MyBC	Bellevue College's Portal

N

NCAA	National Collegiate Athletic Association
NMT	Nuclear Medicine Technology
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
NWCET	National Workforce Center for Emerging Technologies

O

OCLC	Online Computer Library Center
OFM	Office of Financial Management
OEP	Office of Equity and Pluralism
OIR	Office of Institutional Research
OLS	Occupational and Life Skills
ORCA	Online Research Catalog Authority
OSCAR	Online Student Credit Audit Review
OSHA	Occupational Safety and Health Administration
OST	Office of the State Treasurer
OUA	Organizational Unit Administrator, also referred to as division chair

P

PAF	Personnel Action Form
PC	Pluralism Committee
PEP	Program Effectiveness Process
PET	Positron Emission Tomography
PHIL	Philosophy
PLC	Planning Council

R

RCW	Revised Code of Washington
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S

S&A	Services and Activity Fee
SAO	WA State Auditor's Office
SBCTC	State Board for Community and Technical Colleges

SBCTC-IT	State Board for Community and Technical Colleges - Information Technology
SEOG	State Education Opportunity Grant
SGID	Small Group Instructional Diagnosis
SMS	Student Management System
SPOL	Strategic Planning Online
SRN	Student Resource Network
STEM	Science, Technology, Engineering, Mathematics
STSC	Student Technology Support Center

T

TAC	Technology Advisory Committee
TANF	Temporary Assistance for Needy Families
TDSS	Technology Development and Support Services
TOEFL	Test of English as a Foreign Language
TPMP	Tiered Peer Mentoring Program
TRC	Tenure Review Committee

U-V

UP	University Preparation
VPEP	Vice President of Equity and Pluralism
VPHR	Vice President of Human Resources
VST	Vision Strategy Team

W

WAC	Washington Administrative Code
WACTC	Washington Association of Community and Technical Colleges
WCCCSA	Washington State Community College Consortium for Study Abroad
WFSHE	WA Federation of State Employees of Higher Education
WPEA	Washington Public Employees Association
WS	Web Services
WSA	Washington State Auditor

2009 Self Study

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Introduction

S e l f S t u d y

I n t r o d u c t i o n

Preface

Bellevue College (BC or college) received accreditation reaffirmation in January 2006, after the report of the visiting team issued ten commendations and four recommendations, which the college successfully addressed over the course of the next year. Preparation of the present self study began September 2007, less than two years later, when President Flo-ten in her Opening Day remarks announced the impending process, based upon the college's candidacy as a baccalaureate granting institution, primarily focused on the college's new bachelor of applied science degree, for which the initial offerings were launched the same term.

Initial steps were taken immediately. Potential chairs for the standards committees were invited to participate the same day as the president's official announcement; a steering committee was formed within the week; and in mid-October the Board of Trustees was notified that the self-study process was beginning. The Accreditation Liaison Officer and the standards committees were appointed and charged in the early fall. President's Staff reviewed the vision, mission, and goals during fall term, and in February 2008, college representatives attended the self-study workshop presented by the Northwest Commission on Colleges and Universities (NWCCU or commission).

The process for assimilating the self study has been thorough, inclusive and highly consultative. An accreditation portal site was established that included all information pertaining to accreditation, including a detailed timeline for the process. The standard committees were chaired by administrators with leadership responsibility or expertise in the primary areas under review, thus able to provide information about policy and practice and help guide the writing process. Committee membership consisted of administrators, exempt employees, faculty, classified staff and students. Every committee had at least one representative from each of the employee categories, and at least one student representative. Employees self selected or were appointed according to their interest or expertise. The steering committee met monthly throughout the process, and standard committees met as often as needed to prepare the material, but at least once quarterly, with some subgroups meeting more frequently.

As the timeline demonstrates, the campus community was informed about the process and the self study at each stage of the preparation. Each draft of the document was sent to the college community, and feedback was requested and applied in the preparation of subsequent drafts. College faculty and staff were given about two weeks to respond to each of the drafts. In June 2008 interviews were conducted with the community to gather information, and in May 2009 student

leaders were also invited to respond to a draft of the document. Current work was also available to the campus via the accreditation portal site, which facilitated collaboration within and among committees, reduced the need for committee meetings, and provided transparency to the college community.

A former assistant to the president, familiar with college history, policy, initiatives and practice, provided leadership for the process and served as chair of the steering committee. A former executive dean of instruction served as editor for the project.

The present self study represents a complete new effort in examining the college's role and identity, especially with the advent of the bachelor of applied science degree. The meetings of the standard committees included ongoing discussion of the following issues and processes as the primary focus for their work:

- Examining the impact and implications of the new BAS degree across college units and operations.
- Reviewing the October 2005 self study and gauging significant issues and changes that have emerged in college planning, focus, operations, and systems for management and delivery.
- Gathering and reviewing information on the college's efforts to meet commission standards and identify corroborating evidence for inclusion in the self study.
- Analyzing the college's effectiveness in meeting standards, focusing on areas the college is managing well and those needing attention and improvement.
- Developing a preliminary draft of issues and accompanying support and analysis for which the committee had designated responsibility.
- Submitting a completed draft to the steering committee chair by June 1, 2009.

ORGANIZATION OF THE REPORT

The self study consists of 10 chapters: an Executive Summary and nine chapters, each dealing with a single standard. Where appropriate, the chapters provide references to endnotes, which are included on the last page of each chapter. Appendices supporting the report are included at the end of the document. The format follows the *Chicago Manual of Style* (University of Chicago Press, Chicago, Illinois).

GOALS

The college's goals for the institutional self study were straightforward. Although the time between comprehensive self studies was brief, the college saw this as an opportunity to take a thorough and honest inventory of college work, identifying areas in which to improve and to celebrate. While producing the needed report and supporting documentation for the commission is important in its own right, the college endeavored to make the self-study process, both at the departmental and institutional levels, a meaningful experience for all involved. The college pursued processes that would ensure that all opinions, viewpoints, and relevant pieces of evidence and data were considered and that the work involved the entire campus community so that the institutional self study that emerged would be a highly accurate reflection of BC. The college sought to institute a self-study process that would result in a number of specific recommendations to provide the campus with a blueprint for development during the next few years. In making the self assessment meaningful, the college community has operated under the assumption that it would help provide direction as well.

The self study has provided the college community an opportunity to define and achieve important institutional goals:

- Collective and collaborative review, by the entire college community, of the instruc-

tional program, including the bachelor of applied science, the general education, and assessment programs.

- Examination of institutional operations, including processes for planning, budgeting, and for monitoring of effectiveness and areas in need of improvement and appropriate processes, standards and measures.
- Review and revision, based upon consultation with the college community, of the college's mission, values and goals, incorporating NWCCU standards, to guide the delivery of instruction and college operations over the next five years.
- Education of the campus community about the college mission, values, goals and about initiatives, processes and systems essential to instructional delivery and to college planning and operations.
- Collective assessment of institutional climate, including employee knowledge of college mission, goals, initiatives, and operations; current employee and student opinion and satisfaction and trust in institutional leadership, policy, systems, and practice.
- Preparation of the self study, with the college's identification of current issues, institutional response, and assessment of the college's performance.

ELIGIBILITY REQUIREMENTS

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

1. Bellevue 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. BC, in implementing its strategic plan and a new bachelor of applied science degree, has continued to review its mission and goals, in consultation and with approval 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. BC, in the delivery of instruction and in conducting 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 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, developmental, and the bachelor of applied science program. Faculty provide strong participation in groups related to the formulation of institutional policy, academic planning, curriculum review and development, student academic advising, budget development 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) bachelor of applied science, (2) associate in arts and sciences, (3) associate in business, (4) associate in science, (5) associate in elementary education, (6) associate in mathematics education, (7) associate in arts, (8) associate in arts in general studies, (7) associate in applied science-technical, and (9) associate in occupational and life skills. Course and degree requirements are reviewed by program faculty and a college-wide faculty curriculum committee to ensure appropriate rigor, transferability, viability, industry currency, and consistency and compatibility with offerings at BC and elsewhere. Some 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 state policy and standards and requirements at receiving institutions and comparable to requirements at other community colleges. The college's bachelor of applied science degree and the two year professional/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. A 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 the bachelor of applied science and 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 all instructional programs, including the new bachelor of applied science degree, and for the general education components of all associate 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, including the new bachelor of applied science program. Admissions policies and procedures, which are regularly reviewed by the curriculum advisory and 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 college catalog is published annually. The review process to ensure 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 via the BC 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 designed 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.



Executive Summary

INTRODUCTION

In October 2005, Bellevue College (BC) had its regularly scheduled ten-year visit for the purpose of evaluation for accreditation. Based upon review of the comprehensive self study the college prepared, as well as interviews and review of documents, the visiting team delivered a positive report, including ten commendations and four recommendations which the college effectively addressed within the following year.

Since the college initiated a bachelor of applied science degree in the fall of 2007 and requested candidacy as a baccalaureate granting institution, BC is now applying for formal accreditation at the bachelor level. In preparation, the college has undergone a comprehensive process of institutional review. New standard committees have been appointed to address the standards of the

Northwest Commission on Colleges and Universities (NWCCU) and the result is a completely new self study. Though the standard committees began with a review of the self study completed in 2005, the review was for the purpose of establishing context and a starting point for the new work.

The October 2005 visiting team confirmed the strengths which the college had affirmed in the self study: continued growth in enrollments throughout the history of the college; a talented and dedicated faculty and staff; strong administrative leadership; excellent instructional programs, particularly the general education program and the accompanying assessment program; leadership in technological applications in instruction and in college operations; strong programs in support of student academic success and student life; and excellent systems for planning, for financial accounting and for monitoring institutional effectiveness.

In preparing the present self study, representatives from across the college community used the opportunity to reexamine the instructional program and college operations in a new light. The new bachelor of applied science degree provided a new scale for gauging the college's declared purposes, values, systems, and methods, especially the impact of these processes and intentions on students. The current document reaffirms the strengths delineated in the 2005 document and provides insightful discussion of many changes in the life of the college. In addition to weighing the impact of the bachelor of applied science degree in many areas of the college, it provides detailed accounts of several key initiatives for ongoing institutional improvement: in the content and delivery of instruction, in strategies to increase student access and success, in monitoring effectiveness across the college, in enhancing the professional tools for faculty and staff, and in managing the working atmosphere for the campus community in the areas of communication, college governance, and employee interaction.

The self study provides a candid appraisal of sobering challenges, particularly the impact of the current budget crisis which has affected Washington as it has much of the nation. The document also provides a discussion of steps it has taken to create a more inclusive and safe environment for discussions of race and pluralism. Fundamentally, however, the self study reflects the continuing pride of the campus community in its significant accomplishments on behalf of students and the community it serves. It shows convincingly that in the short space of four years since the previous accreditation visit, the college has taken very important strides in educational leadership: it has expanded the scope of the instructional program and improved both quality of content and delivery; it has significantly improved the services which support students; it has maintained

currency in technology applications for faculty, staff, and students; it has successfully assessed the processes for monitoring institutional effectiveness and developed strategies that integrate planning mechanisms and track results at all levels; and it has demonstrated a commitment to inclusion and pluralism as well as improving the professional lives of the campus population.

Following is a summary of key institutional accomplishments as well as a delineation of key areas for improvement, based upon the findings in the self study, completed June 2005.

RESPONSE TO RECOMMENDATIONS FROM OCTOBER 2005 ACCREDITATION VISIT

The college completed a successful accreditation process in October 2005. The report from the visiting team included ten commendations and identified four recommendations for which they requested an interim report in 2007. The college submitted an interim report in April 2007. Based on the report, the Commission determined that BC had made good progress on recommendations pertaining to student services and accuracy of materials and was in compliance on those related to evaluation and the core library collection. Following are the recommendations and a summary of the college's responses. The college has continued to make progress in all four areas, as described in the self study.

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)

The college reported that a student success initiative was implemented to focus the energies of student services personnel in helping students succeed in achieving their academic goals, and a \$150,000 grant was created to support new and innovative ideas that would directly benefit student retention and

success. In addition, the college added key positions to student services areas to meet the growing student demand: a full-time director of Multicultural Services, a retention specialist, two new counselors, and a new adaptive technology specialist in the Disability Resource Center. The college also reported that as a result of the student success initiative's grant fund, the advising center had developed a pilot program to integrate several college intake processes combining assessment, advising, and enrollment services at one time. In addition, the college reported that Administrative Services had conducted a space utilization study, and as a result, a remodel was planned that would assign six new rooms to student services to serve the needs of student government and clubs and programs. International Student Programs also received a new location for their services.

Recommendation 2. The Evaluation Committee recommends that Bellevue Community College provide for the 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)

The college reported that more substantial and regular evaluation procedures had been instituted for all faculty; that the college and the faculty association have, through negotiations, agreed upon a new process to evaluate faculty program chairs and part-time faculty and these new processes and associated

forms are included in the negotiated agreement. A form was developed, for use by instructional deans and division chairs, for faculty to self report their accomplishments in the key areas that form the criteria for evaluations: teaching load, program and college service, curriculum development, professional development, and future professional goals. The evaluation of teaching includes systematic review of student evaluation forms and evaluation of their role in advising students. The report also summarized changes in the evaluation process for other categories of faculty: notably, development and regular review of tenure guidelines to assist in preparation of documents for tenure candidates; development of uniform and regular procedure for evaluating all part-time faculty both in the credit program and in continuing education; and development of consistent, regular procedures for evaluating professional and technical faculty, particularly the inclusion of a professional development plan. The report also noted that all administrative performance appraisals were current and completed and on file in Human Resources.

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)

The college reported that the library received a onetime allocation of \$100,000 to increase print and audio-visual core holdings, and initiated a new funding priority for the LMC, starting in the 2007 fiscal year, to increase the LMC annual operating budget for the core collection by \$10,000 for five years to update the collection and sustain growth. The report described a substantial increase in titles with publication dates post-2000. The report also said that a faculty advisory committee had been formed to assist in identifying sufficient depth and breadth in the core collection, that the LMC had acquired an analysis tool to help

identify areas that need to be strengthened and to provide comparisons to collections in similar colleges. More reference materials in online format were purchased by the LMC to provide materials accessible to all students.

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 college reported that it had developed and approved a new comprehensive policy addressing responsibility for oversight of public materials; and responsibility for oversight of publications had been assigned to Institutional Advancement. The policy delineates a set of requirements for all official BC publications, including accuracy, currency, and legal requirements. The policy provides a definition of an “official BC publication” and identifies those publications that are not covered, including some student publications. Printing Services was designated as a checkpoint by requiring confirmation of full content approval by responsible administrators before printing. In addition, the college response stated that a curriculum information management committee, with representatives from key offices in Instruction and Student Services had been formed and charged with “maintaining current publications and postings on all degree requirements and course descriptions for degrees and certificates in the catalog and on the web.”

INSTITUTIONAL LEADERSHIP, DIRECTIONS, AND CHALLENGES

Bachelor of Applied Science Degree

In 2006, new state legislation offered the opportunity for the state community and technical colleges to apply for authority to develop and offer an applied baccalaureate degree. BC developed a successful application and was selected as one of the initial four community colleges to offer the new degree. The processes of determining the need for and focus of the degree and of developing the application and, subsequently, designing the degree components, as well as a support system for its students, have provided a unique opportunity for fundamentally reexamining the college’s mission and goals and the traditional focus of BC’s work.

The program in radiation and imaging sciences, which provides the focus for the degree, was identified as the optimal choice by a rigorous analysis of community need and of potential opportunities for the college’s allied health program graduates and for professionals in the community. The development of the application and of the degree required a fundamental review of the college’s mission and goals, educational philosophy and values, and the focus of and audiences for the traditional associate degrees. The resulting bachelor of applied science (BAS) degree provides a significant opportunity for the college to expand its role in serving the community, creates a new educational pathway for students, and provides an important new and much needed program in response to community need.

The BAS degree is the occasion for the present report; as the baccalaureate degree requires a complete, new review for purposes of accreditation, it has also provided a very important opportunity for the college to reexamine, under a new lens, its goals, values, methods, and effectiveness in guiding stu-

dents in completing their academic studies and in moving into successful professional careers. The self study documents the value of the BAS for gauging BC's purposes and success in achieving them.

The college has implemented the degree by its customarily judicious application of resources, reassigning a full-time faculty member from the imaging area to chair the program and relying on other full-time faculty to devote partial load to presenting the courses. Two classrooms, with special equipment and technological capability to reach distant audiences, have been dedicated to the program offerings. The program provides enhanced FTE funding, which will be applied to continued curriculum development and faculty professional development.

The initial set of offerings was presented in fall 2007, and the first cohort of 19 students graduated in June 2009. These successful graduates mark the fruition of an intense process of developing the program application, developing the program, and presenting a new set of course offerings, all in a three-year time span. The BAS program represents the college's willingness to and capability for redefining itself in addressing an evident community need.

The college is currently developing another proposal for a bachelor of applied arts (BAA) degree in interior design. The Council of Interior Design Accreditation, which is the accrediting body for the program, has changed the accrediting requirements and as of January 2010 will no longer accredit programs that offer less than a bachelor's degree. BC's program is a large program, with an enrollment of 400 students at the freshman level, and the college believes that future students and the community will be well served by changing the program's degree status. The college has received approval by the state legislature and the Washington State Board for Community and Technical Colleges to offer the degree. It has submitted a full proposal to the Higher Education Coordinating Board (HECB) for review and approval on July 28, 2009. If approved, the college will then submit a new prospectus for substantive change to the NWCCU.

Name Change

In the course of developing the application, designing the program, and implementing the new BAS program, the college fundamentally reexamined its mission, goals, and purposes. The processes related to developing the new program reaffirmed many customary concepts about the college's goals, values, and methods; in addition, these processes refocused and strengthened the college's commitment to access, student success, and teaching and learning excellence. A new and deepened understanding emerged of the college's identity and its role in serving its local district and in designing and delivering educational programs.

Consequently, in September 2008, the college went through an extensive process to review and change its name to Bellevue College to reflect its newly defined purpose as a baccalaureate granting institution. The process of reviewing and changing the name was inclu-



sive, requiring consultation with the campus community, review by the Board of Trustees, notification to the Washington State Code Reviser, and public hearings. On March 11, 2009 the Board of Trustees adopted a resolution to change the name of the college, and approved amendments to BC policy. On April 11, 2009, revisions to the WAC made the name change official.

Administrative Leadership

In the past four years, since the October 2005 accreditation visit, the college has dealt successfully with significant change in the senior administrative leadership. The vice president for human resources and the executive dean of instruction both retired in June 2007, and the new executive dean for instruction left the college for health reasons in May 2009. The vice president of administrative services also retired in December 2008. In addition the current vice president of student services was appointed in fall 2006 to replace a former VP who moved to the East Coast to be nearer her family.

The college also developed two new positions to guide the pluralism initiative: a vice president for equity and pluralism was appointed in fall 2006, and the ombuds office was established in the spring of 2007 to provide assistance to students and employees with concerns or complaints in the hopes of resolving them informally. The vice president of pluralism moved from a position as dean of instruction resulting in the hire of a new administrator for that role. In addition, the director of institutional research, the first person hired into that position (created in 1997), and a leading contributor to the college's initiatives on effectiveness and planning, moved with her family to the Midwest in fall 2006, and a replacement was hired. The director of plant operations also moved to a smaller college in fall 2006, and, with a new building under construction and future construction in the planning stages, he was quickly replaced.

The college has succeeded in hiring excellent people to continue the work and provide leadership in these key administrative roles, and the quality of leadership has remained strong. The continued smooth operation of units across the college, despite the changes in managers and leadership, is a testament to the fundamental stability of the college, and to the strong tradition of mutual support and participatory governance that has existed for many years in the college's history.

Diversity and Pluralism

The self study prepared for the October 2005 accreditation visit provided a substantial discussion of BC's commitment to pluralism, citing the reaffirmation of the Affirmation of Inclusion, adopted by the college's faculty and staff in 1992, the participation by over 200 employees in the Beyond Diversity workshops and the "Courageous Conversations" conducted several times each week by college faculty and staff for discussion of topics by attendees. The college had adopted the practice and developed contract language for appointing trained pluralism advocates to serve on hiring committees. Also, the Ethnic and Cultural Studies program had been initiated in 2003 and the cultural diversity competency was developed as a component of the general education program.

In a large college seeking to encourage faculty, staff, and students to identify and discuss issues pertaining to race and diversity in the classroom and across the campus community as an essential component of the educational process, instances will predictably occur when the discussion becomes difficult to manage. The college has responded with initiatives to continue to promote pluralism.



In summer 2006 the college created the position of vice president for equity and pluralism, and in spring 2007, the college created the Ombuds Office, a neutral arbiter to help people with concerns or complaints to resolve these issues informally when possible or to assist them with procedures for formal complaints. The college has also created the BIRST (Bias Incident Response and Support Team) team to investigate incidents related to bias and respond. In addition, the college has instituted compulsory training for all employees on discrimination policy and on legal hiring practices and placed demonstrated commitment to inclusion and pluralism in each employee's evaluation. An ad hoc committee has evolved to explore means of managing the email exchange, particularly maintaining civility. Also, in spring 2008, the college engaged a consulting firm to conduct interviews and focus groups to gauge campus climate on the pertinent issues. The consultants presented their findings during opening week in fall 2008, and campus employees have participated on a strategy team that is completing its suggestions and recommendations for improving the climate on campus and communication on the issues.

OPPORTUNITY AND INNOVATION

Student Focus: Access and Success

For years, in all iterations of the college's statement of mission and goals, student success has been a major focus. In the four years since the last accreditation visit, the college has continued to review its mission and goals, and has vigorously reconfirmed the focus on student success. Throughout the present self study, a guiding principle recurs in various forms: student success and welfare are at the center of all we do.

Under the direction of the vice president of student services, departments in the student services areas reorganized to provide more integrated focus on two primary functions: the student support programs and enrollment and graduation processes; and each of the areas was placed under the supervision of an associate dean. The self study provides detailed description of the operations in Student Services and improvements to many processes. In particular, in early 2008, the college hired an architectural firm to analyze the flow of student traffic and services and develop a plan to guide the allocation of space in student services. As a result, International Student Programs moved to another building, freeing up significant office space and allowing better collaboration among programs and improved access for students to key offices. The self study describes the changes in detail.

A primary goal of the Student Success Initiative, launched in spring 2006, is to increase student retention and success. The initiative provided \$150,000 of local funds to develop and implement pilot programs to increase overall student success rates. Three new programs, One-Stop Matriculation, the First Year Experience, and the division advising facilitators, have improved the delivery of services and have produced increased student retention and success. The One-Stop Matriculation program, mandatory for first-time students,

allows them to apply to the college, take the COMPASS test for English or math placement, and then receive advising assistance on their educational plan and help in registering, all in one stop at the college. New students are accompanied and assisted through the process by a student ambassador or peer advisor.

The First Year Experience program provides first-time-to-college students several activities to foster their success: a “sample class” presented by a college faculty member, a seminar focusing on successful learning strategies, a hands-on educational planning workshop, a student life picnic, and continuing seminars throughout the school year to create a sense of community and peer support. Most of these activities occur before the start of classes to provide students focus and impetus toward success.

In summer 2007, the advising center realigned staff and services to place part-time professional advisors in the three academic divisions that lacked them. The change has improved student access to academic advising and educational planning, and faculty report increased numbers and much better prepared student advisees.

These programs reflect the college’s continuing reconsideration of services to students and how best to address student needs to increase retention and success. All of the programs also have fostered improved collaboration between instructional faculty and student services staff as well as an increased reliance on data for decision making.

Venture Program

The BAS program represents a formidable set of challenges which the college has met successfully; the Venture program represents another highly unique challenge. The program, which was several years in the planning and implementation stages, prepares individuals with developmental disabilities

for the workforce through curriculum which combines academic coursework, social/life skills, and workplace skills. Many students have enrolled in the program in its first three years of operation, and the program awarded degrees to eight students in the spring of 2009. The degree is awarded in Occupational and Life Skills.

The courses in the Venture program were developed by program faculty working in collaboration with the faculty in the college’s regular credit programs to ensure that the content met college-level standards. The assessment of student learning is rigorous; the system measures student performance in 13 skill areas, including universal performance indicators, content performance indicators, and content skill areas. Instructors collect data throughout the term, and when necessary, create individualized plans to facilitate student success.

The program is currently administered by a program manager in continuing education. The college is assessing the potential benefit of assigning the program to a division that routinely manages credit-awarding programs.

TECHNOLOGY LEADERSHIP

BC has now established a long history of leadership in distance education. The 2005 self study describes the college’s dramatic growth (enrollments in online classes increasing by ten times over the previous ten years), the technological support to ensure currency and effective delivery, and policy development, especially facilitating faculty participation in curricular planning and in the formulation of appropriate contract language. The 2005 self study demonstrates the college’s commitment to online learning to provide student access and to advance BC’s role in exploring applications in distance education.

The present self study documents carefully the continued rapid growth of the distance education program and the college’s attempts

to continue to identify and address student and faculty needs. In the four years since the last accreditation visit, FTE in distance education have increased almost half again. The college has been vigilant in aligning policy and procedure with campus programs and course offerings. All degree and certificate programs offered online have the same requirements as campus programs. The college is fully committed to supporting the Distance Education Program (DEP) and to providing leadership in technology applications in education.

The college has developed online student services, including admissions, registration, advising, financial aid, cashiering, and ordering and paying for textbooks, to address the needs of the expanding online student population. The quarterly schedule and catalog are available on line and in print. In addition the DEP has developed a complaint procedure to parallel the on campus procedures, and the DEP website includes a self-administered test "Is it for you?" to allow students to determine if they are ready for online instructional delivery. Those not yet ready may enroll in a free non-credit two day trial course on Blackboard Vista, an online version of the new First Year Experience the college has developed for the traditional campus population.

Information Resources has sufficient resources to meet the college's mission and goals. Students have access to over 1200 computers across campus, in the library and 54 computer labs, including the Open Computer Lab (which houses 210 computers), and the writing, reading, and math labs. The Faculty Resource Center and other support services have, with limited budget resources, attempted to keep pace with the accompanying demand from faculty and staff for current technology applications.

Notably, the new baccalaureate program employs a variety of interactive technologies for student access, including Blackboard Vista, ITV, and added applications that record live lectures and Power Point presentations and store them for student access. Students in remote locations can then engage in the classroom experience.

Continuing to meet the technology demands of the campus will be an increasingly formidable challenge for the Information Resources area. A student self-assessed technology fee assists greatly in meeting the needs of students, but the demands across campus continue to expand beyond the capability of available resources. For example, the college has added 40 electronic classrooms since 2004, but the additional conversions needed cannot be accommodated in the budget allocations. Similarly, staff support to address growing requests from a technologically savvy faculty and staff is severely limited. Current state budget deficits diminish resources and add difficult choices in the information resources area as elsewhere.

SYSTEMS AND RESOURCES

Full-Time and Part-Time Faculty

The college has been fortunate throughout its history in the quality and dedication of the faculty and staff. The self study provides strong testimony about the academic preparation of the faculty, the commitment to ongoing professional development, especially to teaching excellence and student success, and their strong participation in college governance and decision making. The college has enjoyed a tradition of participatory governance with faculty and staff engaged in committee service and in leadership positions which have informed planning and decision making. The expectation that faculty will bring this interest and talent to their work has been a fundamental criterion in the hiring process, in the tenure

process, and in the post-tenure evaluation process, and strengthened in the latter in revisions over the past two years.

The college has traditionally relied on a high percentage of part-time faculty to staff sections across the instructional program. In the budget shortfalls that the college experienced from 2001 until 2004, college administrators elected to garner savings by not replacing full-time faculty rather than by cutting programs and faculty positions. In recent years, the college has expressed a commitment to increase the ranks of full-time faculty, and even in the current budget crisis, has managed full-time hires in the faculty ranks. Indeed, since the previous accreditation visit in 2005, the number of full-time faculty has increased from 145 to 172. Nevertheless, with steady growth in enrollments during those years, the self study demonstrates that the percentage of part-time faculty and their portion of the teaching load across instruction remains high. Although the college has established strong orientation and evaluation systems for part-time instruction, the heavy reliance on part-time faculty creates problems and concerns: chiefly, the need to hire and provide orientation for many new faculty; the increased responsibility for quality assurance for division chairs and department chairs; and the reduced number of full-time faculty available to engage in college governance and leadership.

The college recognizes the value that full-time faculty bring to their work inside and outside the classroom. It has continued to increase the ranks of full-time faculty, despite budget challenges for the past decade. The self study registers the college's continuing commitment to addressing these issues.

Communication

The college administration is conscientious in its attempts to keep the college community informed about issues and concerns as well

as processes and decisions for addressing them. In the process of developing the self study, for example, an accreditation portal was established to make current information available to the college community; and information concerning accreditation was shared via email on a regular basis. The college relies heavily on faculty and staff participation in college planning and decision making, and it strives to keep the college community informed about processes such as budget and planning, the work of cabinets, committees, and task forces and events of significance to the college community. The college has established a culture which relies on inquiry and evidence as the basis for claims and decisions, and the college has developed a strong network of accountability and reporting to the college community.

The self study describes extensive efforts and strategies for keeping the college community informed. Nevertheless, surveys of faculty and staff yield responses from people who claim that they do not understand specific issues or don't believe they have been given the opportunity to participate in such important processes as budget and planning. In the current climate, in which the college administration is accountable for employee awareness on legal and ethical issues such as the use of college resources and hiring guidelines and restrictions, processes for effective communication present formidable challenges. The self study delineates the college's thoughtful approach and various vehicles for informing the college community on these critical issues.

BC, like many colleges, relies heavily on email to conduct the business of the institution, and to ensure that college employees are informed about issues and decisions. Email is a powerful tool, and the college over the past years has attempted to manage email to ensure professional respect and civility in the exchange.



Facilities

The college campus has grown dramatically in the past ten years. The self study describes an impressive list of new and renovated facilities to improve the delivery of instruction. Notably, in spring 2009, the 64,000 square-foot Science and Technology Building opened, providing state-of-the art classrooms, instructional labs, laboratory preparation facilities, offices, soft space for students, a science study center, and space for faculty-led individual and group tutoring and assistance. The building, the design involving strong consultation with discipline faculty users (in spring 2004, architects conducted extensive consultation with science faculty to identify specific needs and improve design features), provides much needed room to enhance instruction in the comprehensive science and technology curriculum. The college has also received state design funds to design an estimated 69,000 square-foot health sciences building, an instructional area in need of space to expand allied health programs and offerings.

The college has excellent facilities and continues to create space to accommodate innovative and creative instructional demands. There are 51 electronic classrooms on campus, 40 added since 2004, and, again, the conversions selected on the basis of consultation with faculty and staff about program needs. Student needs are also prominent in building planning; facilities on campus provide over 1200 computers for use by students, 210 of which are in the open computer lab, and buildings across campus provide soft space to facilitate student interaction and group study.

The college has been resourceful in obtaining new buildings and in renovating and converting space to accommodate current and future needs. Nevertheless space presents challenges. Areas on campus remain in need; for example, additional classroom space, especially during prime time hours, art studios, learning labs for parent education, office space (especially for part-time faculty) and meeting rooms. Further, planning for future space needs presents some formidable challenges. In the state approval process, the capital budgeting process limits new buildings to 70,000 square feet, regardless of need. Funding is based upon estimates submitted six years before actual construction begins, which are often inadequate for the need that develops, and project costs are based on current enrollments, which may increase significantly during the interval before construction. In planning to meet future needs, BC is faced with the additional question of the growth that the current campus can accommodate. The college is situated in an area with extremely heavy traffic congestion, surrounded by residential neighborhoods. Issues, such as traffic, parking capacity, and water and sewage capacities, all influence future planning.

PLANNING AND EFFECTIVENESS

In the short time since the October 2005 accreditation visit, the college has developed

systems that significantly increase the efficacy of college planning and monitoring of effectiveness. The self study prepared for the October 2005 visit reported that in response to recommendations from the 1995 visit, the college had hired an institutional researcher and had instituted programs for tracking institutional effectiveness, for improving data gathering and application, and for assessment of instructional programs and courses. The 2005 self study reported on a number of activities related to institutional effectiveness and described in detail the assessment program. Notably the self study reported that in 2002 a task force reviewed and modified the general education competencies into 18 specific outcome areas clustered into five groups, and that the outcomes had served as the basis for rubrics, developed by faculty, for assessing student learning in the academic disciplines. The visiting team lauded the effectiveness and assessment programs and encouraged the college to continue building upon these foundations.

BC has historically devoted a great deal of time and effort to institutional planning and effectiveness. The present self study documents a thorough review, over the past four years, of methods and several significant strides the college has taken to improve the monitoring and reporting systems. Each year President's Staff reviews the college's mission and strategic plan and identifies planning priorities to assist in focusing and accomplishing the college's goals. The five key planning priorities adopted for 2008-09 are student success, accreditation, community building, business process improvement, and the advancement campaign. These institutional priorities guide planning, budget, and the work plan for units across the institution. Further, in spring 2008, based upon the advice of external consultants, President's Staff revised the mission statement to increase focus on key elements: student success, pluralism,

inclusion, global awareness, and college contribution to the vibrancy of the region.

The director of institutional research has also taken the lead in instituting processes that have greatly improved the college's tracking of efforts to improve effectiveness and assessment. SPOL (Strategic Planning Online) integrates otherwise discrete planning processes, allowing administrators to plan for, connect, and track similar projects, thus eliminating duplicate effort. The reporting feature of SPOL generates lists of activities, clarifying the impact of specific activities in achieving the key performance indicators (KPIs). The focus provided by the KPIs for the institution and the tracking and reporting features of SPOL result in a highly effective and dynamic tool for measuring progress on college goals at both the institutional and specific unit levels. Moreover, the IR director, as an active participant in Educational Services Cabinet, the Assessment Coordinating Team and the Planning Council, monitors the application of these tools, and helps effect strong collaboration across college units and policy groups.

In the discussion of assessment, the primary focus of the October 2005 self study was on assessment at the course level. The present self study describes data being gathered at the program and institutional level in measuring student learning, based on the college's general education competencies and on national indicators.

The discussion of assessment includes the measures employed in the BAS program, including information gained from student completion of capstone projects, and graduate surveys on program effectiveness. The BAS will also complete the college's program review process in the regular cycle at the five-year mark; the review will both integrate the program into the college's framework for program planning and assessment and yield information about the effectiveness of the assessment mechanisms employed.

CONCLUSION

In the four years since the previous accreditation visit, BC has experienced significant growth in enrollments and, more fundamentally, in institutional identity and perspective. Development of the bachelor of applied science degree has provided an opportunity to explore the college's values and purposes and has resulted in a name change that signifies an expanded role in serving the community and beyond. The college has also experienced significant successes and rigorous challenges. On the one hand, it has seen great success of the initiative designed to improve student retention and success, the continuing dramatic growth in distance education, and the improvement of processes for planning and monitoring effectiveness. On the other hand, it has had to reckon with the sobering realities of a national economic crisis and the turmoil of a college committed to leading the discussion on pluralism. The process of assimilating the self study has provided an opportunity to examine the life of the college in the light of these new strengths and challenges. The self study describes the operations of the various college units, identifying issues and problems as well as strategies for effective response. It also confirms throughout the document, BC's most valuable resources: strong programs in response to community need, an ongoing tradition of excellence, a commitment to innovation and leadership, and a talented and dedicated faculty and staff.

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S t a n d a r d O n e
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I n s t i t u t i o n a l M i s s i o n a n d G o a l s ,
P l a n n i n g , a n d E f f e c t i v e n e s s

Standard One

Institutional Mission and Goals, Planning and Effectiveness

Bellevue College Mission

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (Approved by the Bellevue College Board of Trustees, June 11, 2008.)

BELLEVUE COLLEGE GOALS (2004-2011)

1. Access

BC will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.

2. Student Success

BC will support students' lifelong educational development by offering programs and services consistent with their needs, interests and abilities.

3. Teaching and Learning Excellence

BC will offer educational programs and services that are responsive, flexible, and of the highest quality.

4. Institutional Accountability

BC will maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs.

5. Professional and Organizational Excellence

BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal.

6. Financial Sustainability

BC will remain preeminent by strengthening its financial position.

7. Technology Leadership

BC will be a leader in administrative and educational technology, including online learning.

8. Pluralism

BC will advance diversity programs that promote pluralism, inclusion, and global awareness.

9. Community Leadership and Partnership

BC will be a leader and partner in building a strong and vibrant region.

Introduction

Bellevue College's (BC) mission and goals clearly define the scope of its educational programs, the students served, and its role within higher education and the community at-large. Students are the central focus of all college initiatives. The college offers comprehensive programs that include college transfer, professional/technical, basic skills, and continuing education. The campus community takes pride in its reputation for innovation and academic excellence and contribution to the vibrancy of the region. The institution engages in ongoing planning to achieve its mission and goals. It also evaluates its success in, as well as its methods and resources for accomplishing, its mission and goals and uses the results for broad based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and accordingly, revises its goals, policies, procedures, and resource allocation.

The last decade at BC has been one of significant progress in advancing the college's mission and goals, especially expanding educational access for the community. Much of this progress was documented in the college's 2005 comprehensive self study that resulted in reaffirmation of the college's accreditation in January 2006.

In September 2006 the college applied for and received candidacy status from the Northwest Commission on Colleges and Universities (NWCCU) as a bachelor-granting institution with the expectation that it would submit a new self study and host a full scale evaluation within the academic year following graduation of its first class of bachelor students. Since the new degree program and its impact are seminal to this self study, this section includes analysis of the college's progress in achieving its goals, the new degree's pertinence to the college's mission and the influence of the degree on continuous planning and evaluation of the college's progress.

Mission and Goals

UNDERSTANDING OF MISSION AND GOALS (1.A.1)

While specific educational goals and objectives have been revised and sharpened over time, the college's basic mission and goals have remained relatively consistent over time. Development, implementation, and reexamination of the college's mission and goals include wide-spread and ongoing involvement of the entire campus community. In 2003, students, faculty, staff, and board members reviewed and affirmed an articulation of this mission and goals that serves as the foundation for annual planning from 2004 through 2011.

The mission and goals and key performance indicators are reviewed annually by President's Staff to determine if they are consistent and appropriate for meeting the changing needs of the community and to establish planning priorities that should receive special focus in the upcoming year (sections 1.B.1 and 1.B.5). The priorities are sent to the college for review and input and are presented to the Board of Trustees in the fall.

In spring 2008 President's Staff engaged a team of external consultants to assist in reexamination of the mission and goals as part of the ongoing planning process. This review showed that a revision of the mission would better reflect the purpose and culture of the college. The revised statement incorporated several new key elements, including increased focus on student success; advancement of pluralism, inclusion, and global awareness; and the college's contribution to the vibrancy of the region. The revised statement was sent to the college community for review and input and was approved by the board in June 2008.

Five key planning priorities were adopted for 2009: student success, accreditation, community building, business process improvement,

and the advancement campaign. The priorities serve as the foundation for the development of annual work plans across the college and, as such, are infused in college-wide planning activities to ensure broad understanding by the campus community.

In addition to this ongoing annual process of mission and goal alignment, the college initiated a major expansion of college educational services by adding a new level of credential, the applied bachelor degree, in 2007. The concept for the new credential began in 2001 as the Bellevue Community College (BCC) Board of Trustees discussed the overwhelming need of many employers within the college's service area for a highly educated and well-prepared workforce. This need was especially apparent in some advanced technology and health care occupations where there were insufficient numbers of four-year graduates to fill position vacancies and where vacancies were predicted to grow steadily in the foreseeable future. They expressed concern for the plight of place-bound adults to receive affordable baccalaureate education in their own communities and for the growing number of community college students in the central Puget Sound region who were academically prepared to transfer but were being denied access to further higher education due to an insufficient number of funded enrollments at transfer institutions.

The trustees believed their paramount duty was to align educational resources with the needs of the communities they serve, and further, that the citizens who reside in these communities deserved to be educated to qualify for the family-wage positions these fields offer.

The Board of Trustees directed President Jean Floten to pursue authority from the State Board for Community and Technical Colleges (SBCTC) and the Washington State Legislature to offer new access opportunities to address the growing demand. Over the next

several years, the college added enrollment at the associate level, examined community college bachelor degree programs and university centers located on college campuses across the U.S. to learn their best practices, and researched statewide enrollment demand and capacity to document the growing disparity between the two.

In 2004, the board released President Floten part-time to work with the SBCTC to document the state's substantial lack of access to upper division education and make recommendations to the Washington State Legislature to expand bachelor degree pathways.¹ These reports identify a statewide shortage of nearly 9,000 full-time equivalent students (FTES) at the junior and senior level by 2010 and recommend development of applied baccalaureate degrees and university centers at the community colleges as one of the remedies to help address the demand.

The Washington State Legislature concurred and approved Bill E2SHB 1794 in April 2005 that authorized four pilots in applied bachelor degree programs in high-demand fields and funded several university centers at Washington community and technical colleges. They conferred the SBCTC with authority to choose appropriate sites among the state's colleges and to the Higher Education Coordinating Board (HECB) with final degree approval.

In preparation for this action the Board of Trustees approved the proposal for a bachelor of applied science in radiation and imaging sciences in December 2005 after its endorsement by program faculty, the Curriculum Advisory Committee (CAC), the General Education Committee, and President's Staff.

When the college applied to the SBCTC for approval to offer a baccalaureate degree through the new state legislative authority, it conducted a careful analysis of its mission to determine the compatibility of offering a baccalaureate degree. The analysis demonstrated

that providing a workforce related baccalaureate program was aligned with the mission in several ways. The anticipated new bachelor of applied science (BAS) degree would provide career advancement and opportunity for life-long development for the college's associate degree radiation science and imaging graduates. The program is designed to be flexible and accessible in order to meet the needs of working professionals. The degree would also strengthen the economic life of the community by meeting primary workforce demands. Further, the proposed degree would align well with the strengths of the college's existing allied health programs. In April 2006 the SBCTC selected Bellevue as one of the pilot colleges, and the HECB approved the degree in July 2006.

BCC completed its self study and decadal review for reaffirmation of accreditation in 2005 and received reaffirmation in January 2006 from the NWCCU. Then, on September 6, 2006, in accordance with NWCCU guidelines, BCC submitted a substantive change proposal for candidacy at the baccalaureate degree level while maintaining its present accreditation at the two-year level. The college's request was granted by NWCCU. Through this approval the college became eligible to submit its evaluative self study and undergo a full scale evaluation upon the graduation of its first class of bachelor degree students.

In April 2009, Bellevue Community College changed its name to Bellevue College (BC) to better reflect its new degree-granting status before the anticipated graduation of its first bachelor class in June 2009. This required a series of steps, including review by the Board of Trustees, communication with the campus community, application to the Washington State Code Reviser to modify the Washington Administrative Code (WAC) concerning the name of the college, and public hearings. On March 11, 2009 the Board of Trustees adopted Resolution 288/Administrative Order 160 to

change the college's name and approved revisions to BC policy 1000. On April 11, 2009, the changes to the WAC were made effective and the name change became official.

During the 2009 legislative session the college petitioned the legislature to move from pilot status and be given authority to offer additional bachelor degrees in applied areas as workforce demand warrants using the approval process of the HECB. The legislature assigned the HECB the task of recommending a comprehensive delivery system for four-year degrees in Washington state with a report to the legislature December 2009. They also granted BC authority to offer a second new degree, the bachelor of applied arts.

BC has examined the precedents for community college baccalaureate degrees in the northwest accrediting region and in other communities nationally and implemented the best practices of these other programs. The college remains firmly committed to its community college role and mission and sees the addition of applied bachelor degrees as a needed step to serve place-bound students with limited access to four-year options in our region, especially those in high demand fields. The BC community recognizes with its new degrees comes the responsibility to offer only the highest quality programs in a way that complements current programs and services. As one of the first pilots in the state in this form of education delivery, college faculty and staff are also aware of their duty to document and evaluate their experiences. These are challenges the college welcomes as they require rigorous focus on mission in all of its programs, thoughtful and strategic choices, along with careful planning and continuous progress evaluation.

Table 1.1: Chronology of BC's Baccalaureate Degree Approval and Accrediting Processes

Date	Activities
April 2001	President Floten proposed a study to increase upper division opportunities for BCC graduates by documenting the need and reviewing practices in states that offer community college applied bachelor's degrees. 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 presented the concept to community professional associations to determine their level of support.
May 2001	President Floten held an open meeting with the college community to discuss pursuing a bachelor degree program at BCC, which received overwhelming support.
May 2002	BCC published a 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.
December 2003	The President's Staff completed a SWOT 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 an applied 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 (SBCTC) to grant BCC "pilot status" to develop the process to create and offer degrees at BCC.
spring 2004	The HECB specified community college baccalaureates as a new delivery mechanism for addressing upper division capacity shortages.
summer 2004	President Floten engaged in a six-month assignment with the SBCTC to conduct research on baccalaureate capacity and delivery options in Washington state.
fall 2004	President Floten worked to influence the legislature to authorize community college baccalaureate and university centers.
March 2005	BCC developed its case for requesting authority for a health science applied baccalaureate degree.
April 2005	The Washington State Legislature granted authority for four community college baccalaureate pilot programs.
August 2005	BCC submitted its self study to the NWCCU for reaffirmation of its community college accreditation.
September 2005	The SBCTC distributed RFP criteria for selecting the four pilot colleges.
October 2005	NWCCU Visiting Team conducted BCC site visit.
December 2005	The BCC Board of Trustees approved the BCC bachelor degree proposal to the SBCTC.
January 24, 2006	BCC received notification that its accreditation is reaffirmed.
April 2006	The SBCTC selected Bellevue Community College for one of the four pilot bachelor degree programs.
July 2006	The HECB approved BCC's application to offer an applied bachelor degree in radiation and imaging sciences.
September 2006	BCC completed a substantive change and petitioned NWCCU for candidacy as a bachelor-degree granting institution.
December 2006	NWCCU accepted BCC's request and BCC began the self-study process as candidate for four-year accreditation.
April 2009	Bellevue Community College changed its name to Bellevue College (BC).
June 17, 2009	BC graduated its first class of bachelor students.
August 2009	BC submitted its self study for bachelor degree granting status to the NWCCU.
October 12, 2009	NWCCU visiting team will conduct site evaluation.

PUBLICATION OF THE BC MISSION (1.A.2)

BC's board approved mission statement and goals appear in the printed and online college course catalogs, quarterly credit course schedules, the college's annual report to the community, and the "About BC" section of the college's website. In addition, the mission and goals are included in several grant applications and displayed on letter-size posters in classrooms and offices across the college (Appendix 1.1).

DOCUMENTATION OF MISSION AND GOALS (1.A.3)

The college has developed a variety of processes for documenting and publicizing its accomplishments related to mission and goals:

- Each major planning unit develops an annual work plan based upon the established planning priorities in critical areas that is approved by President's Staff.
- Ongoing discussions and documentation of progress are conducted through meetings of college cabinets, committees and units of the college.
- Quarterly progress reports on accomplishing annual goals and objectives are made by each unit and documented in the college's Strategic Planning Online (SPOL) system and reviewed by President's Staff.
- Results from the current year are reviewed as President's Staff selects planning priorities for the next academic year.
- Performance reports related to college goals are generated and shared with the college community through the Office of Institutional Research (OIR). Examples include the SBCTC Student Achievement Initiative Report and professional/technical program report.
- An annual summary of achievement of goals is posted on the college's website.

- Institutional Advancement widely distributes its annual report and promotes press coverage that highlights BC achievements.
- President Floten makes annual opening day and year-end presentations to the campus regarding planning priorities and the college's accomplishments for the year. The president's speeches are published on the college's website.

CONSISTENCY OF GOALS WITH MISSION AND RESOURCES (1.A.4)

BC conducts an annual process of developing planning priorities based on the college's goals, which are reflected in unit and division work plans. During fall and winter quarters departments and organizational units submit their prioritized needs for human, physical and financial resources for the following academic year through the annual budget development process and completion of the capital projects master plan.

While recent improvements have been made in the planning and budgeting processes, President's Staff continues to evaluate integration of its planning and resource decisions to make improvements. A review of current processes indicates that the college needs to link enrollment planning, capital requests, and hiring decisions more directly to planning priorities for the 2010-11 budget.

Feedback from the college community on an employee engagement survey in 2008 indicated that many people still did not fully understand nor feel they were participants in the budget and planning process. Specific steps were planned for 2009 to help employees feel more connected with the process which included regular budget presentations to the campus, information sessions, budget hearings, ongoing budget and planning updates sent through email and creation of a college portal that includes budget information. Then, due to the significant shortfall in state revenue, all state agencies, including

higher education institutions, were required to cut their spending for the remainder of the 2009 fiscal year as well as take substantial cuts for the 2009-11 biennium.

Immediate steps were identified and taken to minimize the impact of the budget cuts and ensure that the college would continue to achieve its mission and planning priorities. Initially, President's Staff reviewed the mandated budget cuts and developed a strategy for implementing and communicating the reductions. All budget reductions were based upon the mission and goals of the college as well as guiding principles developed by the Planning Council, a representative college committee chaired by the vice president of administrative services and endorsed by the president and approved by the board.

President Floten communicated the plan by conducting brown-bag luncheon presentations and making two open presentations to the campus in fall and winter quarters.

Campus input was acquired through a survey that was sent to all employees asking for suggestions for budget reductions or revenue enhancements. In winter and spring of 2009 the college community engaged in a process to develop balanced budgets for 2009 and the next biennium that included the mandated reductions. These budget reductions have been occurring at the same time that enrollments and the demand for college services were rapidly escalating. While the budget reduction process has been extremely difficult, the college sought long-term strategic positioning as it made reductions and took the opportunity to evaluate organizational structure and ways to become stronger and more innovative in an effort to emerge from the recession in a position of strength.

A survey administered during May 2009 indicates these improvements were recognized and supported by the college community who reported this year's financial reports and

budget process to be transparent and exemplary (Appendix 1. 2).

DIRECTION FOR EDUCATIONAL ACTIVITIES, ADMISSION POLICIES, SELECTION OF FACULTY, ALLOCATION OF RESOURCES, AND PLANNING (1.A.5)

BC's mission, goals and strategic planning priorities provide direction for all educational activities, admission policies, selection of faculty, allocation of resources, and planning. The planning and budgeting process requires that all requests be directly linked to the college's goals and planning priorities. All instructional programs are reviewed for quality and efficiency standards and flexibility to address the needs of students and the community. Through its open door general admissions policies and procedures, BC ensures that all students, including those from underrepresented populations, have access to programs and services. The selection of faculty follows a formal decision-making process that requires all candidates to meet established job requirements and standards focusing on excellence in teaching. In recent years the college has succeeded in hiring more faculty of color to advance the college's pluralism initiatives and ensure inclusion.



Recent initiatives tied to college goals

GOAL 1 – ACCESS

- Created four specialties in the applied bachelor degree in radiation and imaging sciences
- Added a new bachelor of applied arts degree in interior design with a focus on green design
- Implemented the new associate of occupational and life skills degree for cognitive and learning challenged students
- Expanded space capacity to enhance learning – Science and Technology Building, Student Programs, and International Student Programs
- Added sections to meet enrollment demand
- Developed new workforce programs such as electroneurodiagnostic technology, medical informatics
- Expanded online learning
- Provided opportunity grants for underserved students
- Provided student scholarships from the Bellevue College Foundation

GOAL 2 – STUDENT SUCCESS

- Increased retention through such activities as the First Year Experience (FYE); One-Stop Matriculation that integrates assessment, advising and registration; and study tables and learning communities
- Initiated a developmental math initiative
- Maintained a successful TRiO program for first generation college students and students at risk
- Shown improvement through student accountability measures within the SBCTC Student Achievement Initiative
- Shown exemplary student performance in national and state competitions
- Graduated the first two classes of associate degree students in Venture
- Graduated the first bachelor degree students who have 100 percent job placement and high salaries
- Incorporated an evidence team to study and develop key performance indicators, and help create pivot tables and scorecards

GOAL 3 – TEACHING AND LEARNING EXCELLENCE

- Initiated the Center for Teaching and Learning Excellence
- Gathered and shared data on grade distribution, student progression and other key performance indicators
- Gathered and evaluated college performance on nationally benchmarked summative tests, such as Community College Survey of Student Engagement (CCSSE) and the Collegiate Assessment of Academic Proficiency (CAAP)
- Assessed student accomplishment of learning outcomes
- Offered faculty professional development days and training

GOAL 4 – INSTITUTIONAL ACCOUNTABILITY

- Implemented SPOL
- Developed key performance indicators; collected and reviewed data and designed improvements
- Created a diversity scorecard
- Scored favorably on the SBCTC Student Achievement Initiative – student momentum point accomplishment

GOAL 5 – PROFESSIONAL AND ORGANIZATIONAL EXCELLENCE

- Surveyed staff and made improvements based upon results
- Offered classified staff professional development days
- Designated as the National and State Center of Excellence in Information Technology
- Offered program chair leadership training

GOAL 6 – FINANCIAL STABILITY

- Planned and initiated an advancement campaign for student success; collected over \$2 million this year
- Enhanced revenue in local accounts
- Obtained over \$3 million in outside grants
- Offered a successful scholarship luncheon that generated \$235,000

GOAL 7 – TECHNOLOGY LEADERSHIP

- Completed campus migration to Microsoft Exchange 2007
- Implemented the college portal system
- Received a National Science Foundation Grant – STEM to Stern Project

GOAL 8 – PLURALISM

- Completed anti-discrimination, anti-harassment training for all employees
- Achieved success in its faculty of color recruitment
- Implemented the Office of Equity and Pluralism and ombuds
- Improved the participation rates of students of color in college program, especially the nursing program
- Created a vision strategy team to develop a more promising plan for college inclusion and diversity
- Offered student scholarships for underserved populations

GOAL 9 – COMMUNITY LEADERSHIP AND PARTNERSHIP

- Strengthened employer connections through internships and experiential learning
 - Offered summer science camps for middle school children
 - Opened the planetarium for public shows
 - Co-sponsored community events such as Aki Matsuri, Expanding Your Horizons, and art shows with the Bellevue Art Museum
-

PUBLIC SERVICE (1.A.6)

BC engages in extensive public service activities to support its mission of strengthening the economic, social and cultural life of the community and to fulfill its role as a community leader and partner (goal 9). For example, the annual job fair links employers directly with students and community members who are seeking employment. In 2008, over 35 employers and 1,100 students were served through the job fair. Cultural activities reinforce BC's emphasis on pluralism and include programs such as the annual American Indian Film Festival, celebration of Black History Month, disability awareness activities, international night, Aki Matsuri, and scholar-in-residence presentations.

SUBSTANTIVE CHANGE (1.A.7)

BC submitted two changes to the commission for consideration since the 2005 accreditation review. In 2006, the college submitted a prospectus of substantive change for an associate degree in occupational and life skills for special needs populations. Titled Venture, the new degree prepares developmentally-delayed students with workplace and life skills so that they have access to higher education and learn to live independently. The prospectus was approved by the commission in November 2006. The degree program currently enrolls over 50 students.

In September 2006 the college submitted a prospectus for substantive change for a new degree at the baccalaureate level. The commission approved the prospectus in December 2006 and granted the college candidacy at the baccalaureate degree level while

maintaining its present accreditation at the two-year level. The prospectus addresses the steps the college has taken to develop a bachelor of applied science degree in radiation and imaging sciences. The college admitted the first cohort of students in fall 2007 and graduated 19 students in June 2009.

BC recently received legislative approval to add a new bachelor of applied arts degree in interior design. The college has received approval from the SBCTC and will meet with the HECB in July; once approvals are granted the college will submit a request for substantive change with the commission.

Planning and Effectiveness

INSTITUTIONAL EVALUATION AND PLANNING PROCESSES (1.B.1)

The institution engages in ongoing planning to achieve its mission and goals. Evaluating the effectiveness of strategies for accomplishing its mission and goals, the college uses the results for broad based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, evaluates itself, and revises its goals, policies, and procedures. These institutional effectiveness processes engage every unit on campus every year. All planning is done within the context of achieving strategic goals that the college identifies every seven years in its strategic plan, and all activity occurs within

a continuous improvement framework. Planning processes engage administrators, classified staff, faculty and students.

The seven-year planning period begins with revisiting the college vision, mission, core values and strategic goals. Once strategic goals are confirmed, actions are taken to move the college toward achieving them. Beginning with the 2005-06 academic year the college has sought to achieve measurable improvement on the goals by focusing action on specific planning priorities (Table 1.2); since 2006-07 selected planning priorities have covered a two-year period.

Table 1.2: Yearly Planning Focus

Planning Year	Planning Priorities
2004-05	All strategic goals
2005-06	Student success; community building; institutional renewal; innovation, creativity & entrepreneurship
2006-07	Student success, institutional development
2007-08	Student success, institutional development
2008-09	Student success, community building, business process improvement, advancement campaign, accreditation

Objectives within the planning priorities are often structured collaboratively for maximum impact. For example, the Student Success Career Pathways objective, led by the vice president of workforce development and a taskforce, includes multiple components involving the Center for Career Connections, College Credit and Careers Network, and Workforce Education, Worker Retraining and WorkFirst.

To track measurable improvement, each objective has one or more assessment measures which are linked, where possible, with the college's key performance indicators (KPIs). The effectiveness sequence of planning, action, assessment and linking results to KPIs ensures that the college can evaluate movement toward achievement of strategic goals.



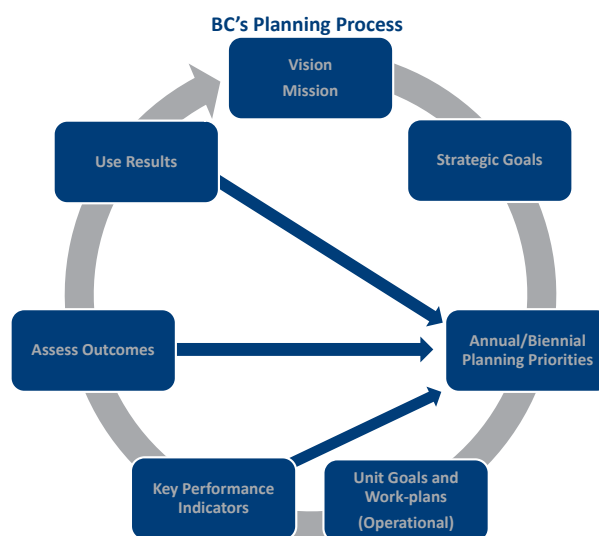
SYSTEMATIC PLANNING AND EVALUATION CONSISTENT WITH MISSION AND GOALS (1.B.2)

The primary institutional level effectiveness activity is the yearly planning process that includes identifying or confirming both planning priorities and actions that address the priorities. This evaluation process includes monitoring performance indicators and reviewing assessment results. At the program level, planning and evaluation are combined in the five-year program review, with assessment followed by development of an action plan that is updated in intervening years. All activities are now tracked online.

Steps in the college's yearly strategic planning process include (Figure 1.1):

1. President's Staff identifies or confirms two-year planning priorities, which may be specific college goals, sub-categories of the goals, or immediate operational needs.
2. President's Staff develops projects to address the planning priorities.
3. Work units, academic departments, and professional/technical programs develop objectives tied to strategic goals and planning priorities, specifying tasks leading to accomplishment of the objectives and assessments to measure success of the tasks. Where possible, assessments are associated with measures within the key performance indicators attached to each of the strategic goals. This is both a top-down and bottom-up activity since objectives may also arise from program reviews or other studies of a unit's effectiveness.
4. Academic departments and professional/technical programs identify learning assessment activities and assessment measures.
5. President's Staff monitors key performance indicators.
6. Assessment results inform next year's actions.

Figure 1.1: Bellevue College Planning Process



At the institution level, evaluation of activities occurs primarily through monitoring of performance indicators. Prior to 2007-08 the yearly report covered these indicators related to program effectiveness: program/degree completion, transfer student success, student retention, progression from developmental to college-level programs, employment, ESL student progress, and teaching excellence. At the time of the last accreditation visit in 2005, the college was using planning and effectiveness processes that, although workable, consisted of disparate activities that were difficult to interconnect. Since then, the college has grown in its understanding of how to focus planning and effectiveness efforts to achieve goals. Discrete planning processes have been integrated into a single flow, first through a strategic planning cycle that increasingly engages members of the campus community, second through adoption of SPOL for record-keeping, and third through greater focus on linking activities to strategic goals and planning priorities, a process SPOL facilitates. These mechanisms, plus revision of key performance indicators and measures, have strengthened the college's ability to make evidence-based decisions that support its mission and goals.

Based on its better understanding of how to create a more effective planning process, in 2007-08 the OIR undertook a complete revision of the college's KPIs, adapting the methodology of a Baldrige Award-winning institution, Richland College of Dallas. This new approach is more dynamic, built on the notion of "layers" that drill down from strategic goals to indicators and then to measures and sub-measures that reflect changes from specific impacting activities. Rather than being compiled annually, measures will be updated as new data become available. Work currently being undertaken to refine these new indicators includes reviewing definitions of measures to produce accurate indicators for benchmarking, setting targets, and measuring progress. When fully developed, each layer will be assigned a weight for its overall contribution to the college mission. President's Staff will also review the measures that contribute to the indicators and goals to ensure that these reflect actions being taken across the campus. When necessary, new measures will be added and others retired.

The student success goal offers an example of how measures are developed for the KPIs. The Evidence Team is an ongoing cross-campus group convened by the vice president of equity and pluralism that was created to be a sounding board for vetting the proposed institutional KPI measures for two goals: access and student success. This team reviewed data that ultimately will be used for the college's first diversity scorecard. The team reviewed multiple levels of disaggregated data, suggested alternative criteria, and advised the VP of equity and pluralism of reasonable starting points for making gains in areas showing deficiencies. The work of this team gives the college a better idea of how KPIs are used to inform decisions and develop strategic initiatives for student success.

Academic departments and professional/technical programs use program review, an in-depth self study that occurs every five years, as their long range planning and evaluation tool. The review covers enrollment patterns, faculty/student ratios, full-time/part-time faculty ratios, course completion and success rates, curriculum currency and coherence, faculty scholarship, professional development, and contributions to the department/program and the community. Professional/technical programs also review student licensure rates where appropriate, student and employer satisfaction surveys, market analysis, advisory committee activities and membership, and technical certification of faculty. Each gathering of data reveals trends and suggests both a program's strengths and its challenges. The final piece of the review is an action plan that addresses the challenges revealed by the analysis. Elements of the plan are entered into the online record-keeping tool, SPOL, providing records of the specific objectives, tasks, assessments, and uses of results.

In addition to the program review process both academic and non-instructional units engage in annual strategic planning that helps them work toward satisfaction of their long range goals. Activities are planned, executed and evaluated. The results then provide the basis for the next year's objectives, which are tied to strategic goals and planning priorities. Other objectives address emerging concerns and yearly assessment of student learning. Planning activities occur at the beginning of the fiscal year, with work progressing throughout the year and assessment results recorded as they become available.

Two other evaluation processes are described in other standards. Formal assessment of student learning occurs yearly via both a nationally-normed assessment (Collegiate Assessment of Academic Proficiency) and local assessment (Standard Two). Evaluation of teaching, research and college and public service also occurs yearly (Standard Four).

PARTICIPATION IN PLANNING (1.B.3)

The planning process engages the Board of Trustees, the president, all vice presidents, all division organizational unit administrators (OUAs), professional/technical program chairs, heads of service units, Planning Council (a group of faculty, staff, students, and administrators), and Student Services Cabinet. The board confirms or re-affirms the strategic goals. President's Staff sets two-year planning priorities. These goals and priorities are then shared with the campus. Administrators, in consultation with members of their units, develop budget requests linked to the goals/priorities. Planning Council then recommends budget guidelines, and all members of the campus community are invited to attend and participate in budget hearings.

The CAC oversees curriculum planning, and the Assessment Coordinating Team (ACT) oversees assessment of student learning. Both committees include faculty, administrative and student representatives.

INFLUENCE OF PLANNING ON RESOURCE ALLOCATION AND PROGRAM IMPROVEMENT (1.B.4)

While President's Staff holds responsibility for developing yearly budgets, it bases budget decisions on recommendations from the Planning Council. These recommendations come in the form of both guiding principles (Appendix 1.3) and budget priorities (Appendix 1.4). The guiding principles reflect the campus mission and vision, while the budget priorities address strategic goals within the context of pressing issues, such as the period of significant budget reduction that the college is currently facing.

Evaluation results of funded activities influence how resources will be allocated via the annual planning process. In 2006-07 President's Staff identified two strategic initiatives on which it would focus attention: student suc-

cess and institutional development. Objectives funded to improve student success included:

- Both retention data and CCSSE scores had indicated that retention of new students from the first to the second quarter of college had not been satisfactory. In 2007-08 the First Year Experience (FYE) was piloted and, having proven successful, in 2008-09 it became a one-credit bearing course requirement for all first-time, full-time students, with offerings both on campus and online.
- One-Stop advising combines multiple advising steps into a single efficient guided activity that ensures entering students participate in an effective advising process.
- Results from a study of math interventions in 2007-08 suggested the need for a more targeted process; the developmental math progression was funded in 2008-09. Assessment data gathered for the current project show a slight improvement in student retention, which will help determine whether to permanently fund the more focused strategies.
- Funding has continued for development and use of career pathways tools.

Objectives funded for institutional development included:

- The college performed an exempt employee compensation study to develop a salary schedule more closely aligned with market driven wages.
- The dean of instruction is working with Information Resources to develop an online enrollment management tool.
- Information Resources developed a positive leave reporting tool to comply with new federal regulations.



INSTITUTIONAL PRIORITIES FOR IMPROVEMENT (1.B.5)

Priorities for institutional improvement are identified through multiple sources of evaluation and planning data. The key performance indicators (KPIs) are designed to facilitate monitoring of progress toward meeting identified targets at three levels: goals, indicators, and measures (and sub-measures). This “drill-down” capability ensures both that areas of concern can be addressed and that effective actions – those that cause a measure to change – are recognized and can be maintained.

Concerted efforts were taken during the development of the KPIs to build indicators and measures that would support quantifiable progress toward the attainment of the nine strategic goals. One example of this is reflected in the ways both student and employee experiences are tracked.

Student experiences are evaluated from several perspectives. In addition to data generated by the OIR regarding course performance, degree attainment, and

employment outcomes, the college routinely administers nationally-normed instruments, such as CAAP and CCSSE. The information resulting from employing these methods is shared with members of the college community for their review and incorporation into program improvement.

For employees, the college has developed and administered its own home-grown surveys for several years. Surveys are generally administered online and can be either short inquiries inviting input regarding a specific topic, or routine assessments of college climate. The climate surveys attempt to gauge the alignment of employee expectations of the college as their employer with their day-to-day work experiences. For each administration of the employee survey, items are reviewed for relevancy and longitudinal analysis purposes. Benchmarks are created by intentionally utilizing selected items derived from instruments used by sister institutions or other agencies for comparison purposes. By looking at the variance in responses to common questions over time in combination with the responses of college employees to peer organizations, college leaders are able to identify areas where expectations are and are not being met.

Despite an overall low response rate from the fall 2008 employee survey, President’s Staff was committed to acting on the common themes that emerged from the survey indicating expectations were not being met across all employee groups:

- I receive the information I need to do my job effectively.
- I have the tools and resources I need to do my job effectively.
- I believe that BCC does an effective job of communicating budget resource allocation decisions to employees.
- I feel free to express my opinions even when they differ from others.

Actions taken to address these concerns included:

- Vice presidents initiating conversations with their employees to determine potential means of improving job effectiveness. In appropriate instances, and in spite of the budget cuts, strong efforts were made to find equipment and software to assist employees in performing their work.
- Deploying a feedback survey following the final budget hearings – initiated by the vice president of administrative services – asking employees to provide input on the efficacy of the budget communication processes conducted during the year. Survey respondents indicated the processes for communicating budget information were useful and easy to understand (Appendix 1.2).

Another way in which the institution guides improvement is by establishing guiding principles and budget priorities for budget development through the Planning Council. Using these data and guidelines, President's Staff identifies immediate needs – the planning priorities – and then develops objectives to address them.

In spring 2008 President's Staff held a one-day planning retreat to identify the planning priorities for 2008-10. In order to facilitate a fresh perspective, a consultant was engaged to guide the process. The mission and goals of the institution were reviewed for relevancy and then used as the guiding force for assessing various possible priorities. The result was a proposed revision to the college's mission statement, identification of priorities firmly grounded in the mission and goals, and a list of projects to support these priorities (Appendix 1.5).

RESOURCES FOR EVALUATION AND PLANNING (1.B.6)

The college provides resources for evaluation and planning processes by three means:

funding, time, and tools. It funds institutional research, institutional effectiveness, assessment of student learning, and faculty (both full- and part-time) participation in planning and assessment activities. These resources are dedicated to the following:

- OIR, staffed by a director and research analyst
- A coordinator of Institutional Effectiveness/Assessment of Student Learning
- Release time for the CAC chair
- Two College Issues Days per year, one of which is, devoted to faculty assessment of student learning (these are paid contract days)
- Yearly planning retreats for President's Staff, Educational Services Cabinet, and all vice presidential cabinets
- Stipends for part-time faculty participation in College Issues Days, with some funds targeted specifically for participation in the day devoted to assessing student learning
- Special one-time stipends for part-time faculty to familiarize them with new assessment activities
- Purchase of the SPOL hosted license

Budgetary support has been consistent, growing even in times of budget constraint. Time devoted to planning also continues to grow.

INTEGRATION OF INSTITUTIONAL RESEARCH WITH PLANNING (1.B.7)

OIR is a primary driver of improvements in institutional planning and evaluation. In addition to providing data, identifying sources and means for gathering data, and educating the college community in use of data, it has also advanced the college's data-delivery and record-keeping methodologies. In 2007-08 the director brought two significant improvements to campus methodology – SPOL and a key performance indicator report that allows drilling down into mea-

asures and sub-measures to locate points of impact. Both the president and President's Staff worked closely with the OIR to determine appropriate indicators, benchmarks and measures for the key performance indicators. During 2008-09, historical baseline data were generated for two focused goals – access and student success – and reviewed by the Evidence Team. These data will be used to form targets for the future.

In addition, OIR produces the Annual College at a Glance and Fall Students at a Glance reports, data for the Distance Education Grade Analysis, data for capital requests, data for the student success initiative, completion and success data for program reviews, data for the key performance indicators, plus reports from the CAAP and the CCSSE. It conducts surveys of employees and auxiliary services, and generates other surveys on request. OIR also provides data support for the new bachelor of applied science degree and responds to requests for data from across campus.

For state reporting requirements, the office monitors data on FTES, assembles data for the Student Achievement Initiative, tracks baccalaureate students, and assembles data for state workforce funding.

The director of institutional research sits on the Educational Services Cabinet, the Assessment Coordinating Team, and Planning Council. The director also guides the Evidence Team in linking activity to data to measures to key performance indicators, convenes the Institutional Data Committee, co-chairs the Institutional Effectiveness Resource Group and is an alternate member of the Institutional Review Board. In all these groups the director serves as a source of information and ideas about the evidence that is available to support planning and assessment, often subsequently generating the necessary reports.

EFFECTIVENESS OF EFFORTS (1.B.8)

The college is building effectiveness and institutional assessment processes that will allow constituents to monitor at all levels progress toward goals. Currently, progress is monitored at the micro level of specific objectives and at the program level, with some tools being refined and others developed that will allow President's Staff to monitor the whole institution's progress toward its goals. Significant changes since the 2005 visit include:

- Use of SPOL to integrate the three strands of planning reported in the last self study – strategic planning, performance indicators and budgeting
- Program Effectiveness Process (PEP) subsumed into yearly strategic planning process and tied to achievement of strategic goals
- Program Review Action Plan, now entered into SPOL, tied to achievement of college's strategic goals
- Responsibility for assessment of student learning housed in programs/departments, with SPOL as record-keeping tool
- Movement from annual performance indicators report to monthly key performance indicators with capability of drilling down into measures and sub-measures.
- Transition from “all goals, all the time” to two-year planning priorities

The overall impacts of these changes are increased access to data and increased decisions based on data.

SPOL has integrated major, but once disparate, stand alone processes, connecting the activities that they generate to the college strategic goals. It facilitates systematic efforts to achieve these goals, as well as monitoring of activities. Administrators can now more easily plan for and connect similar projects, avoiding duplication of efforts. In addition, its reporting feature will generate lists of activities address-

ing each strategic goal. These data can be appended to the KPIs to show specific impacting activities and whether they have helped the college progress in achieving its goals.

The tool now houses all planning processes except budgeting, which will be merged into it over time. The yearly PEP process and its database were retired in 2008-09; all work units that once completed entries in the PEP database now do so in SPOL, connecting their objectives to campus goals and planning priorities. Action plans generated in the Program Review process are also entered into and monitored through SPOL, as are records of assessment of student learning. This comprehensive record of planning and evaluation activities will allow all units easily to track progress of those activities over time.

Strategic planning, housed in SPOL, subsumes PEP that had been conducted for the previous six years. Since objectives can address more than one goal, the numbers in the following table indicate not a total number of objectives, but the number of objectives that wholly or in part address each strategic goal. Nearly every objective has an assessment identified so that at the beginning of each subsequent year, users can make use of assessment results in their planning.

Table 1.3: Number of Objectives by Strategic Goal 2008-09

Strategic Goal	# Objectives	# Work Units
Access	28	16
Student success	80	43
Teaching and learning excellence	27	16
Institutional accountability	38	20
Professional and organizational excellence	17	12
Financial sustainability	16	9
Technology leadership	18	7
Pluralism	11	6
Community leadership and partnership	23	12



While this is the college's implementation year with SPOL, the number of work units submitting objectives for each strategic goal indicates the high level at which faculty and administrators have been engaged.

PUBLIC AWARENESS OF INSTITUTIONAL EFFECTIVENESS (1.B.9)

The college has three mechanisms for communicating institutional effectiveness to its community. First is the foundation annual report, mailed to all donors, those who volunteer with the college (Bellevue College Foundation Board and program advisory boards), and state legislators and distributed at the annual foundation luncheon. Copies are also available throughout the year to be distributed as needed. Last year's report won a gold medal from the National Council on Marketing and Public Relations, an affiliate of the American Association of Community Colleges. Evidence of institutional effectiveness is also communicated to the public through the college's website, with one section entirely devoted to feedback to the community. OIR also maintains a public website containing basic data about the college. Finally, the president incorporates details of college effectiveness into her speaking engagements and public writing.

STANDARD ONE: MISSION AND GOALS, PLANNING AND EFFECTIVENESS

ANALYSIS & APPRAISAL

Bellevue College's mission and goals serve as the foundation for all programs and services, planning efforts, and allocation of resources. While the mission and goals are widely understood and implemented by the college community, the recent extensive state budget reductions have strengthened our understanding of the need for ongoing involvement of the entire campus community in establishing planning priorities and allocation of resources.

The process of developing and implementing the new baccalaureate program in radiation and imaging sciences has deepened the college's understanding of its mission, caused it to examine and make application for a formal college name change, and has strengthened achievement of college goals of access, student success, and teaching and learning excellence. The BAS program is serving a great community need and has immediate value to the graduates and health care employers. The existing baccalaureate program and plan to develop others also clarify roles in planning the future of the college in meeting workforce needs of the state.

The college has taken a number of steps toward improving planning processes, allocating resources to achieve goals, and measuring the effectiveness of strategic initiatives. The biennial identification of strategic planning priorities has helped prioritize annual work plans and allocate resources to key initiatives important to the entire college. The transition to the use of SPOL has improved integration of planning across the college and has provided an improved method for documenting the college's effectiveness. SPOL also has a budget feature that will be implemented in the next few years. This will further integrate the planning and budgeting processes, and improve the college's tracking and reporting capabilities.

The college must continue to improve integration of data with decision making. At the institution level, refinement of KPIs has begun and the college expects to make significant progress in the use of KPIs in all areas in the next several years. New cross-unit work groups such as the Evidence Team, Institutional Data Committee, and Institutional Effectiveness Resource Group are helping ensure that decisions are evidence-based and reflect priorities of the college.

During the recent past the college has developed excellent tools for integrating planning and evaluation; at this point BC is in the process of implementing these processes and integrating them. As the college gains experience and practice, data gathering will improve and application of the knowledge can be better applied to the improvement of instructional delivery and, consequently, of student learning.

(ENDNOTES)

- ¹ *Upper Division Enrollment Planning Discussion For Washington State*, Jean Floten, November 10, 2004; and, *Baccalaureate Capacity Study Findings And Recommendations*, Washington State Board for Community and Technical Colleges, January 18, 2005.

SUPPORTING DOCUMENTATION FOR STANDARD ONE

Required Documentation	Name of Exhibit	Self-study Reference
1. Official statement of institutional mission; how and when it was developed, approved and communicated to institution's constituencies	Strategic Plan - Vision, Mission and Goals; Affirmation of Inclusion Planning Priorities and Revision of Mission – President's Staff Retreat Spring 2008 [Dwaffler Consulting] Name Change to Bellevue College President's Speeches	
2. Evidence that demonstrates the analysis and appraisal of institutional outcomes including annual goals and assessment of success in their accomplishments;	President's Speaking Engagements 2001-2010 – Presentations on College Effectiveness Annual Summary of Achievement of Goals (Online) News Coverage of BC Achievements 2005-2009 Key Performance Indicators (2004-2007) Legislative Intent WAC for Baccalaureate Degree BAS NWCCU Prospectus for Substantive Change BAS HECB Approval and Application Request 2006 Impacts of the BAS Program at BCC Analyzed by Standard	
studies of alumni and former students;	Fall Students at a Glance 2004-2008 Office of Institutional Research Website Data Reports: Survey of BCC Graduates and Employers, Spring 2007 and 2008	
studies regarding effectiveness of programs and graduates; studies of success in placing graduates	Distance Education Analysis Samples of Program Reviews since 2005 Completion and Success Analysis 2003 - 2005 Completion and Success Analysis 2004 – 2006 Completion and Success Analysis 2005 - 2007 Program Review Analysis 2004 – 2006 PEP 2003 – 2005 PEP 2003 - 2007 Student Success Initiative – Analysis 2005-2008 First Year Experience (FYE) Office of Institutional Research (Online) Student Achievement Initiative Report Professional Technical Program Follow-Up Report Measuring Effectiveness Methodology Used by Richland College of Dallas (Online) E-Pathway Career Planning Tool (Online) Data Reports: Survey of BCC Graduates and Employers, Spring 2007 and 2008	
pre- and post-test comparisons of student knowledge skills and abilities;	Distance Education Grade Analysis 2008 - Report Distance Education Grade Analysis 2008 - Summary College at a Glance – Annual Fact Sheets Collegiate Assessment of Academic Proficiency (CAAP)	

surveys of satisfaction– students, alumni and employees	Distance Education Analysis (Online) - Faculty Staff Survey Report 2008 Distance Education Analysis (Online) - Marketing Survey of New Students 2006-07 Distance Education Analysis (Online) - Non-Completers 2008 - Survey Community College Survey of Student Engagement (CCSSE) 2008 Results Office of Institutional Research (Online) Employee Engagement Survey and Observations Summary, Fall 2008 Employee Survey Tables 1-4, Fall 2008
Required Exhibits	
Institutional short term, strategic or long term plans, including system master plans	College and Foundation Annual Reports Master Plan 2008-2018 Planning Priorities and Revision of Mission – President’s Staff Retreat, Spring 2008 [Dwaffler Consulting] Budget Reduction Presentations, FY 2005-2009 Proposed Budget 2009-10 and Information Sharing Survey Feedback SPOL Objective Status Reports for Planning Year 08-09 Sample Reports
Suggested Materials	
Planning studies, enrollments for the past five years, enrollment projections, program and personnel needs analyses, fund development plans and other institutional research results	College and Foundation Annual Reports Budget Reduction Presentations 2005-2009 Proposed Budget 2009-10 and Information Sharing Survey Feedback Perkins Plan Budget Narrative 2008-09 (see Advising – Career Pathways funding) Perkins Plan 5-Year 2008-09 (see Career Pathways funding – Section 3 Advising, p. 4) Venture Program NWCCU Approval and Prospectus for Substantive Change, 2006 Program Review Schedules Student Success Initiative (SSI) Retention Program Funding Reports All SSI Reports from Institutional Research Pluralism Activities Flyers Student Retention Cohort Analyses Enrollment Planning Presentation at College Issues Day, Fall 2006 National Community College Benchmarking Comparisons (Online) Master Calendar for NWCCU 2009 Accreditation Self-Study Steering Committee Chairs and Members for 2009 Accreditation Self-Study

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S t a n d a r d T w o
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E d u c a t i o n a l P r o g r a m
a n d I t s E f f e c t i v e n e s s

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E d u c a t i o n a l P r o g r a m a n d I t s E f f e c t i v e n e s s

Introduction

Committed to its mission to be a student-centered, comprehensive college, Bellevue College (BC) provides educational programs to students pursuing adult basic education, transfer to baccalaureate institutions, professional/technical associate degrees and certificates for immediate job placement, a bachelor degree for career advancement in medical imaging fields, and continuing education for lifelong learning.

In order to provide high quality, flexible and accessible educational opportunities, BC faculty and administrators continually assess, analyze and make adjustments to educational programs and services. Effectiveness is accomplished by acting upon information from program reviews, assessment of college-wide general education outcomes, appraisal of student work in individual classes, faculty evaluations, surveys of current students, graduates and employers.

In the four years since the college's last comprehensive self study a number of important changes occurred in the instructional program.

- Foremost, the college added a bachelor degree in applied science and implemented changes across the college that accompany a higher level credential.
- The instructional program made strides in infusing information collected systematically and over time into decision making at the institutional, program, and course levels.

- Responsibility for monitoring and assessing learning outcomes moved from centralized accountability to individual academic programs. Every five years programs formally review their curricula and most produce annual reports describing assessment efforts, findings, changes and plans informed by assessment results. Faculty members on the Assessment Coordinating Team serve as a resource to individual faculty members and departments in assessment processes. Programs share their progress and undertake new work during an annual assessment day.
- New instructional space, notably a science and technology building, has addressed the serious shortage of laboratories required for students to fulfill the lab-science requirement for transfer degrees.
- The college has provided part-time faculty more opportunities for involvement in college work and professional development. As well, the college has committed to expand its full-time faculty to provide more ongoing support for instruction, college governance responsibilities and student engagement.
- More students are served through eLearning, both online and in blended offerings, consistent with their reported preferences for scheduling flexibility.

- Continuing education, comprised primarily of non-credit and self-support programs, has increased program quality and student satisfaction through established processes for ongoing evaluation of instructors and offerings. Because of the staff's growing proficiency in responding to market fluctuations the program has maintained high-quality offerings, cost-effectiveness, and financial stability.

General Requirements

HUMAN, PHYSICAL AND FINANCIAL RESOURCES (2.A.1)

BC uses its human, physical and financial resources to support its educational programs and to facilitate student achievement of program objectives.

Human Resources

BC students benefit from dedicated faculty and staff who provide a consistently high quality and student-focused learning environment. Committed to teaching, faculty members facilitate learning to ensure excellence in student preparation for continued study and work. The results of the 2008 Community College Survey of Student Engagement (CCSSE) corroborate that BC faculty provide active and collaborative learning environments for students (see Standard Two exhibits).

Relying on a combination of full-time and part-time faculty, BC has sufficient numbers of qualified faculty to teach all its courses. The college's average student-faculty ratio in state-funded courses for academic year 2007-08 was about 18:1, the same as the state-wide community college average.¹

Faculty members are carefully screened and selected to ensure they hold appropriate academic credentials in their fields and disciplines and that they possess the knowledge and skill to fulfill all of the requirements of

their position. The tenure review process, primarily a peer review, is both comprehensive and rigorous; faculty take very seriously the decision to admit colleagues into their professional ranks.

Since its inception, the college has made a substantial investment in faculty professional development opportunities and this investment is evident in the energy and creativity faculty members demonstrate in their teaching and scholarly pursuits. In 2007-08 the college committed approximately \$845,000 to support professional development activities.

The total number of employees has remained relatively constant over the past few years. In 2008 there were 1,260 employees, slightly lower than in 2004 (Table 2.1). During the same period total student headcount decreased slightly due to a reduction in continuing education enrollments. Conversely, enrollments of students taking credit courses (state and contract) increased during that period of time. The headcount to FTES ratio indicates that the students in 2008 enrolled in more credits than those in 2004.

A program offering a bachelor of applied science (BAS) in radiation and imaging sciences began fall 2007 and is taught by a variety of qualified professionals, ranging from medical doctors to nationally certified clinicians, most of whom are also field practitioners (see Standard Four, Table 4.2). Actively involved in developing and implementing processes in the workplace, they provide students with the benefit of their current experiences. The program also incorporates qualified part-time and full-time faculty from other divisions to teach upper division general education requirements and applied management courses. The program chair is dedicated full time to the program.

A significant number of BC classes are taught by adjunct (part-time) faculty. Currently the full-time to part-time ratio is 43 percent full

time and 57 percent part time. BC is fortunate to be located in a community that has a broad range of educated people who want to teach. Adjunct faculty provide flexibility in course scheduling and assist the college in keeping course content current relative to the marketplace.

Although the college has a cohort of long-term and dedicated adjunct faculty members, which greatly assists with coherence and coordination of curricular offerings, many new part-time faculty members join the college every year. The responsibility for program chairs to hire, orient, coordinate class offerings, and provide ongoing support for part-time faculty is demanding and time-intensive. Program chairs have indicated that part-time faculty members tend to be less familiar with campus resources and have less training in student advising issues, and providing them with student meeting space has been difficult.

The college values shared governance and faculty participation is essential. Since

adjunct faculty are contracted primarily to teach courses and meet with students about their classes, the responsibility for college governance falls mainly on full-time faculty.

Having more full-time faculty members would assist with curriculum development, governance and other collaborative functions. Providing adjuncts with more opportunities to be involved in student engagement and department and division meetings would also be beneficial.

In order to make focused progress in these issues the college is committed to increase full-time faculty from 43 percent to 60 percent of its teaching effort and provide additional support to adjuncts. Even with severe budget reductions the college has replaced full-time faculty members when they retire, maintained temporary full-time positions and added new positions. The college has provided financial assistance to adjuncts to attend quarterly orientations, participate in professional development and college issues days to become more familiar

Table 2.1: Employees and Students

	Fall 04	Fall 08	Number Change	Percent Change
Total Employee Headcount	1,282	1,260	-22	-1.7%
Classified	270	267	-3	-1.1%
Administrative and Exempt	153	171	18	11.8%
Faculty (teaching and non-teaching)	859	822	-37	-4.3%
Full-time Faculty (teaching and non-teaching)	153	170	17	11.1%
Part-time Faculty (excludes self-supported courses)	409	393	-16	-3.9%
Part-time Faculty (only self-supported courses)	297	259	-38	-12.8%
Total Student Headcount	19,284	18,742	-542	-2.8%
State and contract students	13,738	14,322	584	4.3%
State and contract FTES (full-time equivalent students)	9,284	9,535	686	7.4%
State FTES	7,485	7,492	309	4.1%
Contract FTES	1,799	2,043	377	20.9%
Ratio: Headcount/FTE (state and contract students)	1.40	1.31	-0.10	-6.8%

with the primary initiatives and issues of the college, and perform some special assignments, such as curriculum development or student research. An electronic faculty resource guide is almost completed that will improve faculty access to college information. Adjunct office space has been added in each new building. Ongoing attention will be given to instructional staffing.

Classified staff members are an integral part of the instructional program, contributing an essential role of ensuring a student-centric, service-oriented, well-organized and well-maintained campus.

Physical Resources

The college has made substantial investments in its teaching facilities over the past four years. In spring 2009, a 64,000 square-foot science and technology building opened. The building addresses a serious shortage of science laboratories and makes it much easier for students to fulfill their lab-science requirements. Additionally, the building provides students with state-of-the-art classrooms, instructional labs, soft space for study, and a faculty-led science study center that contains course-related materials, computers equipped with science-related software, and data collectors. The new building also contains laboratory preparation areas, faculty offices and conference rooms.

The college has continued to remodel and expand facilities to support its educational programs.

- In 2006, renovation of the Library Media Center (LMC) accommodated an expanded collection, additional media equipment, computer work stations, study rooms and quiet spaces – all designed to create a rich learning environment for students.

- In 2006, the D Building remodel updated classrooms, added faculty offices, and provided a central location for an academic success center that brought together writing, reading and math labs and tutoring.
- The woodshop for art and interior design students was expanded.
- Neighboring homes were acquired and assigned to the visiting international scholar-in-residence, International Student Programs, and the college radio station.

Design funds are part of the new biennial budget for a 70,000 square-foot health science building that will add much needed space for the college's growing portfolio of healthcare programs.

The college maintains a satellite campus, North Campus, in northern Bellevue, which is the location of Continuing Education (CE). The lease on this facility expires in November 2010. The college is engaged in locating a new facility to purchase for a permanent location for the program.

The BAS program was assigned two dedicated classrooms with interactive broadcasting capacity to serve students in eastern Washington and other distant locations. Faculty members use a web-based, class capture system for lectures, videos, presentations and other displays. The program acquired a new energized digital x-ray machine, planned for installation summer 2009, which will enhance the students' learning experience.

Several other exemplary learning environments have been created in the past four years with help from the college foundation and outside agencies. One example is the addition of an integrated digital projection system in the planetarium that lets students and audiences fly through the stars in three dimensions. Through a National Science Foundation grant and college foundation support, students are engaged in original

genomic research, using a DNA sequencer, scanning electron microscope, and a microbe assigned by the US Department of Agriculture that holds the key to preventing wheat rot.

Although newly renovated facilities and the Science and Technology Building have provided more learning-centered facilities, the college must continue its efforts to expand academic space to keep pace with enrollment growth. To address expansion needs, the vice president of administrative services has established a task force to review master planning and evaluate the ongoing allocation of space.

Financial Resources

While BC has sufficient financial resources to support its educational programs, appropriate levels of state funding in both operation and capital have been an ongoing concern. The college receives about 44 percent of its annual operating funds from the state and the rest comes from tuition and other locally-generated funds.

The college has pursued diversified funding sources to enhance academic programs. In 2007-08, the college was awarded more than four million dollars (distributed over multiple years) in grant funding for educational programs and services (Appendix 2.1). These include awards from the National Science Foundation for faculty professional and curriculum development, the U.S. Department of Labor for increasing capacity in nursing and developing new certificates in radiologist assistant and medical dosimetry, and the State Board for Community and Technical Colleges (SBCTC) for a wide range of workforce and high demand program development as well as support for special populations.

The college foundation has also played a significant role by providing scholarship funds for students, grants for faculty, rewards and recognition for exemplary performance, and instructional equipment. The foundation



board recently initiated a \$7 million advancement campaign – and members contributed the first \$2.1 million themselves – that will support student success initiatives, a teaching and learning center for faculty, and instructional equipment.

While outside funding is useful in expanding academic programs, it rarely funds full-time staff. Instructional units remain very conservatively staffed, and administrator, staff and faculty workloads grow in proportion to enrollment growth and new demands. The college continues to assess the effectiveness of its allocation of current resources and streamline and/or automate workflow systems, where possible.

Funding for the bachelor degree is based on the tuition and state reimbursement rates for regional universities, which is greater than community college rates. The program allocation was sufficient to cover staffing costs, develop courses, fund professional development opportunities, recruit students, purchase library resources, and support other activities appropriate for a baccalaureate level program; however, the program must become larger if it is to support adding more full-time faculty.

Maintaining the level of service the college currently provides students and staff has been particularly challenging this year as the college has responded to declining state-wide budgets and state-imposed hiring freezes. For the initial round of reductions through June 2009 and mandated for the next biennium, BC was able to restructure leases and debts for a savings of over \$2 million of the estimated \$2.3 million reduction required, a great relief for the college community.

Staffing at all levels is one of the college's chief concerns. With increases in benefits authorized by the 2009 legislature for exempt and classified positions at 40 percent or more of a full-time load, the college will assess part-time staffing to see where full-time conversions are possible. In addition, the instructional program is undergoing reorganization to match better its resources with strategic priorities in globalism, teaching and learning, sustainability, STEM (science, technology, engineering and math) programs, and information technology leadership.

EDUCATIONAL PROGRAMS AND COLLEGE MISSION (2.A.2)

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs. (BC Vision, approved by the Board of Trustees, June 11, 2008.)

BC's vision is inextricably intertwined with its educational programs. Goals of access, student success, teaching and learning excellence, accountability, professional excellence, financial stability, community leadership and partnership, and pluralism can only happen through high quality, responsive educational programs.² By regularly adding and adjusting degrees and certificate offerings that are responsive to community needs, BC demonstrates three strategic plan goals: access, student success, and community leadership and partnership. The successful introduc-

tion of a bachelor of applied science degree in radiation and imaging sciences demonstrates the college's flexibility, innovation and responsiveness to its community, a critical part of its mission. The degree also demonstrates the college's ability to use or modify existing college systems and procedures to substantively enhance educational offerings.

DEGREES AND CERTIFICATES (2.A.3)

Faculty and program chairs, subject matter experts in their disciplines, lead the development and revision of degrees and certificates. They consult with academic colleagues in the college and at receiving institutions for transfer degrees to ensure appropriate breadth and depth of course offerings, logical sequencing, and transferability. For professional/technical degrees and certificates, program chairs consult advisory groups, clinical and intern site employees, and other business and professional constituencies. Required course and program proposals ensure that outcomes are specified and methods for assessing them are addressed, and that library and other information resources needed to teach courses are identified.

The faculty-led curriculum development process, combined with the Curriculum Advisory Committee (CAC) review and approval system (described in Standard 2.A.7) and regular in-depth program reviews (described in Standard 2.B.), ensure that degrees and certificates are developed, approved, and periodically evaluated under rigorous and consistent institutional policies and procedures. Comprehensive policies and procedures related to curricula are clearly defined in the CAC handbook (see Standard Two exhibits). As part of the approval process, members of the CAC provide advice to initiators concerning pedagogy, course numbering and sequencing, credits, load factor, learning outcomes and general education requirements, among other information.

DEGREES, CERTIFICATES AND CONCENTRATIONS (2.A.4)

BC uses degree designators consistent with program content and in compliance with the SBCTC articulated degree titles. Degree objectives, content to be covered and prerequisites are clearly defined and accessible in both the college catalog and online. Advising worksheets, program fliers, division and/or program websites offer additional information for students about credentials.

The college offers one bachelor degree and nine associate degrees:

- Bachelor of Applied Science in Radiation and Imaging Sciences (BAS)
- Associate in Arts and Sciences – Direct Transfer Agreement (AAS-DTA)
- Associate in Business – Direct Transfer Agreement/Major Related Programs (AB-DTA/MRP)
- Associate in Elementary Education – Direct Transfer Agreement/Major Related Programs (AE-DTA/MRP)
- Associate in Mathematics Education – Direct Transfer Agreement/Major Related Program (AME-DTA/MRP)
- Associate in Science, Track I, II (AS)
- Associate in Applied Science – T (AAS-T)
- Associate in Arts Degree (AA)
- Associate in Arts General Studies Degree (AAGS)
- Associate in Occupational Life Skills Degree (AOLS)

Several changes in degree and certificate offerings have been made to meet students' needs since BC's last accreditation visit. Most significantly, BC began offering a bachelor degree. The AS was separated into two tracks (Track I, life sciences and Track II, physical sciences) and another Track II was added in engineering/master related programs that now includes degree preparation in three engineering specialties. Three new degrees

were added, the AE-DTA/MRP, AME-DTA/MRP, and AOLS. Since 2004, 36 new professional/technical certificates have been added, 18 have been deleted, and four have been significantly modified. A list of all changes is provided in the Standard Two exhibits.

Baccalaureate Degree

In 2006, the Northwest Commission on College and Universities (NWCCU) approved a major substantive change for Bellevue College to add a bachelor degree and granted the college candidacy at the baccalaureate level. The purpose of the prospectus was to allow the college to offer a bachelor of applied science in radiation and imaging sciences, which represented a significant new direction for BC. The degree was directed at students who have achieved associate degrees and national certification in radiologic technology, diagnostic ultrasound, radiation therapy or nuclear medicine. Hospitals and clinics, already familiar with the quality of BC's graduates from these programs, collaborated with BC to develop the new degree. The bachelor program was designed to provide management knowledge and more in-depth technical skills to program graduates and practicing professionals who will fill the demand for managers and advanced specialty imaging technologists.³

The degree consists of 180 credits, with 90 credits fulfilled by entrance prerequisites (Appendix 2.2). General education requirements are an integral part of the degree and are similar to those of other bachelor degree programs, offering breadth, depth, and increased rigor and sophistication (Appendix 2.3). Developed by BC faculty, the general education components are designed to reinforce and expand students' knowledge and skills to better prepare them to function successfully in a professional setting. The BAS requires 65 general education credits, 25 of which are met by entrance requirements (Appendix 2.4).

Admission to the bachelor program requires that students hold an associate degree and national certification in an imaging field and, as well, demonstrate that they have fulfilled their lower division general education distribution requirements as part of their previous education.

Once admitted, students select a concentration that best supports their interests and career goals. The management concentration prepares technologists to lead radiation and imaging programs and clinics. The technology concentration provides advanced technical training leading to additional certification.

The course delivery methods and schedule have made it possible for students to take courses while continuing to work full time (Appendix 2.5). Students living in eastern Washington, or other cities outside of commuting range, participate in real-time instruction via two-way interactive TV allowing them to see the instructor and lecture materials and respond as if they were sitting in a BC classroom. Students report that the knowledge and skills they gain are immediately applicable to their work. Many of the technology courses prepare students to sit for advanced certifications which help them qualify for additional work place responsibilities.

The BAS program has recruited qualified instructors who bring on-the-job experience to the classroom, enriching the learning experiences and ensuring relevance (Appendix 2.6). In a survey administered to students in fall 2008, 94 percent of respondents agreed they were intellectually challenged by their courses and that instructors possessed the knowledge and skills necessary for the courses they teach (Appendix 2.7).

In January 2009, 55 matriculated students were enrolled in the degree program. In most quarters, an additional 30 to 60 non-matriculated students enroll in courses that lead to advanced certifications in their fields. The first class of 19 students graduated in June 2009.

By spring 2009, the BAS program had offered every required or requested course developed for the degree. Eight new advanced technology courses have been added since the program began, and more are being adapted for online delivery to reach place-bound students. The CAC has approved two new program concentrations in medical dosimetry and radiologist assistant; students in these concentrations will begin fall 2009.

Launching a bachelor degree has involved cooperation across the college to address issues that accompany adding a new level of degree. For example, student services staff in consultation with the program chair developed a special admission process, procedures for evaluating student records and checking for graduation requirements, new transcript protocols, new diplomas, etc. The library added resources to its core collection for upper division general education requirements and acquired more program-based resources. Space was assigned and modified for online class broadcasting, Equipment was purchased and installed. New budgets were developed, new coding protocols added. Faculty were recruited, hired and oriented – among the many other decisions and actions required. Through support from all areas of the college, but primarily the program faculty and chair, the bachelor program has been successful in meeting its two-year goals of preparing a rigorous and relevant curriculum, ensuring that students received appropriate academic support, and graduating its first class.

Associate Transfer Degrees

All transfer degree requirements conform to transfer agreements established by the Washington Intercollegiate Relations Commission. Transfer agreements ensure that a student who completes a transfer degree at a public community college in the state of Washington will have satisfied the lower division general education requirements at various bac-

calaureate institutions. These students will generally have junior level standing, but they must still meet the admissions and pre-major requirements of the accepting institution's major programs.

Associate in Arts and Sciences Degree, Direct Transfer Agreement (AAS-DTA)⁴

The AAS-DTA degree is designed for a wide range of majors, particularly in the humanities and social sciences. The degree allows students to enter receiving institutions with junior status, and includes the flexibility of 30 elective credits, providing students the opportunity to explore a wide range of interests. Completion of this degree ensures that students meet most, if not all, of the receiving institution's general undergraduate requirements. The AAS-DTA requires 90 college-level credits to satisfy distribution requirements, in accordance with the articulated state-wide agreement. BC also requires AAS-DTA students to complete coursework that fulfills its general education program⁵ (see 2.C.1 – .3, General Education). The college awarded 847 AAS-DTA degrees in 2008.

Associate in Business, Direct Transfer Agreement/Major Related Program (AB-DTA/MRP)⁶

Designed for students who plan to transfer into a business program at a receiving institution, this degree offers the appropriate coursework to enter with junior standing. The degree is more specific in its requirements than the AAS-DTA degree. It requires 25 credits in core business coursework. Students are also required to complete coursework that fulfills the college's general education program. The college awarded 133 of these degrees in 2008.



Associate in Elementary Education, Direct Transfer Agreement/Major Related Program (AE-DTA/MRP)⁷

The AE-DTA/MRP outlines specific coursework for students planning to pursue a teaching certificate in elementary education. The degree allows students to enter elementary education programs with junior status. Students are also required to complete coursework that fulfills the college's general education program. The college has yet to award this new degree.

Associate in Mathematics Education, Direct Transfer Agreement/Major Related Program (AME-DTA/MRP)⁸

Designed for students interested in pursuing a teaching certificate in secondary mathematics, the AME-DTA/MRP outlines the specific coursework required to enter with junior status. Students are also required to complete coursework that addresses the college's general education program. The college has yet to award this new degree.

Associate in Science (AS)

The AS degree is designed to prepare students for upper division study in the sciences by satisfying the mathematics and science requirements needed to enter with junior status. In 2000, the AS degree was divided into two tracks – Track I: life sciences,⁹ Track II: physical sciences.¹⁰

To further prepare students to enter specific upper division science programs, in fall 2007, another set of Track II degrees was added in engineering/master related programs with three specialty areas: chemical and bioengineering,¹¹ electrical and computer engineering,¹² and civil, mechanical and electrical engineering.¹³

All AS degree tracks require a minimum of 90 college credit hours and address specific academic needs of students in science related programs. Students are also required to complete coursework that fulfills the college's general education program. The college awarded 43 of these degrees in 2008.

Associate in Applied Science-T (AAS-T)

The AAS-T degrees are built on the technical coursework required for job preparation and include college-level general education requirements. General education courses are drawn from the list of associate degree courses generally accepted for transferring. Students meet general education requirements for 10 outcomes. These degrees are not universally transferable, but transfer to institutions with an articulation agreement in place. BC currently offers two AAS-T degrees in administration of criminal justice¹⁴ and early childhood education.¹⁵

Although no degrees were awarded in 2008, five were awarded between 2005 and 2007.

Associate in Arts Degree (AA)¹⁶

Designed to prepare graduates for immediate job placement, BC offers 29 AA degrees in professional/technical areas. Several changes have been made to the AA degrees since 2003-04. Four degrees have been added, eight have been deleted, and seven have been significantly modified to meet the changing demands of the workforce. BC requires AA students to meet general education requirements for 10 outcomes. The college awarded 331 AA degrees in 2008.

Associate in Arts General Studies Degree (AAGS)¹⁷

The AAGS degree grants academic recognition for the completion of 90 college-level credit hours. The degree is non-transferable, intended to document higher education credits for employment or advancement opportunities. BC requires AAGS students to complete general education coursework for five outcomes. The college awarded 51 of these degrees in 2008.

Associate in Occupational Life Skills Degree (AOLS)¹⁸

In 2006, the NWCCU approved a minor substantive change that permitted BC to offer the AOLS, a non-transferable degree. This degree serves students enrolled in BC's Venture Program who are challenged by learning, cognitive, and intellectual disabilities. Preparing students to be active and contributing citizens, Venture Program participants learn skills in self determination, self advocacy, independent living and lifelong learning. Four students were awarded AOLS degrees in June 2008 and 10 in 2009.

Concentrations

Some programs offer academic concentrations. Designed for students who are pursuing an AAS transfer degree, concentrations allow students to study topics that interest them in depth. Requiring a minimum of 20 credit-hours in the discipline and recommendation of the program chair, the concentration is noted on transcripts and degree diplomas.

Certificates¹⁹

BC offers 60 certificate programs in professional/technical areas. This represents an increase of 18 since 2003-04; 36 have been added, 18 deleted, and four significantly modified. The short term training can lead to

immediate job placement and pathways to professional/technical degrees. Faculty and program chairs work closely with advisory boards to determine learning outcomes and coursework to meet the needs of employers. 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.

CONCENTRATED OR ABBREVIATED TIMEFRAMES (2.A.5)

BC offers courses in a concentrated schedule summer quarter. A few programs, mostly in health sciences, offer courses in a concentrated schedule throughout the year. Courses have the same number of instructional hours as a standard course with the same credits, but they are compressed to fewer than 11 weeks. No abbreviated courses are offered.

PROGRAM CREDIT, LENGTH, AND FEES (2.A.6)

BC courses and programs are offered on a quarter schedule, and credit hours are determined in accordance with the SBCTC Policy Manual, Chapter 4, Appendix B.²⁰ In courses where the predominant instructional mode is lecturing from prepared materials and/or discussion, 10-12 classroom contact hours, including final examinations, generate one credit hour. When the predominant instructional mode is individual study in a classroom, laboratory, shop or studio, 20-24 contact hours generate one credit. When the predominant instructional mode is autonomous study or related to work activity under the intermittent supervision of the instructor,

30-36 hours generate one credit hour. When minimum supervision is provided or required for work-related activities including internships and community involvement projects, 50-60 contact hours generate one credit hour.

Most BC programs consist of the commonly accepted 90 credits of college-level credit for the award of an associate degree. BC offers nine professional/technical associate degrees that require 91-95 credits. Four require 116-161 credits: interior design (161), diagnostic ultrasound (122), nursing (116), and radiation therapy (119). The additional credits for each of these programs align the curricula with requirements of national accrediting agencies.

Parameters for tuition and fees for all of BC's state-supported, credit programs are established by the Washington State Legislature with specific implementation rules directed by the SBCTC. Tuition and fees (and state reimbursement) for the BAS degree are set by law at the regional four-year university rates. Students are charged community college tuition for all classes numbered 299 or below, and the regional university tuition for courses numbered 300 or above.

Self-support programs, mainly offered through CE, establish their own fees, based upon comparability with fee structures at other colleges or entities offering similar services.

CURRICULUM (2.A.7)

Faculty and program chairs design and implement all curricula at BC. Working together, faculty and program chairs develop content for new and revised courses, certificates and degrees. Organizational Unit Administrators (also referred to as division chairs) collaborate with program chairs to review curricula and course proposals for appropriateness, accuracy and resource availability.

The CAC reviews all course and program proposals from a campus-wide perspective, using processes documented in the CAC handbook.

It is responsible for making recommendations to the executive dean of instruction on all matters related to the college's curricula. Membership includes a faculty chair and three administrators appointed by the executive dean of instruction, one student appointed by the associated students, and five faculty appointed by the faculty association president. Ex-officio members include the executive dean, dean of instructional services, the Library Media Center director, a continuing education representative and an enrollment services representative.

In past years, once a program or a new course proposal met division requirements, it was forwarded to a Curriculum Advisory Review Team (CART), a faculty review committee that reviewed each proposal and met with its initiator to identify problems or issues before its submission to the CAC. CART no longer convenes because the proposal process was streamlined in 2004 to include a new online system that allows immediate updates and corrections to the proposal. Currently the CAC chair and curriculum secretary review proposals for technical errors and return them to the initiators when needed. Once complete, proposals are submitted to the full CAC. Proposals recommended by the CAC are sent to the executive dean of instruction for final decision. Proposals not recommended by CAC are returned to the initiator to be refined and resubmitted.

In addition to the college's review and approval process, all professional/technical degrees and certificates of 20 credits or more must go through a prescribed SBCTC approval process, described on their website.²¹ The vice president of workforce development oversees this process for the college.

The BC curriculum development process provided the structure and organization required for the research, design and development of the new BAS curriculum. The degree structure, its requirements and curriculum map

were developed by the program chairs in the four allied health fields feeding into the degree program and confirmed by a focus group of working professionals and faculty at universities with similar programs. Content for specific courses was designed by faculty or by professionals in the field and overseen by BC faculty. The program curriculum was reviewed by the CAC prior to its approval.

LIBRARY AND INFORMATION RESOURCES (2.A.8)

Faculty, librarians and information resources staff work together on a regular basis to ensure that library and information resources are integrated into the learning process. In support of the college's general education outcomes of research and information literacy, librarians provide students with instruction about how to use the college's library resources in the library, in classes, and online. Librarians also partner with faculty to teach the significance of finding reliable information, effective searching of print and electronic resources and appropriate citation methods. They create tutorials for the LMC website. They provide special learning materials for BAS students and make them available online.

Librarians serve as liaisons to the five academic divisions and sit on the CAC to review library resources for new courses and programs. They maintain and convene the LMC Advisory Committee, whose membership includes a faculty representative from each division, to guide selection of online and print materials.

CURRICULUM SCHEDULING (2.A.9)

BC programs and courses are planned for both optimal learning and scheduling and respond to two of the college's nine 2004-2011 strategic planning goals pertaining to student access and offering programs and services that are responsive, flexible and of the highest

quality. Regardless of delivery method (online, on campus or blended), all course sections have the same standards for instructors, course outcomes, and assessment practices.

Due to growing campus interest in offering more energy conscious course scheduling options, the college queried students about their scheduling needs. Both the CCSSE and a fall 2008 email survey indicated that a significant number of students preferred schedules in which all of their courses could be taken in two days per week. As a result, faculty and administrators worked together to select appropriate courses for a pilot schedule for fall 2009. The new schedule offers two-day a week transfer courses in morning block-scheduling formats. The option will be adopted more fully if pilot enrollments confirm that it meets student needs.

Students have responded favorably to having the option to take some of all of their courses online. BC has one of the largest and most comprehensive online education programs in the state, reaching about 2,000 full-time equivalent students (FTES). Students may obtain full associate degrees online as well as a bachelor in business administration from Washington State University, offered in a 2+2 format with BC's online associate's degree. The BAS degree also has an online component. Surveys about student learning, retention rates, GPA attainment, and both student and faculty satisfaction are collected yearly (see Policy 2.6).

CREDIT FOR PRIOR LEARNING (2.A.10, 2.G.9, POLICY 2.3)

Prior learning credit, awarded upon completion of a college assessment, aligns with both NWCCU's and SBCTC policies. The award of such credit is covered in BC policy 3110.²² Credit awarded for learning that has occurred outside the post secondary education setting is documented in a portfolio or other agreed upon equivalent. The portfolio is evaluated

by a BC faculty member in the appropriate discipline who determines the number of credits to be awarded. Training in completion of the portfolio is provided in Experiential Learning 187, Prior Learning Portfolio Development, the outcomes for which include helping the student to generate theoretical and conceptual understanding from relevant experience, demonstrate agreed upon course/discipline outcomes, and assess the quality of their own learning.

Credit is granted only to enrolled students who have earned at least 10 credits in residence; the total number of credits earned through prior learning assessment cannot exceed 15. These credits are recorded on the transcript as awarded for prior learning and are not calculated into the student's GPA.

PROGRAM ELIMINATION OR SIGNIFICANT CHANGE (2.A.11, 2.A.12)

The college has developed, maintained, and follows procedures for program elimination or significant change in a course or program. Proposals for such changes 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 course and/or program 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 and informed of their options. The college is committed to help any student who may not have completed the program to do so through course substitutions, cooperation with another college, or individual instruction. Current degree-seeking students are not required to take additional credits because of program changes.

The college is adding more indicators to help identify programs for revitalization, reduc-

tions, or elimination (described in section 2.B), such as course fill rates, student/faculty ratios, enrollment trends, employment rates for professional/technical program graduates and transfer rates for transfer degree graduates. A new electronic enrollment planning and management application provides easy access to up-to-date data on program viability indicators. It will soon integrate student and financial information into one system to allow data to be easily tracked and reviewed. The improved system is anticipated to be in place by fall 2009.

Educational Program Planning and Assessment

Faculty members need information about their students' understanding in order to make good decisions about what and how they teach. The primary purpose of assessment is to improve student learning. BC is committed to regular and continuous assessment of its educational programs to ensure that they fulfill college goals and meet learning outcomes.

Planning decisions in BC's comprehensive program planning and assessment framework are based on specific assessment mechanisms on three levels where evidence is gathered and incorporated in subsequent improvement planning (Table 2.2).

Institution level assessments permit administrators to monitor the college's overall performance and to determine needed action in establishing annual college-wide goals and work plans. Program level assessments facilitate planning toward achievement of program goals, general education requirements and tracking the impact of improvement activities. At the course level faculty assess their teaching against their students' performance in meeting course objectives and make changes to improve student learning (see Standard Two exhibits).

ASSESSMENT PROCESSES 2.B 1

Educational assessment and planning are informed by ongoing institutional research. Assessments of educational programs occur at the institution, program and course levels as the result of well-defined processes and activities. Most planning and assessment processes are conducted yearly; program review processes are conducted every five years. These processes are integrated into the college's overall planning in two ways – through monitoring of key performance indicators (KPIs) that inform decision-making at the institution level and through tying planning activities for every service and academic unit to the college's strategic goals. Tying activities to goals allows the college to track action on the goal. KPIs can often demonstrate the impacts of those actions in accomplishing the goal.

Table 2.2: BC Assessment for Educational Programs

Level of Assessment	Purpose	Evidence Reviewed	Reviewed By	Use of Results
Institution level	Monitor college performance in meeting strategic goals	Key performance indicators, nationally-normed summative assessments, benchmarks with other colleges (where available)	President's Staff	Annual planning and budget priorities
Program level	Monitor the health and viability of programs and student achievement of program and general education outcomes	Five-year program reviews; yearly quality improvement process; faculty-designed assessment of student learning	Program faculty, program chairs, department chairs, deans (President's Staff reviews college wide synthesis)	Annual program improvement goals
Course level	Monitor student achievement in individual classes	Locally-designed classroom-based assessments of student learning	Program faculty	Change in classroom practices

Understanding Assessment at BC

Goals	Planning priorities established by the college leadership
Indicator (KPI)	Quantifiable measurements that reflect the critical success factors of the college generally assigned a metric as a desirable state
Measures	Agreed-upon components of the indicator
Submeasures	Differentiated attributes within a measure; introduced when there is a hypothesis that an underlying attribute may be masked by the aggregate measure
Example	Goal – Student Success Indicator – Students enrolled in college-level courses earning a grade of C or above: metric 75% Measure – Quarterly percentage of students earning a “C” or above in college-level courses Submeasure – Quarterly percentage of students by race/ethnicity earning a “C” or above in college-level courses

Institution Level Assessment

Institution level assessments are intended to allow administrators to identify areas to improve or celebrate, and then plan actions for improvement where needed. Prior to 2007-08, administrators received a yearly report on institutional performance indicators. While none of the indicators was tied directly to the college's strategic goals, some, like program/degree completion, retention, and teaching excellence, were relevant to the goal of student success and informed some program planning. For some indicators, the data were qualitative – reports of specific projects or other ongoing activities. Other data were quantitative and reported at the highest level of aggregation. As a result, when figures changed (i.e. retention improved), there was no reliable way of determining what caused the improvement. Data were also generated from administration of nationally normed assessments – Collegiate Assessment of Academic Proficiency (CAAP) and the Community College Study of Student Engagement (CCSSE). While these data were published to the campus, reviewed and strategies developed, it was difficult to craft and track meaningful responses that would have the desired improvement effect.

Changes to institution level processes have improved the college's ability to track actions designed to accomplish college goals and

measure their impact. In 2007-08 the Office of Institutional Research (OIR) reviewed the existing indicators used for measuring effectiveness, then undertook a complete revision of the college's KPIs, adapting the methodology of a Baldrige Award-winning institution, Richland College of Dallas. This new approach is more dynamic and precise, built on the notion of “layers of evidence” that allow users to drill down from strategic goals to performance indicators and then to measures and sub-measures that reflect changes from specific actions. For example, measures that now comprise the KPI relating to the college goal of student success include the number of students who achieve grades of “C” or better in credit classes, the number of students who complete credit classes, the number of degrees and certificates awarded, and the number of students who progress from developmental to college-credit courses. In most cases sub-measures target populations of interest (Running Start students, ESL students) and students involved with specific college projects, such as First Year Experience (FYE).

Now when the college sees a decline in a KPI at the institutional level, such as overall student retention rates, it is possible to drill deeper into the data to see where precisely this is happening and whether there are differences in particular student populations. This enables the college to direct improvement

actions where they are most needed. Such an approach is documented in Standard Two exhibits in the Diversity Scorecard where the work of an evidence team is shown to develop KPIs for the college's student success goal. The team first identified indicators for the goals and then measures and sub-measures for collecting evidence. The measures and sub-measures were populated with current college information. By reviewing the resulting information the team was then able to hypothesize where problems exist and recommend specific strategies for improvement.

The OIR works with the effectiveness/assessment coordinator to incorporate assessment data into the KPIs. In the past, data were updated annually. The new KPIs are now attached to specific data elements, many directly available from the college's database, and are updated as soon as the data are available. Regular updating plus use of measures targeted to specific activities will result in a much more dynamic and precise tool for evidence-based decisions.

In 2008-09 the college began using Strategic Planning Online (SPOL). The tool provides administrators immediate access to strategic planning records and reports from administrative units across the organization. SPOL has improved both the aggregating and reporting of actions aimed at accomplishing annual college goals. The results from 2008-09 planning activities in meeting college goals and KPI performance will be the subject of the summer President's Staff planning retreat, where annual improvement goals and strategies and budget priorities will be set for 2010.

The college has made significant strides in evidence-based decision making and focusing its improvement efforts. This work has also identified the need to clarify the nine goals attached to the strategic plan, identifying those that are essential for accomplishing the core mission versus those that state college-held values. As the college begins the

new accreditation process and revises its strategic plan into core themes, it will incorporate what it has learned to further strengthen integrated planning and improvement efforts.

Program Level Assessment

All academic and professional/technical programs use program review as their primary educational planning tool. Faculty examine data over five years on student enrollment and performance, staffing, curriculum coherence and currency, and program viability. Based on analysis of these data, faculty then develop a strategic action plan for the next five years and meet with key administrators to inform them of the program's current strengths and challenges. As part of the college's overall strategic planning process, faculty in the program annually monitor progress of the program's action plan, adding additional objectives as needed and recording assessment results and actions taken. Every school year begins with a review of the results, then decisions, new tasks, and new assessments are recorded in SPOL (see Standard Two exhibits).

Improvements to program review are intended to increase faculty's ability to gauge program health and effectiveness in meeting students' needs. In 2009-10 the assessment/ effectiveness coordinator will be adding data that programs track in program review. Because the college seeks to improve underserved students' level of academic success, programs will be asked to examine local assessment results and disaggregated completion and success data related to race/ ethnicity, gender, and financial aid status, and to take appropriate actions that lead to improvement.

The major assessment process at the program level is assessment of general education outcomes, which moves the college toward two of its strategic goals: student success and teaching and learning excellence. The college

annually administers a nationally normed summative assessment (CAAP) of its key general education outcomes. Until and including this year, four assessments have been administered, two per year: critical thinking and science, or mathematics and reading. The college has also administered CCSSE twice in the past five years to measure students' perceptions of various elements of the college that support student learning.

This year, the college established an ongoing process of collecting summative data to measure student's performance in meeting general education outcomes. In 2009-10 the college will begin administering the Community College Learning Assessment (CCLA), which measures critical thinking, analytic reasoning, written communication, and problem solving. The college will collect evidence that it can compare longitudinally. Table 2.3 shows the survey plans.

Collected data are used to evaluate the effectiveness of the college's educational programs in meeting general education outcomes. Where difficulties are identified, an evidence team may review data from indicators and measures and generate hypotheses about appropriate strategies for improvement.

One of the challenges of administering national tests or surveys is to receive the students' commitment to their best performance. The staggered schedule will help alleviate some of the "test fatigue" that happens when students receive multiple surveys in any given quarter. The college needs to develop better incentives for students to participate fully.

Course Level Assessment

Each instructional program is responsible for assessing general education and learning outcomes. Oversight and assistance are provided through the Assessment Coordinating Team (ACT), a faculty-led group.

Assessment Coordinating Team (ACT)

Executive dean of instruction (convener)
 ACT coordinator and director of institutional effectiveness
 Director of institutional research
 Administrative representative
 Faculty facilitator for communication
 Faculty facilitator for cultural traditions
 Faculty facilitator for reasoning
 Faculty facilitator for responsibility
 Faculty facilitator for science and environment

Faculty members generate formative results in their course-based assessment of student learning and one non-instructional contract day each year is devoted to programs reviewing these outcomes. Part-time faculty members are provided a stipend for their participation. This revised assessment process grew out of suggestions from the 2005 accreditation visiting team, and faculty members have embraced the opportunity to be directly involved in the assessment process.

The process encompasses the entire academic year:

- In fall, program faculty design an assessment tool (a "key assessment") that will be administered as part of normal coursework (see Standard Two exhibits).

Table 2.3: General Education Assessment Schedule

Instrument	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9
CCLA	X			X			X		
CAAP (science and math)		X			X			X	
CCSSE			X			X			X

- Student responses to the key assessment are gathered in winter.
- On College Issues Day (the contract day dedicated to assessment) in spring, full-time and part-time faculty gather in program groups to evaluate the work using both rubrics of their own design that address course outcomes and others (also faculty-designed) that address the general education outcomes and decide on how to use the data to improve student learning.

In 2008-09, the first year of this revised assessment process, all programs assessed student learning in one course. Programs chose primarily multiple section courses so that faculty evaluation of student work would function as a norming activity across sections. Assessment of English 101 performance functions as a “mid-program assessment.” Programs documented their use of results that are summarized in Table 2.4. Record keeping of assessment activities is recorded by each program in SPOL, facilitating tracking and review of assessment results and actions taken.

Table 2.4: Use of Assessment Data, Assessment Day 2009

Use of Assessment Data	Number of Programs Making Change
Change or add classroom activities	10
Change an element of course design	8
Revise or change assessment task	8
Provide additional resources to support classroom activities	6
Change assessment instructions	5
Use this assessment in other classes or other sections of class	4
Provide additional instructor resources	4
Add prerequisite for this class	2

Once programs have compiled their assessment results, performance on the general education outcomes is aggregated to the institution level. These results are monitored

in conjunction with nationally-normed summative test results and measures of course completion and success, and used to inform the yearly planning process.

Bachelor Degree Assessment

Students complete a capstone project demonstrating their achievement of program outcomes (see Standard Two exhibits). The college’s program review process, which the baccalaureate program will complete at the five-year mark, will integrate the program into the college’s framework for program planning and assessment. Program faculty will soon begin program surveys with alumni and employers.

LEARNING OUTCOMES, 2.B.2

BC publishes all degree and certificate outcomes and assesses them regularly via both local and nationally normed assessments. Results confirm that BC students achieve outcomes, with students performing at or above the national norm. Local assessment results concur.

Students can find degree and general education outcomes on the BC website. Course outcomes are maintained on a CAC database, which is accessible to all BC employees, and are in the process of being posted on BC’s public website.

Professional/technical programs validate student achievement of learning outcomes in a variety of ways. Where national professional certifications are available (most allied health programs), pass rates are tracked. The college also contracts with the Social and Economic Sciences Research Center at Washington State University for yearly surveys of both graduates and their employers. Graduates are asked to rate the college’s ability to provide teamwork and problem-solving skills, oral communication skills, and a broad understanding of the profession. Employers are

asked to rate their BC graduate employees on the same skills, abilities and knowledge. Programs also track SBCTC data on employment after graduation, although these data arrive at least two years after students graduate. In addition, all professional/technical programs participate in the local assessment of general education outcomes. Finally, many programs are designing capstone projects that will allow them to assess how well students achieve the program outcomes.

Student achievement of the general education outcomes is validated both at the college and through a nationally normed assessment.

Yearly administration of the CAAP shows BC students performing at or above the national norm (Table 2.5). Local assessment results for critical thinking show average student performance falling between “2” and “3” on a 6-point scale, a range described on the rubrics as “behavior developing.” Although it is too soon to draw conclusions, this “behavior developing” range seems equivalent to average CAAP scores (see Standard Two Exhibits).

The CCSSE survey, while not an assessment of student learning, provides useful information to those guiding the learning assessments.

Table 2.5: CAAP Test Results 2003-2007

CAAP Test Results 2003-2007										
Test	2003		2004		2005		2006		2007	
	BC	National	BC	National	BC	National	BC	National	BC	National
Critical Thinking	61.6	60.7			61.6	60.5			61.2	60.9
Science	59.4	59.0			59.1	59.0			59.0	59.1
Math			57.0	56.2			58.0	56.1		
Reading			61.0	60.6			60.5	60.4		

Table 2.6: Comparison of 2004 and 2008 CCSSE Results

All Students							
Benchmark	Bellevue College		Comparison Group Statistics				
	2008	2004		Large Colleges		All CCSSE Colleges	
				2008	2004	2008	2004
Active and Collaborative Learning	51.0	50.3	Benchmark Score	49.3	48.9	50.0	50.0
			Score Difference	1.7	1.4	1.0	0.3
Student Effort	49.6	50.1	Benchmark Score	49.4	49.0	50.0	50.0
			Score Difference	0.2	1.1	-0.4	0.1
Academic Challenge	48.3	50.6	Benchmark Score	49.7	49.6	50.0	50.0
			Score Difference	-1.4	1.0	-1.7	0.6
Student-Faculty Interaction	47.1	46.7	Benchmark Score	49.2	49.3	50.0	50.0
			Score Difference	-2.1	-2.6	-2.9	-3.3
Support for Learners	43.7	41.8	Benchmark Score	49.3	48.5	50.0	50.0
			Score Difference	-5.7	-6.7	-6.3	-8.2

CCSSE results reflect a drop in the perceived rigor of the college's curricula and suggest that the ACT's current direction of asking faculty to design key assessments as ill-structured problems (i.e. problems for which there is no right or wrong answer) is appropriate, since that type of assessment is an academically challenging activity. Results also suggest that the college is achieving some success in its strategies to improve student engagement.

ASSESSMENT ACTIVITIES, 2.B.3

At the institution level, KPIs have helped college administrators identify categories of students who would benefit from increased attention. One major initiative spurred by this data is the First Year Experience (FYE), a one-credit course designed to improve student retention by bringing together cohorts of students who are new to college to participate in student success seminars, college class strategies, campus tours and educational planning sessions to assist their transition to the college environment and improve retention.²³ This program was funded in 2007-08 as a pilot, and in 2008-09 became a required course for all first-time to college, full-time entering students.

Following are examples, at the program level, of strategies generated via the program evaluation and planning activity of program review:

- Curriculum currency and enhancement
 - Nuclear medicine technology (NMT): Add proficiency in Positron Emission Tomography (PET) and Computed Tomography (CT) to program goals.
 - Philosophy: Increase course offerings specifically addressing culturally pluralist approaches to philosophy.
 - Radiation therapy: Review the revised American Society of Radiologic Technology Professional Curriculum for radiation therapists.
- Theatre arts: Develop two theatre arts concentrations in theatre and in musical theatre.
- Political science/international studies: Create internship program.
- Assessment of student learning/program outcomes
 - Engineering: Maintain current emphasis on using team projects and creating measurement of engineering systems laboratory activities.
 - Radiation therapy: Track American Registry of Radiologic Technologists exam results.
- Improvements in classroom practice
 - Engineering: Enhance engineering courses with learning centered activities.
 - NMT: Continue to implement quick-think questions, demonstrations and white-board work into lectures.
 - Philosophy: Improve completion and success rate of students in PHIL 115 and PHIL 120 by at least two percent.
 - Radiation therapy: On clinical evaluations, over a five-year period, at least 80 percent of the students receive a "B" or better in categories where the students must demonstrate critical thinking and problem solving skills.
- Teaching and Learning excellence
 - Philosophy: Evaluate full-time faculty instructional quality with a SGID in each section for 2008-09; assess results.
 - Political science/international studies: Create an in-person response time such as an office hour for online students to ask questions either in person or via phone. Add a mid-quarter online self evaluation for students.

The Assessment Notebook contains action plans excerpted from program reviews for all programs.

The baccalaureate program has developed processes to ensure that students graduate with appropriate professional competencies. Accordingly, prior to graduation all students are expected to complete a capstone project that demonstrates learning outcomes. The students design the process, complete it, and assess their own work. Over time, faculty members will collect data on student performance in the capstone project to ascertain whether patterns emerge that suggest parts of the program need strengthening. In addition, graduates and their employers will be surveyed to determine whether the students' education has provided effective workforce preparation. The first graduate survey was disseminated in June 2009.

Prior to the 2005 accreditation visit, results of general education assessment had been generated only for institution-level, cross disciplinary assessment. Responsibility for generating these results resided completely with the ACT. ACT had guided faculty in designing rubrics to use in the evaluation, then for two years the college gathered and assessed student work. While assessing student performance led to improved rubrics, assessment data did not produce the desired improvements in the classroom. Consequently, as the first step in responding to needs identified in the 2005 accreditation evaluation committee report, ACT determined that for actionable (formative) assessment, results would need to be generated and used within programs.

In the following two years, on two non-instructional days dedicated to assessment, ACT trained faculty in development of key assessments and course outcome evaluation tools. Finally, in 2008-09, responsibility for assessing was assigned to programs, with documentation to be placed in SPOL, allowing programs to track and monitor their work.



Several positive outcomes are occurring because of the new approach: the formative assessment data that programs have gathered have been used to develop an institution level picture of student performance, an addition to summative data from national tests, which has been helpful. Another benefit is that faculty members have seen the benefit of regular assessment and now routinely treat evaluation of student work as a formative assessment activity; student performance informs immediate improvements in instruction (see Standard Two exhibits). In addition, the college's yearly assessment of general education has impacted classroom teaching via faculty's development of the key assessments. When these assessments are "ill-structured" (no right or wrong answer) real world problems, they provide students the current "gold standard" method of demonstrating course outcomes.

The strengths of BC's education program planning and assessment include:

- The program review process ensures that program data are gathered and analyzed, and the analysis used to guide actions intended improve the program.
- As a part of their normal practice, faculty use student work to guide improvements in classroom instruction.
- New tools (SPOL, KPI's) make both quantitative and qualitative data easily available for decision-making.

At the same time, the college is learning that it is infeasible to monitor and make focused improvement in all 18 general education outcome areas simultaneously. The college needs to limit the number of outcomes in its program for annual review.

Table 2.7: Assessment Activities 2002-09

Year	Activity
2002-03	Faculty develop rubrics for all 18 general education outcomes
2003-04	Cross disciplinary assessment of five major outcomes
2004-05	Cross disciplinary assessment of five major outcomes
2005-06	ACT revises assessment strategy based on accreditation visiting committee report
2006-07	Faculty develop one key assessment for one course
2007-08	Faculty pilot and revise their key assessment and develop evaluation tool for course outcomes being assessed ²⁴
2008-09	Responsibility for assessing general education shifted from ACT cross-disciplinary assessment to program assessment of both course and general education outcomes
2008-09	Programs choose one course to assess, develop assessment task, complete one full scale assessment. Faculty members in each program work together on Assessment Day to evaluate student work, compile assessment results, and choose next steps.

Undergraduate Program

GENERAL EDUCATION PROGRAM (2.C.1, 2.C.2, 2.C.3, POLICY 2.1)

BC is committed to ensuring that students receive a comprehensive liberal education, one that addresses the skills and abilities of effective learners, introduces them to a variety of intellectual perspectives, acquaints them with the broad domains of knowledge, and provides them with the opportunity to identify and explore their interests.

BC's general education program (see description and rationale in course catalog)²⁵ is designed to provide exposure to

and acquisition of outcomes in reasoning, communication, cultural competence, and the responsibilities of citizens who are also lifelong learners. Because outcomes in the program are infused across the curricula, meeting them also ensures that students receive instruction in the humanities and fine arts, sciences, math and the social sciences. Faculty chose the infusion model for the college's general education program because it ensures that students make connections across disciplines and practice skills in multiple fields, to become stronger lifelong learners. The infusion model also provides a coherent structure that overlies the various course-taking requirements in each of the degrees.

The general education outcomes are organized as five outcomes groups with 18 focused areas within them:

- Reasoning (critical thinking, creativity and problem-solving, quantitative, information literacy)
- Communication (writing, reading, listening and speaking, visual, computer literacy)
- Responsibility (self assessment/lifelong learning, ethics, group process, global citizenship)
- Cultural traditions (historical and intellectual perspectives, aesthetic awareness, cultural diversity)
- Science and environment (nature of science, science and the natural world, technology and society)

To confirm that these outcomes are infused across the curricula, programs "rated" all of their courses for the amount of exposure they provide to the outcomes (rating is now part of the course proposal form, so ratings remain current). Students meet a general education requirement by taking one course rated 3 or two courses rated 2 (Table 2.8).

Table 2.8: BC 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.

However, infusion alone is insufficient guarantee that students will encounter courses in all five of the large outcome areas. To ensure that students have the opportunity to achieve these outcomes, the General Education Task Force, a group comprised of faculty and administrators representing various constituencies across campus, developed general education degree requirements. Students are required to take courses in each of the five large groups, encountering instruction in between 5 and 12 of the 18 outcome areas, depending on the degree they are pursuing.²⁶ These requirements ensure exposure to each of the five large outcome areas.

Prior to instituting the general education degree requirements, the task force studied course-taking patterns, first to determine that it would be possible to achieve the degree requirement, and second, to ensure that instituting the requirement would not add an additional course burden on degree-seeking students. These studies showed that, with two exceptions, on average 95-99 percent of students would take courses in all outcomes groups. One exception was courses in the responsibility group. There were insufficient courses in this group to ensure that transfer degree-seeking students would encounter courses that addressed/assessed these outcomes. For the other, cultural diversity, sufficient courses existed, but they were not part of students' general course-taking patterns.²⁷

The college has taken steps to address these deficiencies. Beginning winter quarter 2005, new students were required to fulfill the cultural diversity requirement for graduation. Because completion of the requirement is tracked in the college's degree audit program, the college has verified that 100 percent of graduating students have fulfilled the requirement. Ensuring that students take courses rated for responsibility outcomes has been more challenging. This is due in part because many of these life skills have not traditionally been addressed in academic disciplines, although often they are a part of professional/technical courses. Steps the CAC has instigated to address this problem include:

- Reworking of all professional/technical degrees to meet responsibility requirements.
- Approving a revision of the responsibility outcome areas, combining self assessment/life goals and lifelong learning into self assessment/lifelong learning, and adding the global citizenship area.
- Accepting changes to course ratings and development of new courses that would address the new outcome area.
- Allowing one- and two-credit courses to claim general education ratings; these courses would count toward completion of the general education requirement, but to a lesser degree than five-credit courses.
- Offering an "open rating" period to faculty members who want to add responsibility ratings to their courses.

These changes and opportunities, along with the newly required FYE, have allowed BC to meet its first responsibility requirement, with 95 percent of the AAS graduates now satisfying it. The completion rate for the second responsibility requirement has risen from under 50 percent to 68 percent. The only students currently not fulfilling responsibility requirements are those who earn DTA degrees. In 2009-10 the campus will identify additional steps to address this issue.

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

BC offers numerous pathways for students to obtain information on the general education program. It is thoroughly described in the BC catalog, through text and a chart outlining the 18 general education areas. A complete list of the general education requirements is available on the college's website.²⁸ The rating system is explained, along with links for each individual outcome to classes that fulfill that requirement. For the general education outcome being tracked, cultural diversity, students also receive instruction during their One-Stop Matriculation, and the outcome is highlighted in the degree worksheets. During these advising sessions, students are also introduced to the concept of general education, its outcome areas, and its infusion into coursework across campus. The links between general education and the distribution requirements are briefly explained, so students understand how their educational plan will meet these requirements.

Two remaining challenges in implementing the general education program are being currently addressed: the issue of courses rated for responsibility and familiarizing new faculty with the program. To address the faculty problem, the ACT now makes presentations to both new tenure-track faculty and to adjuncts to familiarize them with the program and its assessment component. Also, each faculty member of ACT serves as a liaison and general education assessment expert to his or her division. Finally, now that assessment of general education outcomes is a program responsibility, any confusion about the program should disappear as new full-time faculty and adjuncts participate in program assessment activities. To address the unmet

responsibility requirement, next year faculty and the CAC will examine how to incorporate participation in co-curricular activities like student government, service learning, the sustainability committee and programs like travel studies and global studies to count towards fulfillment of this requirement.

TRANSFER AND ACCEPTANCE OR CREDIT (2.C.4)

BC has clearly articulated and comprehensive processes in place to ensure smooth transfer and acceptance of credit to fulfill degree requirements. Appropriate articulation agreements with four-year institutions support ease of student transfer.

All transfer degree requirements conform to the transfer agreements established by the Inter-College Relations Commission (ICRC), a voluntary association of accredited institutions that facilitates student transfer in Washington state. The ICRC provides guidelines and requirements for transfer agreements. Approval is granted by the Instruction Commission for community colleges and by the Inter-Institutional Council of Academic Officers for the baccalaureate institutions.

BC's specific articulation agreements with private colleges and universities and institutions outside Washington are in the process of being reviewed and updated. In 2009, a committee led by the dean of instructional services was formed to review existing agreements and develop a process and procedures for developing articulation agreements. The committee's goals are to develop transfer procedures that are complete and clearly understood by students, provide online documentation of all articulation agreements, and implement a systematic process for review and updating agreements.

BC degree requirements are outlined in the college catalog. The college has developed a series of policies and procedures for

students transferring credits into BC that conform to state and system guidelines. All exceptions to BC degrees and/or certificates are clearly stated in BC Procedure 3150, Exceptions to Degree or Certificate Requirements,²⁹ which provides exceptions for course substitutions, waiver of requirement, and reasonable accommodation. The college catalog provides BC's policies related to earning credits through alternative methods:³⁰ Advanced Placement (AP), International Baccalaureate (IB), College in the High School Program, College-Level Examination Program (CLEP), credit by exam, military credit, prior learning assessment, Tech Prep, and Running Start. The college catalog also provides information on residency credit requirements, restricted transfer credit and the reciprocity agreement among Washington community and technical colleges.

BC's evaluation office, staffed by professional evaluators, evaluates credits earned at other accredited institutions. In general, it is the college policy to accept credits earned at institutions holding regional accreditation. These credits must have been earned in college level courses that are applicable and/or comparable to the student's program at BC. Credits from other countries or regions are also reviewed by the evaluation office. For professional/technical programs, program chairs assist in evaluating transfer credits for their degrees and certificates. Final determination is made by the professional evaluators. Currently enrolled students pursuing a degree or certification may request an official evaluation to have their transfer credits reviewed by the Evaluations Office, preferably during the first or second quarter at BC. Official transcripts are required for transfer credit evaluation and application of credits for graduation.

Common Course Numbering

In summer 2008 BC transitioned to common course numbering (CCN), responding to a SBCTC mandate to recognize similar courses among the state's colleges by shared prefixes, numbers and/or titles. To implement the program at BC, Curriculum Information Management (CIM), a subcommittee of CAC, developed a plan to address information usage and storage, communication to and the training of students, staff, faculty, professional advisors, and campus constituencies.

By spring 2008 online and printed materials were completed and training began. All professional advisors and faculty were presented with a CCN information and resource packet and trained. CIM created a comprehensive CCN website with an online database for cross-referencing courses and housing general information.³¹ The degree audit program was updated to cross-reference courses and incorporate CCN. A student advisory guide was created and over 10,000 were distributed. The quarterly credit schedule and 2008-09 course catalogs show both the new CCN number and the previous number in order to eliminate registration confusion.

CIM works regularly with the Baccalaureate and Community College Committee, a consortium of schools dealing with CCN, and maintains communication with other schools and colleges. As a subcommittee of the CAC, CIM also regularly reports its developments to the CAC.

ACADEMIC ADVISING (2.C.5)

One of the college's key strategies for improvement in meeting its student success goal was to focus on academic advising. As a result, BC improved academic advising through a required advising program, One-Stop Matriculation (One-Stop), for all first-time, full-time students.

First-time students apply to BC, take the COMPASS test for English and math placement, receive advising on their educational plans and help with registration, all in one stop at the college. Students are accompanied and assisted through the process by student ambassadors. The One-Stop model of advising began in fall 2007. From June to September 2007, over 2000 students went through the program, including both transfer students and those new to college.

Students who have declared a major see professional advisors in the academic divisions who help them identify their educational goals and assign them to a faculty advisor. For undecided students, advising occurs through the Educational Planning Advising Center (EPAC) until they have identified a major and are referred to the division.

In later advising sessions, advisors analyze transcripts and guide degree planning. While final evaluations are completed in BC's Evaluation Office, faculty and academic advisors provide professional advising throughout students' experience at BC.

A positive attribute of the One-Stop plan is that a student's life cycle at BC starts with the student forming a relationship with BC faculty, professional advising staff, and peers and results in a plan for students to obtain ongoing advising.

One-Stop was assessed by students and staff with the following results:

- Retention of first-time-to-college students enrolled in 10 or more credits from fall 2007 to winter 2008 increased from 70.1 percent to 74.2 percent over fall 2006 to winter 2007.
- One-Stop increased the number of new students advised by 37 percent.
- Ninety percent of students participating reported they knew where to go for future advising.

- Enrollment in developmental courses increased.
- The Academic Success Center reported greater demand for tutoring; student visits to the Writing Lab increased 47 percent and the Math Lab experienced an 80.7 percent increase.
- The Disability Resource Center noted a 10 percent increase in students.

Advising review and improvements are ongoing. Some include implementing a more reliable degree audit program, updating the academic advising website with online worksheets and providing more advisors to help guide students in reaching their educational plan.

REQUIRED REMEDIAL OR DEVELOPMENTAL WORK FOR ADMISSION (2.C.6)

BC practices an open door enrollment policy, admitting high school graduates 18 or older and currently enrolled high school students who are prepared for college-level English courses. BC has only a handful of programs with special admission requirements: the radiation and imaging sciences bachelor and associate degree programs, nursing, programs for high school students (CEO, Running Start, high school enrichment), International Student Programs and Venture. These admission requirements are available in the catalog, online and through advisors and faculty and staff within the programs.³²

Developmental or remedial work is not required for admission to BC, but students must either demonstrate they are capable of college-level English and math or take COMPASS placement tests in writing, reading and math, administered in the Assessment Office. Placement test policies are available on the assessment website.³³ Students placing below college level are required to take developmental courses in math and English. BC does not allow courses numbered below 100 to be used to satisfy degree or certificate requirements.

Table 2.9: Professional/Technical Programs Without Full-time Faculty

Program	Degree/Certificate	Type of Funding	2006-07 FTEs	2007-08 FTEs
Fire Program	AA	Professional/Technical Self-Support	75.2	69.6
ALDAC	Certificate	Professional/Technical Self-Support	130.8	136.9
Venture	AOLS	Professional/Technical Self-Support	17.4	18.02

Students' ability to benefit is outlined in federal policy and available in the Free Application for Federal Student Aid (FAFSA) information packet in the Financial Aid Office.³⁴ Students who apply for financial aid and do not have either a high school diploma or a General Education Diploma (GED) must take an approved "ability to benefit" test to demonstrate they are able to benefit from courses offered at the college. A small number of students use the COMPASS reading, writing and mathematics placement test, and those who pass are eligible for financial aid. Those who do not are referred to developmental education courses or English-as-a-Second Language (ESL) courses.

At the developmental level, counselors and advisors have the flexibility to respond on an individual basis to course load issues regarding "reasonable student load". At the college level, students who wish to take more than 18 credits a quarter must apply for and receive permission from the dean of student services. Definitions for credit hours and credit loads (Policy 3050)³⁵ are available through Enrollment Services and in the college catalog.

FACULTY (2.C.7)

Each field in which the college offers major work has at least one full-time faculty member, except for three programs managed by administrators who also teach in the program. These programs, alcohol and drug counseling (ALDAC), fire sciences, and Venture are relatively small and offered on a self-support basis (Table 2.9).

LICENSING EXAMS AND JOB PLACEMENT (2.C.8)

BC tracks job placement, entry-level salaries and national certification and licensure rates as a means to evaluate student success in professional/technical programs. Most recent data show BC program graduates are employed at a slightly higher rate than the system average (Table 2.10), their salaries are significantly higher than for students at other state colleges (Table 2.11), and those who took national licensure examinations outperformed their peers (Table 2.12).

Table 2.10: Job Placement Rates, BC Professional/Technical Programs

Employment Rate	BC	System
2004-05	82 %	81 %
2003-04	82 %	81 %
2002-03	79 %	80 %
2001-02	80 %	80 %
2000-01	81 %	82 %

Source: SBCTC Academic Reports (academic years 2001-02, 2002-03, 2003-04, 2004-05, 2005-06); SBCTC Data Linking Outcomes Assessment database; BC Office of Institutional Research

Table 2.11: Professional/Technical Program Completers Average Salaries

Year	BC	System
2004-05	\$ 19.50	\$ 14.19
2003-04	\$ 19.23	\$ 13.77
2002-03	\$ 18.08	\$ 13.90
2001-02	\$ 18.55	\$ 13.92
2000-01	\$ 17.99	\$ 14.22

Table 2.12: BC Student and National Pass Rates, National Licensure Examinations

Program	BC Pass Rate	National Pass Rate
Diagnostic ultrasound	100 %	68.0 %
Nuclear medicine technology	100 %	90.0 %
Nursing	91 %	85.6 %
Radiation therapy	100 %	88.0 %
Radiologic technology	100 %	91.0 %

Continuing Education and Special Learning Activities

PROGRAMS SERVING SPECIAL POPULATIONS (2.G.1)

BC offers a wide range of continuing education and learning opportunities for various special populations the college serves. Most continuing education offerings are non-credit and self-supporting. Special learning programs grant credit and most have their own funding source. They include high school programs (Tech Prep, Career Education Options (CEO), Running Start, College in the High School), WorkFirst, English Language Institute, Experiential Learning, Adult Basic Education, and Venture.

Tech Prep

Tech Prep³⁶ is a national, federally-funded program designed to provide high school students within the region's nine-district consortium the opportunity to participate in college-level professional/technical courses at their high schools. Tech Prep staff work closely with both BC and high school faculty to establish written articulation agreements that ensure college course competencies and course learning outcomes are embedded in the offered courses.

In 2007-08, the Washington State Tech Prep Association developed and adopted stan-

dardized articulation processes and forms, based on existing Washington Administrative Code (WAC) and Revised Code of Washington (RCW). Students must successfully complete the articulated high school course and earn a "B" grade or higher to be eligible to earn credit. In 2007-08, BC maintained 255 active Tech Prep course articulation agreements, had 946 non-duplicated enrollments and produced 123.6 full-time equivalent students (FTES). Provisions governing vocational certification in Washington state also pertain to teachers employed to teach Tech Prep courses. Tech Prep aligns with and supports the BC goals of access and student success.

Career Education Options

Career Education Options (CEO)³⁷ is for students aged 16–20 who do not have a high school diploma. CEO is committed to helping students find their individual pathway for success in education and career by obtaining a professional-technical degree or certificate; this supports the BC goals of access and student success. The program is funded through the Office of the Superintendent of Public Instruction and covers tuition, fees, and books. In 2006-07, an average of 147 students enrolled quarterly, which increased to an average of 165 in 2007-08.

CEO students begin their college career by taking four introductory courses to prepare them for college-level classes. After the first class students may also enroll in classes such as English or classes for their degree program. CEO students may work on a certificate or degree in a professional/technical program to prepare them for the workforce. CEO evaluates student success based on the individual student's goal and may include completing a professional/technical degree or certificate, obtaining a GED, resuming high school course work, or transitioning from CEO into other BC programs.

College in the High School

College in the High School³⁸ is a self-supporting program designed to provide high school juniors and seniors the opportunity to participate in college-level courses at their high schools. Five faculty members coordinate courses in their disciplines offered in the high school. They review course materials, visit and observe classes, and provide feedback to participating high school faculty. The coordinators work closely with high school faculty, ensuring course learning outcomes and assessment methods are comparable to courses offered on the college campus.

In 2007-08, BC offered classes at 12 high schools with 821 enrollments (duplicated) and produced 270 FTES. In addition to providing opportunities to high school students, the program offers BC and local high school faculty the benefits of sharing information about their respective institutions and learning from one another as they collaborate to provide quality learning experiences for students.

Running Start

Running Start³⁹ provides academically motivated students an opportunity to take college courses as part of their high school education. Students may take just one class per quarter, or take all of their courses on the BC campus. Students earn both high school and college credit for the classes they take with the college. Classes taken on the college campus as part of the Running Start program are limited to “college level” courses (most classes numbered 100 or above qualify). Tuition is paid by the school district. Books, class related fees and transportation are the responsibility of the student.



WorkFirst Program

The WorkFirst program⁴⁰ is one of many of the college's workforce programs that provide access to educational programs and services for community members who would not otherwise have opportunities to pursue training and obtain job skills in high wage, high demand occupations. BC WorkFirst programs include customized job skills training programs, ESL/customer service, and business technology courses. WorkFirst is committed to student success and pluralism. Over 51 percent of the students are students of color.

BC's WorkFirst program serves low-income and Temporary Assistance for Needy Families (TANF) parents, funded through a grant managed by the SBCTC. WorkFirst staff provide support to help remove barriers so students can complete the program. In addition, they help students develop an education plan and provide tutoring and a “homework lab”.

The program collaborates with developmental education and business technology systems (BTS) faculty to offer an integrated curriculum. WorkFirst staff work closely with community partners, including service organizations and Employment Security to coordinate TANF referrals for training, support services, and placement assistance for TANF and low-income parents. TANF parents also have opportunities to work in their field of study through a paid internship program.

WorkFirst supports the institution's goal of community leadership and partnership. The program is linked with local employers, the Department of Health and Human Services, Employment Security, and many local non-profit organizations.

English Language Institute

The English Language Institute (ELI) ⁴¹ is a self-supporting program that focuses on English language acquisition. It supports five outcomes: 1) preparation for academic study in English at 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; 4) understanding of media coverage of world events and current issues in English; and 5) knowledge of American cultural norms, values, and beliefs and how they affect successful intercultural communication.

The ELI delivers three programs for non-native speakers of English: University Preparation (UP), International Business Professions (IBP), and community ESL classes. UP is an intensive ESL program certified by the American Association of Intensive English Programs (AAIEP) for non-native speakers of English. Students study reading, writing, speaking, listening, and grammar within six levels ranging from true beginners to college-level proficiency. Upon reaching college-level proficiency, students move into academic credit college classes either at BC or other academic institutions.

IBP offers courses in international business and English for students who want to develop these skills. The IBP is composed of two key components: academic instruction in business skills in English, and a one-quarter observational "internship" with a local firm or organization. As part of their curriculum, IBP students take credit college classes or UP courses depending on their level of English proficiency.

Community classes serve permanent and temporary residents who are non-native speakers of English. Students have the opportunity to develop their English skills in a relaxed non-academic setting. Classes are designed to meet various student needs and interests within the community.

ELI full-time faculty regularly take part in all aspects of teaching and learning: planning, developing, and implementing policies, curricula, teaching materials, testing, and special learning activities.

Non-credit classes are evaluated each quarter through course evaluations, observations by administrators, Small Group Instructional Diagnoses (SGID's), and teachers' self evaluations; all of which are placed in faculty files.

Before 2003, no ELI courses were offered as credit classes. Since then, curricula have been revised and courses have been reviewed in BC's curriculum review process. Most UP and IBP classes carry below college-level credit. Students with a qualifying TOEFL score can enter college-level credit courses. Students in UP classes can take a college level credit class during their bridge quarter.

ELI served 1,955 students in the 2007-08 year in UP, IBP, and community programs courses. The ELI instructional budget is managed by the Arts and Humanities Division. The budget for services for ELI students is overseen by the dean of student services. The program supports the college's commitment to pluralism, diversity, and global awareness.

Experiential Learning

Experiential Learning (EL) ⁴² provides meaningful opportunities for BC students to actively engage in applied learning experiences that lead to a greater integration of knowledge, skills, and understanding. Experiential learning promotes students' lifelong educational development and contributes to the economic, social and cultural life of the

community by helping them understand the importance of giving back to one's community.

Created in 2005, EL is led by the director of the Center for Career Connections (Career Center). The department is housed in the Arts and Humanities Division to offer visibility, support and strong connections with faculty. Program growth demonstrates this was a sound organizational decision; EL student enrollments grew by 63 percent from fall 2005 to fall 2008.

Internships offer students the opportunity to gain exposure to potential careers early in their academic experience or to provide inroads into potential employment as they near graduation. Faculty mentors work closely with students to develop specific learning objectives and meet other internship outcome requirements. The Career Center team helps each student locate an organization that fits student expectations. Once students are placed, they receive ongoing coaching by their faculty mentors and Career Center staff on communicating their learning expectations, adapting to the work environment, applying newly acquired skills and deriving the most benefit from the experience. Internship supervisors provide students with feedback on skills demonstrated. Faculty mentors and students together assess attainment of students' learning objectives.

The internship program is guided by a committee of faculty who meet regularly with Career Center staff to assess and make recommendations for program improvements. Approval of internship courses for credit follows the same process as other college programs. They must be recommended by the CAC and approved by the executive dean.

Adult Basic Education

BC's adult basic education programs (ABE)⁴³ are integral to fulfilling BC's mission to offer comprehensive and accessible educational programs and services to the community. The mission of ABE is to provide students with the

basic skills to participate more fully in society, find success in employment, and attain sufficient proficiency in mathematics, reading, and English 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 student, worker, citizen, and consumer.

ABE incorporates several distinct disciplines for native and non-native speakers of English with low literacy skills, including ABE, GED, and ESL. A college emphasis on career pathways and a state initiative to integrate basic skills coursework with college-level workforce programs have provided the opportunity for faculty to develop programs for students to enroll in professional/technical credit classes while gaining competency in basic skills. Examples are integrated programs in office assistant and ESL, and infant and toddler care and ESL. The programs are new and currently under evaluation.

Through the program review process faculty identify strategies to better serve students. An example is a study and subsequent actions taken by faculty three years ago. Faculty determined that over 40 percent of students who placed significantly below college level on assessment tests did not register for classes. Faculty theorized that if students received advising immediately after being assessed, they would be more likely to register for classes, and due to being advised into appropriate classes, they would be more likely to stay in school. A Title III grant supported a pilot advising model where experienced faculty advisors met with this student population immediately after the assessment and provided advice and information about resources and educational pathways. Seventy percent of students who met with advisors were retained over three quarters. The study led to the college offering ongoing targeted advising for below college-level students and specialized advising training for faculty.

The ABE programs have grown more complex over the past few years. Each quarter, BC enrolls over 375 FTES in ESL and 75 FTES in ABE/GED, has 9 separate funding sources, and offers classes at five different community locations. The increased number of grant-funded programs with specific mandates for testing, data quality and reporting as well as initiatives to enlarge program offerings, particularly through expanded off-site, community-based partnerships has significantly increased the workload for the program chair. Until recently, all program administrative duties were completed by the ABE program chair, a faculty member with release time for chair duties. In February 2009, to relieve the heavy chair workload and to provide leadership on state-wide initiatives, reporting requirements and integrated ESL/professional development programs, the dean of instructional services assumed administrative responsibility for ABE. The chair can now focus on leading critical issues related to student success, course planning and scheduling and faculty hiring and support. The dean and chair collaborate closely to ensure effective and well-managed operations.

Venture

The Venture Program⁴⁴ prepares individuals with developmental disabilities for the workforce through a combination of academics, social/life skills, and workplace skills development. The program supports the college's goals of access and student success.

The program is self-support and administered by a program manager working with the dean of continuing education under the vice president of workforce development. The Venture Advisory Board, formed in 2006 from members of the business community, members of the developmentally disabled community and a parent representative, provides direction to this professional/technical program.

The Venture Program graduated four students with the AOLS degree in the spring of 2008, and 10 more students graduated this past spring. Enrollments in the program have grown at a controlled rate to ensure program quality and appropriate field experience for the students.

Table 2.13 Venture Enrollments

Fiscal Year	2005-06	2006-07	2007-08	Grand Total
Actual Enrolled	398	426	410	1234

Venture uses an assessment system that measures student performance in thirteen skill areas. Universal performance indicators are measured in every course and include communication, self management, and responsibility. Content performance indicators vary by course according to the outcomes specified in the course description. Content skill areas include written and oral communication, reading, self advocacy, teamwork, problem solving, critical thinking, information technology, money management, and quantitative communication.

During the quarter, based upon the performance indicator data, instructors create individualized detailed plans to facilitate student success. A criterion reference scale is used to determine whether the student has met the performance indicator in each skill area. Students are required to meet 60 percent of content indicators and a graduated percentage of universal indicators depending on status as a first-year (60 percent), second-year (70 percent), third-year (80 percent), or fourth-year (90 percent) student. Students receive a report that includes their rating on each indicator, separate summary graphs for the universal and content sets, and a narrative about performance in the course. Direct feedback gives students specific information that outlines the path to improved performance in succeeding courses. Because the

universal indicators are the same for each course, students are consistently working toward well-defined familiar goals. The reinforcement of learning competencies is critical for students to learn and maintain the skills needed to be successful in life and work after Venture. The program is scheduled for a five-year review in fall 2011.

CONTROL OF INSTRUCTIONAL PROGRAMS (2.G.2)

BC is solely responsible for the academic and fiscal elements of all instructional programs with the exception of College in the High School and study abroad opportunities, covered in 2.G.1, 2.G.12 and Policy 2.4. In the case of College in the High School courses are offered in the high school. The college exercises control over the instructional program by reviewing and approving instructors as having appropriate credentials and examining course materials to ensure comparability in content, learning outcomes and assessment methods. In addition, college coordinators visit and observe classes, and provide feedback to participating high school faculty.

In the case of study abroad opportunities the college is a member of a consortium of 16 other Washington colleges, each holding NWCCU accreditation, who collaborate to offer opportunities for their students to study abroad. Course offerings conform to the colleges' standards of awarding credit. Faculty members may be from BC or one of the other consortium institutions.

The college does not extend its accreditation to programs, courses, or course content beyond the college.

FULL-TIME FACULTY REPRESENTATION (2.G.3)

BC faculty members are involved in the planning and evaluation of all special learning programs. For example, faculty and program chairs reviewed curriculum for all the courses

in the Venture degree program along with significant review by the CAC. Faculty are frequently consulted in the creation of new continuing education programs and all CE certificate programs are reviewed by the CAC.

ORGANIZATIONAL PLACEMENT OF SPECIAL LEARNING ACTIVITIES (2.G.4)

Tech Prep operates through negotiated articulation agreements tied to specific courses. The administration of the CEO program resides with the vice president of student services and College in the High School resides with the dean of instruction. The WorkFirst program is administratively assigned to the vice president of workforce development and program students take regular BC professional/technical courses. Venture is offered through CE.

DISTANCE LEARNING (2.G.5)

The college maintains an extensive portfolio of online and hybrid courses as part of its regular credit offerings with access to appropriate learning resources and with sufficient time and opportunities (electronic or others) provided for students to interact with faculty. More information about this program may be found at the end of this chapter in Distance Learning (2.G.5 and Policy 2.6).

FEES AND REFUND POLICY (2.G.6)

Special credit programs identified in this section comply with the same procedures for payment and refunds as other credit programs, all of which are published in the catalog, on the college's website, and the print schedule of classes for each term. In cases where tuition is not established by the state or where the program is operating on a self-supporting basis, the college has given careful consideration to the charges assessed students and for fairness and comparability with similar programs.

In CE, course refund deadlines are established by the dean of continuing education. Appeals based on medical hardship, military service, change of family or work conditions may be submitted to the director of North Campus administrative 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)

Curriculum approval for credit-bearing and non-credit certificate courses is vested in the executive dean of instruction through recommendations from the CAC. Refer to 2.A.7 for additional information.

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 BC. BC transcripts indicate the type of credit by stating “Course name, credit by exam, 5 credits awarded.” Seventy-two examinations for credit are administered at the program or division level, and each program or division follows a standard procedure for reporting the results to Enrollment Services for posting to students’ transcripts. AP and IB credit are granted to students who have achieved

an acceptable score on the AP or IB examinations (this varies by program), and who have completed 10 or more credits at BC. A maximum of 60 AP and/or 60 IB credits may be awarded. Some credits may not apply toward a BC degree or certificate, and credit will not be granted if the student has taken the equivalent course. BC grants a maximum of 15 restricted elective credits for CLEP examinations to students who have completed 10 credits at BC. These credits are identified on the transcript, for example, “CLEP Exam Credit 5.0.” CLEP credit is not granted if the student has taken the equivalent course.⁴⁵

NONTRADITIONAL DEMONSTRATION OF ACHIEVEMENT (2.G.11)

Students can have previous learning assessed for possible college credit at BC. Prior learning can come from work, education, or life experiences. Students enroll in EXPRL 187, which guides them in preparing a portfolio. At the conclusion of the class, portfolios are evaluated by the appropriate program, and a determination of credit is made. The college’s procedures for awarding credit on the basis of measurable outcomes or non-traditional 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, faculty are consulted in developing procedures to ensure appropriate review and in determining the validity of individual student requests.

STUDY ABROAD/TRAVEL STUDY (2.G.12, POLICY 2.4)

BC provides several kinds of learning opportunities that take place away from the main campus, including international academic study for credit.⁴⁶ The college actively

participates in the Washington State Community College Consortium for Study Abroad (WCCCSA), an association of 16 accredited community colleges, that sponsors study abroad programs for two-year college students, since no single community college can 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 while offering quality academic courses that satisfy the general education requirements and are tailored to the location of study. This experience offers students and faculty an opportunity to immerse themselves in another culture and bring the lessons learned from this experience back to the campus, fulfilling BC's mission to promote global awareness.

WCCCSA develops and delivers three to four study abroad educational programs each year to a variety of destinations including: Costa Rica, Spain, Peru, England, Italy, and South Africa.

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 curriculum 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. 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.

BC's travel study/study abroad coordinator, a faculty member with release time, promotes these programs to the student body and helps individual students choose a program appropriate to their educational goals. In addition, the coordinator acts as the campus representative and advisor for students applying for national scholarships. The coordinator works with BC faculty who are interested in teaching abroad and with the consortium to match each program's course offerings with approved courses at BC.

Non-Credit Programs and Courses

BC's non-credit programs and courses are offered through continuing education (CE). Non-credit programs and courses are consistent with the mission and goals of the institution. These offerings are characterized by high quality instruction with qualified instructors. The program is reviewed in depth in 2.H.3.

ADMINISTRATION AND FACULTY INVOLVEMENT (2.H.1)

Non-credit certificate programs are reviewed by the CAC, which applies the college's academic policy and standards consistently and equitably in approving all offerings. The dean of continuing education is responsible for selection of faculty and the program's offerings.

RECORD MAINTENANCE (2.H.2)

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

AWARD OF CONTINUING EDUCATION UNITS (2.H.3)

CE awards one continuing education unit (CEU) for every 10 lecture hours of instruction, consistent with the state standard for courses taught by other BC instructors. CEU appears on student registration reports and transcripts.

The college's CE program⁴⁷ is longstanding and accounts for 25 percent of all state continuing education revenue, making it the largest such program among colleges in the state. Since it is a program of some magnitude with gross earnings of over \$5 million annually, more information is being provided for the reviewer than is required in the standard.

The division offers non-credit and credit educational programs and services consistent with the state mandate to provide practical courses in occupational education, both graded and ungraded, and community service of an educational, cultural and recreational nature. Primary programs are business and professional programs, computing, world travel and languages, contract training and the community programs, ArtZones, Explore and Telos. These offerings are monitored to ensure continuous improvement, flexibility and responsiveness to changes in the community.

The 45 CE staff members work at North Campus, which also houses the Northwest Entrepreneur Network, a private company, and college credit programs in Bioinformatics, Venture, Tech Prep, and allied health. Student services are provided by CE staff. The student services unit includes 10 full-time staff and numerous part-time staff who attend to student registration, marketing, web services, facilities and classroom support.

CE employs mostly part-time faculty who are generally otherwise employed within the profession they teach. Instructors provide great breadth and depth in the classroom while keeping students in touch with the current trends in their craft.

Enrollment

Enrollment has been stable over the last four years with a seven percent decline last year due to a number of factors. The ability to increase enrollments across the division has been negatively impacted by staff reductions, begun in 2003-04, to keep expenses in line with income. For example, the Explore (personal enrichment) program was reduced from a full-time director and program coordinator to a program coordinator. The Explore program coordinator position was eliminated in 2008-09 due to low enrollments. World languages and Explore both have been impacted by credit programs offering classes that mirror successful CE offerings.

Enrollment decline parallels trends elsewhere. Last year personal enrichment enrollments were down 14 percent across the state. The division has experienced increased competition from three colleges within a 10 mile radius. When the state economy is in a downturn, CE enrollments drop; with unemployment in King County over seven percent and rising (March 2009), people have less discretionary income to enroll in personal enrichment courses like kayaking, yoga or foreign languages. Economic uncertainty also prompts corporations to put training on hold as earning forecasts decline, which has a negative impact on contract training offerings.

Reduction in classroom space in the Factoria area and on main campus has also impacted CE's ability to offer classes. In addition to 38 classrooms at North Campus, the division offers courses at 15 locations in Bellevue, Redmond, and Issaquah.

To balance the budget, the division's tendency has been to reduce classes and seek more operational efficiencies. This goes hand-in-hand with the recognition that CE cannot outperform the broader economy during a downturn. In response to changes in the economy, increased competition and reduction in classroom space, CE has adapted in

a variety of ways. Each program area has the goal of cancelling no more than 20 percent of the courses offered in a given quarter in order to improve service, reliability and build customer loyalty. The CE marketing effort focuses on non-credit workforce certificate programs appealing to students who are 35-54 years old, comprising the majority of those taking classes. CE has also created the Summer Program for Teens to boost enrollments and better utilize excess classroom capacity during the summer. In computing classes, measures were taken to increase customer responsiveness and improve instructional quality.

Fiscal Responsibility

As a self-support operation, CE is required by WAC to operate within the resources it collects over a biennium. This requirement drives many administrative decisions as the division seeks to serve the community, maintain high standards of instructional quality and provide prompt and friendly student service.

CE contributes, on average, \$200,000 a year in college overhead. Contributions for the credit Fast Track are between \$200,000 and \$700,000 for instructional costs which help to supplement lease payments on the 62,000 square-foot North Campus building. Fast Track focuses on computer industry certifications which must be updated every few years as new software is deployed by industry. Out of date content and enrollment declines resulted in the decision to eliminate Fast Track.

The pressures to both maximize net revenue and maximize growth can be in conflict. CE's net revenue is swept into a fund balance each year; the division starts with zero dollars. This tends to retard growth since the division does not have capital to invest until mid-January, when the results of the fall quarter are available to help forecast the remainder of the year. This investment period of mid-January until mid-June, when all the purchasing needs to be completed for the year, makes it difficult to sustain growth, and implement a

Table 2.14: Continuing Education Enrollments 2004-08

Enrolled	Fiscal Year				
Program	2004-05	2005-06	2006-07	2007-08	Grand Total
CE ArtZones	2,950	2,900	2,836	2,791	11,477
CE Computers	7,244	7,248	7,341	6,020	27,853
CE Explore!	1,297	1,554	1,361	1,227	5,439
CE Fast Track	468	589	549	224	1,830
CE Health Professions Academy	306	190	177	172	845
CE Online Courses	439	646	706	418	2,209
CE Small Business Development	361	251	287	49	948
CE Technical Communication	772	925	770	951	3,418
CE Telos	1,265	1218	1137	1,261	4,881
CE Translation and Interpretation	246	218	201	226	891
CE Transitions-adult	374	120	27	59	580
CE Work Related Programs	3,587	3,638	3,620	4,490	15,335
CE World Languages and Travel	4,950	4,889	5,413	4,963	20,215
Grand Total	24,259	24,386	24,425	22,851	95,921

multi-year strategic plan. This practice was initiated based upon the college's desire to offset a portion of college funds that have been invested in the annual lease payment for the building occupied by CE. Once identified as a constraint, the request was made and granted for \$317,000 to fund a sustained growth plan. The plan includes funding to develop new certificate programs and purchase new computers and equipment necessary to remain competitive in the local marketplace. This will allow the division to preserve annual operating capital and still pursue strategic issues and invest in growth. This should result in more than average net income and increased enrollments over the next two years.

CE managers are vigilant about the economic viability of their programs. Their efforts for business process optimization, lower costs, and improved revenue have led to a number of changes, including eliminating classes which have low enrollments and/or a breakeven point that is too high to be consistently reached; increasing prices to reflect increased costs and, in some cases, to catch up to market rates; targeting reductions-in-force as enrollments have dropped; focusing on increasing Business Training Institute dedicated classes; increasing sales over the last four years to reflect better top line efficiency; and reducing the amount of overhead and facility charges it has previously paid to the college.

Faculty

CE faculty members are a dedicated group of professionals who, in general, work in the discipline they teach. World Language instructors are usually native speakers. Primarily part-time faculty members, they provide depth, breadth and currency of content not readily available from other sources, while at the same time increase the significance of the division's hiring process and the importance of ensuring that skillful teaching prevails in the classroom.

CE monitors instructor performance through the division's new online instructor evaluation system. The system, in which student evaluations from every course are entered, allows review of aggregated data and comparison of instructor performance over time and across the variety of courses taught in order to discover the best match and instances when additional coaching may be necessary. Two key indicators are the student ratings on "this course met my needs," measuring effectiveness of the content and "I would recommend this instructor to others," measuring satisfaction with instructor knowledge and teaching ability. In addition to the online evaluation system, many certificate programs conduct an exit survey with outgoing students.

CE hires faculty, with content expertise via education or professional experience, who have a knowledge and enthusiasm for the topic, and tend to see teaching for a college as giving back to the community. CE provides a complete orientation and coaching that may

Table 2.15: Continuing Education Revenue Chart

Fiscal Year	Gross Revenue	Total Enrollments	CE Employees	Sales per employee	Enrollments per employee
2003-04	\$5,898,391.00	26,725	63	\$93,625.25	424
2004-05	\$5,528,400.00	24,508	45	\$122,853.33	545
2005-06	\$5,383,867.00	24,468	42	\$128,187.31	583
2006-07	\$5,972,068.00	24,405	40	\$149,301.70	610
2007-08	\$5,343,923.00	22,851	37	\$144,430.35	618

not be necessary for seasoned or professional instructors. To support part-time faculty, CE revised and standardized its instructor orientation program to provide new instructors with a more complete and self-guided review of the division and the program; updated and redeployed the instructor handbook to faculty in all programs in the organization; and, updated and revised the long-term instructor evaluation process to include a more comprehensive review of instructor performance with an eye toward professional growth.

Student Services

CE's student services staff, focused primarily on serving continuing education students, are paid from the CE budget and managed by the director of north campus administrative services. The registration process is different from the credit program's due to the nature of non-credit instruction, advising is different for personal enrichment and non-credit certificates, and financial aid is rarely available to non-credit students.

Student satisfaction is measured with comment cards, by student course evaluations and by incidents such as refund requests. Comment cards are reviewed quarterly by directors and improvement action items assigned. The responses to the question on student course evaluations, "What would make your BC experience better?" are compiled and reviewed by each program quarterly. Reports on the trends and proposed action are made to the operations team quarterly.

CE has expanded and improved its web presence through a number of efforts. The division has improved the search function on college websites lowering the number of poor search returns and moving useful search results higher up the list. CE has streamlined and standardized the web page structure so students can find their classes in fewer clicks, and the division has moved toward a consistent navigation structure that in some cases parallels the division's print material.



CE informs students about certificate programs through free information sessions where students have the opportunity to ask questions to determine if a program is right for them. In response to student feedback CE strives to provide high levels of customer service at the reception desk, through site coordination to provide necessary equipment and materials, and through timely and proactive technology support.

Distance Delivery of Courses, Certificate, and Degree Programs

DISTANCE EDUCATION (2.G.5, POLICY 2.6)

The Distance Education Program (DEP)⁴⁸ continues to expand to meet student demand for online learning opportunities. DEP produces nearly 19 percent of the college's full-time equivalent students (FTES). DEP offers courses, certificates and degrees-at-a-distance, and partners with Washington State University so students can complete a baccalaureate degree online.

PURPOSE (POLICY 2.6, A)

DEP delivers a comprehensive selection of over 260 college courses, 10 certificates, four associate degrees and a baccalaureate degree via the Internet to provide students optimal educational and training opportunities to

achieve academic goals. The DEP mission⁴⁹ is concurrent with the college mission. Specifically, DEP addresses goal 7, Technology Leadership, of the college's mission and goals which states "BC will be a leader in administrative and educational technology, including online learning." The DEP program works closely with the Faculty Resource Center (FRC) whose mission is to support faculty in online teaching and learning.⁵⁰

The college has invested significantly in distance education to meet student learning styles and demand. As a result, distance learning enrollments have continued to increase. Table 2.16 shows the growth of DEP enrollment over the past decade.

PROGRAM APPROVAL (POLICY 2.6, B)

All courses, certificates and degree offerings undergo the same CAC approval process whether they are taught online or on campus. The majority of online course offerings are the same as courses offered on campus, including course content, learning outcomes and general education requirements. Similarly, both online and campus-based certificate and degree offerings go through the same formal approval process at the state level.

INTERACTION AND TRAINING (POLICY 2.6, C, I)

Student-to-student and student-faculty interaction is the key for student success in a distance education course. In 2006-07 the Distance Program Effectiveness Survey queried all students enrolled in at least one online course. Ninety-two percent of survey respondents were satisfied or very satisfied with the overall quality of online experience at BC, and 84 percent were satisfied or very satisfied with the quality of faculty-student interaction.⁵¹ However, there is still room for improvement; student complaints usually focus on insufficient interaction with the instructor.

All DE courses must use Blackboard Vista, an enterprise level course management system, which provides discussion boards, email, instant messaging, and chat rooms for communication between faculty and students. Faculty teaching hybrid class (part online and part on campus) have a choice of using Blackboard Vista or the SharePoint MyClass sites, which use discussion boards and email.

The bachelor program uses a variety of interactive technologies to reach students, including Blackboard Vista, ITV (two-way audio and video), and course capturing

Table 2.16: Distance Education Program Enrollments

Year	Total Enrollment	Online	Telecourses	Sections Offered	FTEs Generated (annualized)
1998-99	3,231	1,573	1,658	186	359
1999-00	5,115	3,706	1,452	211	568
2000-01	6,541	5,466	1,075	285	727
2001-02	8,110	7,268	842	321	901
2002-03	10,822	9,927	895	456	1,166
2003-04	11,777	11,057	720	512	1,263
2004-05	12,577	11,925	652	517	1,366
2005-06	13,397	12,975	422	544	1,582
2006-07	14,931	14,678	253	574	1,770
2007-08	17,683	17,478	205	669	1,892

applications for recording live lectures and PowerPoint presentations and storing them on a server for later playback by the student. This enables place-bound students to be part of the classroom experience.

The FRC provides online faculty training in curriculum design and educational technology to ensure more interactive courses. The DEP and FRC have developed tutorials to assist faculty. A faculty mentor-mentee program also pairs new online faculty with seasoned online faculty to help new faculty members through their first quarter online.⁵² Both mentors and mentees are paid.

The DEP and FRC work with faculty and division chairs to ensure adequate interaction in all online courses. The college is also creating a “best practices” website to provide faculty helpful insights as needed. In addition, faculty must demonstrate how student-student and student-faculty interaction will take place in their online course before course development fees are paid.⁵³

FACULTY INVOLVEMENT (POLICY 2.6, D)

Courses developed for online instruction undergo the same scrutiny for rigor and quality as classroom-based courses. The division or program manages distance learning courses, including hiring of faculty. Faculty members who develop an online course must sign a contract (Appendix L, faculty contract). Before the online course can be offered, the course materials must be approved by the program chair and division chair as outlined in the faculty contract.

Educational Services Cabinet and the executive dean set distance learning enrollment targets in conjunction with classroom enrollments, which are approved by the president.

APPROPRIATE TECHNOLOGY AND SUPPORT SERVICES (POLICY 2.6, E, H, I, N, S)

Faculty are supported in the development, maintenance and teaching of distance courses through policy and administration of the DEP, technical and curricular support from the FRC, networking with other faculty and staff on the Faconline listserv, payment or release time in the course development phase, mentoring before and after development by peer mentors, and ongoing support at both the server and individual course level throughout each quarter.⁵⁴

Blackboard Vista has been an effective course management system since its adoption in 2001. In 2006, Blackboard combined with WebCT Vista, causing critical system failures that adversely impacted the teaching and learning process. While BC’s educational technology specialist (ETS), curriculum design specialist (CDS), DEP, and Blackboard Vista administrators work with faculty when they have problems with Blackboard, there are still problems to be fixed. The ETS can resolve many problems, but design issues are reported to Blackboard for eventual correction. Blackboard’s slow response to requests is a serious issue; some requests to fix program bugs reported two years ago are still not fixed.

The FRC, DEP and Web Services (WS) also work with faculty who want to use the Share-Point MyClass sites for on-campus and hybrid classes. The Washington community and technical college system has recently completed a full review of all course management systems and has chosen Angel as its preferred course management platform. DEP and the FRC are working with faculty to determine which system to use.

The FRC employs two full-time specialists and student interns to assist faculty in course development: the ETS provides technical support for faculty in the appropriate use of technology, while the CDS works with faculty to design courses to meet teaching and

learning needs. The CDS works with faculty to design online course templates and interactive tools and place content online. The ETS works with faculty in using software and applications, as well as employing podcasts and Real Networks technology. All online faculty use the Faconline listserv to report problems, receive announcements and get immediate answers to problems with their online or hybrid courses. Vista training is provided one-on-one, in groups and through tutorials.⁵⁵ Two full-time staff members are challenged to meet all the needs of a rapidly growing online community of faculty and students.⁵⁶ As a result, the college is studying the feasibility of creating a Teaching and Learning Center to address the need for additional staff and services. The Center will expand to include other forms of faculty professional development, outcomes assessment, teaching methodologies, etc.

The DEP is adding instant messaging, wikis, blogs, and Windows Live Meeting to allow more interaction between and among faculty and students and with other colleges.

All full-time faculty members have their own computers and all part-time faculty members have access to on-campus computers. The FRC has a new training lab and production rooms.

CURRENCY OF MATERIALS, PROGRAMS AND COURSES (POLICY 2.6, F)

DEP print materials are updated quarterly. The DEP and FRC websites are kept current.⁵⁷ The DEP website displays all current online course offerings, degrees and certificates.

Faculty members receive the equivalent of two sections of release time to develop a five-credit online course and maintain its currency. The faculty member teaching the course and/or program offering it is expected to maintain currency in the same way as on-campus courses. Funds are provided to maintain course currency.

To keep courses current, online course evaluations are gathered on a regular basis as determined by the faculty contract.⁵⁸ The results are shared with the faculty member and division chair and, if the faculty member is part-time, the results can also be shared with the program chair. In addition, DEP conducts several surveys to gather student feedback on the DEP program and distance courses. Student feedback from surveys shows that, overall, students are satisfied with their online courses.⁵⁹ The DEP reports areas of concern to the division chairs.

POLICIES (POLICY 2.6, G)

All policies on ownership of materials, faculty compensation, copyright issues and the utilization of revenue derived regarding online courses and telecourses are identified in the faculty contract.⁶⁰ Course ownership and ongoing compensation is addressed in Article Eleven, Section III, G, 10, a-c of the faculty contract.⁶¹ Faculty compensation is addressed in various parts of the faculty contract, and payment for online course development is provided in Appendix L of the contract. Copyright issues are also addressed through the Library Media Center (LMC).⁶²

LIBRARY AND LEARNING RESOURCES (POLICY 2.6, J)

The LMC provides a variety of online resources for students taking online classes. Both the DEP website and Blackboard Vista provide direct links to the LMC. The LMC uses an online catalog as well as online periodicals and databases, including EBSCO host, ProQuest, ARTstor, newspapers, Books 24X7, and NetLibrary.⁶³ The BAS program has LMC links for their online resources.⁶⁴ The LMC provides a number of online tutorials on “how to use” periodicals and databases, the college catalog, the library, and online search. The LMC also provides an online LMC guide for online students and they recently launched an online 24/7 “Ask a Librarian a Question.”⁶⁵

STUDENT USE OF RESOURCES (POLICY 2.6, K)

The DEP provides on-campus student orientation sessions each quarter. The college recently updated its web tracking system to monitor students' use of library resources. This system can track unduplicated hits to various sites. It is possible to track users of online resources, especially those resources that require a login. Tracking features include the monitoring of books and other print materials checked out, and student activity within Blackboard Vista. In general, most statistics come from embedded features within the databases and also through use of statistics generated by EZProxy. Student use of online resources continues to increase each year.⁶⁶ Faculty can monitor their discussion boards and chat. They can also see exactly how much time each student is spending within their course site and faculty can generate reports. Blackboard Vista has an excellent search tool to find and verify student plagiarism. Google search and other search engines can also be used to determine student plagiarism. If needed, the Library will set-up faculty accounts for Turn-It-In.com. The LMC also provides students with online tutorials on appropriate citation of published content. The Writing Lab provides online resources for students and assists students by reviewing their papers.

APPROPRIATE EQUIPMENT AND FACILITIES (POLICY 2.6, L, S)

Students taking credit classes have access to over 200 computers at the BC Open Computer Lab, seven days a week. The computers, which have software and Internet access, are replaced every three years. Students get online assistance through the Student Technology Support Center (STSC).⁶⁷

Required on-campus science, clinical and other labs use the same labs as campus taught classes. Students not required to come to campus for labs may purchase lab materials through the college bookstore. In some cases,

especially clinical labs, students may take their clinical lab at a local facility in their area.

The college has made a major investment in providing equipment and technical expertise for online and on-campus faculty. The FRC, recently moved into remodeled space and received new computer equipment. The FRC, IR and DEP continue to research new applications and equipment to improve teaching and learning. Faculty recommend new technologies as well. As a result, IR has recently added Camtasia Relay, Elluminate, and podcasting and will soon add Live Meeting, all at the request of faculty.

STUDENT SERVICES (POLICY 2.6, O)

All students have access to online services including admission, registration, advising, financial aid, cashiering, and ordering and paying for textbooks. Online students who can't come to campus also receive proctored online English and math assessments. Counseling services online are limited, but students can take a career exploration class online. The college also provides online tutoring for math students via Elluminate, and the Writing Lab provides online services for students.

Online tutorials on how to use Blackboard are provided. There is also a Student Help Desk, available via phone, email, or in-person in the Open Lab, to assist students. At the beginning of every quarter, DEP offers several on-campus Vista orientation sessions during the day and evening for online students.

The FRC and DEP are in the process of redoing some of the online student orientation tutorials, including a new FYE tutorial. The FYE tutorial will help students become familiar with the college's services, how to study online and how to navigate in an online course. IR is also deploying Microsoft Live Meeting so faculty can conduct live meetings with students. The DEP staff and faculty will be able to conduct live advising meetings with students as well.



STUDENT COMPLAINT PROCEDURES (POLICY 2.6, P)

DEP student complaints are resolved in the same fashion as for on-campus students. Informal student complaints can be addressed directly with the faculty member. If students do not feel comfortable going directly to the faculty member, they can contact the DEP office, their online advisor, or the appropriate division office, or they can use the feedback form on the DEP website. When an informal complaint is received by the DEP, it is forwarded to the appropriate division chair and/or program chair. DEP follows up to make sure the issue was addressed. For formal student complaints and grievances, DEP refers the student to the student handbook which is available in print, online, and on CD. The DEP website has a link to the student handbook.

ADVERTISING, RECRUITING, ADMISSIONS (POLICY 2.6, Q)

The quarterly schedule and the college catalog are available online and in print. The DEP homepage has a link to the current and upcoming quarter distance course schedules. DEP also mails a quarterly program brochure to all students who request information. The brochure provides a list of the upcoming distance courses, registration information, news, information and advertisement for specific online courses. Online and print information about partnerships with Washington State University and the University of Washington is also provided. All websites and print material are kept current.

Surveys of the college's distance students show that the quarterly schedule, DEP website, and word-of-mouth are the most effective means of advertising. The DEP website is kept current and the web manager is constantly working to improve the college's search engine optimization. DEP advertises on HistoryLink.org, a regional history teaching and learning website, as well as listing its courses on the SBCTC Washington Online (WAOL) website. DEP advertised through Comcast.net and Comcast cable distribution, but data collected showed both types of advertising failed to attract online students and, as a result, was discontinued after four quarters. The college continues to advertise online course offerings via the BC television station, The College Channel.⁶⁸

In addition, DEP maintains a cadre of advisors who assist students with academic planning problems with registration, financial aid, textbook purchases, course access, and career matters.

TECHNOLOGICAL ASSISTANCE AND ABILITY TO SUCCEED (POLICY 2.6, R)

Except for special admission programs, the college's open enrollment policy allows students to register for classes as long as they meet prerequisites. DEP online advisors advise students on what is necessary to be an online learner. The DEP website also provides an entire section geared to allowing students to decide whether they have the technical skills, background and motivation to succeed at online learning. DEP recently added a section on what successful students say about taking distance learning courses. Another new section includes student comments about "what they wish they had known before taking an online course." Students are also directed to review the "Minimum Computer Equipment and Skills" section on the DEP website to help them be successful online.

Table 2.17: Percent Growth in Online Enrollments between 2004-09

Year	FTES Target	Percent Increase over Previous Year's Target	Actual FTES Produced	Actual Percent Increase over Previous Year
2004-05	1,280	NA	1,366	NA
2005-06	1,454	13.6	1,582	23.6
2006-07	1,586	9.0	1,770	21.7
2007-08	1,664	5.0	1,892	19.3
2008-09	1,951	17.2	2,159	29.7

The DEP website includes a self-administered test, “Is It for You?” If students answer no to four of the 20 questions it is recommended that they take a free, non-credit two-day trial online course on Blackboard Vista, which is a version of FYE for online students. This was developed by DEP, FRC and Enrollment Services and first offered just before fall quarter 2008. The goal of FYE online is to provide students with the necessary skills to succeed in an online environment.

Online students with technical problems can get help from their instructor or from other online students. The Blackboard Vista learning management system also provides help through a troubleshooting page. Students can contact the DEP staff who have been trained to assist students, by email, in person or by phone (local and toll free).⁶⁹ The STSC is also available to help online students via email, phone or in person at the open computer lab. For students taking hybrid courses using the MyClass portal sites, online tutorials are provided.

STAFF PLANNING AND BUDGET (POLICY 2.6, T, U)

DEP staff are involved in long-range planning. The director of the DEP reports to the dean of information resources who reports to the president. As part of the long range plan, DEP and FRC staff, along with the dean of IR, are responsible for growing distance learning and providing the resources to make it succeed. The dean of IR works with the executive dean to establish enrollment growth targets for online learning.

The dean of IR holds weekly meetings with the DEP, FRC, and Computing Services (CS) staff directly involved in distance education. This group is responsible for planning, which is presented to the Distance Learning Committee, made up of four administrators and eight faculty, charged with providing “advice and support to the director of distance education on all matters related to distance learning activities”.

In DEP’s 25 years it has maintained constant growth, as demonstrated in Table 2.17. DEP has two full-time and five part-time staff including two advisors, a web master, and two hourly office staff positions. The DEP web master is responsible for maintaining all web pages and ensuring currency for all time-sensitive information such as the online quarterly schedule. As there is a need for additional staff help, one hourly position will be converted to full-time. A full-time CDS and a full-time education technology specialist work with faculty. The distance education fee supports a full-time network administrator to manage Blackboard Vista.

Part of the distance education fee goes to the FRC, CS and DEP to provide needed services to students and faculty. Some of these funds are used to purchase equipment and to add new hourly staff to keep resources current for online learning.

The college is committed to increasing online learning. The DEP currently has a \$4 million operating budget with \$175,000 budgeted for online course development in 2008-09. The

college added several new online courses; the baccalaureate degree program was also brought online during the 2007-08 academic year. In 2008-09, faculty members submitted over 84 online course development requests. Funds were secured to pay for the development of 44 online courses.

EDUCATIONAL EFFECTIVENESS, ASSESSMENT AND PROGRAM REVIEW (POLICY 2.6, W)

In addition to researching state and national online trends, DEP conducts a series of surveys on grade point comparisons, Running Start, new online students, and departmental effectiveness.⁷⁰ Online student retention rates increased from 72 percent in 2000-01 to 77 percent in 2006-07. The gap between online and on-campus retention has decreased to 6.6 percent. Grade point averages for online students for the past seven years have been a little higher than those of on-campus students. This may be a result of slightly lower retention rates for online learners.

DEP also conducts student satisfaction and online course evaluation surveys. The online course evaluation instrument was recently redone so that when the evaluations are completed and tallied, they are automatically sent to the division/program chair and the faculty member. Conducting and disseminating online course evaluations is determined by the faculty contract. The online course evaluation return rate is below the on-campus return rate. Online return rates vary from quarter to quarter, anywhere from a 16 to 40 percent return rate with 30 percent the average. Some online faculty obtain higher student return rates; the college needs to work with them to determine best practices for obtaining higher return rates. Student satisfaction surveys show that, on average, 92 percent of the students surveyed were satisfied or very satisfied with their online learning experience.

INTEGRITY AND CREDIBILITY (POLICY 2.6, X)

The FRC works with online faculty to assist in developing effective online assessments of student work. Faculty are encouraged to use multiple assessments and assignments throughout the quarter, including graded discussions. If faculty members have reason to be concerned about student plagiarism they can submit the student's work to the Blackboard site, as well as do online searches. Some faculty members require proctored on campus final exams or at a faculty approved prearranged location where appropriate monitoring can take place.

All degrees and certificates offered online have the same degree requirements as those offered on campus. Course offerings and faculty hiring decisions are made by the divisions. New online courses must be approved by the program chair, the division chair, and the executive dean of instruction.

Over 50 percent of the college's full-time faculty teach online. Among faculty who only teach on-campus classes, a few question the validity of online learning. They are concerned that online courses have an adverse impact on their on-campus enrollments; and they question the quality of online learning. However, the positive response from student surveys shows students receive a valued learning experience, and when students from BC continue their degree work at WSU or other colleges and universities, they do well. A majority of online students also attend courses on campus, and in surveys, students expressed that they take online courses primarily because their schedules or outside commitments conflict with taking a selected course on campus.

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

ANALYSIS AND APPRAISAL

Instructional Program Enhancements

As a result of ongoing assessment and analysis, BC has made numerous positive changes to educational programs since 2003-04, demonstrating flexibility, innovation and responsiveness to its community, critical components of its mission. ABE grew on campus and at community-based locations; professional/technical programs changes included adding four new degrees, deleting eight, and modifying seven; AOLS was added; associate in science degree tracks were modified; associate in education degrees were established; and, significantly, a bachelor in applied science in radiation and imaging sciences was successfully launched.

Resources

The college secured significant funding to improve instructional facilities and support student-focused programs. State and local funds were used to construct the new state-of-the-art 64,000 square-foot Science and Technology Building and, as well, to update and expand the Library Media Center and the Student Academic Success Center. More than \$4 million in grant funding was secured in 2007 for increasing educational excellence. Notable grants were awarded by the National Science Foundation for faculty professional development and curriculum development; the US Department of Labor for increasing capacity in nursing and developing new certificates in radiologist assistant and dosimetry; and the SBCTC for a wide range of workforce and high demand program development as well as support for targeted special populations.

The college has qualified and dedicated full-time and part-time faculty. The college has set a goal of increasing its full-time faculty

to 60 percent to increase the number of faculty participants in governance, curriculum development, student engagement, and other critical mission-driven activities. The college has also taken measures to better integrate its cadre of adjuncts into the life of the college by enhancing orientation and compensation for college-related work.

University Transfers

BC is successful in preparing students for transfer. According to the University of Washington Office of Undergraduate Admissions, 2,696 BC graduates entered the UW between summer 2000 and spring 2008, and 1,831 have earned UW degrees. Their BC average GPA was 3.3 and UW was 3.27.

Library

Teaching faculty and faculty librarians have collaborated to enhance integration of library resources into the learning process. Activities include designating a librarian to serve as liaison for each instructional division, working collaboratively to provide learning materials for the BAS students and creating student tutorials for the Library Media Center website.

Assessment

Assessment of educational programs occurs at the institution, program and course levels. Improvements have been made at each level as well as increased integration of the three levels. Institution-level assessments link specific education program work activities with strategic college goals, and track and measure their progress. Changes include revisions to college KPIs and use of a new software tracking tool, SPOL. At the institution level, administrators can now better identify areas of strengths and weaknesses, and provide specific explanations for them.

Beginning 2009-10, a new three-year cycle of nationally-normed assessments of general education outcomes will begin, avoiding duplication and ensuring a regular flow of data. These will include the CCLA, which measures critical thinking, analytic reasoning, written communication, and problem solving; CCSSE, and CAAP.

At the program level, program review, the five year in-depth review of each instructional program, has been expanded to include additional measurements specifically related to student success. Also, more clearly defined annual review, analysis and follow up procedures have been established. Program level changes also include moving responsibility for assessment of general education outcomes to the program level. Although the ACT, made up predominantly of faculty, continues to lead activities campus wide, programs are responsible for assessing outcomes in their areas. This moves ownership directly to individual programs.

Since the last accreditation visit in 2005, responsibility for assessment has shifted to academic departments. Faculty, for the most part, have embraced their responsibilities for both program and course-level assessment; they are engaged in developing measures and implementing the results to generate improvement and are engaged in assessment activities at all levels. The college will continue to develop opportunities for faculty to be more involved in institution-level assessment. Activities will include improving methods for disseminating and analyzing nationally normed assessments and more integration of the college KPIs throughout the assessment process.

The BAS program has already initiated several effectiveness and assessment processes. The industry advisory committee reviews and provides input to ensure currency in curriculum. Prior to graduating, students complete a capstone project demonstrating the achieve-

ment of program objectives. As with other professional/technical programs, graduates and employers will be surveyed to assess the effectiveness of the program in meeting student career goals and employer expectations. The BAS program will also complete the comprehensive five-year program review process.

Learning Outcomes

Student achievement of general education learning outcomes is validated both locally and via a nationally normed assessment. Yearly administration of the CAAP shows BC students performing at or above the national norm. The infusion model provides a coherent structure that overlies the various course-taking requirements in each degree.

The college is successfully overcoming three main challenges to implementing the model. Although a review determined there were sufficient courses in the cultural diversity group, they were not part of students' typical course-taking patterns. This issue was resolved in winter 2005, when the college began requiring that new students fulfill the cultural diversity requirement for graduation. Now 100 percent of graduating students meet the requirement.

Second, there were insufficient courses in the responsibility group to allow transfer students selections that addressed/assessed these outcomes. Several steps are being taken to resolve this issue: reworking professional/technical degrees to meet responsibility requirements; combining several outcome areas into the responsibility area; developing new courses that address the new outcomes area; allowing 1-2 credit courses to claim general education ratings; and offering an open rating period for faculty to add responsibility ratings. An additional step, to be implemented in 2009-10, will allow participation in co-curricular activities like service learning, travel studies and global studies to fulfill the requirement. At this point, 95 percent of transfer degree graduates satisfy

the first of two requirements. Consistent with requirements published in the college catalog, by 2010, transfer students will also be expected to meet the second responsibility requirement.

Finally, familiarizing new faculty with the infusion model is an ongoing challenge. Several steps are intended to address this issue: presentations on the general education model and assessment are provided for new tenure track faculty and part-time faculty; faculty assessment liaisons have been identified and reside in each academic division; and assignment of general education outcomes assessment responsibility to academic programs.

Advising

Based on feedback from students and staff, BC has significantly improved academic advising for students. One-Stop, piloted in 2007, is now an integral part of advising that includes assessment, advising and registration for first-time to college students. Advising is primarily provided by a cadre of faculty advisors who receive a minimum of six hours of training to prepare for this intensive program. One-Stop has increased the number of new students advised by 37 percent; about 90 percent of served students report they know where to go for future advising; retention of first-time-to-college students enrolled in 10 or more credits from fall 2007 to winter 2008 increased from 70.1 percent to 74.2 percent from fall 2006 to winter 2007; math and English programs reported that enrollment in developmental courses increased; and the Academic Success Center reported usage increases.

Licensing Exams and Job Placement

Key measures of BC's successful preparation of students for employment are comparison of BC graduate employment statistics with that of graduates from other Washington community and technical colleges, and BC graduate national licensing exam pass rates.

According to the most recent SBCTC reports, BC's professional/technical program graduates were employed at a slightly higher rate and earn more per hour than the average for community colleges in the state.⁷¹

In the five health professions programs (diagnostic ultrasound, nuclear medicine technology, nursing, radiation therapy and radiologic technology) that have national licensure examinations, four have impressive 100 percent pass rates and one has a 91 percent pass rate (nursing), all significantly higher than the national averages.

Special Programs

Exemplifying BC's commitment to providing access to educational programs and services, the college offers a wide range of programs for students transitioning from high school to college, and for special targeted populations. The Tech Prep program offers dual high school and college credit and prepares students for professional/technical careers; CEO, for 16-20 year olds who do not have a high school diploma, helps students obtain professional/technical degrees or certificates; College in the High School reaches out to high schools to offer dual credit courses; Venture prepares students with developmental disabilities for the workforce; Running Start permits students to obtain college credit while in High School; and, WorkFirst provides opportunities for low income community members to pursue job skill training.

Continuing Education

BC's program of continuing education, the largest among colleges in the state, offers a broad range of non-credit and credit programs. Primary offerings are in business and professional programs, computing, world travel and languages, contract training and the community programs ArtZones, Explore and Telos. After careful review and analysis of enrollment declines in some programs, most

likely resulting from changes in economic conditions, increased competition, and reduced classroom space, several programs have been reduced and others eliminated. Focus has been on growing programs less impacted by the economy. CE has demonstrated flexibility and strong administrative leadership by assessing each program's viability and acting on findings, resulting in a program that continues to be financially healthy while adapting to community demand for lifelong education.

Distance Education

BC offers a large, comprehensive distance education program that continually assesses needs and updates technological tools and support for students and faculty. Producing nearly 19 percent of the college's FTES, the DEP continues to expand to meet student demand for online classes. DEP delivers over 260 courses, 10 certificates, four associate degrees, and one bachelor degree online.

Faculty members who teach online receive essential support to ensure excellence in teaching and learning. The FRC provides technical assistance to help faculty put their courses online and learn to use and trouble shoot Blackboard Vista; peer mentors assist all first time online teachers in their first courses; a listserv for online faculty provides collegiate discussions and support; and, a CDS provides ongoing assistance for curriculum design and development. Finally, faculty members are given release time or compensation to develop and update online courses.

As the online program continues to grow, the college is challenged with providing needed technical support and professional development for faculty. A new teaching and learning center is being planned and will most likely be consolidated with the FRC to offer more comprehensive support for faculty.

The faculty compensation for developing an online course has been two sections of release time or equivalent stipend, which was established at the onset of online education when faculty wrote course material in html for posting on the web. The current process of online course development has become significantly easier and less time consuming; however, the pay has not reflected this change. Moreover, many courses are being placed online in a hybrid fashion, which are currently uncompensated. The college needs to undertake a review of its compensation program for online courses and offerings and anticipates this will be a topic for the next opening of the faculty master contract.

The college has experienced technical challenges with Blackboard Vista and support from Blackboard has been unsatisfactory. Notably, in spring 2007, when Vista did not operate for nearly a week, online instructional delivery was interrupted. Faculty worked closely with students during the down time and kept students engaged, but the disruption created a critical incident in the college's online program and confidence for Blackboard Vista waivered. The DEP team and the Distance Learning Committee are reviewing the findings of a state-wide investigation of course management systems and comparing the chosen Angel system to Blackboard Vista and will determine whether to change to Angel.

(ENDNOTES)

- 1 http://www.sbctc.ctc.edu/college/d_studentfaculty.aspx
- 2 <http://www.bcc.ctc.edu/about/goals/>
- 3 <http://bellevuecollege.edu/programs/degrees/bachelor/bas/>
- 4 <http://bellevuecollege.edu/programs/degrees/transfer/aas/>
- 5 <http://bellevuecollege.edu/catalog/degrees/gened ->
- 6 <http://bellevuecollege.edu/programs/degrees/transfer/ab/>
- 7 <http://bellevuecollege.edu/programs/degrees/transfer/aee/>
- 8 <http://bellevuecollege.edu/programs/degrees/transfer/ame/>
- 9 <http://bellevuecollege.edu/programs/degrees/transfer/astrack1/>
- 10 <http://bellevuecollege.edu/programs/degrees/transfer/astrack2-physics/>
- 11 <http://bellevuecollege.edu/programs/degrees/transfer/astrack2-engr-chem/>
- 12 <http://bellevuecollege.edu/programs/degrees/transfer/astrack2-engr-electrical/>
- 13 <http://bellevuecollege.edu/programs/degrees/transfer/astrack2-engr-mechanical/>
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- 20 http://www.sbctc.ctc.edu/docs/policy_manual.pdf
- 21 http://www.sbctc.ctc.edu/college/_e-wkforceproftechprograms.aspx
- 22 http://bellevuecollege.edu/policies/3/3110_Award_of_Credit_for_Prior_Learning.asp
- 23 <http://bellevuecollege.edu/fye/>
- 24 Key assessments and rubrics are on file in the Assessment of Student Learning website <https://go.mybcc.net/instruction/instructionoffice/outcomes/default.aspx>
- 25 http://bellevuecollege.edu/about/publications/catalog/2009_10_BellevueCollege_Catalog.pdf See page 26.
- 26 <https://go.mybcc.net/instruction/accreditation/2/Shared%20Documents/Required%20Documentation/RD5%20General%20Education%20Requirements.pdf>
- 27 General Education Task Force study, Summer 2002. 80% of AAS degree students took a course rated 2 or 3 in Cultural Diversity.
- 28 <http://bellevuecollege.edu/catalog/degrees/gened/>
- 29 [http://bellevuecollege.edu/policies/3/3150P_Exceptions_to_Degree_or_Certificate_Requirements_\(Procedures\).asp](http://bellevuecollege.edu/policies/3/3150P_Exceptions_to_Degree_or_Certificate_Requirements_(Procedures).asp)
- 30 http://bellevuecollege.edu/about/publications/catalog/2009_10_BellevueCollege_Catalog.pdf See page 16.
- 31 www.bellevuecollege.edu/ccn
- 32 <http://bellevuecollege.edu/catalog> See requirements listed under each program mentioned.
- 33 <http://bellevuecollege.edu/enrollment/assessment/>
- 34 <http://bellevuecollege.edu/financialaid>
- 35 http://bellevuecollege.edu/policies/3/3050_Credit_Hours_and_Credit_Load.asp
- 36 <http://bellevuecollege.edu/programs/highschool/>
- 37 <http://bellevuecollege.edu/programs/highschool/>
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- 39 <http://bellevuecollege.edu/hsprograms>
- 40 <http://bellevuecollege.edu/workfirst/>
- 41 <https://bellevuecollege.edu/artshum/eli/>
- 42 <http://bellevuecollege.edu/programs/nontraditional/>
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- 44 <http://bellevuecollege.edu/ols/>
- 45 <http://bellevuecollege.edu/enrollment/records/earning/>
- 46 <https://bellevuecollege.edu/artshum/studyabroad>
- 47 <http://bellevuecollege.edu/programs/continuing>
- 48 <http://bellevuecollege.edu/distance>
- 49 Distance Education Program Mission Statement: Distance Education enhances and supports the mission of the college by delivering a comprehensive selection of college courses, degrees, and certificates via the Internet and other digital communication systems. We maximize educational and training options for all students, enabling them to achieve their academic goals and meet the challenges and opportunities posed by new careers, new technologies, and life transitions. <http://bellevuecollege.edu/distance/accreditation.asp>.
- 50 Faculty Resource Center Mission Statement: To support faculty effort in designing curriculum, in the improvement of classroom delivery, and in the application of technology. <http://bellevuecollege.edu/frc/>.
- 51 See 5_DE Program Effectiveness 2006_07 at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.

- 52 There were 18 formal mentor-mentee pairings during the 2005-06 academic year, 14 during the 2006-07 academic year and 26 for the 2007-08 academic year.
- 53 See <http://bellevuecollege.edu/frc/cds/> for rubrics for approving online courses for final payment.
- 54 The percentage of Faculty Survey respondents who had used the services of the DE Office decreased from 98percent in 2006 down to 67percent in 2008. Satisfaction with service was consistently high, 98percent survey respondents were satisfied in 2006 and 100 percent in 2008. See Distance-Ed Faculty-Staff Survey Report 2008 at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.
- 55 In 2008, 82 percent of the 2008 Faculty Survey respondents who attended an FRC-sponsored training session were satisfied with the training in 2008 while only 74 percent were satisfied in 2006. See Distance-Ed Faculty-Staff Survey Report 2008 at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.
- 56 In 2008, 83 percent of the 2008 Faculty Survey respondents who had used FRC services stated that "they obtained assistance in a timely manner" compared to 78 percent in 2006. In 2008, 76 percent of the 2008 Faculty Survey respondents who received assistance in designing or creating web-based curricular content in FRC were satisfied with the service. This question was not asked in 2006. See Distance-Ed Faculty-Staff Survey Report 2008 at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.
- 57 See <http://bellevuecollege.edu/distance/> for the Distance Education website and <http://bellevuecollege.edu/frc/> for the Faculty Resource Center website.
- 58 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202007%20-%202009.pdf> See Article 18, Sections A – D, pp 56-60 and Appendix J, pp 130-131.
- 59 See <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>
- 60 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202007%20-%202009.pdf> Article 8, Section V, pp. 14-15.
- 61 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202007%20-%202009.pdf> See page 13.
- 62 See http://bellevuecollege.edu/lmc/fac_staff.html
- 63 See <http://bellevuecollege.edu/lmc/periodicals.html>
- 64 See <http://bellevuecollege.edu/lmc/bas.html>
- 65 See <http://bellevuecollege.edu/lmc/research.html> for online student guides
- 66 The number of hits on the Library Media Center's electronic databases increased from 773,104 during the 2005-06 academic year to 1,355,925 hits for the 2007-08 academic year.
- 67 See <https://bellevuecollege.edu/STSC/>
- 68 In the Fall 2006 survey of new online students, 51 percent of respondents learned about BCC online courses and degrees from BCC's main website; 42 percent from the printed quarterly course scheduled received by main or at the post office; 41 percent from a friend/ family member or colleague; 38 percent directly from the BCC Distance Education Program website. See 2_Survey of New Students Taking Online Classes Fall 2006 Survey at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.
- 69 The 2006-07 Distance Program Effectiveness Survey, which queried all students enrolled in at least one online course during the academic year 2006-07, showed that 87 percent were satisfied or very satisfied with the quality of help from DE program staff. Forty-eight percent rated BC higher than other colleges regarding the quality of help from DE program staff. See 5_DE Program Effectiveness 2006_07 at: <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>.
- 70 See <https://go.mybcc.net/ir/de/disted-bcc/default.aspx>
- 71 SBCTC Academic Reports (academic years 2001-02, 2002-03, 2003-04, 2004-05, 2005-06)

SUPPORTING DOCUMENTATION FOR STANDARD TWO A, B, C

Required Documentation	Name of Exhibit	Self-study Reference
1. Instruments and procedures used to measure educational program effectiveness	Program Reviews - 2002-2009	2.B.1
	Assessment Notebook from 2005 Accreditation	2.B.1
	Assessment Notebook for 2009	2.B.1
	Link: Assessing Student Learning At BC Snapshot of Website showing site contents: <ul style="list-style-type: none"> Assessment Basics General Education and Assessment at BCC View General Education Rubrics View Assessment Results Check GenEd Ratings for a single course View GenEd Ratings for all courses Check Course Outcomes 	2.B.2
	Diversity Scorecard	2.B.1
2. Inventory of documents that demonstrate the appraisal of educational program outcomes. Examples include annual goals and assessment of success in their accomplishment: studies of alumni and former students; studies regarding effectiveness of programs and graduates test comparisons that reveal beginning and ending competencies; surveys of student satisfaction	Strategic Planning Reports for Instruction Program Effectiveness Process (PEP) PEP Site Directions and PEP Site Hyperlink Link to PEP https://bellevuecollege.edu/pep/ Examples of Completed PEP forms	2.B.1
	Student Achievement Points Rpt BC and State (State Board Reports of Student Achievement Points for Bellevue College and System Colleges – 2005-2009) Running Start Effectiveness Survey and Survey Forms	
	A Survey of Bellevue College Graduates: Spring 2009: Data Report (Career Center Survey of Professional/ Technical graduate and employers to assess the quality of the programs, experiences, and training the college provides to its graduates.) Survey has been conducted for 7 yrs.	2.B.2
	Distance Education Program Effectiveness Surveys 2004-2009	
	CAAP (Collegiate Assessment of Academic Proficiency) Summaries and Comparison Data 2003-08	2.B.2
	CCSSE Results 2008 Compared to 2004 (Community College Survey of Student Engagement)	2.A.1
	Degrees or Certificates Added or Deleted: (Pertinent pages from 2005-2009 NWCCU Annual Reports)	2.A.4
4. Number of degrees granted in each program for the last three years	Degrees and Certificates Awarded by Quarter -1999 -2009	
5. Published statements or other written rationale for the general education program	General Education Requirements	
	View Classes that meet General Education Outcomes areas. Link: http://bellevuecollege.edu/catalog/degrees/gened/	2.B.2

Required Exhibits

1.	Statement of degree objectives for each degree program	BC Professional and Technical Program Outcomes Program Self-Study Worksheets	
2.	Description of curriculum development bodies and advisory groups with rules of procedure and recent minutes	CAC (Curriculum Advisory Committee) Handbook of Policies and Procedures Curriculum Advisory Committee Site Index and Meeting Minutes Curriculum Advisory Committee Site Link: http://bellevuecollege.edu/cps/default.aspx Professional/Technical Program Advisory Committee Process and Guide Workforce Advisory Council Roster and Sample Agenda	2.A.2
3.	Complete departmental or program self-studies prepared for part of this self-study	BC Program Self-Study Worksheets Online Link: Program Self-Study Worksheets (Includes Transfer and Prof/Technical programs)	
4.	Evaluation forms and summary reports of student evaluations of faculty and courses	Student Course Evaluation Sample Forms & Sample Reports (sample student evaluation forms for courses and faculty and sample reports from randomly selected courses)	
5.	Self-study and evaluation committee reports from external reviews and the most recent professional accreditation visits and documentation of resulting actions.	Program and Department External Self-Studies and Reviews <ul style="list-style-type: none"> ■ Nuclear Medicine ■ Interior Design (FIDER – Foundation for Interior Design Education Research) ■ Radiation Therapy Program ■ Nursing Program ■ Diagnostic Ultrasound 	
6.	Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including, credit for prior experiential learning	Admissions and Retention Policies Selective & Special Admissions BAS (Bachelor of Applied Science in Radiation and Imaging Sciences) Program Information, Application Process and Application Form Policy 2200 and 2200P Admission Rules and Procedures Policy 2550 Federal Privacy Act: Disclosure of Social Security Numbers Policy 2600 Family Education Rights & Policy Act and procedures Policy 3000 Grading Policy	
		Policy 3050 Credit Hours and Credit Load Policy 3100 Credit by Examination	2.C.6
		Policy 3110 Award of Credit for Prior Learning policy and procedures	2.A.10
		Policy 3150P Exceptions to Degree or Certificate Requirements (Procedure) Policy 3200P Academic Standards (Procedures) Policy 3250 Final Examination Policy Policy 3300 Special Instructional Programs Policy 3350 Credit for Tech Prep Articulated Programs Policy 6880 Student Records Policy 6900 Records Storage and Disposal	2.C.4
7.	Policies regarding transfer of credit, including articulation agreements with other institutions	Transfer and Earn Credit at Bellevue College 2009-10 BC Catalog – Page 12-13 Transferring & Earning Credit. SBCTC Tech Prep Guidelines, Policies and Forms Tech Prep Articulation Agreements Articulation Agreements with Other Institutions	

8. Policies regarding remedial work	Student Support Services Resources New Student Advising & Assessment Academic Success Center: Academic Tutoring, Math Lab, Writing Lab, Reading Lab Assessment Center Disability Resource Center New Student Academic Advising First Year Experience (FYE)
9. Description of the materials and forms used in the academic advisement process	Advising Processes and Policies 3400 Academic Advising Policy Academic Advising: Educational Resources and Transfer Center Professional/Technical Advising Degree & Certificate Completion Worksheets
10. Grade distribution studies	Grade Distribution Studies
11. Policies governing public service.	Service Learning Procedure and Forms Academic Service Learning Brochure Academic Service Learning Mission and Goal, Forms, information Public Service RCW and BC Financial Interest Disclosure Policy

Suggested Materials

1. Compilation of entering freshman student ability measures	Report: BC Students' Level Based on COMPASS Assessment in English and Their Subsequent Enrollment in or above placement level English Courses (also includes comparison data for several years of those students who participated in advising vs. those who did not.)	
2. Samples of course examinations and other instruments used to assess student achievement or competency and, available work products of different levels of quality	Student Assessment Samples	
	Key assessment tasks from Assessment Day 2009—all college-credit departments	2.B.1
	Range of student work in response to key assessments or other assessments—2-3 departments per division	
	English 092/dev math	
	BAS, ABE/ESL sample assessments and student work	2.B.1
3. Funds devoted to research, if applicable, for the past three years; principal sources of such funds.	Funds Devoted to Research	

SUPPORTING DOCUMENTATION FOR STANDARD TWO CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES

Required Documentation	Name of Exhibit	Self-study Reference
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	Continuing Education Organizational Chart	
2. Summary listing of off-campus programs, directors, sites and enrollments	Continuing Education Off Campus Sites	
3. Policy and procedures for institutional approval of off-campus and special programs and courses	Policy and Procedure for Institutional Course Approval	
Required Exhibits		
1. Catalogs, brochures, announcements and class schedules for special programs	Printed materials will be available on site.	
2. Policies regarding the award of credit based on prior experiential learning, including the distribution of credits by term for the past two years	Policy 3110 award of credit for prior learning Distribution of credits awarded for prior learning assessment	
3. Policies that address all items of Standard Indicator 2.A.10 regarding award of credit	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	Non-Traditional Instructional Formats	
5. Budgetary information and financial arrangements relating to continuing education and special learning activities.	Continuing Education and Special Learning Budget Book	
6. Studies demonstrating comparability of outcomes for courses or programs offered under concentrated or accelerated time frames, or other nontraditional instructional formats.	Not applicable	
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	Policy for Admission and Transfer credit	

8.	Sample transcript with explanation of codes showing designations for credit for prior experiential learning and non-degree credit	Sample Transcript with Prior Learning Documentation
9.	Contractual agreements with other institutions or travel agencies	Institutional Contract Agreement
10.	Criteria and procedures for admission of students and awarding of credit; procedures for maintenance of student records	Admission Procedures and Maintenance of Student Records
11.	Catalogs, brochures, and announcements for continuing education courses and programs and special learning activities	Printed materials will be available on site.
12.	Criteria and procedures for registration of students and awarding of units; procedures for keeping student records	Registration and Awarding of Units and Maintenance of Student Records
13.	Procedures for involving appropriate institutional personnel in program approval and development	Policy and Procedure for Institutional Course Approval

..... S t a n d a r d T h r e e



S t u d e n t s

Standard Three

Students

Introduction

In 2006, Bellevue College (BC) developed a major college initiative that has placed student success as a guiding principle in planning and decision making throughout the college. In the three years since, the college has significantly increased student quarter-to-quarter retention rates. In particular, three recently initiated programs highlight the college's increased emphasis on student success: the Student Success Initiative, continuous assessment, and the implementation of a bachelor of applied science degree (BAS) in the field of radiation and imaging sciences.

In spring 2006 the college launched the Student Success Initiative to increase student retention and persistence. The college provided \$150,000 of local funds to develop and implement innovative, large-scale pilot programs to increase campus-wide student success rates. As a direct result of the initiative, student retention rates have increased, and aspects of student life – from assessment and advising to student government and graduation – have been improved.

The Student Success Initiative programs have also increased interaction among major divisions of the campus: One-Stop Matriculation (One-Stop), First Year Experience (FYE), and division advising facilitator (DAF) programs all feature significantly improved collaboration between Student Services and faculty.

Student services programs are also using continual assessment and data gathering to evaluate and then adjust services as indicated. The new BAS degree has afforded the college an opportunity to review and improve student service processes by refining how students are admitted, coded, and supported from admission through graduation.

Although having sufficient resources to accomplish the college's aspirational goals for services to students is still a challenge, the college has made additional strides in addressing the 2005 recommendation from the college's comprehensive review, reported on by the college and accepted by the Northwest Commission on Colleges and Universities (NWCCU) in 2007, which states:

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)

Purpose and Organization

ORGANIZATION (3.A.1)

The organization of student services departments contributes to the college's efforts to meet the diverse needs of BC students. Students are efficiently assimilated into BC through Enrollment Services; this department contains assessment (placement

testing), evaluations, registration, and financial aid. The departments are now deliberately arranged for student convenience on the first floor of the Student Services Building. The building houses other services critical to student success, such as advising, counseling, disability resource center, multi-cultural services, TRiO, outreach services and the career and women's center.

To better meet the college's mission to support students' lifelong educational development, Student Services reorganized in 2006 to recognize the two main functions of the division: student support programs and enrollment/graduation processes.

Associate deans manage these broad areas. The associate dean for student success oversees (1) Counseling Center, (2) Educational Planning and Advising Center, and (3) High School Programs. The associate dean of enrollment services administers (1) Assessment (placement testing), (2) Career Exploration Options (CEO), (3) Evaluations/ Graduation, (4) Outreach Services, (5) Student Information Technology Services, and (6) the Student Service Center.

In addition to the associate deans, other direct reports to the vice president of student services include: (1) Athletics, (2) Disability Resource Center (DRC), (3) Financial Aid, (4) International Student Programs, (5) Multi-Cultural Services, (6) Student Programs, and (7) TRiO Student Support Services.

A key feature of the organizational structure of both Student Services and the college is its fostering of cross-unit communication and collaboration. The Student Services Cabinet, which meets biweekly, includes all unit heads in Student Services; it also includes the vice president of equity and pluralism, the dean of instructional services, and directors from Workforce Training, Continuing Education, Career Education Options, the Center for Career Connections, and the bookstore. To

enhance information sharing across campus, the vice president of student services and the associate dean of student success are members of Educational Services Cabinet, the lead committee for instructional administrators. In addition, the vice president of student services serves on many campus committees related to student affairs and also maintains an active role in monitoring the numerous student-centered activities on campus.

STAFF QUALIFICATIONS (3.A.2)

Student Services staff and administrators are well qualified for their positions and have the professional experience to effectively perform their jobs. Position descriptions for each administrator and staff member are on file with Human Resources and serve as a guide for evaluations for administrators, counselors, and staff. Student Services personnel are supported in seeking professional development opportunities to enhance understanding of students or develop professional skills. Staff members attend conferences ranging from immigration standards to issues facing faculty and staff of color. Given the increasing diversity of the college's student population, the offices of Human Resources and Equity and Pluralism are developing training sessions to improve service to students through improved understanding and practice of cross-cultural communication.

POLICIES, PROCEDURES AND OBJECTIVES (3.A.3)

Student Services adheres to appropriate policies and procedures which support the mission, goals and objectives of the college. Student services departments, such as Admissions, Registration, Educational Planning and Advising Center and High School Programs, have easily accessible and informative websites that include specific BC policies and procedures. The yearly BC student handbook, available in CD, print and online formats, lists detailed policies and procedures of interest to students.

BC continues to face challenges in how best to make students aware of their options when they have a concern or complaint. Although this information is published on the college's website, in the student handbook, and is available through the Ombuds Office, the 2008 Community College Survey of Student Engagement (CCSSE) report highlighted that only a small percentage of students knew where to go if they wished to speak to a college official regarding any issues or concerns. The college is making a concerted effort to increase awareness throughout the campus community, including a discussion of informal and formal complaint procedures within the curriculum of FYE, a one-credit, mandatory program for all first-time, full-time college students.

RESOURCES (3.A.4)

In its 2005 evaluation of Bellevue Community College the NWCCU visiting team made the following recommendation:

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)

In 2007, the college filed a progress report responding to the recommendations, and the NWCCU in its response stated that the commission was satisfied that progress had been made on this recommendation.

Student Services has continued to make progress in responding to the recommendation to increase human, physical and financial resources for Student Services. The Student Success Initiative resulted in state-supported funding for the new One-Stop Matriculation program, which provides mandatory thirty-minute individual advising sessions on a drop-in basis for all first-time-to-college students. The funds are used primarily to hire faculty to assist professional

advisors in educational planning during high-demand advising periods. Faculty members are also hired as section leaders for FYE, a self-support program. In addition, the new Office of Outreach and Recruitment provides important connections to the community, especially directed toward underrepresented populations such as low-income students and students of color.

The college hired an architectural firm in early 2008 to analyze student flow, list current utilization of open and office space in the Student Services Building, and develop a plan to guide future space utilization planning processes. Staff and administrators worked with the firm to review the space needs and propose solutions. Significant improvements have already been accomplished: Multi-Cultural Services and Career Education Options programs are now co-located, and the office of the VP of student services is in a more accessible space on the second floor of the Student Services Building. The most significant improvement in space use resulted from International Student Programs (ISP) moving its operations from the Student Services Building to a nearby facility (across the street from the gymnasium). ISP now enjoys additional office space, and the move freed eight offices in the Student Services Building, which helped alleviate serious overcrowding.

Space for student clubs and organizations has also increased. With the conversion of three classrooms to Student Programs space in the Student Union, student clubs and organizations now have sufficient room to conduct business and hold various functions, and the student newspaper, *The Jibsheet*, has its own secure workroom.

While some resources, such as staffing, have decreased due to state budget cuts, Student Services continues its commitment to excellence in supporting student success. Staff members have willingly taken on extra tasks to prevent potential gaps in service.

General Responsibilities

STUDENT CHARACTERISTICS (3.B.1)

Bellevue College is the largest community college in the state, currently serving more than 34,000 students per year. Seventy-nine percent of all enrollments are in degree or certificate programs; 21 percent are in continuing education and adult basic skills.¹ The Office of Institutional Research (OIR) regularly publishes information on the students' demographic characteristics. At the end of fall quarter a one-page "Students at a Glance" is produced providing the answers to the most commonly asked questions about the students. This information is also provided on the Bellevue College website.² In the recent past, OIR has published a "Student Profile Report" every other year.³ Currently, OIR is reviewing the data format to make the report more useful to the campus.

In contrast to many community colleges in the state, a large majority of BC's students state their intent to transfer to a baccalaureate institution rather than pursue a professional/technical degree.

Like most community colleges, however, BC has many at-risk students. In addition, many students lack a sense of inclusion and community at the college; many are academically unprepared and most first-time students lack information on the appropriate courses and services available. To address these concerns, in 2007 BC instituted two mandatory programs for all first-time, full-time college students: One-Stop and FYE. Retention rates following implementation of these programs in the summer of 2007 grew significantly.

The college is also dedicated to assisting students with specific needs. The Disability Resource Center served 410 students with documented disabilities during winter 2009. Multicultural Services serves students of color; Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ); low-income and first-generation students. High School Programs serves over 1,100 high school students enrolled in Running Start. TRiO serves 210 students, and Student Programs has over 50 student-run clubs and programs in any given quarter.

Table 3.1: Profile of Bellevue College Students

Year	2004		2005		2006		2007	
Fall Quarter Only	Credit Students	All Students	Credit Students	All Students	Credit Students	All Students	Credit Students	All Students
Student Headcounts (unduplicated)	13,738	19,284	13,174	18,504	13,212	18,291	13,691	18,654
% Enrolled Full-time (12+ credits)	43%		43%		44%		45%	
Average Credit Load	10.2		10.3		10.3		10.5	
Primary Reason for Attending								
Transfer	46.5%		46.9%		46.2%		48.4%	
Occupational	30.4%		38.6%		36.8%		34.2%	
Other (includes basic skills and personal enrichment)	23.1%		14.5%		17.0%		17.4%	

Source: BCC at a Glance from IR website

Table 3.2: Retention Rates of First-time Students**IPEDS Fall Enrollment Summary Retention of First-Time Students (First FYE Cohort Began Fall 2007)**

	Fall 2007		Fall 2006	
Full-time	BC	WA State Two-Year Colleges	BC	WA State Two-Year Colleges
Cohort of first-time first-year degree-seeking students	508	11,884	513	11,619
Those who re-enrolled or completed their program by the next Fall term	331	6,917	314	6,683
RETENTION RATE	65.2%	58.2%	61.2%	57.5%

Part-time				
Cohort of first-time first-year degree-seeking students	235	3,648	218	3,446
Those who re-enrolled or completed their program by the next Fall term	109	1,489	111	1,426
RETENTION RATE	46.4%	40.8%	50.9%	41.4%

STUDENT AND FACULTY INVOLVEMENT (3.B.2)

Students participate in campus governance through the Associated Student Government (ASG) and a variety of formally-recognized college committees: All College Council (ACC), the Citation Review Committee, the College Discipline Committee, the Commencement Committee, the Curriculum Advisory Committee (CAC), the Dismissal Review Committee, the Planning Council, the Student Pluralism Committee, the Student Academic Grievance Committee, and the Tenure Review Committee. The ASG president meets regularly with the college president and the vice president of student services and makes presentations to the Board of Trustees during regularly scheduled meetings.

Students are an integral part of the college's pluralism and inclusion efforts. During academic year 2006-07, the ASG sponsored several town hall meetings where students could voice their concerns. Issues of race and bias were raised, which contributed to the creation of the Bias Incident Response Support Team (BIRST). BIRST assesses and immediately responds to campus occurrences potentially motivated by bias or prejudice.

Students have continued to demonstrate leadership on matters of pluralism and inclusion by sponsoring, collaborating on or funding many of the activities and programs in the past few years that support the college's commitment to pluralism and inclusion.

Counselors are the primary resource in developing academic intervention programs. They lead the academic support effort for academically challenged students, conduct workshops in the Academic Success Center for struggling students and are currently working with the math program in developing an in-class intervention program. The director of counseling serves on the Student Services Cabinet.

Faculty members from across campus, including many part-time faculty, are employed as advisors in the One-Stop Matriculation program and as section leaders in FYE. Faculty members were also heavily involved in the development stages of the Student Services Initiative, serving on the steering committee and many subcommittees.

STUDENTS RIGHTS AND RESPONSIBILITIES (3.B.3)

Bellevue College students are informed of their rights and responsibilities as delineated in the Student Code and published in the college catalog, the student handbook, and posted on the college website.⁴ The Student Code states that students will respect and uphold the laws of the community, state and nation; adhere to college rules and regulations which ensure 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, FYE, Running Start orientations, and student/faculty advising sessions. Academic divisions and faculty include specific rules governing attendance, cheating, classroom conduct, grade fulfillment expectations and plagiarism in course syllabi. Students may address their general or academic complaints through either formal or informal processes and all policies and procedures affecting students have an impartial appeal procedure as part of the process.

STUDENT SAFETY (3.B.4)

BC is committed to providing a safe learning environment for all students. Student safety measures are clear and widely available to students. Emergency response instructions are posted in every classroom and the student handbook has an emergency assistance section to help prepare students. Public Safety employs eight full-time officers and five part-time officers; it observes all Family Education Rights and Privacy Act (FERPA) regulations, has a community emergency response team (CERT) that trains and updates volunteer staff leaders on evacuation processes, and maintains a radio communication system that allows for direct contact with the Bellevue

Police Department (BPD) and emergency medical services. Public Safety is staffed 24/7 and offers an array of services including, escort service to vehicles, formal investigation of car-prowl thefts, and assistance with stalled vehicles. Public Safety can determine the exact location of a 911 call made from a pay phone on campus. In addition, students can call Public Safety from a pay phone without depositing money.

The Nisqually earthquake of 2003 prompted the college to develop a more comprehensive plan to prepare for emergencies. To increase vehicle access, a ring road was completed around the campus, and emergency preparedness planning is ongoing. In 2007, the college instituted an emergency text messaging system that describes the threat and short instructions. To augment the system, the college installed a campus emergency alert system that sounds a siren followed by a short emergency communication and text messages. The college also works with the BPD on emergency preparedness.

Information on campus closures for inclement weather is provided to students in handouts for classroom announcements, online, and on TV and radio stations. Students can also call a published phone number for campus closure messages. In addition, the college has an emergency text messaging system to alert students to emergency college closures.⁵

Information required by the Student Right-to-Know Act (Public Law No: 101-542) has been centralized in one place and is linked from the home page of the college's website.⁶ The public disclosure section includes information on 24 different topics including crime statistics, requests for public records, FERPA, HIV/AIDS information, policies directly affecting students, and other health, safety, and information items. Public Safety 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 BC's crime statistics on its webpage.

COLLEGE CATALOG, SCHEDULE, AND STUDENT HANDBOOK (3.B.5)

The Bellevue College Course Catalog, published annually, is free to all new students, available on the college website, and for sale in the bookstore. 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. Each quarterly schedule lists current courses offered, and the annual projected credit course schedule is included in the fall and winter course schedules. To ensure the accuracy of information contained in the course catalog and quarterly schedule, all changes to program information, particularly curriculum requirements, must be reviewed by the Curriculum Information Management Team (CIM), a subgroup of the CAC.

Bellevue operates with two tuition schedules; one for its associate degrees and certificate programs and one for upper division coursework leading to the bachelor degree. Tuition for the bachelor degree has been set by the state at the regional university rate. Lower division tuition (for courses numbered below 300) remains at the BC tuition rate. Both tuition schedules are published in the annual catalog, in every quarterly schedule and on the website. Information in the course catalog is devoted to helping students understand the admission and graduation requirements for the BAS degree and various requirements for other college credentials. The information is also available online.

The Continuing Education quarterly schedule, 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 Continuing Education, with complete instructions on how the credits may be attained and applied.

The student handbook, developed annually by Student Programs, 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.

EVALUATION OF STUDENT SERVICES (3.B.6)

Evaluation in Student Services has improved considerably since the last accreditation report. The three largest Student Success Initiative programs managed by Student Services (FYE, One-Stop Matriculation, and Peer-to-Peer Mentoring) were carefully designed to include performance measures and their assessment, created in consultation with OIR. Notably, these are large-scale programs, and FYE and One-Stop are mandatory. Based on the data, BC can be reasonably confident that One-Stop, FYE, and Peer-to-Peer Mentoring, singly and combined, have resulted in measurable increases in quarter-to-quarter and year-to-year student retention.



Table 3.3: Bellevue College Student Enrollment and Retention

	Academic Year 2007-08*						Academic Year 2006-07*		Academic Year 2005-06*	
	All New Students Enrolled w/10+ credits		All Cadre New Students enrolled		Cadre New Students enrolled w/10+ credits		Enrolled w/10+ credits		Enrolled w/10+ credits	
Quarter	% Retained	# Enrolled	% Retained	# Enrolled	% Retained	# Enrolled	% Retained	# Enrolled	% Retained	# Enrolled
Fall		2,870		989		900		2,627		2,392
Winter	70.5%	2,023	78.5%	776	74.2%	668	70.1%	1,842	70.7%	1,690
Spring	60.7%	1,742	69.2%	684	63.4%	571	60.2%	1,582	61.5%	1,470

*New to college.

Notes: Students who participated in the Summer Advising from June 2007 to September 2007 are designated as cadre. Cadre students who are new to college in fall 2007 are included in this analysis. Academic years 2005-06 through 2007-08 reflect new to college/ new to BC students.

Evaluation of quantitative and qualitative data for One-Stop and FYE also led to ongoing modifications to improve both programs. For example, student comments from the first fall pre-quarter FYE session motivated a change from a three-day to a two-day event.

Each unit in Student Services has also been active in the college assessment process, both in PEP (Program Effectiveness Process) and SPOL (Strategic Planning Online). The head of each unit has prepared a notebook listing all program assessment activities, which also identifies how the results of evaluation have been applied for constructive change. These will be available during the site visit for review, and some of the information is posted in the Standard Three exhibits.

Academic Credit and Records

AWARD OF CREDITS AND EVALUATION OF STUDENT ACHIEVEMENT (3.C.1, 3.C.2)

BC follows clearly defined criteria in the awarding of credit and evaluation of student learning and achievement. Chapter Four of the State Board for Community and Technical Colleges Policies and Procedures Manual includes criteria for determining contact hours required for each credit, credit values and credit equiva-

lents for all community and technical colleges. The procedures in this manual are consistent with the definition of awarding of credit listed in the glossary section of the NWCCU Accreditation Handbook.

The Academic Standards Committee, composed of faculty and the executive dean of instruction, is responsible for recommending policies on academic standards. The policies govern and define academic progress, academic probation, academic dismissal, reinstatement following dismissal, and exceptions. The committee meets as needed to review and update these policies. The college publishes in the course catalog the grading system and standards for evaluating student performance, including the achievement level expected for each awarded grade.

In addition to college-level courses, BC awards credits for non-traditional learning through the Credit by Examination procedure and recognizes college-level examinations such as advanced placement (AP), international baccalaureate (IB), college level examination program (CLEP), and military training. BC also grants college credit for high school students who complete courses through the College Credit and Careers Network (Tech Prep), College in the High School, and Running Start programs. Students can

also earn college credits for experiential learning, including prior learning assessment, academic internships, and academic service learning. In addition, the BAS program grants some nontraditional credit for students who have attained national certification in radiologic technology, diagnostic ultrasound, radiation therapy, or nuclear medicine. The policies on awarding credit for nontraditional learning are listed in the college catalog.

Academic records are accurate, secure and comprehensive. The transcript certifier and specialized paper are securely maintained in a locked room; only authorized personnel may enter the room and operate the certifier. The official transcript, a comprehensive record of the student's academic performance, includes all courses enrolled in each quarter except when a student withdraws by the tenth day of enrollment in an academic quarter (or the sixth day of summer quarter). Withdrawal after the deadline results in a "W" on the transcript. All credits, including upper division, are placed on the student's official transcript. All policies and procedures regarding accessing official transcripts are delineated in the course catalog.

Each quarter the college posts the following information on student transcripts: (1) withdrawals, (2) grades assigned by faculty, (3) credits attempted and completed, (4) quarterly GPA, (5) cumulative Bellevue credits, (6) cumulative GPA, (7) total college-level credits earned, and (8) college-level GPA. Degree(s) or certificate(s) awarded are posted once graduation is confirmed. Distinction recognitions are noted following the degree or certificate titles. Credits granted through credit by examination and other college-level examinations are noted at the end of the transcript. Credits transferred from other institutions are not included in the official BC transcript, but the names of the sending institutions are listed. The transcript also lists continuing education classes.

DEGREE AND NON-DEGREE CREDIT (3.C.3)

The college catalog specifies that only those courses numbered 100 and above can apply toward a BC degree or certificate. This applies to both associate and bachelor degrees. All courses numbered 001-099 designate pre-college or developmental level. Courses numbered from 100-299 are lower division college level. Courses numbered 300-499 are upper division college level. Courses numbered below 100, however, can be used to meet some prerequisite or proficiency requirements; for example, Math 099 meets the intermediate algebra proficiency requirement for the Associate in Arts and Sciences-DTA degree. The course numbering system is published in the college catalog and on the back of the official transcript.

The transcript displays two kinds of credit calculation, the cumulative credits earned from all coursework taken at the college, and the total credits earned through college-level courses. Although the transcript lists continuing education courses; they are not graded and are not calculated into the cumulative credits earned and are not applicable to college-level degrees or certificates.

The college issues two class schedule publications: the quarterly credit class schedule and the continuing education (predominantly non-credit) class schedule. Certain courses offered by Continuing Education that bear credit are identified and are intended to be part of a specific professional/technical program.

The Associate in Arts General Studies degree once contained up to 30 credits that were below college level. Since fall 2006, this non-transfer degree requires 90 credit hours of college-level courses numbered 100 or above with a 2.00 GPA or higher. The Associate's in Occupational and Life Skills (Venture degree) also allowed below college-level credit, but faculty and learning experts assisted in creating a curriculum that now requires all college-level content for completion.

ACCEPTANCE OF TRANSFER CREDITS (3.C.4)

The college generally accepts credits earned at regionally accredited institutions provided that such credits have been earned through college-level courses that are applicable to the student's program at BC. Transfer-in credits cannot exceed two-thirds of the total credits required by the student's pursued degree or certificate. The policy states that the college reserves the right to reject credits that are not applicable.

Students bringing in transfer credits to BC must submit official sealed transcripts to the Evaluations Office for determination of credit transfer applicability to BC degrees or certificates. For professional/technical programs, the credentials evaluators consult with program faculty to determine credit equivalencies, and especially for the BAS degree due to its uniqueness.

Beginning November 2007, transfer-in credits accepted through the official transfer credit evaluation process are entered into the Student Management System (SMS) for listing in Degree Audit, an online advising tool that allows students to track their progress for chosen degree or certificate programs. The official BC transcript does not include transfer-in credits, but lists the sending institutions. Official transcripts from other institutions and credit information are kept in the Evaluations Office as part of the student's record.

Starting fall 2008, credits and grades transferred from other institutions are included in the calculation of the degree GPA. To graduate, students are required to earn a minimum cumulative GPA of 2.00 in all coursework taken at the college and in all courses applied toward the degree or certificate, including credits transferred from other institutions. However, transfer-in credits are not included in the GPA calculation for distinction recognition. These policies are published in the course catalog and the website.

SECURITY OF STUDENT RECORDS (3.C.5)

The Evaluations Office secures and archives all student records electronically. Records are maintained and kept in the college student management and financial management systems. These systems are backed up daily at the SBCTC-IT, the statewide information technology organization for all 34 community and technical colleges, and precludes the necessity for location-based disaster/fireproof precautionary measures. Records are maintained following the SBCTC's retention schedule. Destruction and archiving of records are processed through campus operations according to state regulations. Paper records required by Enrollment Services, Financial Aid, and the DRC are kept in secure areas with employee access only.

BC protects the right to privacy for all students and strictly enforces the security and guidelines of access and responsibility for confidentiality and disclosure of student educational records. All records are confidential and access is restricted to authorized employees. No student information, other than student directory information, is released to a third party, except the federal government in cases where the college is required to comply. Students may request in writing that no disclosure of any information, including directory information, about them be released. Students who request no disclosure are flagged electronically with three asterisks before their name on pertinent documents to alert staff that no disclosure of records information is allowed. FERPA information is published in every quarterly class schedule including the college catalog.

Student Services

ADMISSIONS POLICY (3.D.1)

Bellevue College is an open door institution of higher education, welcoming high school graduates and adult learners 18 years of age or older. It admits currently enrolled high school students who have successfully placed into college-level English. Several programs with special admissions criteria are offered: (1) bachelor of applied sciences in radiation and imaging sciences, (2) diagnostic ultrasound technology, (3) nuclear medicine technology, (4) nursing, (5) radiation therapy, (6) radiologic technology, (7) Career Exploration Options, (8) high school enrichment, (9) Running Start, (10) international students, and, (11) Venture. Each program maintains individual admission policies which are updated annually. The college's admission policy is clearly stated in the course catalog.

STUDENT NEEDS AND CHARACTERISTICS (3.D.2)

OIR annually publishes a snapshot of BC students describing the changing demographics. The Student Success Initiative has focused Student Services efforts and work-plans on better meeting the needs of students. Pluralism (diversity and inclusion) efforts are designed to create a positive working environment for staff and a supportive and nurturing learning environment for students. Student input and involvement are crucial to the success of these efforts. The college also supports student clubs which reflect diversity and celebrate differences: ethnic, religious, sexual-orientation or gender identity, racial, and cultural diversity.

In summer 2006 the college created the Office of Equity and Pluralism, a resource for the entire campus, to address issues of diversity, inclusion, bias or discriminatory behavior. During the academic year 2007, the Ombuds Office was introduced to the campus as an informal inquiry mechanism for complaints,

including student issues such as grade grievances, bias in class, or process obstructions. Students therefore have multiple vehicles to address issues of concern or bias.

Student Services is proactive in helping students, including traditionally under-represented populations, receive the necessary support to succeed. Multi-Cultural Services (MCS) contacts under-represented students prior to the start of fall quarter to enroll them in early orientation breakout sessions in FYE. Connections are established to improve advising effectiveness, offer mentoring, assistance with book vouchers and financial aid, and provide emergency bridge loans for financial aid recipients. MCS maintains a special account funded through donations and grants in Institutional Advancement for students who are unable to pay for textbooks and gas. MCS also organizes the Student Resource Network (SRN), a social network to facilitate the referral of students to off-campus services such as emergency shelter, food vouchers and health needs. This pilot program was initiated at the start of spring quarter 2009.

Workforce Education Services reaches out to differing socio-economic groups by recruiting for special education and training programs such as Worker Retraining, TANE, Opportunity Grant, Basic Food Employment and Training Program and WorkFirst. Workforce Education works with students and academic support programs to assist students in succeeding and persisting toward their academic and professional goals.

Financial Aid administers traditional financial aid programs and a tuition waiver account, which is used primarily on a needs-first basis. Financial Aid also awards a local college grant fund to the neediest students, defined as single parents and students pursuing the lowest paying degrees. OIR provides Financial Aid with information on the earnings of BC graduates by program every year to determine the grantee pool.

The DRC offers students with documented disabilities equal opportunity in accessing the benefits, rights, and privileges of college services, programs and activities. The DRC acts under the authority of the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973. Washington state law also provides for reasonable accommodation for students to ensure equal opportunity for success, including flexible test-taking arrangements and adjustments in academic requirements, such as alternative assignments.

Information about DRC is provided in-person, in the DRC handbook, and through the college website. DRC serves over 500 students annually. The department provides essential resource knowledge to college faculty and staff. They offer training on certain disabilities to raise awareness and consult with faculty and staff to help meet student needs. DRC works with faculty to monitor the needs of students so that they can continually adapt to changing requirements for this population.

STUDENT PLACEMENT (3.D.3)

BC has mandatory assessment policies for initial placement into English composition and mathematics courses to properly identify students' current skill levels and ensure enrollment in appropriate courses. Assessment can be waived for students with proof of completion of equivalent college-level English composition or mathematics courses or qualified AP or IB credits. All new-to-college students are required to take the English and math skills assessment prior to registering for their first quarter classes, enabling advisors to place new students in classes appropriate to their skill levels.

The college uses COMPASS as its assessment tool for English and math placement. Students can transfer COMPASS scores from other colleges, which are applied to course placement.

Course prerequisites are clearly identified in the catalog and quarterly schedule. Generally, a grade of "C-" or better is required to meet prerequisite requirements. In certain courses and programs the CAC has acknowledged a higher prerequisite grade requirement, based on recommendations from program faculty. These prerequisites provide students with a solid knowledge base for successful completion of the more advanced level courses. Students are allowed to enroll for the next quarter based on current enrollment in the prerequisite course, but final eligibility is contingent on completion with the required minimum grade. Students with completed prerequisites from other institutions are placed into the appropriate course based on review by the Evaluations Office or program faculty.

Since BC 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)

The college's academic standard policies are published in the course catalog, the policies and procedures manual, and the student handbook, each outlining academic progress, academic probation, and academic dismissal. The academic dismissal section explains the appeal and readmission process. Students who fail to make satisfactory academic progress and are placed on academic probation are blocked from registration. They are contacted by student services staff or counselors, who can propose intervention strategies, and offer a personal academic counseling session. A student dismissed for failing to make academic progress has the right to appeal to the Academic Grievance Committee which makes recommendations to the executive dean of instruction. Statutory authority for BC's process is provided in the Washington Administrative Code (WAC).

Students have the right to contest the accuracy of a grade, and the student handbook lists contact resources for assistance. Students are encouraged to first contact the faculty member who issued the grade. A student who is not satisfied with the result of the meeting or not comfortable talking with the instructor may follow the formal process for appeal.

GRADUATION REQUIREMENTS AND STUDENT-RIGHT-TO-KNOW (3.D.5)

Bellevue College clearly states institutional and program graduation requirements in the catalog and on the college website, and they are consistently applied in both the certificate and degree verification process. The degree audit system uses these requirements to allow students to track their coursework towards completion of their chosen degree or certificate programs; it is used by the Evaluations Office to verify certificate and degree completion. Graduation requirements are listed in degree/certificate completion worksheets for each program; they are available online or at the Advising Center for students, advisors or program faculty to use in advising and educational planning.

The college complies with the federal Student Right-to-Know Act for two-year colleges by highlighting a section of the quarterly schedule titled “Fast Facts about Bellevue Students,” which includes the federal graduation rate survey information. The college complies by posting the Student Right-to-Know section on the website⁷ in the Student’s Right-to-Know section. A new Student Right-to-Know statement was developed for the four-year standard and data in winter quarter 2009.

FINANCIAL AID PROGRAM AND INFORMATION (3.D.6, 3.D.7)

The college 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 Financial Aid, which processes aid applications within approximately 45 days. The program is audited annually in accordance with state requirements; 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 trained extensively in financial aid processes. In fall quarter 2008 Financial Aid began reviewing the college’s internal control mechanisms to ensure that a systems approach is utilized to validate recording and reporting of information between departments.

Financial Aid regularly refines its methods to better inform students about the availability of financial aid. Information on how to apply for financial aid is available in the catalog, the quarterly schedule, on the college and financial aid websites, and from Financial Aid. Because financial aid can be confusing or intimidating to students, the office provides an online financial aid tutorial video and a mandatory financial aid orientation to help students complete their financial aid applications quickly and accurately. Students have the option of obtaining required financial aid forms through the office’s website. Some programs such as TRiO and MCS have a large student clientele routinely in need of financial aid. These students receive special assistance for completing the forms. Students who are unable to come to campus or call Financial Aid can also submit email inquiries about the status of their applications. Students interested in scholarships may obtain information from scholarship postings in the Career Center. The Bellevue College Foundation also offers and advertises a number of scholarships for students.



STUDENT LOAN PROGRAM (3.D.8)

Financial aid staff members provide comprehensive information about loan programs to students. Loan counseling sessions (required by federal policy) are offered to all students who apply for a loan. These sessions are given online only and are secure. Financial Aid collects the results for reporting purposes. A federal government report attests to the college's exemplary low default rate of 5.5 percent.

STUDENT ORIENTATIONS (3.D.9)

The college offers general college orientations for all new students. These orientations are designed to provide relevant program information and material specific to the students' needs.

Student support services and certain programs serving specific populations, such as Running Start, International Student Programs, CEO, TRiO, MCS, Workforce Education, and competitive admission programs, like radiation and imaging sciences and nursing, require new students to attend a program specific orientation. Orientations provide information about each program and important college information. Orientations are scheduled at times when students can most easily attend and are advertised to the public and to the campus-at-large.

For the general population of new students, the college developed the FYE in fall 2007, which is now mandatory for first-time-to-college students enrolling in 10 or more credits and is offered quarterly. FYE was developed through the college's Student Success Initiative to increase student retention; early data reports show that retention rates have increased since the implementation of FYE. This extended orientation is offered as a one-credit college-level class. It introduces students to the academic and social culture of college by way of an interactive seminar covering the essentials of college success, a sample class, and targeted workshops such as time management and the creation of an educational plan.

The research upon which the program was based strongly provides compelling evidence that student preparation and a stronger sense of belonging increase retention. Essential to this retention-based orientation is the relationship building that occurs between faculty and students and the college and students during FYE.

From fall 2007 to winter 2008, the retention rate of FYE participants who attended all three days of FYE was 15.8 percent higher than those who enrolled in FYE but did not attend the program. The fall 2007 FYE cohort retention rate was 11.5 percent higher than similar students in fall 2005. Additionally, as reported by student exit evaluations, approximately 50 percent of the students agreed or strongly agreed that they had established a relationship with a faculty or staff member – one of the goals in the new orientation model. The data from the ongoing formative and summative program assessment using student and participant evaluations provides the basis for informed program changes. Most noticeably, the fall FYE was reduced from three to two days and the diversity activity was revamped based on participant and student feedback.

Student Programs offers a quarterly open house for all new students regardless of their program status. The open house provides information on student clubs and activities, student success and financial aid workshops, and the opportunity to connect with faculty, staff and academic and student services support programs.

The college will continue to provide student orientations and expand as needed to meet student need. Most recently, in fall 2007, an online version of FYE was developed and successfully launched to reach distance students. It is now offered quarterly, and is currently undergoing program assessment.

ADVISING AND COUNSELING (3.D.10)

The college has a well-coordinated advising plan to serve the general population and program-specific students. The college employs professional academic staff advisors/educational planners in the Educational Planning Advising Center (EPAC) and in the academic divisions, faculty advisors in the divisions, faculty counselors in Student Services, and program-specific advisors in areas such as TRiO, MCS, Workforce Education, International Student Programs and the bachelor of applied science degree program.

For the general population of students, initial advising is performed by the EPAC; ongoing advising takes place within the divisions. First-time-to-college students are required to participate in the college's recently developed drop-in assessment and advising program, One-Stop Matriculation. One-Stop, created in summer 2007, takes place prior to the start of each quarter. This new student advising program replaced the former model of group advising for the general population. One-Stop allows new students to take the math and English assessment and immediately connect with the Advising Center. At the center they are greeted by a peer student ambassador, watch a welcome video, receive a new stu-

dent welcome packet and meet individually with a trained faculty or professional staff advisor for a 30-minute advising session to select first quarter classes and receive a referral for future development of an educational plan. A peer student ambassador assists them in registering for classes and FYE.

Three priority goals of the program are to increase accessibility to advising services, increase student retention, and assure appropriate level enrollment in basic skills courses, math and English. New student advising went from serving a maximum of 1,150 students annually under the former model of group advising to now serving over 2,700 annually. Students who went through the advising program in 20007-08 had a 5.8 percent increase in retention as compared to the previous year, and additional developmental English courses 071-074 were added due to significant enrollment increases reversing a historical trend of declining numbers. The math program reported that math 070/075 filled at record rates.

One-Stop undergoes continual formative and summative program assessment utilizing a variety of tools and methods such as student intake forms and exit evaluations, faculty advisor evaluations and the tracking of student flow to adjust staffing and services as needed. From last year to this year, the number of students served by One-Stop has increased by 10 percent, and program changes such as overhauling the intake process have stemmed from program assessment and student tracking.

For many years, the business and science divisions have used professional advisors who report to the division chair. These advisors have effectively served the advising needs of students in those divisions by providing general advising information and connecting students with division faculty for specific advice. In summer 2007, to address a gap in adequate student advising for the

other three divisions, the Division Advising Facilitator (DAF) program was developed. A professional advisor meets with students and refers them to an appropriate faculty advisor in their area of interest. DAF has increased the number of students referred to faculty advisors for information on their specific discipline. Each of the three facilitators, supervised by the director of educational planning, has an office in the academic division: Social Science, Arts and Humanities and the Health Sciences, Education, and Wellness Institute (HSEWI). This program has provided students with a much-needed resource.

The primary purpose of the DAF is to provide advising support to the faculty. In their meetings with students, the advisors facilitate student-to-faculty connections, clarify major intent and create an education plan for continued planning throughout the major. Once connected to the faculty advisor, the student receives discipline-specific, major transfer, career planning and guidance directly related to the discipline. Faculty have anecdotally reported that students now come to them “better prepared” and have an “educational plan in hand” and, since the “basics are covered by the advisor,” their conversations “are meaningful and major-specific.”

Each DAF sees an average of 129 students per quarter; provides appropriate faculty referrals with follow up at a 21 percent quarterly average; regularly attends program chair meetings to provide crucial advising updates and information; and visits up to 16 classes per week, reminding students to meet with their advisor.

This student success-driven change in services, staffing and strategic placement of academic advisors has increased the center’s continuing student advising by 48 percent over the previous year. In addition, faculty advisors in the divisions have reported a noticeable increase in the number of students they see for major-specific advising and planning.

The Counseling Center, staffed by faculty counselors, provides academic and personal counseling for students who want assistance. Students on academic probation are required to meet with a counselor prior to registration. Students experiencing academic and/or personal barriers to success have access to a counselor to discuss strategies to overcome their barriers.

BC will continue to build on the success of its recent pilot programs in an ongoing effort to properly guide students through their higher education experience.

CAREER COUNSELING AND PLACEMENT (3.D.11)

The Center for Career Connections provides accessible and comprehensive career and employment services to students and program and instructional support services to faculty. The Center also offers free career services to prospective students and community members.

In 2000 the Center for Career Connections began partnering with Workforce Education and the Seattle/King County WorkSource system. As a WorkSource Connections site, the center is linked to county-wide efforts to provide career pathway advising, training, and job-search assistance to unemployed workers and public assistance recipients. The center collaborates with the cities of Bellevue and Issaquah to provide outreach to underserved populations.

In keeping with the college’s mission of supporting students’ and potential students’ educational goals, the center (1) offers a scholarship resources program to assist students in accessing the funds they need to stay in school, (2) assists students in developing high-level job and internship search skills, (3) provides connections to employers and professionals in the community for new learning opportunities and improved retention rates, (4) provides electronic job and

Center for Career Connections

SERVICES FOR STUDENTS AND THE COMMUNITY INCLUDE:

- Individual career advising and assessment, transition courses, and career planning activities
 - Scholarship search assistance and connections to community resources
 - Academic 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 in developing job announcements to publicize positions for posting on campus, designing new job and internship positions for students, and initiating collaborative projects with college programs.
-

SERVICES TO PROFESSIONAL/TECHNICAL FACULTY INCLUDE:

- Help with assessment on the effectiveness of programs labor market information that informs new program development
 - Information about regional and national pedagogical innovations and collaborations
 - Survey information on student satisfaction with programs and employer satisfaction with graduates
 - Connections to professionals who can support grant proposals, participate in events and classroom projects, make presentations, and serve on focus groups and advisory committees
 - Information about internships and other work-based learning opportunities that enhance the students' education
 - Opportunities for faculty to participate in short-term, industry-based experiences
 - Assistance in launching program events and connecting student clubs with community resources.
-

internship updates to students in their areas of interest, (5) plays a key role in increasing student success in STEM (Science, Technology, Engineering, and Mathematics) fields by providing student cohort classes for incoming students and connecting with STEM faculty across the state in a learning collaborative, and (6) provides outreach and supportive services that address the needs of women at the college through activities in the Women's Center.

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 Bellevue Internship and Career Connections, which works to increase learning opportunities for students in the wider community.

HEALTH CARE (3.D.12)

The college does not provide campus health care, however it supports a wellness center through the HSEWI that offers classes on wellness, nutrition, yoga, parenting, and more. Faculty and staff who become aware of a student's mental health or disability con-

cerns are encouraged to refer students to the Counseling Center for short term counseling support, or to the DRC when the concern is a documentable disability. The college often refers students to outside agencies for long term assistance.

HOUSING (3.D.13)

BC does not provide student housing. International students are referred to external home-stay programs. The home-stay network is monitored by International Student Programs. Students with concerns are encouraged to contact the International Student Programs office for help resolving home-stay issues.

FOOD SERVICE (3.D.14)

The cafeteria, three campus coffee shops and vending machines are operated in accordance with established local health and safety standards and have always passed inspection. Food service staff members are trained and possess appropriate food handling permits. The cafeteria offers a mix of convenience foods, a large

salad bar, and organic and vegan menus. Food Services staff maintain coffee shops in the college casual study areas. Staff also support and participate in campus activities by catering events and/or providing authentic cuisine for ethnic events. When student culture clubs hold events on campus, they provide an appropriate menu and atmosphere.

CO-CURRICULAR ACTIVITIES (3.D.15, 3.D.16)

BC has a large and vibrant co-curricular program that fosters intellectual and personal development consistent with the college's mission. The student handbook invites students to join and/or create student clubs and explains the process. Student organizations are governed by college policies including the Student Code of Conduct, the financial code and the bylaws of ASG. Each club must have a faculty or staff advisor prior to being chartered. Over 50 student clubs are active during any given quarter. Student organizations are encouraged to reach beyond their own membership and engage the college community or the community-at-large. Student clubs have sponsored or hosted such events as International Week, the Japanese community's annual Aki Matsuri festival with over 8,000 people in attendance, trips to New Orleans to assist in reconstruction efforts, and a weeklong Earth Week celebration. To gain approval for an event, student organizations must submit a project plan with clearly articulated outcomes to the Office of Student Programs. The assistant dean of student programs monitors student organizations to ensure adherence to established college policies. Clubs are funded by allocation of the Services and Activity (S&A) fee that students pay when registering. The S&A committee allocates the funds based on rules in the student financial code.

Co-curricular activities also extend to a more formal environment. Students enrolled in academic internship courses are mentored by faculty while working at an internship site.

Students gain valuable insights and experiences in their exploration of career options. During the academic year, the Academic Internship Program places approximately 100 students into industry jobs. The Tiered Peer Mentoring Program (TPMP) was selected as a best practice by *New Directions for Community Colleges*. The TPMP applies the supervised expertise of veteran students to meet the basic mentoring needs of beginning students via a tiered structure similar, though larger in scope, to supplemental instruction programs which support student success in at-risk classes. Other formal opportunities exist for co-curricular opportunities through the Office of Student Programs. Student Programs offers HD 210/211 Leadership Today, which is open to all students. Current student club leaders and ASG officers typically enroll to learn leadership and practical management skills. Students apply their learning in their governance roles on campus.

BC is developing an international co-curricular travel abroad internship program to contribute to the college's evolving commitment to global education. In 2006, eight BC students from the International Business Exploration Club and one student from the video production program traveled to a small community in Guatemala to pursue bringing fair trade organically grown coffee to the campus as a sustainable business. Students reported that the educational value of the experience surpassed their expectations and transformed their thinking. Collaboration among faculty, college programs, student clubs, and a Seattle-based, nonprofit organization allowed students to return and open a fair trade, organically grown coffee stand on campus. The positive benefits from the students' experiences yielded a renewed campus commitment to provide more experiential learning abroad opportunities. Beginning March 2009, the Office of Student Programs, faculty, students, the DRC, Venture and the

Center for Career Connections partnered with Bellevue Rotary to develop a one-year disability awareness internship with a two-week international service-learning component in Nepal. Students participating in this program engage in a cultural immersion program with travel to Nepal, learn about the differently-abled from both a local and a global perspective, and create and conduct programs, experiences and service opportunities on the Bellevue College campus and in the local community. Such co-curricular and extra-curricular activities provide students opportunities to apply classroom concepts and principles in actual professional and practical settings.

Service learning, a method of combining study with community service, occurs within many courses across the curriculum; activities range from practicing anthropology research skills while helping ESL students learn English to learning biology through restoring a salmon habitat. Instructors work with non-profit community based partners to arrange service learning for their classes.

The co-curricular activities have enhanced college life dramatically. Students have held socially conscious and political events. Students have the opportunity to gain a better sense of the world and develop valuable life experiences planning and participating in a wide array of events.

STUDENT RECREATION (3.D.17)

Recognizing that campus student recreational opportunities create stronger ties between student and college, the college encourages physical activity and recreation. In spring 2008 the ASG position of sports representative ended, and responsibility for creating open gym times for students is now assigned to the new position of club representative. In response to student interest, the ASG has funded a tournament-quality ping pong table as well as other equipment for

student use. Students also have access to a well-equipped life fitness center with trainers, courses in physical education, and a long list of intramural sports.

BOOKSTORE (3.D.18)

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 the campus-wide “Bellevue College Reads” program by stocking and displaying the current book. It contributes to college life by selling college logo clothing, incidentals and school supplies. The director of the bookstore works collaboratively with the Educational Services Cabinet on bookstore policies and procedures. If a policy change affects at least two constituent groups on campus, it must be submitted to the ACC for review. As students are represented on the ACC as voting members, they may voice concerns or support for any changes. Recently the bookstore presented a policy that lowers the cost of textbooks where possible. The director has promoted and maintained a partial textbook rental program that reduces the cost of textbooks to a third of the new book price. This program analysis was a demonstrated success according to the Board of Trustees review. A textbook advisory committee was also formed by the director consisting of students, staff and faculty to discuss further methods of reducing textbook prices, such as open source materials, increasing the promotion of buybacks, and publisher negotiations with faculty and the bookstore.

STUDENT MEDIA (3.D.19)

BC’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 ... and exists for the purpose of providing the students, faculty, staff, and administration with unbiased coverage of news with high relevance to the college. [It] offers an educational resource to students interested in journalism. The staff strives to create diverse, unique content that will not only inform the community, but also promote learning and understanding.

The Jibsheet provides an independent voice for the student body; the staff reserves the right to make decisions without seeking the approval of the administration or Student Programs. The newspaper is an official student group and has a faculty advisor. Clearly not a public relations arm of the college, it has the right to publish fair and reasonable news and editorial coverage. Published weekly, the front page is in color every other week, with approximately 3,000 copies printed per issue. The annual total for the paper is approximately 105,000 copies. *The Jibsheet* receives approximately \$43,000 in S&A funds from the ASG and raises approximately \$80,000 in advertisement revenue and fund raising.

Arnazella, BC's student literary magazine, was published until 2006. Past issues can be obtained through the *Arnazella* website.

Intercollegiate Athletics

INTERCOLLEGIATE ATHLETICS (3.E.1)

BC offers basketball, baseball, golf, and soccer for men and softball, basketball, tennis, golf, soccer and volleyball for women. The Athletic Department philosophy is to provide sports teams that promote skills applicable to both athletic competition and personal development. Such skills include team effort, team building, social skill interaction with a diverse population, multiple task handling, time management, goal setting and perseverance while attempting to reach those goals.

The Athletic Department has established goals and objectives designed to benefit both the institution and the student-athletes to increase the number of student-athletes transferring to four-year institutions through successful completion of a thoughtful and directed combination of academic and athletic proficiencies. The athletic director, each individual coach, and athletic staff regularly monitor student-athlete academic progress through semi-monthly faculty response reports, as well as academic record reviews at the beginning and end of each quarter to ensure full compliance with eligibility requirements and to verify student-athlete progress toward successful degree completion.

The Board of Trustees receives and reviews periodic updates on the philosophy, goals and objectives of the college's athletics programs. The Athletic Department is reviewed regularly using the new web-based college tool, SPOL.

ATHLETIC GOALS AND STAFFING (3.E.2)

BC is a member of the Northwest Athletic Association of Community Colleges (NWAACC), the athletic conference that regulates intercollegiate athletic competition for 35 member community colleges in Washington and Oregon. The NWAACC Official Code Book and the Athletic Department's policies and procedures handbook for coaches (reviewed and updated annually after initial publication in September 2005) identifies the specific goals and objectives of the Athletic Department, job descriptions and responsibilities, and institutional expectations of athletics staff members.

The athletic director meets regularly with each coach to review team academic and athletic progress, eligibility compliance, recruiting, budget management and overall department issues. At the conclusion of a specific sports season, the director meets with the respective coach to provide a per-

formance evaluation and review. The athletic director also holds regular meetings with all coaches and athletic staff to discuss departmental business, review institutional and/or NWAACC changes which may impact athletic programs, facilitate open communication between the Athletic Department and other college offices, and ensure overall program integrity. The director also meets with student-athletes to review their individual progress and address potential concerns regarding their collegiate experience. In support of coaches and athletes, the athletic director regularly attends athletic events.

ACADEMIC STANDARDS (3.E.3)

Student-athletes are governed by the same admission procedures, academic standards, degree requirements and financial aid policies, and are served by the same campus departments as all other BC students. For purposes of participation in intercollegiate athletics, student-athletes must meet eligibility requirements published in the NWAACC Official Code Book and National Collegiate Athletic Association (NCAA) Transfer Guide.

The eligibility requirements are provided in writing to all coaches through the handbook for coaches and to all student-athletes through the student-athletes handbook.

BUDGET DEVELOPMENT (3.E.4)

In consultation with Student Services, the Athletic Department develops an annual budget reflecting any significant changes in program offerings, increased student-athlete participation, transportation costs and other matters which may affect department revenue and expenditures. The Athletic Department also raises funds through a general booster club as well as individual sports booster clubs.

All funds raised for the Athletic Department are deposited and disbursed either through the Finance Office or through the BC Founda-

tion in accordance with institutional policies and general bookkeeping practices. Backup documentation is maintained by the Athletic Department and provided to the Finance Office and/or foundation. The budget status is actively monitored monthly by the athletic director, coaches and the vice president of student services.

EQUITABLE TREATMENT (3.E.5)

The Athletic Department strongly supports and demonstrates fair and equitable treatment of all student-athletes through compliance with Title IX requirements. Monitoring athletic equity issues is a collaborative effort between the athletic director and the vice president of student services. In recent years, facilities have been upgraded for female student-athletes, including the team locker room, access to the athletic training room and creation of a campus softball practice field. Future goals for improvements, to be phased in over three years, include team dugouts, new softball field fencing and a field scoreboard.

The amount and number of athletic financial aid awards is established under rules contained in the NWAACC code book; such awards are designed to provide equitable distribution between men's and women's sports teams.

ATHLETIC CALENDAR (3.E.6)

The scheduling of athletic contests and practices observes the academic priorities of student-athletes. In compliance with the Athletic Department handbook for coaches, practices and contests are scheduled to avoid conflicts with classes and end-of-term examinations. Schedules for all sports are published before the start of the respective seasons.

STANDARD THREE: STUDENTS

ANALYSIS AND APPRAISAL

The cornerstone of Student Services programs is the college staff. They are dedicated first and foremost to students and their success. The staff routinely respond to everyday “student crises” and maintain their workloads graciously and effectively.

Although the B Building was remodeled approximately five years ago, Student Services is still working to create better traffic flow for students. It is not unusual for students to walk from line to line during peak registration times. The move of International Student Programs to their own building will help alleviate some of the pressure, but space and space allocation will continue to be an issue.

The Student Success Initiative has provided an extremely beneficial focus for planning in Student Service programs. The initiative has encouraged units within Student Services to consider their mission in broader terms as departments working collaboratively to support student success. With this shift in thinking, departments more fully understand their role in students’ development. Department managers are more focused on assisting students instead of on processes that only help individual departments. With recent economic downturns, the budget has been problematic. The Student Service budget is already lean and a potential increase in budget cuts will likely have some impact on student success efforts.

Improved, more efficient student service is the basis of such programs as One-Stop and FYE. EPAC is now advising more drop-in and appointment students. The developmental courses are filled to capacity for the first time in years due to the mandatory One-Stop and FYE. The new DAF program also supports student success, providing students with focused advising available within fields related to each division.

The Counseling Center looks beyond Student Services to assist student success through early classroom intervention strategies. Counselors also extend their presence to the Academic Success Center to hold workshops for students in another recently launched program. Counselors offer students help with basic study skills, test anxiety issues and time management.

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. More importantly, the collaboration between these two divisions leads to a team approach to student success. The previously mentioned programs illustrate the possibilities. Student Services and Instruction routinely discuss the team approach to student success. The collaboration ensures that student needs and interests are incorporated into important planning initiatives.

The Student Success Initiative has also included student involvement. For example, in the highly successful TPMP program students help other students to navigate registration, campus life and academics. Student leadership has been historically outstanding. The ASG has responsibly fulfilled its duties, including soliciting student opinion on budget and policy matters, conducting large town hall meetings to gain a better understanding of campus climate issues and representing student interests in campus governance. Students have assumed a leadership role to assist funding and further development of travel abroad internships.

Advances in technology have provided for new and effective tools in managing student advising. The new degree audit system allows faculty and students to keep track of courses and

pathways for certificates and degrees. Departments are using websites to assist students with process and requirements. Each year increasing numbers of students use enrollment services, advising and financial aid.

Student Services will continue to research the BAS degree's impact on reporting standards and requirements. Shared information between the Washington colleges who are experiencing similar transformation as well as other similar colleges in the NWCCU will help guide future improvements and awareness.

(ENDNOTES)

- 1 http://bellevuecollege.edu/instresearch/1_students.htm
- 2 <https://bellevuecollege.edu/about/college/facts>
- 3 http://bellevuecollege.edu/instresearch/2_reports.htm
- 4 http://bellevuecollege.edu/stupro/handbook_cd2008/policies/programs20.html
- 5 <https://bellevuecollege.edu/alerts/Login.aspx>
- 6 <https://bellevuecollege.edu/publicdisclosure.asp#studentrights>
- 7 www.bellevuecollege.edu/publicdisclosure.asp

SUPPORTING DOCUMENTATION FOR STANDARD THREE

Required Documentation	Name of Exhibit	Self-study Reference
1. Organization chart for student services	2009-10 Student Services Org Chart	
2. Student handbook	Student Handbook	
3. Summaries of student characteristics	2007-08 College At A Glance Fall Students At A Glance 2004 Thru 2008 Annual Student Enrollments and Demographics Report: 1993-94 to Present Fall Quarter Enrollment and Staffing Reports: 1993 to Present	
4. Student retention and rate of graduate data for the last 3 years	Student Retention Cohort analyses FYE Analysis Fall07 And Fall08 (First Year Experience) FYE Spring 2009 Update (First Year Experience) Graduation Rates	
5. Table #1, Admissions Report	Standard Three Table 1 Admissions Report	
6. Table #2, Student Affairs Staff Profile	Standard Three Table 2 Student Affairs Staff Profile	
7. Description of procedures for policy development including the involvement of students	2650 Student Participation in College Governance, Bellevue College Policies and Procedures Open Letter to Bellevue College Community Concerning Shared Governance All College Council Constitution and Bylaws Planning Council List of 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	2050 Student Code, Bellevue College Policies and Procedures 2050P Student Code (Procedures), Bellevue College Policies and Procedures 1450 Complaint Policy, Bellevue College Policies and Procedures 1450P Complaint Procedure, Bellevue College Policies and Procedures 2700 Eligibility for Participation in Intercollegiate Athletics, Bellevue College Policies and Procedures 2700P Eligibility for Participation in Intercollegiate Athletics (Procedures), Bellevue College Policies and Procedures 2350 Tuition and Fees, Bellevue College Policies and Procedures 2350P Tuition and Fees (Procedures), Bellevue College Policies and Procedures 7300 Refunds and Administrative Fees for Student Schedule Changes, Bellevue College Policies and Procedures 7300P Refunds and Administrative Fees for Student Schedule Changes (Procedures), Bellevue College Policies and Procedures	
2. Statistics on student financial aid	Financial Aid Comparisons Bellevue College Student Loan Cohort Default Rate	
3. Most recent financial aid reviews conducted by state and federal agencies	2006-2008 Final Audit Document (WA State Auditor's Office)	
4. Not Applicable		
5. Mission and goals of each unit	Student Services Mission Statements	

6. Evidence of goal attainment of each unit	<p>Assessment SPOL Objective Status Reports for Planning Year 08-09</p> <p>Athletics SPOL Objective Status Reports for Planning Year 08-09</p> <p>Career Center SPOL Objective Status Reports for Planning Year 08-09</p> <p>Educational Planning Advising Center (EPAC) SPOL Objective Status Reports for Planning Year 08-09</p> <p>Enrollment Services SPOL Objective Status Reports for Planning Year 08-09</p> <p>Evaluations SPOL Objective Status Reports for Planning Year 08-09</p> <p>Disability Resource Center SPOL Objective Status Reports for Planning Year 08-09</p> <p>Financial Aid SPOL Objective Status Reports for Planning Year 08-09</p> <p>High School Programs SPOL Objective Status Reports for Planning Year 08-09</p> <p>International Student Programs SPOL Objective Status Reports for Planning Year 08-09</p> <p>Multicultural Services SPOL Objective Status Reports for Planning Year 08-09</p> <p>Student Programs SPOL Objective Status Reports for Planning Year 08-09</p> <p>TRiO SPOL Objective Status Reports for Planning Year 08-09</p> <p>Vice President of Student Services SPOL Objective Status Reports for Planning Year 08-09</p> <p>Athletics at Bellevue College</p> <p>Athletics ADI Appendices 1-6</p> <p>Career Center Bellevue Outcome 1 2008</p> <p>Career Center Bellevue Outcome 2 Report 2008</p> <p>Career Center Bellevue Outcome 3 Report 2008</p> <p>Career Center 4th Quarter 2008 Report to City of Bellevue</p> <p>Career Center Bellevue Outcome 1 2009</p> <p>Career Center Bellevue Outcome 2 2009</p> <p>Career Center Bellevue Outcome 3 2009</p> <p>Career Center 2nd Quarter 2009 Bellevue Report</p> <p>Career Education Options (CEO) at Bellevue College</p> <p>Career Center Employer Engagement</p> <p>Career Center External Evaluation of NSF Project</p> <p>Financial Aid at Bellevue College</p> <p>Multicultural Services at Bellevue College</p> <p>Student Programs at Bellevue College</p> <p>Student Programs Events 2006-2009</p> <p>TRiO 2005-06 annual report</p> <p>TRiO 2006-07 annual report</p> <p>TRiO 2007-08 annual report</p> <p>TRiO 2007-08 Student Persistence (SPT) Annual Report</p> <p>Counseling Program Review</p>	3.B.6
	<p>Also available for review during site visit:</p> <p>Department Goals and Work Plan Notebooks for:</p> <p>Assessment, Disability Resource Center, EPAC, Enrollment Services, Evaluations, High School Programs, International Student Programs, Outreach, Student Programs, TRiO</p>	3.B.6

7. Evidence of the impact of student services on students	CEO Classroom Evaluations_Spring 2009 Career Center Participant Feedback Financial Aid Student Survey HSP Effectiveness Survey Results Student Programs Camp Casey Leadership Retreat Evaluation 2009 Student Programs Camp Casey Leadership Retreat Surveys 2007 Student Programs Copy of Camp Casey 2008 Student Programs Feedback Summary DS Workshop for Student Leaders July 2009 Student Programs Leadership Retreat 2008 Student Programs Mid-Year Leadership Retreat Evaluations 2008 Student Programs New Student Orientation Evaluation 2008 TRIO 2008 satisfaction survey CAAP 2008 Summary (Collegiate Assessment of Academic Proficiency) CCSSE All Results 2008 2004 (Report of the Community College Survey of Student Engagement)
8. Publications required by Campus Security Act, Drug Free Schools and Colleges Act, Drug Free Workplace Act, Student Right-to-Know Act	Public Disclosure – Bellevue College Public Safety – Bellevue College 4500 Drug Free Environment, Bellevue College Policies and Procedures 2009 10 Bellevue College Catalog (see pp. 3, 19, 156, 157) Credit Classes – BCC Class Schedule , Summer 2009 Class Schedules Fall 2009 – Bellevue College
Suggested Materials	
1. List of recognized student organizations	2008-09 Chartered Student Clubs
2. Strategic plan for student services	SSI Report to President 2008 Final SSI spreadsheet All SSI Reports from IR Online Math Tutoring Student Success Initiatives 2007-08-09
3. Constitution for student government	ASG Constitution
4. Sample copies of student publications	The Jibsheet Newspaper (online archives extend to May 2008) Northwest News (sample copies will be available for evaluator review during site visit)
5. Brief resumes of the professional staff in student services	Resumes of Student Services Administrators

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S t a n d a r d F o u r
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F a c u l t y

Standard Four

Faculty

Introduction

Student success is at the core of Bellevue College's (BC) mission. Of paramount importance for students to successfully complete their academic studies and prepare for academic and professional futures is a qualified and dedicated college faculty.¹ BC's faculty are carefully chosen based upon their professional preparation and qualifications, their dedication to student success, their commitment to maintaining currency in their disciplines, and their engagement in furthering the initiatives of the college. The college's faculty – many who have taught in other levels of higher education – have chosen to come to the college because of their strong commitment to teaching, to their discipline or field, and to the mutually enriching environment between students and faculty that occurs in an academic community.

Shared governance and shared decision-making are core values and operating principles of BC;² faculty members are instrumental in all decisions concerning the academic mission of the college.

Committed to teaching and learning improvement, faculty have adopted several measures to strengthen the ongoing evaluation processes for faculty and address the 2005 recommendation from the college's comprehensive review, reported on by the college and accepted by the Northwest Commission on Colleges and Universities (NWCCU) in 2007, which states:

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)

Faculty Selection, Evaluation, Roles, Welfare, and Development

QUALIFIED FACULTY (4.A.1)

Full-time faculty members are employed as instructors, librarians and counselors. They hold appropriate credentials and are qualified for the work they perform (Table 4.1). A national search is required for the hiring of all tenure track faculty members, who must hold a master's degree if teaching an academic discipline or in the case of professional and technical faculty must possess a field-appropriate credential and work experience.

**Table 4.1: Terminal Degrees of Fall
2008 BC Full-time Faculty**

	Instructional Full-time Faculty		Non-instructional Full-time Faculty	
	Number	Percent of total	Number	Percent of total
Doctorate	27	17.4%	4	26.7%
Master's	117	75.5%	11	73.3%
Bachelor's	8	5.2%		
Associate's/ Trade Certificates	3	1.9%		
Total	155	100%	15	100%

Each instructor meets the Washington Administrative Code (WAC)³ standard for a master's degree in academic areas or a bachelor's degree or national certification plus professional expertise in the professional or technical discipline being taught. According to the Office of Institutional Research (OIR), 151 of the full-time faculty were engaged as teaching faculty as of fall 2007. Seventy-eight percent of those held master's degrees, with another 15.9 percent having doctorates.

Most faculty holding a bachelors' degree or below teach in the professional/technical programs, which also recognize national certification and industry expertise as appropriate preparation for teaching in their fields and which is also recognized as appropriate preparation under the WAC section previously cited.⁴

Instructors engaged with the bachelor of applied science (BAS) courses show a wide range of credentials (Table 4.2) ranging from PhD and MD to national certification and work experience. As this is an applied degree in a professional/technical field some of the faculty teaching applied technology courses hold less than a bachelor's degree but do hold national certification in their area of expertise as is appropriate for professional/technical faculty. In fact, two BAS faculty members teaching technology courses just earned their

bachelor's degree through the BAS program and a third is on track to complete the degree within a year. All BAS non-baccalaureate faculty members are being encouraged to continue their educational studies. Required BAS upper division general education courses were designed and are taught by discipline-appropriate faculty. Radiation and imaging management instructors hold a minimum of a baccalaureate degree. Additionally, they are selected for their expertise in the specific subject area.

The fact that state regulations specifically allow for the substitution of professional expertise and training demonstrates that, for some degree programs, practical technical experience is valued preparation to bring currency to students preparing for immediate work or advancement in the field. Students in this program are working professionals themselves and bring understanding of the fields of imaging sciences and radiation therapy. They expect to receive instruction from expert practitioners who know those fields and who can provide contributions from personal work experience. BC's instructors have industry experience in fields directly related to the areas they teach.

Table 4.2: Instructor Credentials in BAS Program⁵

Educational Credential	Number of BAS Instructors	Percent of BAS Instructor Pool
PhD/EdD	4	15%
MD	2	8%
PA-C	1	4%
JD	2	8%
MBA/MHA	5	19%
MA/MS	3	12%
BA/BS	5	19%
AA with national certification in area of specialty	4	15%

FACULTY PARTICIPATION IN GOVERNANCE AND INSTRUCTIONAL PLANNING (4.A.2)

Faculty members actively participate in myriad facets of campus life. The faculty position description calls for faculty to engage not only in their primary assignment of teaching, counseling, or librarianship, but also to participate in college governance, student advising and to hold regular office hours with students.⁶

Policy issues and shared governance are strengthened by the wide range of faculty perspectives, talents and expertise. BC has a rich tradition of faculty inclusion in the major decision-making processes of the college, including strategic and budgetary planning, capital projects, and governance at the program, division and campus-wide level. Both administration and the faculty recognize that a governance system that engages the expertise of the faculty improves the operation of the college.⁷

A fundamentally important contribution of faculty expertise is in academic planning of class offerings, which is initiated at the individual program level. With a few exceptions, the vast majority of the programs are currently led by full-time tenured faculty acting as discipline experts and program chairs (Appendix 4.1). Program chairpersons are faculty elected by the full-time faculty within a given instructional program for three-year terms.

According to Article Six, Section II of the current faculty contract,⁸ program chairs are responsible for representing their peers in matters pertaining to the welfare and progress of their programs. Program chairs regularly review the number of sections, fill rates, and student-faculty ratios. They incorporate these data into their quarterly and yearly schedules, staffing mix, and other planning activities with the goal of maintaining their program's health and program objectives. Program chairs, in cooperation with their faculty, review existing courses for refinement and propose new offerings to

ensure the programs stay current with their discipline's evolution.

As the complexity of instructional scheduling, evaluation and planning processes has increased, the roles and expectations of program chairs have also changed as they are informed about, and invited into, the planning of broader campus initiatives and general leadership. Program chairs collaborate in common areas of interest within divisions and, in recent years, program chairs from across campus have participated in joint training opportunities covering a wide variety of topics.

Awareness of the importance of these positions has resulted in a separate program chair evaluation process, agreed upon in faculty negotiations, that is beyond the evaluation of faculty performance.⁹ The process was developed collaboratively, utilizing input from program chairs, full- and part-time faculty, and administrators and based on the results of a pilot conducted in 2007-08. The evaluation process provides a needed mechanism for highlighting and documenting the effectiveness and performance of faculty program chairs, using a variety of measures. The process includes a reasonable method to address the rare occurrence of unsatisfactory performance in specific program chair duties without negatively affecting the chairs' teaching performance evaluations. Copies of the forms can be found in the faculty contract.¹⁰

Starting in 2008, program chairs have conducted more formal, multi-faceted and documented performance reviews of part-time faculty members, which was also discussed and agreed upon with faculty in collective bargaining.¹¹

Faculty participation in college-wide curriculum development and review is a natural extension of academic planning beyond the program level. The Curriculum Advisory Committee (CAC), with its experienced faculty membership, serves as primary reviewer

of new programs, course outcomes, general education requirements and overall academic standards and degrees. The prominent role of faculty also ensures that disciplinary expertise is engaged in ongoing curriculum review and development. The CAC is chaired by a faculty member appointed by the executive dean of instruction.

Beyond the immediate program and curriculum contributions, faculty contribute to the effective governing of the institution by participating in a wide variety of committees and special events, such as Earth Week, and serving as advisors to student clubs. These activities can vary greatly in the level of commitment and the scale of potential impacts on the college and students. Appendix 4.2 provides a list illustrating the range of governance opportunities, including the development and support of student clubs and events.

The faculty contract also stipulates that full-time faculty members advise up to 50 students, although formal assignments are not typically made. Instead, instructors are required to hold office hours and are expected to provide one-on-one advising – either in person or electronically. The lack of a tracking mechanism could lead to the perception of inequitable contributions among faculty. However, most students’ initial advising contact is with advising facilitators from the Educational Planning Advising Center (EPAC); this system replaces the former process of random assignment of students to faculty advisors. Because these advising facilitators develop a broad knowledge base about offerings in each division, and build relationships with faculty members, their ability to assist students in connecting with appropriate faculty members has increased. This format has been successful because advising facilitators are able to answer students’ questions and create educational plans; they also prepare them for focused conversations with

faculty advisors about various disciplines. This has resulted in more positive student-faculty contacts as well as more effective use of faculty time. Now, when students connect with an instructor, it is an appropriate assignment for the expertise of the instructor, who can accurately and quickly provide a student with relevant information. The current approach of using advising screening by the advising facilitators allows for a better matching of students’ needs and faculty expertise.

FACULTY WORKLOAD AND PROFESSIONAL DEVELOPMENT (4.A.3)

The faculty contract stipulates that a full-time faculty member’s required workload includes teaching¹² as the primary responsibility with additional workload components of governance, office hours and student advising.

Article Eleven of the faculty contract establishes the calendar and workload for full-time and annually contracted faculty. Typically, contracts require 174 faculty work days, with 160 to 162 instructional days and 12 to 14 non-teaching days assigned for governance, college issues, professional development, and instructional preparation. Generally, contact hours for full-time faculty range from 15 to 18 hours per week depending on professional load factors. The typical full-time faculty workload for lecture/discussion courses is three five-credit classes per quarter, repeated across three quarters of the academic year. The contract also provides for student-instructor interaction outside of class time via a minimum of five office hours per week. The negotiated workload thereby ensures adequate time for class preparation, advising, governance, and professional development activities.

Full-time faculty may request and receive “moonlight” assignments, additional teaching assignments beyond the contractually required load. The contract stipulates that these assignments be compensated at the part-time rate. As opportunities increase for

new modes of teaching and for teaching in multiple programs and disciplines, administrators and chairs are increasingly challenged to coordinate information about faculty assignments and to ensure total workloads stay consistent with the college's commitments to teaching excellence and shared decision-making.

BC has no policy with formalized restrictions on the number of "moonlight" assignments for full-time faculty. Organizational unit administrators (OUA)¹³ and program chairs must consider each individual's circumstance when making assignments. They give serious consideration to the time outside of class that is essential for preparation, evaluation and assessment of student work, student contact, governance and professional development. Growing concern about the varied limits in different programs and the impact on income potential for both full- and part-time faculty provoked a lengthy email exchange among faculty and the Office of Instruction during winter 2009. As a result, BC now has a general set of guidelines for overloads to provide clarity and consistency for instructors, program chairs and OUAs (Appendix 4.3).

In order to achieve program and division goals while maintaining reasonable workloads for full-time faculty, some teaching assignments are fulfilled by part-time faculty. Part-time faculty may request and be assigned workloads that exceed the equivalent of 50 percent of a full-time load. When this occurs, the part-time faculty members are eligible for employer-paid health insurance, retirement, and other benefits.

As faculty at a student-centered institution of higher learning, BC's instructors must seek professional development opportunities that allow them to remain current in their discipline and develop increased competency in teaching diverse and changing populations. BC has a long history of supporting faculty professional development, including direct

monetary support (see 4.B.4), sabbaticals, and multiple college-sponsored opportunities for participation in development activities. 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, and seminars, ethnic awareness-related activities, internship and apprenticeship experiences, visitation and/or faculty exchanges, research projects, scholarly publications, creation of dramatic works and curriculum development projects.

College-sponsored professional development activities reduce the cost to faculty and reinforce the institutional commitment to ongoing professional development (Appendix 4.4). The majority of events provide current information that is directly related to excellence in teaching and learning. Professional development days are designed and managed by the Faculty Professional Development Committee. The committee routinely surveys the entire faculty to ensure they are addressing their peers' needs and interests.¹⁴

Other non-instructional days, implemented by the administration, provide opportunities for all faculty members to participate in strategic planning, assessment of general education, pluralism and diversity training, board initiatives, and other topics of cross-college concern. To encourage involvement by part-time faculty, whose teaching contracts do not extend beyond instructional days, a contractual stipend is paid to eligible part-time faculty for participation.

Evidence that some new instructors were unaware of resources to support teaching generated the development of quarterly part-time faculty orientations. These are now being held regularly, and both new and continuing part-time faculty members are encouraged to attend to address issues and

receive additional support beyond what is provided by individual programs. The goal is to ensure that all faculty members, even those who may only teach one section, have a common understanding of basic procedures, guidelines, and resources. A summary of these orientations was presented to the board at their March 2009 meeting (Appendix 4.5).

In recognition of the increased complexity of the roles of program chairs, instructional administrators in 2007-08 began the planning and delivery of systematic professional development and training to support their growth as instructional leaders.

The development of ongoing faculty professional development as one of the college's norms is exemplified by the evolution of the BC Teaching Institute. Initiated in 2001, it was designed to augment new faculty orientation sessions with a more comprehensive approach to assisting new instructors in a wide-range of activities relating to teaching methodologies and to serving as an introduction to the college's culture and policies. The institute is designed and led by full-time faculty, includes both online and face-to-face sessions, and is generally held just before the start of the academic year. Each year, based on changing issues and participants' evaluations,¹⁵ the content has been updated and improved. Shortly after its inception, this brief one-time event expanded into regular gatherings throughout the academic year of the cohort of participants. Then, as the number of faculty engaged in the process increased, another change was enacted. Follow-up meetings during winter and spring were replaced with teaching circles – a gathering time throughout the year for new and experienced faculty to share their experiences and to explore specific readings and topics – which have helped foster the creation of a campus learning community.

SALARIES AND BENEFITS, RECRUITMENT AND RETENTION (4.A.4)

Full-time tenured faculty members enjoy benefits which significantly augment salary. Faculty salaries, benefits, and personnel issues are governed by the faculty contract. The Washington State Legislature controls institutional funds for faculty salary increases, including restrictions on the college's ability to supplement state-allocated salary increase money with local funds. Within that constraint, however, faculty contract negotiations can determine distribution of the allocated salary increases and changes to some benefits that have significant impact on faculty working conditions.

BC, the largest community college in the state, is acknowledged as having an established record of success in preparing program graduates and transfer students. This reputation for strong leadership in postsecondary education and its willingness to innovate are assets both in recruiting and retaining full-time faculty.

Recent faculty searches have typically generated sufficiently large applicant pools that result in successful hires. During the last few years, the faculty and administrative contract bargaining teams have undertaken a focused and collaborative effort to address faculty salaries, in order to make BC as attractive as possible to prospective faculty employees. In the negotiated contract for the 2007-08 academic year, the focus was directed toward substantially increasing entry-level pay rates. For full-time faculty, the lowest step of the salary schedule was increased to \$45,447, up \$7,851 from the previous year's lowest step, while other steps received only a modest increase. As reflected in Table 4.3, this reversed the erosion of entry-level salaries that could have hindered the college's ability to recruit, particularly in high-demand fields in which salaries in related occupations outside of education are already substantially higher.

Table 4.3: Comparison of Lowest End of Scale Full-time Faculty Salaries by Academic Year

Full-time Faculty Salary Scale AY 2005-06 through AY 2008-09		
Academic Year	Lowest End of Scale	Annual % Change
2005-06	\$36,572	
2006-07	\$37,596	2.8%
2007-08	\$45,447	20.9%
2008-09	\$48,288	6.3%
Four-year percent change (2005-06 to 2008-09)		32.0%

While BC's support for professional development¹⁶ is a contributing factor in faculty retention, the inflation-adjusted compensation to faculty at the top of the scale is also important. For the 2008-09 academic year, the focus was directed toward pay rates at the

upper end of the scale. Increments for full-time faculty were fully funded, including the addition of a new top step on the full-time salary schedule that increased the pay for the longest-serving instructors to \$67,206.

Attracting good candidates is important, but so is keeping them. Once faculty members are hired, overall retention is strong, as evidenced by the median 13-years of teaching experience of current teaching faculty. Table 4.4 shows the distribution of faculty retention rates for the past eleven years.

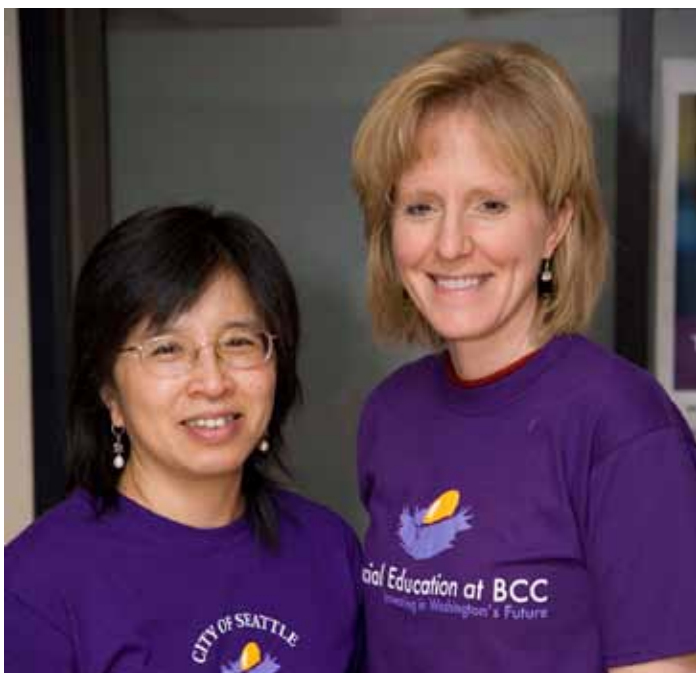
As the college now faces news of statewide budget shortfalls, an actual reduction in the state budget allocation to BC in 2009-10, and the prospect of further permanent reductions in the next biennium, the impact of faculty salaries on recruitment and retention will continue to be monitored.

Table 4.4: Full-time Instructional Faculty Retention Rates for 1996-2008 by Academic Year

Academic Year	Percent Retained to 2008	Number of Faculty in Year Ending											
		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
1996-97	34%	131	120	110	100	84	74	71	70	61	53	46	44
1997-98	37%		139	124	110	94	84	80	79	70	62	54	52
1998-99	38%			144	124	108	95	90	85	75	67	59	55
1999-00	44%				150	122	108	102	97	87	79	70	66
2000-01	54%					153	130	120	115	103	95	86	82
2001-02	60%						156	143	136	121	111	100	94
2002-03	64%							165	151	133	122	111	105
2003-04	68%								159	137	125	114	108
2004-05	76%									157	138	125	119
2005-06	84%										155	138	130
2006-07	91%											154	140
10 Year average	64%	1998-2007											
5 Year Average	81%	2003-2007											
3 Year Average	89%	2005-2007											

Notes: Data includes instructional faculty with full time status for uninterrupted service throughout the defined time frame. No distinction between separations based on retirement and termination.

Source: SBCTC Data warehouse: PMIS. Office of Institutional Research.



FACULTY EVALUATION (4.A.5, POLICY 4.1)

In its 2005 evaluation of BC the NWCCU visiting team made a recommendation concerning Standard 4.A.5 and Policy 4.1.c. After evaluation of the 2007 progress report, the commission determined that the college had remedied the conditions which had evoked the following recommendation.

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)

In the academic setting, the process of regular evaluation can help ensure teaching effectiveness. Teaching is most essentially a legitimate scholarly activity and the continued exploration of learning. Thus the emphasis in evaluation is primarily to support and encourage instructors to remain committed to learning and growth – their own as well as their students.

Faculty members are evaluated throughout their life cycle at the college. After the careful screening of candidates, evaluation occurs next through the tenure process which is intended primarily to provide assistance to the new full-time faculty member in acclimating to the college and in mastering the approach to the discipline. It is a multi-year continuation, reinforcement and assessment of the initial selection designed to effect successful integration into the college's learning community. Tenure-track faculty members are evaluated under the provisions of article 15, of the faculty contract, which are augmented and interpreted in BC's tenure guidelines.¹⁷ Student evaluations, self evaluation, peer evaluations, administrative evaluations, class observations, review of course materials, and documentation of individual scholarship and governance contributions are among the bases for feedback to assist the candidate in identifying issues and developing strategies for improvement. Effective teachers use their teaching experience to learn how to become a more effective instructor. The tenure process helps keep faculty members focused on their own continued growth and development as instructors.

The Tenure Review Committee (TRC) conducts informational sessions each fall for candidates and subcommittees in order to explain the process, to answer questions, and invite further inquiries. In fall 2008, the TRC introduced electronic storage and submittal for all required tenure documents, improving the efficiency of the process for candidates, their subcommittee members, and TRC members.

The intent of evaluation of tenured faculty, covered in Article 18 of the faculty contract, is to continue the process of improved teaching and to enhance professional development. In the past, maintaining a rigorous schedule for completion of these evaluations perhaps seemed less critical than other managerial duties. Although not true for every division, informal review by OUs of student evalua-

tions, coupled with periodic faculty updates about conference attendance and governance activities, became the norm, and at times a substitute for documenting a more substantial evaluation of performance. While frequent, informal feedback can be valuable, post-tenure evaluations have lacked sufficient depth and resulting recommendations, which is what prompted the visiting team to ask the college to review its policies and practices. After the last evaluation visit the college met with the faculty with the purpose of reviewing and modifying current practice. Appendix A in the faculty contract identifies areas to be included in the post-tenure evaluation.¹⁸ Recommendations for amending Appendix A were developed by a labor/management task force that met in the 2006-07 academic year, but were not adopted in 2007 collective bargaining. They were further modified and approved during contract negotiations in the summer of 2008. The new Appendix A became effective in fall 2008, and the criteria better express the relevant requirements of the teaching and learning environment of today. OUAs write a summary evaluation statement every three years, which documents areas of strengths, areas needing improvement, and a developmental plan, if needed. In the intervening years, OUAs continue to monitor faculty evaluations and improvement plans. If a pattern of frequent or any serious student complaint occurs, a consultation occurs with the faculty member to address the issues. 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.

The value of this process is still not widely understood nor appreciated by many faculty members. As all OUAs have engaged faculty in completing the required three-year cycle of faculty evaluations, emphasis has been

placed on helping faculty develop strategies for ongoing renewal and creating developmental plans, highlighting improvement in key areas pertaining to their teaching and other professional responsibilities.

The 2005 recommendation to “provide for the evaluation of all faculty on a continuing basis” using multiple indices highlighted differences in the approaches used for evaluation of part-time faculty from those described above for full-time faculty.

For part-time instructors in transfer and professional/technical programs, a new evaluation process has been implemented, following the work of a contractual task force in 2006-07, which led to a 2007-08 negotiated pilot.¹⁹ The process, which was developed collaboratively, including input from full- and part-time faculty and administrators, was designed with the expressed intent of improving teaching and learning. It includes multiple evaluative measures that were tested and modified prior to final adoption. The focus again is on mentoring and the developmental aspects of the faculty member’s performance. The performance review includes multiple evaluation measures, and provides for more intense review of newly-hired part-time faculty during their second and fifth quarters, as well as ongoing review on a four-year cycle as continuing faculty.²⁰ Each performance review must include a self evaluation, a summary of student evaluations, and review of course syllabi. A classroom observation is also required for the first two reviews and is optional thereafter. Faculty members may provide optional, supplementary materials for review. The performance review is summarized using a required form.

During fall 2008, faculty and administrators moved from the part-time faculty evaluation pilot to full-scale implementation of part-time and post-tenure performance reviews. Results promise not only an effective

mechanism for communicating concerns and strategies, but may also provide a benchmark in future negotiations for refinements to the post-tenured faculty evaluation processes.

Continuing education faculty members are drawn primarily from the class of professionals whose primary employment is in their industry or craft. Their teaching is on a part-time basis and individual instructor's performance is monitored through an online evaluation system (see Standard Two for a more in-depth discussion).

RECRUITMENT AND APPOINTMENT OF FULL-TIME FACULTY (4.A.6)

Maintaining a high caliber of teaching effectiveness begins with the careful selection of faculty. Full-time faculty recruitment and selection are among the most critical activities undertaken by the college. The process is collaborative, involving faculty and administration, and monitored and assisted by the Office of Human Resources (HR). BC's personnel policies and procedures are published and made available to faculty through Article 11 of the faculty contract²¹ and in the college policies and procedures manual.

The process for recruiting and appointing new full-time faculty begins with a review of program growth and decline, particularly full-time to part-time ratios college-wide and in individual programs. Division chairs submit new and replacement position requests, which are then prioritized by Educational Services Cabinet. Following the review by Educational Services Cabinet, and consultation with the Bellevue Community College Association of Higher Education (BCCAHE), the OUs prepare a final ranking of positions as recommendation for approval by the president. Table 4.5 shows the number of tenure-track positions since 2004.

Table 4.5: Tenure-track Positions 2004-2007

Number of tenure-track faculty added (AY 2004-08)	
Academic Year	New Tenure-track Positions
2004-05	14
2005-06	17
2006-07	10
2007-08	15

Faculty hiring is highly dependent on state funding. The timing of the budget process and the need for fiscal prudence can lead to delays in the recruiting process, even after pressing position needs have been identified. The majority of BC's faculty searches extend into the spring, increasing the likelihood that many of the strongest candidates will have already secured positions elsewhere. The college is sensitive to this issue of timing and is committed to proceeding with a more streamlined process.

HR monitors screening committee processes and position description announcements from each division and program to ensure consistent procedure and language for all advertised faculty positions. To further assist screening committees in conducting lawful and inclusive searches, HR arranged multiple opportunities in 2008 and 2009 for faculty to attend workshops titled Selection and Hiring – Lawful and Effective Hiring Practices that covered principles, procedures and practices for screening and hiring.

BC recognizes that its main purpose is to offer exemplary educational programs and puts the highest priority on teaching expertise and engagement with students. Beyond ensuring highly-qualified faculty, the college is committed to achieving and maintaining a diverse body of faculty, reflecting the student population it serves, and contributing in various ways to the diversity of campus life.

This commitment is reflected in the strategic plan and performance indicators and supported recruiting practices and policies. To assist committees with recruitment and screening that maximize the diversity of candidates in the final pool, each committee includes at least one pluralism advocate who is qualified by special training coordinated through HR and the OEP (Appendix 4.6).

ACADEMIC FREEDOM (4.A.7, 4.B.7)

BC's core values, mission, and goals statements affirm and support academic freedom for faculty by including several references to creativity and innovation. The 2004-2011 strategic plan goal five, professional and organizational excellence, states "BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal." These commitments are codified in the faculty contract, both in protections for academic freedom and in protections for materials ownership.

Article Eight, Section VI of the faculty contract delineates and safeguards academic freedom at BC. This passage states that faculty shall not be restricted from presenting subjects in their discipline to which others might object, that freedom of expression and the independent search for truth are vital to the scholarly endeavor and to the public good, and it guarantees that faculty may pursue their scholarship without unreasonable restrictions. The passage safeguards the faculty member's professional prerogative in choice of teaching techniques and materials and the method of presentation without prior constraints. It also stipulates that the material is subject to program approval according to content standards, approved workloads and instructional mode criteria. Faculty members are free to present their ideas in learning situations of their professional competence and responsibility. They are free from instruc-

tional censorship or discipline as long as they adhere to appropriate academic and programmatic standards.

References to academic freedom, notably the intent not to restrict academic freedom, occur throughout various policies of the institution, particularly in policies regarding the acceptable use of electronic equipment and networks, facilities, and use of state resources in general. Prior to 2005, the faculty contract language was duplicated in the policies manual in policy 1420 on academic freedom. In that year, the manual was reviewed and consolidated. The revision process removed duplicated items, as in this case where the faculty contract governs.

College employees consistently respect and adhere to the principles and practices of academic freedom outlined in the faculty contract. The language is sufficiently broad to cover a range of circumstances, yet provides guidelines for faculty members and protections for students by including language about professional and academic responsibility. The contract language and protections have remained unchanged for many years, and for more than ten years no faculty members have submitted complaints or grievances based upon a claim of academic freedom.

The OIR produced a report comparing the results of an online employee engagement survey conducted fall 2008 to similar surveys conducted in 2000 and 2004. Although the survey was open to all employees, these two questions in particular were addressed to faculty only and related to the issues of academic freedom and diversity:

- I believe that college policies and procedures support academic freedom.
- I incorporate diversity and inclusion into my classes.

Forty-eight percent of full-time faculty and 15.4 percent of part-time faculty responded to the fall 2008 questionnaire. The most recent survey showed a marked increase in faculty perception that diversity and inclusion were incorporated into the classroom. The percentage of respondents that agreed that college policies support academic freedom was 64.6 percent. The variance in agreement from a comparable item in 2004, “BCC provides me with sufficient latitude in presenting my disciplinary content” (80 percent agreed), could be attributed to the change in wording that specifically addresses “college policies and procedures” and merits further inquiry. A related item from the 2004 survey, “I believe that college policies and procedures support freedom of expression in and out of the classroom” (63 percent agreed), was not asked in 2008.

QUALIFICATIONS OF PART-TIME FACULTY (4.A.8)

Across the faculty groups, expectations of quality instruction and employee performance remain the same. The BC faculty contract notes two categories of part-time faculty: part time and affiliated. Part-time faculty employees are contracted quarterly to teach specific sections of courses. Those designated as “affiliated” are given priorities defined in the contract.

Minimum educational qualifications for part-time faculty are the same as those for full-time faculty. The college relies on program chairs,²³ acting as discipline and content experts, to determine any additional requirements and qualifications needed for particular courses. The executive dean of instruction delegates hiring authority for part-time faculty to the division chairs, who delegate to the program chairs the responsibility to recruit, screen, interview, and recommend individuals for part-time teaching contracts.

Most faculty in the BAS program are part-time and are hired based on their professional and academic qualifications to teach specific courses in which they have subject matter expertise. The strength of this program is having instructors who are practicing full-time in the areas in which they teach. They are actively involved in developing and implementing processes in the workplace and bring these experiences to their students in the classroom. Hiring authority for this group resides with the BAS program chair, overseen by the executive director of the Health Sciences, Education and Wellness Institute.

In addition to the contractual commitment to class contact hours and related preparation and evaluation, part-time faculty are expected to be available to students for consultation outside of scheduled class time. The faculty contract provides a guideline of one hour per week per five-credit class for this purpose.

EMPLOYMENT PRACTICES (4.A.9)

Faced with expanding student population and limited financial resources, colleges increasingly rely on the contribution of part-time faculty towards the overall success of their goals and to allow for greater flexibility and variety in the range of course offerings available to students. Workloads for part-time faculty are determined at the program and division level, and teaching assignments are based on instructor request and program needs.

BC makes a significant effort to provide ready access to resources that inform and better prepare part-time faculty for their work at the college. During the past several years, that effort has intensified and the Office of Instruction has increased coordination of various aspects of part-time faculty preparation.

The college holds part-time faculty orientations each quarter that incorporate general information about BC as well as strategies for effective teaching and learning; part-time

faculty are paid for their attendance at these orientations. The faculty contract is available to all part-time faculty members on MyBC, as is the BC instructor's manual, which provides an overview of college organization and governance, policies, procedures, rights, responsibilities, and college services. The process of converting the manual into a searchable, web-based document as part of a comprehensive revision was started during 2007-08 and will be completed in 2009. Additional information about almost every aspect of the college and its operations – from policies and procedures to an explanation of deductions on a faculty paycheck – is available to employees on MyBC, which was substantially upgraded and improved in fall 2008.

Part-time faculty members typically receive their assignments and information about assigned courses from their program chairs, and many programs have developed meetings or material specifically to assist part-timers. For new instructors, this information, which includes course content outlines and discipline and general education learning outcomes, assists instructors in developing their own course materials and helps to maintain consistency in student learning across multiple sections and instructors within the same courses and disciplines. Curriculum materials, including course learning outcomes and general education outcomes, will also be available in an easily-accessible format on MyBC beginning in winter 2009. Information about acceptable use of state resources, including computers and the BC network, is an essential component in every new part-time faculty member's orientation. Faculty members teaching in professional/technical programs are also oriented to the requirements for professional/technical certification in Washington state.

A personnel action form, the official document confirming part-time or quarterly employment, is distributed to all part-time

faculty members shortly after the beginning of each quarter, identifying the teaching assignment, payment dates, and amounts for each part-time employee. Although this documents part-time faculty assignments for internal purposes, the program establishes the primary contact stipulating schedules and assignments.

Part-time faculty members are encouraged to participate in professional development activities sponsored by the college, the program, and other entities. Outside of scheduled opportunities, part-time faculty members are encouraged to volunteer in routine college and program governance and curriculum development. The contract provides a stipend for part-time faculty who serve on priority committees and task forces and as pluralism advocates. Though small, this allocation acknowledges the effort of part-time faculty and affirms the value of their contributions to the institution. The college annually arranges activities in support of the governor's part-time faculty appreciation proclamation.²⁴

ASSESSMENT OF THE USE OF PART-TIME FACULTY (4.A.10)

As colleges and universities continue to modify their mix of degrees and modes of delivery to accommodate changes in demand for education, the value of some flexibility in the labor force has become apparent. The shift away from tenured and tenure-track faculty cuts across colleges and universities and is a consistent trend at the national and state level as well as at BC.

In 2006 approximately 50 percent of classes at the two-year colleges were taught by part-timers representing 66 percent of teaching faculty.²⁵ While no policy establishes an appropriate mix of full-time and part-time faculty at BC, data confirm a similar heavy reliance on part-time faculty here as the college continues to grow (Table 4.6).

Table 4.6: Percentage of Full-time and Part-time Instructional Faculty by Academic Year

Academic Years 2003-04 through 2008-09		
AY	Full-time	Part-time
2008-09	43%	57%
2007-08	43%	57%
2006-07	42%	58%
2005-06	44%	56%
2004-05	43%	57%
2003-04	43%	57%

Note: Instructional faculty only, excludes continuing education. Includes fall, winter, spring quarters for state supported and contracted education.
Source: SBCTC PMIS, Data warehouse, BC HR and Institutional Research.

It is unlikely that instructional administrators, program chairs, and faculty share a perspective on the benefits and costs of the increase in part-time faculty. Clearly the use of part-time instructors allows programs to add sections to accommodate unanticipated student demand, brings students into contact with professionals with working expertise outside of academia, provides release time for full-time faculty to be further involved in shared governance and allows the college to offer a wider range of programs and remain fiscally prudent. These advantages must be weighed against sacrificing a sufficiently large pool of faculty with a full time commitment to the institution and its students. The college funds new full-time positions at a ratio of 50 percent full-time to 50 percent part-time when it receives new state-funded growth FTES.

In winter quarter 2009, the president stated the college's intention and commitment to improve the number of full-time faculty to 60 percent of the college's state-funded credit program. Even with budget reductions, the college honored this commitment by authorizing replacing faculty members who have retired or were planning to retire, converting temporary positions to full-time permanent positions, and adding a new position.

Scholarship, Research, and Artistic Creation

FACULTY ENGAGEMENT IN SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (4.B.1)

In its vision, core values, mission and goals, BC supports faculty scholarship, research and artistic creation. One goal in particular stresses the importance of faculty engagement in scholarship and artistic creation; "BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal."

Scholarly endeavors take many forms at the college. BC is an open-access college with scholarly activities and research focused primarily on teaching or within the arena of a professional craft. Examples of the wider range of faculty scholarly activities include art exhibitions; publishing books and articles in peer-reviewed periodicals; developing new and creative works for dance, music, film, theater and electronic media; presenting at academic conferences, participating in educational outreach at other institutions; developing new curricula; and engaging in various campus events. As with governance activities, accurately reflecting all professional activity is a challenge. To form a representative snapshot of the work, faculty were asked to provide information on their scholarly pursuits since 2005. The Standard Four exhibits contain a list of some of the ways in which faculty engage in scholarship, research and artistic creation.

As BC is a teaching institution, the primary focus of faculty scholarship is teaching and learning, which is undertaken as classroom research and supported by professional development activities. The college has actively encouraged its BAS faculty members to make scholarly contributions to their fields as part of their professional responsibilities (Appendix 4.7). Their contributions include presentations at national conferences, devel-

opment of new courses to add additional advanced specializations within the degree and development of best practices techniques to streamline patient care at clinical sites.

POLICIES AND PROCEDURES ON SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (4.B.2)

Faculty involvement in scholarly activities has resulted in specific policies and procedures. The faculty contract continues to remain the primary source for issues relating to ownership and appropriate, ethical use of state resources. Faculty members own any materials, processes, or inventions they develop without the use of the college's time or resources, and can exercise their copyright or patent privileges. When college resources are used to develop materials, processes, or inventions, they become college property, and the college can exercise copyright or patent rights. 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 on agreements that are mutually acceptable to the college and the instructor.

By agreement, the college and developers of online courses funded for development under the terms of the faculty contract share ownership of the course materials; 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 development of online course materials other than in circumstances already defined in the contract, e.g., electronic materials for hybrid classes, has been the subject of contract negotiation



discussions for several years. Both faculty and administration intend to achieve a mutually acceptable agreement concerning development of all types of online courses and course materials in the near future.

The college is fully committed to ensuring the responsible and ethical treatment of any human subjects involved in research, whether conducted by college students or employees directly, or in partnership with others on or off campus. The college reviews all such activities through an Institutional Review Board (IRB) comprised of faculty and administrators.²⁶

Instructors whose curriculum indicates the use of human participants in the classroom or lab in an activity that creates a risk must establish a written protocol with their program and division chair which protects the safety of all participants from the risk of harm or injury.²⁷

FACULTY ROLE IN DEVELOPMENT OF POLICIES AND PROCEDURES (4.B.3)

The institution declares the value of faculty research in its vision, core values, and mission statements, with references to teaching excellence, creativity and innovation, anticipating change and shaping the future of education, and acting as a catalyst and col-

laborator in the community. Grant-funded research, and individual scholarship and artistic creation are also supported. Institutional policies and procedures related to ownership of faculty scholarship, research, and artistic creation are embedded in the faculty contract, which is developed jointly by faculty and administration representatives. Faculty members who undertake grant-funded research or scholarship are required to develop individual agreements with the college concerning support and ownership.

FINANCIAL AND PHYSICAL SUPPORT OF SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION (4.B.4)

BC provides substantial resources to faculty for professional development, scholarship, research, and artistic creation. The faculty contract allocates resources in several categories to be used for professional development activities for both full- and part-time faculty. Most significant is an annual allocation budgeted to the divisions and the college's support for a sabbatical program.

In 2007-08, the allocation dedicated to faculty professional development was conservatively \$845,000. These funds provide faculty opportunities for memberships in professional organizations, funding for sabbatical leave, travel to meetings and conferences, course and workshop tuition and fees, books, electronic media, subscriptions, other materials, and college-based professional development events.

The college supports the award of sabbaticals, which are available to full-time faculty members with three years of college service. The negotiated agreement authorizes eligible candidates to receive a stipend equal to four percent of their base salary per quarter of service, up to twenty quarters, with a maximum allowance of 80 percent of the faculty member's base salary. The college attempts to fund three FTE per year, when it has the available resources.

The Office of the Executive Dean annually administers \$15,000 for faculty to update curricula and course materials because of significant changes in software or hardware used in their courses. These funds may be used for release time, stipends, or training and have typically been awarded to faculty who are teaching new software and information technology.

FACULTY ASSIGNMENT, REWARDS, RENEWAL (4.B.5)

BC is a teaching college with research focused on the principles and practice of learning and currency in disciplinary developments and changing applications. This focus is reflected in the first of the core values statements: "We place students at the center of all we do". Faculty scholarship, research, and artistic creation are usually undertaken within this framework. These activities are included in performance evaluations within that context, but they do not directly influence or determine promotion or compensation.

Sabbatical leaves, as provided for in Article Nine of the faculty contract, provide an important vehicle for faculty to pursue state-supported scholarship and research. BC faculty members who receive a sabbatical are encouraged to pursue scholarly activities by means that will provide benefits for them and the college. It is the faculty responsibility to link 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 include rationale for review by faculty peers. A sabbatical leave committee, with four faculty and two administrative members, reviews requests and submits recommendations. The executive dean of instruction presents the recommendations to the Board of Trustees, which has approval authority.

The total number of leaves granted has remained relatively stable, even as the popula-

tion of eligible full-time faculty has increased (Table 4.7). For 2009-10, only 0.5 FTEF was recommended and granted by the board at their May 20, 2009 meeting. This reduction in support was made out of fiscal prudence given continued economic uncertainties.

SPONSORED RESEARCH, GRANTS, CONTRACTS, GIFTS (4.B.6)

BC is an innovative and energetic community. The potential set of professional activities, given faculty interest, far exceeds available funding in any given year. Decisions on what grants to pursue and the best allocation of scarce faculty resources reflect the mission and commitment to focus on students' needs. Ongoing work by the math program illustrates how faculty innovation and commitment to identifying issues and working to improve student success are related to grant funding. With a grant funded by Title III in 2007-08, faculty conducted a study to measure whether using online homework assignments could improve the math program's success and retention rates in developmental math courses. Control groups were identified with mandatory use of online homework systems and control sections used more traditional homework assignments. Math exams administered in 2008-09 determined that there was no statistical difference in the two groups, but math faculty did determine some positive outcomes from the research. These included encouraging

faculty interested in working further with online homework systems to continue experimenting with different ways to incorporate an online homework component to their courses, developing "best practices for online homework assignments" that can be shared with other faculty as they become interested in experimenting with online homework in their classes, offering students the option to do their homework via an online homework system or by turning in paper homework, and selecting textbooks with an eye to the ease of use and availability of online homework.

Other similar examples of research that the college has sponsored in assessing the impact of recent improvements to student advising, matriculation, and college orientation include determining student preferences in course scheduling and ongoing research by the distance education program about student practice, preference, and performance.

There has been a steady increase in grants awarded to the college related to new faculty scholarship, new programming, and equipment for teaching and learning. Grants from the National Science Foundation, Department of Labor, SBCTC, Seattle Foundation, and others support program goals central to the mission of the college. For 2005-06, \$488,347 supported nine different activities. In 2006-07, that amount increased to over \$1 million distributed to nine projects, then jumped to nearly \$4.5 million and 17 awards in 2008-09 (Appendix 4.8).

Table 4.7: Sabbatical Requests and Sabbaticals Granted Since 2005 by Academic Year²⁸

Academic year	Number of quarters requested	Number of quarters recommended	FTEF requested	FTEF recommended	FTEF granted
2004-05	9	n/a	1.67	n/a	1.00
2005-06	13	11	4.33	3.67	3.67
2006-07	34	21	11.33	7.00	5.00
2007-08	12	11	4.00	3.67	3.67
2008-09	13	13	4.33	4.33	4.33

STANDARD FOUR: FACULTY

ANALYSIS AND APPRAISAL

BC is serious in its commitment to the quality of the faculty and of instruction. Faculty members represent a significant investment of the college and are one of the college's most important assets. Faculty members depend upon the college to foster an atmosphere and maintain an institutional structure that allows them to develop and thrive as innovative, effective leaders in education.

Faculty members are qualified to work in their respective positions at the college. With their impressive contributions to shared governance, scholarly endeavors, and professional expertise, faculty members are well positioned to enhance students' learning and engage students at many levels and in many roles.

Even in spite of the economic downturn, the college is continuing its commitment to improve the ratio of full-time faculty to 60 percent. It will make progress by authorizing full-time positions to replace those who retire, converting temporary positions to full-time permanent positions, and adding positions whenever funding becomes available.

As the institution grows and the organization changes, faculty and the administration must continue to work collaboratively to achieve the institution's goals. Ongoing commitment to academic freedom, balancing workload responsibilities, supporting diversity, maintaining a core of committed full-time faculty and providing for professional development all help to preserve a professional environment that offsets monetary constraints in compensation and allows recruitment and retention of excellent faculty.

In seeking to improve, the college has reflected and responded to issues raised in its most recent accreditation review and to those that occur through the daily experiences of college life. Evaluation processes have been reviewed, and then tested and modified where appropriate. These changes are focused on increased rigor in evaluation and continuing improvement in the quality of teaching and professional performance. The revised evaluation processes, centered on mentoring and lending support to faculty as learners, must continue to be effectively communicated and applied. Practices must be regularly reviewed for consistency across divisions and units with guidelines established to deliver thoughtful and candid management.

(ENDNOTES)

- 1 <http://bellevuecollege.edu/about/goals/0411.asp>
- 2 <http://bellevuecollege.edu/about/goals/0411.asp#values>
- 3 WAC 131-16-091, <http://apps.leg.wa.gov/WAC/default.aspx?cite=131-16-091>
- 4 Faculty in these programs may have appropriate educational qualifications, or they may substitute industry-recognized certification, at least two years' relevant work and/or teaching experience for the instructional topic.
- 5 Credentials provided directly from survey of program's instructors.
- 6 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf>
- 7 <http://bellevuecollege.edu/about/goals/strategicplan/default.asp>. Listed as one of the core values of the college is collaboration and shared decision making.
- 8 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf> – and <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf>
- 9 Ibid.
- 10 Ibid.
- 11 Ibid.
- 12 As already noted, some full-time faculty members are librarians or counselors who would have different primary tasks assigned, even if they also do some classroom instruction.
- 13 Organizational Unit Administrators include the chairs of the divisions plus the directors of the library and Health Sciences, Education and Wellness Institute.
- 14 Detailed schedules of faculty professional development events are provided at <https://go.mybcc.net/instruction/ProDev/default.aspx>. These events are developed around a common theme of relevance to faculty development, particularly in the classroom environment. See Appendix 4.4 for the fall 2007 schedule on globalizing the curriculum as an example of the type of material presented and covered.
- 15 Copies of the evaluations for individual sessions as well as for the overall 2007 Teaching Institute event are available upon request.
- 16 Professional development support enables many faculty members to attend seminars and conferences each year and to be considered for periodic sabbaticals and other extended activities.
- 17 Complete descriptions of the process, TRC structure and timelines can be found in these documents.
- 18 These include teaching/counseling/librarianship, campus initiatives, mentoring and advising, shared governance and college service, professional development, and service to the community. The tenured faculty evaluation process requires collection of student evaluations from one-third of their course load each year, selected at random. Faculty members receive only summary numbers and typed student comments. Faculty may submit a self evaluation and other evidence to support their performance.
- 19 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf> – and <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf> Described in Article 19 and all forms (the required summary report as well as optional ones for the self evaluation and classroom observations) are provided in Appendix A of the faculty contract.
- 20 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf>
- 21 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%206%20Required%20Exhibits/Faculty%20Contract%202008%20Revisions.pdf>
- 22 <http://bellevuecollege.edu/policies/>
- 23 This process is consistent with the role of chairs described in the faculty contract (page 10). Information on part-time faculty orientation and other part-time issues has been provided to program chairs as part of the professional development training for program chairs, described in 4.A.2.
- 24 Continuing the tradition from October 30, 2006, Washington State Governor Christine Gregoire signed a new proclamation declaring October 31, 2007 to be "Adjunct and Part-time Faculty Appreciation Day" and calling on "all citizens to honor the thousands of adjunct and part-time faculty who teach in every university and in every technical and community college within [Washington] state." Source: http://www.aftface.org/index.php?option=com_content&task=view&id=195&Itemid=41, first accessed 4 March 2009.
- 25 Source: http://aftblog.blogs.com/shared/image.html?/photos/uncategorized/2007/10/01/gov_gregoire_proclamation.jpg
- 26 http://bellevuecollege.edu/policies/3/3655_Use_of_Human_Participants_in_Research_Activities.asp
- 27 http://bellevuecollege.edu/policies/3/3650_Use_of_Human_Participants_in_Instructional_Activities.asp
- 28 Source: Office of Instruction.

SUPPORTING DOCUMENTATION FOR STANDARD FOUR

Required Documentation	Name of Exhibit	Self-study Reference
1. Statistics available concerning faculty and administration characteristics, such as numbers of males and females, minorities, full-time and part-time faculty years of service, degrees, and years of service	Full-Time Faculty Demographics Employee Data 2004-2008	
2. Completed Table 1, Institutional Faculty Profile and Table 2, Number and Source of Terminal Degrees of Faculty	Table 1 Institutional Faculty Profile Table 2 Number and Source of Terminal Degrees of Faculty	
3. Salary data for faculty, including compensation for special or extra responsibilities	Salaries and Benefits for Full- and Part-Time Faculty, Article Twelve Section I through III	
4. Policy and procedures on the evaluation of faculty, both full-time and part-time	Tenured Faculty Evaluation, Article Eighteen Tenured Faculty Evaluation - Process and Procedures for Evaluation of Tenured Faculty, Article Eighteen Part-Time Faculty Performance Review, Article Nineteen	
5. Representative examples of the institutional and public impact of faculty scholarship	Representative Examples of Faculty Papers and Presentations Available on site	
6. Summary of the most significant artistic creation, scholarly activity, and research by faculty during the last 5 years	Summary of Faculty Scholarship, Artistic Creation and Research	4.B.1
Required Exhibits		
1. Faculty handbook, including personnel policies and procedures	Instructor's Manual	
2. Policy on Academic Freedom	Academic Freedom Policy, Article Eight Section VI	
3. Faculty committees and membership	Bellevue College 2008-2009 Committees, Councils and Task Forces Faculty Participation in College Governance - Maintenance of the Governance System and Enabling Elements, Article Six	
4. Evaluation forms and summary reports of student evaluations of faculty and courses	Faculty Evaluation Forms Examples of Completed Faculty Evaluation Forms	
5. Access to personnel files and current professional vitae	Please Contact Office of Human Resources (Room A101, Ext 2274)	
6. Criteria and procedures for employing, evaluating, and compensating faculty in special programs	Salary and Benefits for Activity Stipends, Article Twelve Section V	
7. Copies of an doctrinal statements required for employment, promotion and tenure	Not Applicable	

8. Policies governing the employment, orientation and evaluation of part-time faculty	Compensation for Part-Time Faculty Performance Review, Article Twelve Section III.G Part-Time Faculty Performance Review, Article Nineteen
9. Summary reports of faculty involvement with public services/community services	List of Service Learning Activities
10. Institutional policies regarding scholarship and artistic creation by faculty and students	Materials Ownership Provisions, Article Eight Section V
11. Institutional policies regarding research activity, including sponsored research by faculty and students	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	
Suggested Materials	
Statistics on faculty retention and turnover	Full-Time Instructional Faculty Retention Rates

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S t a n d a r d F i v e
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L i b r a r y a n d
I n f o r m a t i o n R e s o u r c e s

Standard Five

Library and Information Resources

PART I – LIBRARY MEDIA CENTER

Introduction

In 2005, a visiting team from the Northwest Commission on Colleges and Universities (NWCCU) conducted an accreditation review of Bellevue College (BC) and recommended that the *college core collections and related information resources be sufficient to support the curriculum. (Standard 5.A.2).* In response to BC's 2007 interim report, the NWCCU determined that the Library Media Center (LMC) was now in compliance with Commission criteria for accreditation. In the ensuing years since that recommendation, the college has invested a substantial amount of resources and planning to improve the core collection.

Purpose and Scope

SUFFICIENCY OF RESOURCES AND SERVICES (5.A.1)

The LMC plays a central role in accomplishing the college's mission and goals by being student-centered and committed to teaching excellence. In order to advance the life-long educational development of students, LMC collections and services have expanded in breadth and depth since the last accreditation visit in 2005. Specifically, in response to the findings of the visiting team to enhance the LMC's core collection, acquisitions of print and electronic resources have increased

considerably, thereby updating and strengthening resources for BC's growing curricular offerings with special attention to the bachelor of applied science (BAS) program.

Surveys of faculty and students have expressed satisfaction in the sufficiency of resources and services, the growing collections, excellent service and staff, and the greatly expanded study spaces in the remodeled LMC. The number of library users has increased by 45 percent, and transaction statistics show a 30 percent to 75 percent increase for each service area from 2005 through 2008, an indication of student satisfaction in the resources and services available to them. A 52 percent increase in the number of books circulated is attributed to the increased funding for the book and media budget that provided new acquisitions (Appendix 5.1).

Collaboration between library and discipline faculty has been key to achieving the level of resource sufficiency needed by programs. The LMC currently holds 47,525 volumes of printed books and 3,680 items of media materials and subscribes to 345 titles of print periodicals. Site licenses to over 35,000 e-journal titles and 8,000 e-books extend LMC resources to students and faculty beyond the physical campus. The addition of 21 new databases since the last accreditation visit provides a significant increase in peer-reviewed journals, reference e-books, historical newspapers, specialized health/life science collections, and health data that

are much needed by programs in constantly changing fields. Compared with peer institutions, the BC book collection is more up to date, resulting from increased acquisition of titles with more recent publication dates.

When the D Building remodel was finished in January 2007, the LMC gained increased study space, wireless network for the entire LMC, more computer workstations, and network printing.

SUFFICIENCY OF INFORMATION RESOURCES (5.A.2) AND NATURE AND LOCATION OF OFFERINGS (5.A.3)

As identified in the 2007 NWCCU progress report, the college and LMC have dedicated a substantial increase in one-time and ongoing funding to enhance the library's core collection and other information resources. The circulating print collection had a nine percent increase from June 2005 with highest growth in the fields of literature and the social sciences (Appendix 5.2). This increase is primarily in response to requests from faculty and students for materials on literature, world languages and social issues. Growing programs in allied health, including the BAS, have added titles to the collection in general medicine. An inter-library loan (ILL) system expands access to print and media materials needed by students and faculty that the LMC is unable to purchase for its collection. This reciprocal relationship with other colleges and universities allows the LMC to borrow and makes LMC materials available for loan to other institutions. LMC statistics show that among Washington community and technical colleges, BC lends more than it borrows. A set of guidelines for mailing print materials has been established to expand access to hard copy books for distance education students.

Access to LMC resources anytime, anywhere is available through the LMC website.¹ The LMC is open 73 hours a week except during the summer quarter, when it is open 38 hours

a week. Determined to provide students and faculty library resources regardless of the mode of instruction involved, LMC acquisitions favor online materials because they are always available for students to access through the Web. This eliminates issues related to print materials such as number of copies owned by the LMC, need to be on campus to borrow materials, and the time lag required for inter-library loans. Current subscriptions to online databases provide over 35,000 titles of e-journals, 8,000 e-books, and over 900,000 digital images. The following statistics show usage of the most popular databases.

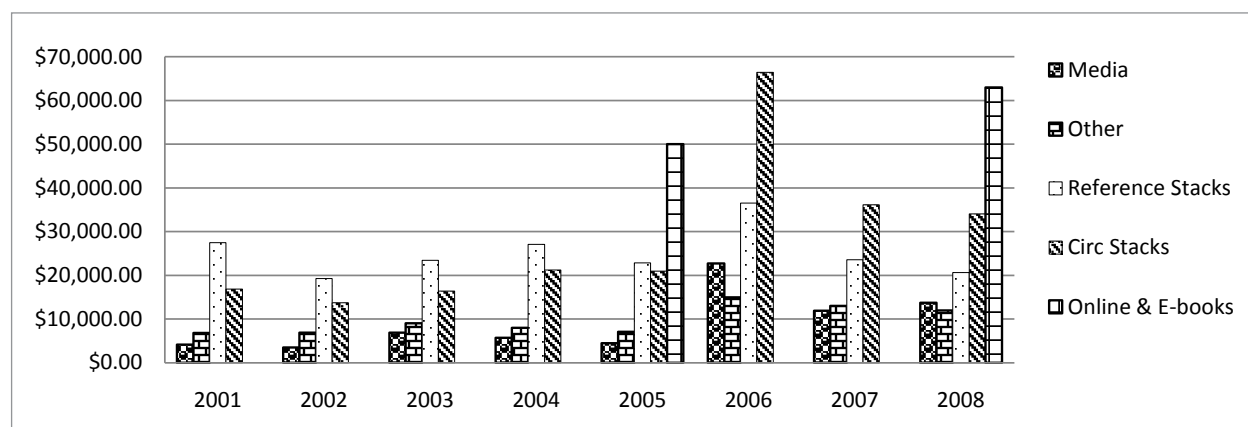
Table 5.1: Number of Searches in Most Popular Databases, Fiscal Years 2006-08

Source	Number of searches FY2006	Number of searches FY2007	Number of searches FY 2008
EBSCOHost	145,437	158,731	191,886
ProQuest	627,667	923,306	1,148,440
Reference e-books	No collection	25,861	45,599

Growth in the media collection includes CD and DVDs for classes in literature, speech, ESL, and foreign languages. Table 5.2 shows the growth in collections in terms of dollars spent.

To prepare for the initial cohort of students in the BAS program in fall 2007, \$25,000 in new funding was used to purchase materials specific to the program. Additional funds were added to the LMC annual budget to maintain subscriptions. Since many of the classes are held online, the LMC has created efficiencies in accessing resources acquired specifically for the program. A librarian created online tutorials explaining the use and special features of the electronic resources available through the LMC. For easy access to these items, a subset of links was created in the LMC site.² All BAS faculty who responded to the user survey indicated that the LMC resources were satisfactory for their courses.

Table 5.2: Purchases for Collections 2001-08



For supplemental materials, arrangements have been made with the health sciences library at the University of Washington for access to the collection by BC students in the baccalaureate program.

The LMC conducted surveys in spring 2008 of faculty and students who use library resources. An equal number of full- and part-time faculty returned a total of 129 responses. Faculty who responded that they used the library daily accessed library resources online rather than visiting the library in person. Seventy-eight percent felt that the LMC has enough resources to support the needs of the faculty member's program, and 42 percent felt that the LMC plays a very important role in achieving program outcomes. Sixty-six percent surveyed rated the LMC resources 8 or higher on a 10 point scale, so faculty are satisfied with the resources and services that the library offers. Typical comments from the survey follow:

- "I teach at multiple community colleges and the LMC at BC is the best in resources and availability - a true treasure house we should all be grateful for; I surely am."
- "The LMC has all the resources any instructor may wish; unfortunately sometimes we don't appreciate them as we should, and some other times we just don't have time to do everything we'd like to do."

- "The LMC has allowed me ample use of interlibrary loan, and has purchased books upon my request...much of what we as faculty really need is not teaching tools but a continued inflow of knowledge and understanding in our fields. The LMC has helped me more than any other element of BC to this end."

The most utilized resources are Voyager, the library catalog (83 percent), and the e-journals from EBSCOhost (53 percent) and ProQuest (54 percent). Over 51 percent use the LMC's media resources and 70 percent have placed items on reserve for their students. Of the faculty who assign student projects that require use of LMC resources, 58 percent teach on-campus classes while 23 percent teach online.

The LMC student survey revealed that students who used the resources rated the following resources as satisfactory to outstanding: online databases (94 percent), book collection (86 percent), print periodicals (91 percent), LMC web site (90 percent), computer workstations (84 percent), and study rooms (86 percent). Staff helpfulness was the highest rated resource at 96 percent.

The LMC has an arrangement with Eastern Washington University (EWU) for students taking EWU classes on the BC campus to provide assistance and order books from their library which are delivered by special courier.



Information Resources and Services

EQUIPMENT AND MATERIALS (5.B.1)

Growth in programs and course offerings as well as varying modes of instructional delivery requires a library media center that provides a balanced collection to support the college's instructional portfolio. This is achieved by applying LMC formulated collection development guidelines for print, media, and online resources in consultation between librarians and discipline faculty as well as input from students. To facilitate the process, each of the five full-time librarians serves as a liaison to an instructional division. The Library Advisory Committee, which has a faculty representative from each instructional division, was created in 2005 to achieve more focused collection development discussions with faculty. Chaired by a librarian, the committee meets at least twice a year.

Quality and depth of the collections are measured using the guidelines established by the Association of College and Research Libraries (ACRL). A professional tool developed by the Online Computer Library Center (OCLC), the internationally recognized body for the cataloging and organization of library materials, provides collection analysis that compares the BC LMC collection with those of peer institutions (Appendix 5.3).

The Library of Congress Classification System is used to catalog all resources owned by the LMC. As information management becomes more technology based, BC has taken great strides in providing an excellent technology infrastructure for document delivery. Strong collaborative work relationships with computing services and media maintenance, both departments under Information Resources (IR), enable the LMC to provide reliable networked services to students, computer and media services to classrooms, and interactive television (ITV) services to EWU classes at BC.

INFORMATION RESOURCES EDUCATION (5.B.2)

Librarians and LMC staff enable students to use LMC resources independently and effectively by providing continuous staffing at the public service desks in the reference and circulation areas and media center to help students locate materials and use equipment. Additionally, media center staff are available to assist faculty in the use of electronic classrooms.

Library instruction sessions have taken a more collaborative approach since the mid-1990's. Taught by librarians in conjunction with specific classes, this effort is one of the most positive developments in the last 10 years. When faculty integrate information literacy into their curriculum, students are exposed to resource based learning that teaches and develops critical thinking skills. Increased LMC resources provide students the wide range of viewpoints that enable them to develop higher levels of thinking as they use and synthesize the information they gather. Being the experts in the effective use of information sources, librarians partner with discipline faculty in enriching discipline content by incorporating information needs and source identification into courses, highlighting effective search strategies and emphasizing critical thinking skills. Discipline and library faculty work collaboratively

in instruction sessions to create assignments that help students develop search strategies that lead to higher levels of thinking. The 1998 Critical Thinking and Information Literacy Across the Curriculum (CTILAC) grant from the National Science Foundation was instrumental in institutionalizing the integration of information literacy modules into content areas. A significant development from the grant implementation was the inclusion of research/information literacy as one of the BC general education outcomes. Currently, 152 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. The library instruction program has grown from 154 classes for 3,437 students in 1997-98 to 212 classes for 4,984 students in 2007-08.

Librarians instruct students in acquiring and using information from print and electronic resources, 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 in designing research class assignments and projects.

POLICIES, REGULATIONS AND PROCEDURES (5.B.3)

The LMC maintains a policies and procedures manual to provide legitimacy and consistency in implementing procedures related to services it provides to the college community. As appropriate, policies are posted on the LMC website or around the LMC for visibility and as constant reminders. A copy of the LMC Policies and Procedures Manual is available at the Circulation Desk. The LMC follows college policies, such as those involving student conduct, personnel, budget, use of technology, and facilities management. Email is used to communicate to the college

community new policies, new acquisitions of books, media and online resources, including the use and access of these resources.

Procedures for the selection and acquisition of print, media, and online resources are available on the LMC website. These include guidelines for collection development of books and media, for the selection and renewal of periodicals, and for the selection of online databases on e-journals and e-books.

Equipment under the care of the media center is tracked using an in-house developed database management system that is web-based. It generates reports on equipment assigned to each classroom, purchases, items sent to surplus, equipment on maintenance, and those that have been lost to theft. This dynamic system provides input for timely capitalization of equipment.

PARTICIPATORY PLANNING (5.B.4) AND 5.E.2

Posters that say "Let us Learn Together" in 20 languages hang in the LMC to remind students that the LMC staff and resources are their partners in the learning experience. Comments from students are welcome through the suggestion box located at the circulation desk. Student clubs are invited to participate in creating library displays in observance of significant events and college activities. During the LMC remodel, focus groups provided ideas on desired functionalities in the new facility, such as more quiet study space and discussion areas. Students who were still on campus after the remodel expressed appreciation for the spacious remodeled LMC. Involvement of librarians and staff in college committees (Distance Education, BC READS!, Instructional Pluralism Committee, Teaching Institute, and Employee Pluralism Committee) provides integration of information literacy into committee work plans.

Facilities and Access

ACCESSIBILITY AND SUFFICIENCY (5.C.1) AND 5.B.5

Since information is the primary product of the LMC, easy access to its various resources and services is of primary importance. Traditional equipment, such as copiers, a microfilm reader/printer and network printers, is available for student use. 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 on two floors, four ADA-accessible PC workstations (using Wynn Wizard software) with scanners, closed captioning capability, and a large print reader. The LMC website follows BC web guidelines for accessibility.

Email addresses to public service desks allow students to ask questions about resources or their research at any time. Via the LMC website, users access services, periodical databases, and e-books 24x7. Voyager, the online library catalog, allows users to renew books, place holds, and provides persistent links to e-books for remote access. With remote assistance from a librarian, books can also be requested using WorldCat via OCLC FirstSearch. Starting winter 2009, BC students can acquire assistance from a librarian through QuestionPoint, a national network providing virtual reference service with actual reference librarians responding to student questions 24x7.

Because products vary depending on publisher choices, tools for maneuverability across databases have become necessary to provide seamless use for students. One such tool is Central Search, which the LMC started using in fall 2007. For students new to the structured method of searching e-resources, this makes the long and varied list of resources on the LMC website less intimidating. When a student enters an initial search statement using Central Search, that student

is directed to LMC resources that may possibly be relevant to the search. The student then decides which individual resources to pursue for the research.

Whenever possible, the LMC purchases the online version of a publication, making it accessible to on-campus and distance education students. Online tutorials that explain the use of online materials expand the reach of instruction to students who do not come on campus or those who are not able to attend library instruction.

During the accreditation visit in 2005, the LMC was in its temporary location in the L Building. In January 2007 the LMC moved to its newly remodeled facility of 40,000 square feet. In response to requests for more student study rooms for group discussions, there are 20 study rooms accommodating groups of 2 to 12. A large 18-seat study room is used for scheduled meetings of learning communities. A popular location for college events and presentations, the LMC event center seats 65 and is equipped with an electronic lectern with Internet access, two data projectors, and two screens. In 2007-08, the event center was used for 185 events.

ITV has been gaining popularity at BC to deliver instruction and for administrative purposes. The media center supports ITV videoconferencing for baccalaureate degree courses and those that are delivered in partnership with Eastern Washington University and other educational institutions. Programs that regularly use ITV include the BAS degree program, nuclear medicine technology, radiologic technology and diagnostic ultrasound.

COOPERATIVE ARRANGEMENTS (5.C.2)

When the integrated library system was replaced in 1999, BC joined a consortium of 15 community colleges and formed the Online Research Catalog Authority (ORCA) to work with the Center for Information Services (now, SBCTC-IT) on the technical, financial, and legal aspects of purchasing Voyager,

which includes software for the online catalog used by 22 state colleges.

The LMC Director is a member of the Library Media Directors Council (LMDC), comprised of the library directors of all Washington community and technical colleges. Reporting to the Instruction Commission (chief academic officers within the college system), LMDC has worked effectively as a consortium for recognition of the importance of the library in the instructional function of each college. In 2002, BC and 33 WA community colleges signed a reciprocal borrowing agreement endorsed by the college presidents that enable students to locate and borrow books from all 34 libraries.

The LMC participates in consortial purchases arranged by LMDC, mainly for online databases. It collaborates with the Orbis Cascade Alliance, a consortium of Pacific Northwest two- and four-year institutions, to arrange the best price for CINAHL, a database for nursing and allied health. LMDC also partners with the State Board for Community and Technical Colleges (SBCTC) for legislative funding to purchase commonly needed online resources by all colleges. It also works with the Washington State Library on the implementation of a four-year statewide grant for information literacy that began in 2004. Continuing work on information literacy at BC has enabled the LMC Director to take lead roles in this grant implementation. BC librarians have used grant funds to work with faculty on the development and assessment of information literacy modules in classes.

Personnel and Management

STAFFING (5.D.1, 5.D.2, 5.D.3)

To accommodate the increase in the number of patrons and service transactions, the number of library staff has increased 1.23 FTE since 2004 (Appendix 5.4). Yearly increase in the number of instructional sessions taught by librarians was the main impetus behind

the approval of the additional librarian position in the 2005-06 budget. Part-time librarian hours allow for continuous availability of one-on-one instruction for students at the reference desk and class instruction. To satisfy the steady increase in request for services, particularly those received by the media center, the operating budget was increased by \$12,000 starting in 2008-09 to hire more hourly employees and student assistants.

The library director and all librarians hold master's degrees in library/information science. All librarians have faculty status, and full-time librarians are hired in tenured faculty positions. Each full-time librarian maintains an area of specialty, such as web development, cataloging and systems management, acquisitions, coordination of instruction, and use of media in instruction.

All non-librarian staff meet the job requirements as specified by the Washington State Department of Personnel. They either have a bachelor's degree, a library technician's certificate, or media technician's certificate. Each staff member undergoes an annual performance review that highlights accomplishments and identifies areas of improvement. Updated job descriptions are on file with the Office of Human Resources. Performance expectations and professional development plans are formulated when the annual staff performance evaluations are completed.

LMC staff and librarians keep abreast with changes in librarianship and effective library services by reading professional journals and attendance at conferences and workshops. Full-time librarians receive professional development funds provided by the faculty contract, a small percentage of which is used by part-time librarians. Starting in winter 2008, weekly librarian meetings are held to discuss and share instructional methodologies and materials, strategies for faculty partnership in collection development, and new approaches to librarianship.



Librarians participate regularly and have provided leadership roles in BC's faculty professional development days. A librarian conducts a session on library resources for newly hired faculty at the BC Teaching Institute. Librarians also collaborated with the Instructional Pluralism Committee by offering workshops on integrating materials on diversity and pluralism into classes. Classified staff have held leadership roles in the Employee Pluralism Committee, the Black Employees of BC, and the Lesbian, Gay, Bisexual, Transgender, Queer, and Allies (LGBTQA) Pride Alliance. Non-librarians working in the LMC attend conferences and workshops directly related to their work.

ORGANIZATION AND LINKAGES (5.D.4)

In 2002-03, the LMC was placed under the Office of Instruction, with the LMC director reporting directly to the executive dean of instruction. This changed the previous organizational structure in which the LMC reported to IR, as recommended by the 1995 NWCCU evaluation committee. Reporting directly to the executive dean of instruction has pro-

vided the LMC director more opportunities for consultation with instructional leadership on LMC initiatives and operation. The LMC continues to work closely with IR, especially Computing Services, regarding support for student workstations, access and installation of online resources and network management.

A continuing partner, the Center for Liberal Arts, has collaborated with the LMC in promoting reading as a necessary component of the learning experience. BC READS! provides an opportunity for faculty in various disciplines to integrate the same book in their class. It also gives students a common book to discuss as they study it in the context of their various courses.

ROLE IN CURRICULUM DEVELOPMENT (5.D.5)

BC 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 Curriculum Advisory Committee (CAC) to ensure the availability of resources that support the curricular and research needs of the proposed course. The LMC director is a non-voting member of CAC and this responsibility has been delegated to a librarian. In addition, librarian division liaisons work with discipline faculty in selecting materials that are unique to a particular program or discipline.

FINANCIAL SUPPORT (5.D.6)

The permanent budget for the LMC has increased by over \$222,000 since 2004-05. In allocating its resources, the LMC supports instructional programs by: (1) maintaining a strong reference collection, (2) making resources available in print and electronic formats to accommodate both on campus and online students, (3) providing access to commercial databases with materials necessary for higher education, (4) providing updated media equipment in classrooms, and (5) maintaining a highly competent staff.

Table 5.3: Library Media Center Budget Comparison, Fiscal Years 2005-08

Fiscal Year	Personnel with Benefits	Books, periodicals, other Media	Online Databases of Periodicals, e-books	Other	Total LMC Expenditures	Increase in Funds for Books and Media
2005	\$791,013	\$ 88,193	\$ 82,919	\$150,175	\$1,112,300	+ \$ 40,000
2006	\$911,998	\$177,164	\$ 85,075	\$124,097	\$1,298,334	+\$140,000
2007	\$927,368	\$111,343	\$108,160	\$152,452	\$1,299,323	+\$ 65,000
2008	\$986,866	\$135,042	\$ 80,131*	\$152,040	\$1,354,079	+\$75,000

*Although site licenses for e-journals and e-books increased, expenses for online resources decreased in FY 2008 for several reasons: (1) a collection analysis process identified the unique journal titles in each database, a useful guide in deciding where the dollars provide the most resources; (2) multiple year subscriptions were purchased at discounted rates; (3) many e-books were one-time purchases; (4) the high price of initial connections to new subscriptions were paid in FY 2007 followed by lower maintenance fees.

During 2005-06 BC provided \$100,000 in one-time funds for the acquisition of books and media to improve the LMC's core collection. In response to the recommendation in the 2005 accreditation report, the core collection continues to be strengthened in size and quality using additional funding of \$10,000 each year for the period 2006-10 when the permanent operating budget for the book and media collection will be \$95,000. This is a huge increase from the permanent book budget of \$40,000 in 2005. Additionally, the LMC received \$15,000 each year in one-time funds for the period 2006-09. The column "Funds for books and media" in Table 5.3 shows the increase in funding. Funding for online materials is also available from distance education, workforce development, the BAS, and medical informatics programs. The table gives an overview of the LMC budget.

Planning and Evaluation

PLANNING PROCESS (5.E.1) AND 5.E.2

The college's strategic plan is the overarching guide to the annual work plans of divisions, including the LMC. Educational Services Cabinet and the Instruction Cabinet are attended by the LMC director where she reports on LMC accomplishments and plans. Direct faculty involvement in LMC planning is achieved through the Library Advisory

Committee, participation of librarian liaisons in division meetings, librarian membership in the Distance Education Committee, and librarian participation in BC READS!.

Computer purchases and plans for technology use are implemented only after consultation with IR. The technical services librarian works closely with network staff in IR on the college wide access to the increasing number of electronic periodicals and books as well as tools that provide efficiencies in searching across the growing number of the LMC's online resources. Policies for improved service are discussed and approved at LMC staff meetings.

EVALUATION AND CONTINUOUS IMPROVEMENT (5.E.3)

Utilization of library resources is tracked through routinely generated statistical reports that reflect usage of various collections, media equipment, and the provision of services. Traffic and service patterns from the reports influence the staffing levels for the service points.

Partnership between librarians and discipline faculty in providing library instruction is key to formulating outcomes and content for each instruction session. Because faculty recognize the strengths of scholarly and popular e-resources and the efficiencies developed from effective search statements, working

with librarians enables students to maximize use of the steadily increasing number of electronic resources. Librarians conduct evaluations at the end of instructional sessions using class evaluation form L, as specified in the faculty contract.⁴ These evaluations are components of the tenure and the post-tenure evaluation process. Positive student evaluations can be attributed to the collaborative work that is involved in preparation for library classes. Also, every instructor who requests library instruction for a class is asked to fill out a Library Instruction Session Faculty Feedback form. The feedback sheet has been helpful in determining the effectiveness of the instruction to the specific assignment or project being addressed.

BC librarians participated in the four-year statewide information literacy efforts of community and technical colleges, funded by a

federal grant through the state library, that included work on assessment of information literacy at the course level. In fall 2007 the librarians created an assessment instrument appropriate for information literacy competencies developed by the ACRL. Since winter 2008 the instrument has been used in partnership with discipline faculty. The instrument will be used during 2008-09 with a planned review in spring 2009. The assessment worksheet is shown in Standard Five exhibits. A new grant from the Washington State Library enables continued involvement by the LMC in implementing a statewide focus on infusing use of library resources in ESL and developmental courses to improve reading and writing as well as develop critical thinking skills necessary for students to continue learning in their personal and professional lives.



STANDARD FIVE: PART I – LIBRARY MEDIA CENTER

ANALYSIS AND APPRAISAL

Collaborative work between librarians and discipline faculty continues. This partnership is evident in library instruction sessions and assignments that use discipline content in teaching how to determine information needs and critical thinking in research.

Well qualified LMC staff design and implement efficiencies in providing continuous service to all BC students, faculty, and staff to keep up with growing enrollment, increasing number of courses and programs, and the increasing variety in modes of teaching.

Ability of the LMC to determine the best use of fiscal resources provides optimal support to BC's curricular needs. This is particularly true in the acquisition of e-resources which involve significant investment of funds as well as staff time and expertise.

Increased fiscal resources for print, media and online materials have enabled the LMC to increase the collection in breadth and depth for many disciplines and to create a core collection that is appropriate to the size and complexity of the college's instructional offerings.

The remodeled LMC provides students with comfortable study areas in close proximity to the print and online resources they need. The facility can accommodate new technologies for curricular activities and administrative tasks using ITV and Elluminate. Use of the latter has resulted in savings of time and travel.

Excellent technical support from computing services and the reliable computer network infrastructure continue to benefit students, facilitating their research and other library-related educational needs.

Determining actual student learning for information literacy after a 50 minute class continues to be a challenge. Librarians in col-

laboration with discipline faculty continue to refine an assessment instrument for library instruction.

Active marketing of resources to students is a challenge in a commuter campus where students are not able to spend extra time for workshops that are not required for completing the class. The LMC implements various strategies to inform users about resources and services: LMC website, bookmarks, posters, library displays, and LCD display.

The ability to provide instructional support for students who are not equipped with sufficient technology to access LMC resources is an ongoing challenge. As e-resources increasingly support the growing online and hybrid course offerings, students in these classes need access to assistance from librarians in using the resources.

Limited staffing presents a challenge for the implementation and sustainability of new technologies and resources in the LMC. For example, social networking technologies have library applications, but require significant staff time to maintain.

(ENDNOTES)

- 1 <http://bellevuecollege.edu/lmc>
- 2 <http://bellevuecollege.edu/lmc/bas.html>
- 3 http://bellevuecollege.edu/policies/3/3550_library_media_center_policies.asp
- 4 https://go.mybcc.net/instruction/accreditation/exhibits/Standard%205%20Required%20Exhibits/LMC_Student%20assessment%20of%20library%20instruction.%20%20Library%20Instruction%20Form%20L.jpg

PART II – INFORMATION RESOURCES

Introduction

The mission of Information Resources (IR) is to meet the ongoing technological needs of students, faculty, staff, and administrators by incorporating the newest technologies with innovative, quality infrastructure and services to positively affect campus workflow with minimal budgetary impact to the institution.

IR's mission directly relates to the college's mission by facilitating the work of students, faculty and staff. IR specifically addresses goal 7, technology leadership, which states, "BC will be a leader in administrative and educational technology, including online learning." In total, IR consists of seven departments: Computing Services (CS), Technology Development and Support Services (TDSS), Web Services (WS), Distance Education (DE), Faculty Resource Center (FRC), Television Services (TS), and the KBCS Radio Station.¹

Purpose and Scope

SUFFICIENCY OF RESOURCES AND SERVICES (5.A.1)

IR has adequate resources to meet the college's mission and goals. Students have access to over 1,200 computers across campus in the library and 54 computer labs, including the writing lab, reading lab, math lab, and the open computer lab, which has 210 computers. These facilities, along with the wireless network, offer sufficient Internet access to serve student needs.

Every full-time employee who needs a computer is provided one. Presently, over 900 computers are assigned to college employees. Part-time faculty members have access to computer stations in the division offices or part-time faculty offices. IR manages over 160 servers, over 2,000 computers, 104 network switches, 106 electronic classrooms, over 30 applications developed in-house, plus nearly

700 applications licensed to the college and an expanding wireless network. TS, which recently moved back into remodeled facilities in the D wing, manages a television studio, editing suites and a cable distribution system that reaches over 550,000 homes. KBCS, the radio station, recently moved into remodeled Houses 4 and 5. The FRC is in the remodeled D wing and contains a training lab with 16 new computers.

SUFFICIENCY OF INFORMATION RESOURCES (5.A.2)

IR has 52 full-time staff and many hourly staff to support teaching and learning and college operations. All the computer labs and electronic classrooms directly support teaching and learning. IR is rapidly expanding wireless access throughout the campus so students have direct access to the Internet at any time and place. IR manages hundreds of teaching and learning applications. Most recently IR added Interactive Television (ITV) and course capturing software for recording classroom presentations and lectures for later student playback used by the bachelor of applied science (BAS) classes. Elluminate was recently added to support online tutoring for math courses. Other programs are now also using these applications. The college has made a significant investment in SharePoint as a tool for creating MyClass sites in the portal for every credit section offered. BC is upgrading to Microsoft Office SharePoint Services (MOSS) for the college portal and online MyClass sites, and installing Microsoft Office Communication Server to add wikis, blogs, instant messaging and Live Meeting, which were requested by faculty to meet their teaching and learning needs.

NATURE AND LOCATIONS OF OFFERINGS (5.A.3)

The computer labs and electronic classrooms are dispersed across campus to provide the widest access to students. Labs and electronic

classroom locations are determined by the program utilizing them, based on available space. Computer labs and electronic classrooms are designed and implemented with faculty and staff input. Software needs are determined by the faculty who teach in the programs. Four electronic classrooms were redesigned for the BAS program, and new hardware and software were added to meet the growing teaching and learning requirements of this program.

Since 2004 the college has created 40 electronic classrooms. The college adds new electronic classrooms annually depending on the funding available through the budget planning process.

Information Resources and Services

EQUIPMENT AND MATERIALS (5.B.1)

All hardware and software purchases for the computer labs and electronic classrooms are selected to support the college's educational programs. Much of the college's hardware, software and application development directly supports the educational programs. Blackboard Vista, the college portal and MyClass sites, degree audit, request center, campus alerts, curriculum proposal tool, Elluminate, Camtasia Relay, and ITV are a few examples of recent technologies added to support teaching and learning. The Technology Fee Oversight Committee advises IR about hardware and software purchases. The Technology Advisory Committee (TAC) provides advice to the dean of IR on matters related to technology. Each of the committees identified in section 5.B.4 also influence the selection and acquisition of hardware and software both for instructional and administrative use. Most recently the TAC researched and selected a clicker technology to use in electronic classrooms. The i-BC committee prioritizes application development requests and recommends a prioritized list of appli-

cation projects to President's Staff for final approval. A portal governance committee works with WS to plan and make recommendations for improving the college portal. The IT management team coordinates projects and work activities, and plans and discusses IT related issues needing wide input.

INFORMATION RESOURCES EDUCATION (5.B.2)

IR provides information technology related services to improve employees' work effectiveness. The FRC provides technology training to faculty and staff online, individually, and in groups.² The FRC lab has 16 computers and provides ongoing training in the Microsoft Office Suite, Blackboard Vista, podcasting, Camtasia, Elluminate, Dreamweaver and other applications. Employees can sign up for training through the employee training and tracking application.³ The FRC also provides faculty support in course design and development. Any faculty or staff member involved in hybrid or online learning is also on the Faconline listserv. Members can raise questions in Faconline, and respondents help solve the problem or find a work-around within a few minutes of posting.

WS provides campus-wide portal training in the FRC training lab and through online demos and training materials for both employees and students.⁴ The department also provides one-on-one training for faculty and staff who manage campus websites.

Faculty and staff can also report problems through the help desk or request center.⁵ CS staff resolve the problem over the phone or in the person's office. CS also offers hardware and software training in the campus labs.

TDSS develops new applications and then trains program staff who have requested the application; they, in turn, train others. For example, payroll staff are training the campus community to use the online time and leave reporting tool developed by TDSS.



Student hardware and software training is offered in a variety of ways. Training is provided by faculty in the classroom. Many of the online training materials are also available to students. The portal provides online training materials available from the student log-in page. DE provides online training materials and at the beginning of each quarter offers several on-campus training sessions for students on how to use Blackboard Vista. CS also provides hardware assistance to students. Students can submit requests to the Student Technology Support Center (STSC) via email, phone or in person. The STSC is located in the Open Computer Lab, N250, which is open daily, a total of 88 hours per week. Students can also get online help at the academic computing website.⁶ Printed materials are available in the lab, and lab assistants help students individually.

POLICIES, REGULATIONS AND PROCEDURES (5.B.3)

All information resources policies and procedures are documented, updated and posted in the college's policies and procedures manual on the college's website and on the employee portal.⁷ College technology policies, standards and regulations are posted on the IR website.⁸ College policies and procedures related to students are published online, in the catalog and in print. Other policies and procedures such as accessibility standards, web space usage, and copyright issues are available on the public website.

The college is required to follow the state guidelines for addressing IT security. A formal audit takes place every three years to ensure the college is meeting the Washington State Information Service Board (ISB) requirements, and a letter to the ISB must be submitted annually stating that the college remains in compliance (see Standard Five exhibits). All policies and standards are reviewed by the TAC, and all policies must also go to All College Council for consideration. Policy recommendations are evaluated by President's Staff, and the president has final approval authority.

PARTICIPATORY PLANNING (5.B.4)

BC offers a wide variety of opportunities for employees and students to participate in the planning and development of IR resources and services. The following committees provide advice and recommendation to IR.

- TAC – students, faculty, staff and administrators advise the dean of IR on technology strategies.⁹
- Technology Fee Oversight Committee – students, faculty and administrators make recommendations and prioritize hardware and software purchases for computer labs and electronic classrooms outlined in the Student Technology Fee agreement.

- i-BC Committee – faculty, staff and administrators make recommendations to transform college processes by advancing guidance, oversight, collaboration and strategic investments in web-based technologies.¹⁰
- Distance Education Committee – faculty, staff and administrators provide advice and support for the director of DE on all matters related to distance learning activities.¹¹
- Portal Governance Committee – faculty, students, staff and administrators help with developing the deployment strategy for the college portal.
- IT Management Group – IR staff and administrators meet weekly to address issues, plan, and make sure all the IR technical support departments work toward the same goals.¹²

In addition, IR staff members conduct surveys and focus groups and hold brown bag lunches with the college community to obtain additional feedback for improving IR services¹³ (see Standard Five exhibits).

COMPUTING AND COMMUNICATIONS SERVICES (5.B.5)

All employees and students have access to email, the Internet, and the college portal. Students can access the Internet from any of the computer labs, many classrooms, and the library. In addition, the college is expanding its wireless access across the campus. Useful links for students are provided on many college websites including the Library Media Center (LMC), BC public websites, MyBC, FRC, and faculty websites either through Blackboard Vista or MyClass sites.

Faculty, students, staff, and administrators have expressed an interest in obtaining more tools for collaboration within and outside the college. Additional faculty are now interested in using Elluminate as well as the ITV and Tegrity collaboration tools originally installed

for the BAS degree program. In response to the campus community's input, the college is upgrading its SharePoint 2003 portal to MOSS, which will add collaboration tools like instant messaging, wikis and blogs, and Microsoft Office Communication Server which will allow live two-way communications through Live Meeting. This tool will allow greater collaboration with other colleges, both within and outside the state.

Facilities and Access

ACCESSIBILITY AND SUFFICIENCY (5.C.1)

Students have access to campus computers seven days a week, totaling 88 hours. Most buildings have wireless access. All student computers are replaced every three years and software is updated as new releases are provided. CS provides over 100 software applications for students.

All computer labs meet Americans with Disabilities Act (ADA) requirements, with compliant workstations available in the Open Lab and the LMC, as well as specific labs which require such computers. CS supports over nine adaptive technology applications and the Disability Resource Center has an adaptive technology services coordinator to assist students and employees. All official college web sites are ADA compliant.

All full-time faculty members are assigned a computer, and part-time faculty members access computers in division offices. The college is in the process of migrating computer systems to Microsoft Vista/Office 2007 and Mac OS 10.5/Microsoft Office for Mac 2008. As a result, most of the faculty and staff computers are being updated or replaced. For the past three years the college has allocated \$162,000 per year for computer replacement. All software and patches are kept current by automatically pushing the updates to the desktops.

With the demand for more technology, IR has added 45 servers since 2004, bringing the total to 160 servers. The college is running out of server room space and is at the capacity limit for the back-up generator; therefore IR is adding more server room space, purchasing a larger generator and adding an additional cooling system. Currently, blade servers and virtualization utilize available space more efficiently. Eventually, some applications will need to be moved to an offsite server farm.

COOPERATIVE ARRANGEMENTS (5.C.2)

IR has several cooperative and formal agreements with external agencies which enhance the delivery of technology services to the campus. The State Board for Community and Technical Colleges (SBCTC) hosts the primary administrative and student data systems for the 34 state community and technical colleges. The college has two formal agreements with the SBCTC, one to assist each other with space and hardware needs in case of disaster recovery, and the other to secure data systems, as mandated by the state's Information Services Board. Through a formal agreement, the college has shared its campus alerts application with the other state community and technical colleges.

The college also has a working agreement with Microsoft, Big Bend Community College, and Cascadia College to use SharePoint as a portal and to develop web parts for creating online MyClass sites for all courses. This group is working together to add additional web parts that can be used within the MyClass sites to enhance teaching and learning experiences. These web parts are freely shared with other colleges.

The college has an agreement with the city of Bellevue to share the college TV studios, editing facilities, and cable distribution system. In return, the television production advance track students get paid internships to assist in city of Bellevue productions.

When the city renegotiates their Comcast contract, the nearly \$400,000 they receive for new equipment is passed on to BC as part of the agreement to update equipment. Another partnership with the city of Bellevue and other public and educational entities will create an optical fiber network around Lake Washington. BC owns 6 strands of fiber between the college and the city of Bellevue Data Center. This fiber will connect to other schools, firehouses, hospitals, etc. to deliver educational content and for emergency back-up to the K-20 fiber network.

Personnel and Management

STAFFING (5.D.1)

The college employs a sufficient number of IR staff to accomplish most of its goals. In the past two years, IR has added one staff position in both CS and WS. CS uses the online request center to maximize work efficiencies. As technology advances continue, CS takes advantage of computer automation and deployment technologies. For example, it once took six employees four days to configure and set up the Open Computer Lab each quarter, but it now takes two employees four hours to do so.

Demand for new technologies and applications continues to grow. Keeping up with all application development requests made to TDSS is a challenge. The upgrade to MOSS should help solve many of these needs.

The FRC has only two full-time staff and a few student hourly staff to address the growing demand for online and hybrid learning, and other faculty needs. As a result, the college is in the process of merging the FRC with other units to become part of a larger teaching and learning center which will help address these staffing needs. As the center grows, there will be more experienced faculty available to assist new faculty.

STAFFING QUALIFICATIONS (5.D.2)

Every employee in IR has a current job description and all employees have the required competencies to meet their job responsibilities.

PROFESSIONAL GROWTH AND DEVELOPMENT (5.D.3)

In 2007-08, IR spent nearly \$65,000 on training for IR staff. Because IT training is expensive, only a few employees attend each year, but attendees share the training with others. Employees attend free webinars and free workshops hosted by Microsoft and other vendors. CS and TDSS subscribe to several technical journals, and they purchase books essential for maintaining currency. Staff members frequently use the Internet to keep current and find solutions to problems. The college subscribes to online Books 24X7, an impressive technical collection that staff members use for independent training needs.

ORGANIZATION AND LINKAGES (5.D.4, 5.E.2)

Information technology at BC is centralized through IR. All student computing, administrative computing, servers, networks, phone systems, application development, WS, DE, FRC activities, TS, and the KBCS Radio Station are part of IR. CS, TDSS, and WS interact and are dependent on each other, and administrators and key staff meet weekly to coordinate work (see Standard Five exhibits). It is critically important that clear communication systems exist between IR and the various campus units, which is accomplished by the dean of IR serving on President's Staff and Educational Services Cabinet. Committees related to IR functions and IR staff who serve on other committees ensure that IR provides the services essential to meet the college mission and goals. CS also works closely with all the academic programs. WS collaborates with institutional advancement

staff to keep public web sites current. TS, DE, FRC and WS work together on delivering content to the external community.

ROLE IN CURRICULUM DEVELOPMENT (5.D.5)

Instructional administrators and program faculty members work closely with IR when curriculum issues involve the use of technology. The goal is to provide the best technological solution to meet the curriculum needs of the faculty. For example, IR was part of a group of faculty and staff that explored the best ways to use podcasting in teaching and learning. Faculty, administrators, and students on TAC also researched, tested, and recommended a clicker technology to be implemented for campus use. DE and FRC staff help faculty in the use of technology and assist in course design to meet teaching and learning needs.

FINANCIAL SUPPORT (5.D.6)

The college continues to make substantial investments in technology. The operating budget for IR is \$7.6 million per year, which is sufficient to deliver needed services to the campus community (see Standard Five exhibits). As the need for more technology dollars continues to grow, careful strategic planning and a current technology plan are essential. One strategic example is the move to Exchange 2007, Microsoft Office SharePoint Services, Microsoft Communications Server, Microsoft Vista and Office 2007. Expending resources to accomplish this deployment will help improve teaching and learning and campus workflow processes. Using MOSS as a platform will help speed delivery time for services needed by employees and students. Student technology fees help the college to maintain a three-year replacement cycle of hardware and current software for computer labs that serve students' needs.



CS staff members maintain all hardware and software. The college contracts with vendors to help keep the other servers and systems operational and maintains a premium support contract with Microsoft for difficult software problems.

The college employs strong protocols and requirements to safeguard server facilities electronic classrooms, labs and employee computers. The college has lost very few computers due to theft over the past several years and never lost a server.

Planning and Evaluation

PLANNING PROCESS (5.E.1)

Goal seven, technology leadership, of the college's strategic plan specifically addresses planning issues related to Information Resources.¹⁴ The college's work in two major initiatives that address student success and institutional development, also contain IR strategies. Annual work plans are developed at the program level and roll up into the overall IR work plans, which become part of the college's work plans. Strategic Planning

Online (SPOL), a new online planning tool, monitors and integrates the progress of the work plans.

The SBCTC also recently completed an IT strategic plan for the state's community and technical colleges. IR, working with staff and TAC, recently completed its own IT strategic plan (see Standard Five exhibits).¹⁵ Both technology plans and the college strategic plan will become part of IR's annual work plans.

EVALUATION AND CONTINUOUS IMPROVEMENT (5.E.3)

All IR departments participate in an annual continuous improvement process as part of SPOL. IR conducts surveys, brown bag lunches, focus groups, and workshops to obtain feedback from the campus community and to make changes as needed. Student government and faculty provide regular feedback to IR via a technology fee oversight committee. IR staff participate in committees to provide assistance and to obtain necessary feedback. Feedback from the campus community informs future IR work plans and budget requests.

STANDARD FIVE: PART II – INFORMATION RESOURCES

ANALYSIS AND APPRAISAL

Although the college has been fortunate to maintain competent, knowledgeable, dedicated and customer-oriented staff with the required skills to keep current in a rapidly changing environment, it is difficult to hire qualified application developers and network administrators, since the college can't compete with the market outside education. It often takes up to a year to fill a position, which creates stress on staff. IR is starting its own internal training program which will increase the applicant pool in critical areas by improving the abilities of current employees and allowing them to fill these higher level positions.

Technology permeates the college. While IR has an adequate budget to support the existing infrastructure, there is insufficient funding to meet all the campus IT needs. This is especially true for some academic programs that want to expand IT infrastructure to capture more technology opportunities. To address program requests of this nature, the department faculty members make an IT request as part of the budget planning process, where requests are prioritized by demonstrated need. On the whole, however, a centralized IT infrastructure allows the college to maximize the use and direction of information technology, which is supported by sufficient funding to address most IT needs. A priority that still needs funding is for additional electronic classrooms. The 2008-09 budget allocation extended the wireless access project to over 90 percent of the campus, but it needs to expand to the rest of the college.

The college has embraced and uses technology to enhance instructional and administrative work. IR has deployed 21 applications since 2004-05. However, it has been unable to keep up with requests for new

applications, because maintaining existing applications means less time to create new ones. The deployment of MOSS should resolve a lot of requests and speed up product delivery time. This will allow application developers to focus on the few applications that cannot be solved through MOSS. This technology demand also results in a need for more applications and servers. Funds were allocated in 2008-09 to add more server room space and related requirements. IR is migrating to blade servers and virtualization, to reduce needed servers space and enhance efficiency.

Students, faculty, staff and administrators are involved in determining the college's IT directions. The students' self-assessed technology fee greatly assists the college in keeping student computing needs current. In addition, the college is deploying applications which will provide new interactive tools to enhance teaching and learning, collaboration and workflow processes. One area that continues to plague employees is the increase in email spam. IR has recently upgraded to Exchange 2007 which should help address some of the external email spam. A task force will make recommendations to reduce internal email spam and provide better email etiquette guidelines.

The college offers IT related online training but it is dispersed over several websites, which can be confusing. IR is building a better search engine and considering consolidating all online training, including teaching and learning, under one location within the MOSS portal.

Over the past five years the SBCTC has been changing to a new system for all community and technical college data which created a freeze on any program code enhancements. Due to technical problems, the project was terminated in May 2008. IR still needs data

access to run applications, so the college has created a staging area and data center to move data from the original system and convert it to SQL format. This will allow the college to move forward with application development and better serve the college community.

(ENDNOTES)

- 1 <http://ir.bcc.ctc.edu/orgchart.asp>
- 2 <https://go.mybcc.net/training/Pages/default.aspx> for online training materials
- 3 <https://bellevuecollege.edu/ett/>
- 4 <https://go.mybcc.net/training/Pages/default.aspx>
- 5 <https://bellevuecollege.edu/requestcenter/>
- 6 <http://ac.bcc.ctc.edu/default.aspx>
- 7 <http://bellevuecollege.edu/policies/#tech> and <https://go.mybcc.net/ir/itsecurity/default.aspx>
- 8 <http://ir.bcc.ctc.edu/ITsecurity.asp>
- 9 <https://go.mybcc.net/president/presoffice/Committees/Forms/AllItems.aspx>
- 10 https://go.mybcc.net/ir/tdss/iBCC/_layouts/viewlists.aspx
- 11 <https://go.mybcc.net/president/presoffice/Committees/Forms/AllItems.aspx>
- 12 <https://go.mybcc.net/ir/ir/default.aspx>
- 13 <https://go.mybcc.net/ir/ir/Lists/Links/AllItems.aspx> for survey results
- 14 <http://bellevuecollege.edu/about/goals/strategicplan/>
- 15 http://www.sbctc.edu/college/_g-strategictechplan.aspx

SUPPORTING DOCUMENTATION FOR STANDARD FIVE

Required Documentation	Name of Exhibit	Self-study Reference
1. Printed materials hours and services of learning resources facilities such as libraries, computer labs, and audio-visual facilities	IR Learning Resources LMC brochure of services LMC bookmark of hours LMC bookmark of services LMC website	
2. Policies, regulations, and procedures for development and management of library and information resources, collection development & weeding	IR IT Security Standards and Policies LMC policies LMC policy manual LMC Policies & Procedures on a CD at the LMC Circulation Desk	5.B.3
3. Statistics on use of library and other learning resources	LMC Usage of ARTSTOR database LMC Usage of print materials circulating and reserve Usage of other services offered by the Circulation Desk LMC Usage of media materials circulating and reserve Usage of viewing rooms LMC Usage of media equipment LMC Usage of EBSCOHost databases LMC Usage of ProQuest databases	
4. Statistics, library collection and inventory other learning resources	LMC Inventory of media equipment LMC library catalog LMC database list LMC Acquisitions for print circulating collection 2005-2008 LMC Acquisitions for media 2005 circulating collection 2005-2008	
5. Assessment measures to determine adequacy of facilities for the library and information resources	LMC ACRL standards IR Survey 25Aug08 IR Distance Education – Faculty and Staff Surveys	5.B.4 5.B.4
6. Assessment measures to determine the adequacy of holdings, information resources and services to support the educational programs	LMC ACRL standards IR Survey 25Aug08 IR Distance Education – Faculty and Staff Surveys	5.E.3
7. Data regarding number and assignments of library staff	LMC Statistics on classes taught by librarians LMC job descriptions 2009 LMC Scheduled hours of librarians at the reference desk LMC Detailed statistics on instruction provided at the reference desk	
8. Organizational Chart for library and other information resources	IR Org Chart 16Jun2009 LMC Organization chart for Instruction LMC Organization chart for LMC	5.D.4, 5.E.2
9. Comprehensive budgets for library and information resources	IR Division Budget Information LMC Total Budget Allocation 2005-2008	5.D.6
10. Vitae of professional library staff	Resume of LMC staff	

11. Formal, written agreements with other libraries	LMC UW Health Science Lib policies LMC LMDC Reciprocal Borrowing Agreement LMC Endeavor Agreement LMC Orbis Cascade Agreement LMC EWU Agreement	
12. Computer usage statistics related to the retrieval of library resources	LMC Usage of ARTSTOR database LMC Usage of EBSCOHost databases LMC Usage of ProQuest databases	
13. Printed information describing user services provided by the computing facility	IR Technology Resources and Training	
14. Studies or documents describing the evaluation of library and information resources	IR IT Strategic Plan v11 29May09 IR Survey 25Aug08 IR Distance Education – Faculty and Staff Surveys LMC Student assessment of library instruction Library instruction Form L LMC Form for assessment of library instruction Assessment for 2008-09 LMC Authentic assessment project documentation LMC student survey form LMC faculty survey form LMC Baccalaureate degree survey form LMC Results of student survey LMC Faculty survey analysis	5.E.1

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S t a n d a r d S i x
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G o v e r n a n c e a n d
A d m i n i s t r a t i o n

Standard Six

Governance and Administration

Introduction

Bellevue College (BC) has traditionally valued and practiced a system of shared governance that engages all campus constituencies. The institution recognizes the importance of meaningful input from all groups affected by college decisions. Accordingly, many opportunities are sought to formally solicit employee and student opinion through their organizations and associations, a comprehensive committee structure, and via cabinets ranging from President's Staff to regularly scheduled staff and division meetings. The president also employs College Issues Days, opening week and other opportunities for collective campus discussion of issues of significance for the college. BC views an informed community as a strength and continues its commitment to improving campus communication processes and providing opportunities for participation.

The college employs numerous methods to share and receive information regarding institutional decision making, including extensive use of email; the recent development of SharePoint as a collaboration tool for storing, sharing, and editing documents using version control; and minutes and discussions from cabinet, staff, board, division and program meetings. The All College Council (ACC), with representatives from all campus constituencies including students, reviews campus policies affecting various groups.

In the 2005 comprehensive accreditation visit, BC received a recommendation concerning administrative evaluation. It stated,

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)

The college responded in a 2007 interim report that was accepted by the Northwest Commission on Colleges and Universities (NWCCU). The college recognizes that administrator performance is vital to the college's ability to achieve its mission and goals and that accomplishment of strategic priorities depends on regular and effective alignment of administrator performance with the college's strategic goals. BC has continued to focus on not only providing regular feedback but reflecting on accomplishments and encouraging innovation and development through performance reviews.

Governance System

GOVERNANCE AUTHORITY AND RESPONSIBILITY (6.A.1)

In 2007, the State Board for Community and Technical Colleges (SBCTC) selected BC as one of the community colleges to offer an applied baccalaureate degree under authority from the Washington State Legislature. The

college has held status as a comprehensive, public two-year degree-granting community college since 1968 under the provisions of the Community College Act of 1967. The role and authority of the Board of Trustees are defined by this act. The other rules and bylaws affecting the operation of the institution are codified in the Washington Administrative Code (WAC), Title 132.¹ The Bellevue College Policies and Procedures Manual² identifies the roles and responsibilities of all campus constituencies. Additional information regarding specific roles, policies, and expectations are delineated in other official campus documents including, but not limited to, administrator and employee handbooks, collective bargaining agreements, and student charters. These documents serve as well to clarify the relationships among the entities impacted by the governance and administration of BC such as the SBCTC, the Board of Trustees, the president and all campus constituencies and employee groups.

ROLES IN GOVERNANCE (6.A.2)

All college constituencies understand and fulfill conscientiously their roles and responsibilities for governance. Students' roles are defined in their bylaws. Governance roles are

explicitly defined in the collective bargaining agreements, and the campus administrative staff is charged with managing and honoring those agreements. In addition to bargained agreements, official college documents such as the board manual and the college's policies and procedures manual identify roles and responsibilities for administrators and trustees (see Standard Six exhibits).

Constituencies are well represented in campus governance via membership on one or more established or ad hoc committees. Committees, their current membership and committee charges are detailed in the college committee book posted on the MyBC web portal.³ The number of committees has grown in the past few years, providing more opportunities for "hands on" participation in governance, but also creating problems in terms of scheduling and interference with some work schedules. The college has begun, through collaborative efforts between several members of President's Staff and bargaining association representatives, an analysis of the committee structure to eliminate redundant committees and to reduce scheduling challenges.

Committees' Roles in Governance

- The All College Council (ACC) considers matters of an institutional nature and has reviewed and provided critical feedback for policy development or revision for such topics as employee training, bias and hate related incident response, affirmative action and discrimination, and service animals on campus.
 - The Planning Council (PLC) represents all employee groups, reviews institutional budget priorities and makes recommendations on what items should be funded. The annual budget process is enhanced by the participation of the PLC. President's Staff approves budget priorities, after discussing strategic initiatives, available resources and new challenges. The PLC reviews all of the requests and makes recommendations on items to be funded. Significant decisions made in the budget process, such as funding specific student success initiatives, global engagement, increased emphasis on cultural pluralism, and the creation of the Office of Equity and Pluralism (OEP) and Ombuds Office have benefited from campus discussion and input.
 - Labor/management committees play a critical role in contract interpretation and administration, issue resolution, and creative avenues for accomplishing staff and/or administration objectives.
 - Employee Pluralism Committee, Instructional Pluralism Committee, Pluralism Steering Committee, Student Pluralism Committee, Community Pluralism Committee and the Diversity Caucus, a diverse representative grass roots group, work in collaboration with the OEP to assist the college in implementing objectives related to pluralism and inclusion.
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CAMPUS INVOLVEMENT IN GOVERNANCE (6.A.3)

The college has over 40 committees, each with a specific objective and area of focus. Many of the committees concentrate specifically on issues of importance to a particular constituency group (i.e., faculty or students); however several committees consider college-wide issues and include representatives from each constituency group in their membership. Among the committees with campus-wide membership are the ACC, Planning Council (PLC), labor/management committees (L/MCs), and pluralism committees (PCs).

The college president and her staff meet regularly with the BC Black Employees' Association, the Pluralism Steering Committee, and Associated Student Government (ASG) student officers, as well as with other employee and student groups as issues arise. In addition,

- The president meets regularly in one-on-one meetings with the Bellevue Community College Association of Higher Education (BCCAHE) president, Washington Public Employees Association (WPEA) chief job representative, and the ASG president, which enhances information sharing, feedback, and problem solving;
- The executive dean of instruction and vice president of human resources (VPHR) meet regularly with the BCCAHE president;
- The VPHR has begun regular meetings with the chief job representative for WPEA classified staff union; and
- Board meetings regularly include reports from the BCCAHE president, the WPEA chief job representative, and the ASG president. The board meetings are open meetings.

Maintaining effective communication and operating with transparency continue to be

challenges in a large and complex institution. Two recent technological developments hold promise for improvement. Increased use of the MyBC portal is projected to improve the institution's ability to share information on institutional operations and planning processes. Additionally, Strategic Planning Online (SPOL), an online planning and budgeting tool, is facilitating the integration of planning and budgeting and promoting transparency.

SYSTEM GOVERNANCE (6.A.4)

BC is part of a state system of 34 community and technical colleges, coordinated and guided by nine gubernatorial appointees that form the SBCTC. Revised Code of Washington (RCW) 28.B.50 is the statute that establishes the duties and defines the authority of the SBCTC. The SBCTC Administrative Code further establishes that this body is required "to provide general supervision and control over the state system of community and technical colleges" as well as to define the duties and powers of local district governing boards (see Standard Six exhibits).

Governing Board

GOVERNING BOARD REPRESENTATION (6.B.1)

The governor appoints the five members of the Board of Trustees to five-year terms, typically for a maximum of two terms. No trustee is a college employee. Trustees represent the college's community and must reside within the official service area (Table 6.1). Two trustees are people of color and two are women. Trustees are active in their communities and represent the college to community organizations and constituents.

The executive assistant to the president is the designated ex-officio secretary to the board.

Table 6.1: 2008-09 Bellevue Community College Board of Trustees

Name	Residence	Original Appt.	Expiration	Work Experience
Lee Kraft, chair	Mercer Island	1999	2009	Retired attorney/judge
Steve Miller, vice chair	Bellevue	2005	2010	Attorney
Vijay Vashee	Mercer Island	2002	2011	Retired Microsoft executive
Vicki Orrico	Bellevue	2007	2012	Attorney/political consultant
Paul Chiles	Bellevue	2003	2013	Real estate executive

The board manual, revised in 2004, establishes continuity for the board chair and vice chair positions. The board elects these positions every June and appoints liaison positions with other groups in September. The chair is typically the person serving the last full year of a term, and the vice chair is in the penultimate year.

BOARD ACTION (6.B.2)

The board clearly understands its responsibility as a policy-making and oversight body and members act only as a committee of the whole. The board only functions officially when it meets as a body. Individuals may not exercise board powers, as indicated in the board manual:

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 word 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.

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, ethical conduct requirements, organizational structure and operating procedures are clearly conveyed

in their operating procedures manual and in BC Policy 1000.⁴ Board members' commitment to upholding high ethical standards for the college and themselves was reiterated by resolution on March 3, 2004 (Appendix 6.1). 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.

EVALUATION OF THE CHIEF EXECUTIVE (6.B.4)

The Board of Trustees hired Jean Floten as president in 1989. The board formally evaluates the president annually in the areas of community relations, legislative relations, educational planning, budget control, personnel and labor relations, management activities, board relations, constituency relations, professional growth, strategic planning, and overall leadership. The president reports on her progress in meeting annual goals and identifies new goals for the next year, which provides the basis for the board's evaluation and determination of compensation.

BOARD APPROVAL (6.B.5)

The board approves all changes to the college's mission and goals. On June 11, 2008, the board approved a revision to the vision and mission statements which were previously revised in 2004.⁵

Although the board has officially delegated academic degrees and credential approval to the president, the board reviews matters of substantive change. Because of the significance of adding a bachelor-level degree, the board was involved in decision making at every phase of the process. On December 14, 2005, the board approved an application to the SBCTC for a bachelor of applied science degree in radiation and imaging sciences, which the SBCTC subsequently approved. On June 13, 2007 the board approved a program of study leading to the award of the credential of Bachelor of Applied Science in Radiation and Imaging Sciences, effective fall 2007 (see Standard Six exhibits, Board Minutes).

In 2008, as part of its mission to serve the needs of BC students and the region, the board directed the president to continue to explore strategies for the institution to fulfill unmet demand for baccalaureate access. In spring 2009, after receiving legislative authority, the board approved a bachelor of applied arts in interior design, which has been approved by the SBCTC, and is being recommended for approval by the Education Committee of the Higher Education Coordinating Board to the full board at its July meeting.

BOARD EVALUATION (6.B.6)

The board conducts regular self evaluations. Its most recent evaluation was held in September 2008, and the next review is scheduled for September 2009. The board regularly reviews college research and analysis on critical issues and seeks feedback from the college and general community to assess priorities and directions. To provide a formal opportunity for community feedback, on December 11, 2006, the board approved adding an open comment period to each regular board meeting (see Standard Six exhibits, Board Minutes).

ORGANIZATION (6.B.7)

The board 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 formally delegated authority to the president for most decisions (except those prescribed by law) through Resolution 236, Administrative Order 137.⁶ The president presents college-wide issues (budget development, strategic planning, or organizational restructuring) to the board for discussion at board meetings, board retreats and through her evaluation. The board meets with executive administrative staff for an annual retreat focused on key initiatives and goals.

BUDGET APPROVAL (6.B.8)

The board approves the annual budget each June and is regularly informed of budget planning activities. The board reviews long-term revenue planning and immediate challenges during the periodic board retreats. Quarterly budget status reports inform the board of the college's financial health. A board member is invited to attend both the biennial audit entrance and exit interviews. The financial audit is presented to the board once the report is received from the state auditor. Beginning in fiscal year 2009, college audits will occur annually.

ACCREDITATION (6.B.9)

The board is knowledgeable about the college's accreditation status. Substantive change requests, the 2007 interim report, and the NWCCU's response were shared with the board. The president regularly updates the board on accreditation activities, and a comprehensive update was presented in March 2009.



Leadership and Management

CHIEF EXECUTIVE OFFICER (6.C.1)

BC President Jean Floten provides leadership and direction to the college. She has served full-time in her capacity as chief executive officer since 1989. The president's authority and responsibilities are clearly described in BC Policy 1100.⁷

ADMINISTRATORS' DUTIES AND RESPONSIBILITIES (6.C.2)

The administrators' handbook defines the authority and responsibilities of college administrators, a copy of which is provided to each administrator upon hire (see Standard Six exhibits). Administrators' job descriptions detail their duties and responsibilities; copies are kept on file in the Office of Human Resources (HR). In fall 2008, 84 percent of

administrators responding to an employee engagement survey said that they knew what was expected of them at work and 73 percent said they receive the information they need to do their jobs effectively (Appendix 6.2).

The college expects all employees to observe high standards of ethical conduct, avoiding even the impression of impropriety or conflict of interest, in accordance with the Washington State Ethics Law.⁸ BC Policy 4250 – Standards of Ethical Conduct⁹ and the Board of Trustees Resolution 273 reaffirm that responsibility. Other college policies on acceptable use of state resources, family relationships, honoraria, acceptable computer use, email, network and internet, addressing specific provisions of the law are posted on the college portal.

ADMINISTRATIVE QUALIFICATIONS AND EVALUATION (6.C.3)

BC administrators are highly qualified for their positions and many have served either in their current role or another administrative role for several years (Appendix 6.3). During the last four years, five of the eight senior administrators reporting to the president were newly hired in their positions. Three were the results of retirement and one was as a function of the creation of a new vice president for equity and pluralism position. It should also be noted that four of the six administrators previously held other positions on campus. The executive dean of instruction, who had been in his position for less than two years, left in late spring due to health reasons. An interim executive dean was appointed to replace him during the search process and was subsequently hired as executive dean. The executive level transitions have been relatively smooth and members of the team are committed to high ethical standards and communication transparency.

Position descriptions were created or updated for administrators/exempt employees during

a comprehensive study and review of administrative/exempt positions during 2007. The position descriptions reflect current and future needs of the college. When positions are open for recruitment, the job descriptions are again reviewed for currency and revised as appropriate. A prominent component of administrative evaluations focuses on their responsibility for providing leadership to their units, the college as a whole and, in many cases, the state.

In the 2005 accreditation visit, BC received a recommendation concerning administrative evaluation. It stated:

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)

Heeding the recommendation in the previous accreditation visit in 2005, BC has focused attention on improving and streamlining its evaluation processes. Consistent with the administrator's handbook, administrative/exempt employees are reviewed during their first year in an administrative/exempt position and at least every three years thereafter, based on the college's fiscal year of July 1 to June 30. Frequent feedback is recommended, with annual goals and expectations added to the review process. Critical and timely administrative performance feedback is considered essential in achieving the institutional mission and goals. Accomplishment of strategic priorities depends on regular and effective alignment of administrator performance with the college's strategic goals. In addition to providing regular feedback, the performance review process provides an important opportunity to reflect on accomplishments and to encourage innovation and development. In a fall 2008 employee survey, administrative/exempt employee respondents indicated that, to a great degree, the performance review

and supervisory guidance provide them with meaningful information and feedback to help them improve performance.

The college developed and implemented a revised review process and complementary evaluation forms in 2004-2005, with further revision during 2008-09. Evaluations have been conducted regularly since that time. Factors for evaluation align with the core values of the college and reflect core competencies of leadership, including communication skills, leadership qualities, diversity and team building skills, supervisory and management skills, and institutional commitment, among others.

INSTITUTIONAL ADVANCEMENT (6.C.4)

BC's Office of Institutional Advancement (IA) promotes college programs and services to the external and campus communities; sustains accurate and consistent college communications, including interactions with the media; raises funds to support scholarships, instructional equipment, and new program development; and assists in maintaining effective legislative relationships. These responsibilities align directly with the college's mission and goals. An example demonstrating how IA assists BC in its goals of teaching and learning excellence and community leadership and partnership is a campaign that raised funds to purchase a sophisticated, digital planetarium projection system which supports 1,400 students in astronomy classes and presents shows to more than 1,600 elementary and middle-school students and community residents every year.

In 2003, IA helped secure a Department of Education Title III, Strengthening Institutions grant. The \$1,629,692 grant, which concluded in October 2008, has brought substantial and sustainable benefits to the institution. Over five years, grant activities supported advising, degree audit system, student success, general education competencies, the customized

Table 6.2: Bellevue College Recent Major Grants

Project Title	Amount	Grantor
Computer Equipment	\$11,000	The Boeing Company
Achievers Scholars	\$14,955	College Success Foundation
Nursing Lab Equipment	\$50,000	Lockwood Foundation
STEM to Stern: An Education to Industry Research, Action, Change Project to Develop Long-term Employer-Education Partnerships	\$824,735	National Science Foundation
ComGen: Community College Genomics Research Initiative	\$499,538	National Science Foundation
Planning Grant: Building a Community to Revitalize Community College Undergraduate Computing Pathways	\$213,578	National Science Foundation
Love Makes a Family	\$2,000	Pride Foundation
Eastside Educational Transitions Center for Young Adults	\$169,786	Seattle/King County Workforce Development Council
Online Instructor Orientation	\$10,000	SBCTC Best Practices Innovation
Early Childhood Education Math and Science	\$44,400	SBCTC
Electroneurodiagnostic Technician	\$122,500	SBCTC High Demand FTEs
Transfer Science/Math High Demand FTEs	\$280,000	SBCTC
BSITE: Building Safer Information Technology Environments	\$315,392	US Dept of Education; Fund for the Improvement of Postsecondary Education
Community-Based Job Training Grant	\$1,815,198	US Dept of Labor
Fulbright Foreign Language Teaching Assistant	\$25,000	US Dept of State
Financial Education	\$50,000	WA Dept of Financial Institutions
Washington One Book Program	\$7,000	WA State Library
	\$4,455,082	

portal, workflow systems, and assessment. Table 6.2 shows major recent grants. A complete list of grants received since 2005 is shown in Appendix 7.1.

Other IA activities that support the college mission include:

- Fundraising campaigns help the college's financial sustainability and improve educational equipment.
- Contributions supported the First Year Experience (FYE) seminar designed to enhance students' chances of college success.
- Annual margin of excellence awards commend outstanding faculty and staff.
- Annual reports, brochures, news releases and informational items inform the community of college programs, accomplishments and events.
- Student scholarships help support student success initiatives and maintain the diversity of the student population. In 2006-07 the foundation awarded \$158,869 in scholarships. In 2007-08 the foundation awarded \$198,602, per the independent auditors.
- The foundation awards grants to employees twice a year for special projects aligned with the mission and goals.

DECISION MAKING (6.C.5)

The president and her executive staff make timely decisions on issues that impact the college while allowing for input from constituency groups. Senior administrators led by the president, have leveraged their individual and collective strengths to provide a strong focus on student success, building community, and leading the campus community through sometimes difficult and challenging issues related to race, academic freedom and individual respect. President's Staff extended their fall leadership and planning retreat in 2007 to engage the next level of college managers/directors into the decision-making framework, in part, to cultivate a larger leadership team for the college to address critical campus issues.

COMMUNICATION AND COORDINATION (6.C.6)

A culture of collaboration, inclusiveness and transparency characterizes college communication and the decision-making process, particularly where decisions have campus-wide impact. Although the president seeks input on college-wide issues, she has made it clear that the responsibility for decisions that impact the college rests with her, her administrators, and/or the board. In addition to the campus committees, multiple communication vehicles are used to share information, solicit input, and provide opportunities for exchange of ideas and perspectives. Common avenues of communication include:

- Email and SharePoint enhance electronic communication through web sites, discussion boards, document sharing, etc.
- Newsletters (*The Grapevine* for staff, *The JibSheet* for students) provide news.
- Specific, topic focused workshops, presentations, seminars share information.
- Budget and other online surveys gather input.

- Multiple, annual, college issues days explore specific topics, like pluralism, accreditation, assessment, development and others.

Strategic priorities for 2008-09 included community-building, focused on increasing cultural competency, civil engagement, and inclusion; and leadership development, focused on cultivating a larger college leadership team. President Floten stressed these priorities in her fall 2008 opening day address:

It is useful to remind ourselves of the core values that define our work and who we are as a community as we begin. We are united by our powerful commitment and dedication to our students and their learning; by our belief in hope, opportunity and social justice; by our sense of community, reflected in shared governance, decision-making and teamwork; and by our desire to grow, improve, innovate and create in order to provide the best possible service and education experience for students and our community.

We have five primary goals: enhanced student achievement, improved business processes, successful accreditation, greater community building, and the launch of a major advancement campaign

In an effort to solicit input and assess the effectiveness of current opportunities for communication and participation in college governance, two surveys were conducted in 2008-09; one specifically for faculty and one for all employees. Although the response rates were low, the following reflects themes that seemed particularly significant and warrant further review (Appendix 6.2).

- Wednesday afternoons have been set aside across the college to allow full-time faculty opportunity to participate in college governance and for division meetings. Program chairs responded that they find value in having the time set aside although it sometimes conflicts with some

faculty schedules, particularly part-time faculty. Scheduling needs to be clearer to reduce conflicting priorities. The value of including part-time faculty more fully in college governance has become apparent, and reserving Wednesday afternoons is not effective. The practice of encouraging part-time faculty in governance is important, particularly given the number of part-time faculty and their impact on the delivery of instruction.

- Full-time faculty respondents indicated they feel their input is sought. Part-time faculty members do not feel their input is sought. While faculty articulated the value of participation in college governance, many expressed a desire to see a more comprehensive approach to governance, a broader vision and better use of faculty time. Other comments expressed the feeling that participating in governance provides an incredible opportunity for faculty to mold the future of the college.

Although the overall response rate of 30.3 percent on the college-wide employee survey is insufficient to draw conclusions about BC as a whole, there were some consistent themes. Of those responding, 62.8 percent said that they are informed about important matters concerning the college, and about the same percentage responded that they know how their work contributes to BC strategic goals. However, despite regular email communication, department and division meetings and college-wide meetings on planning and decision making, the survey from two years ago showed only 31 percent believe that BC did an effective job of communicating budget resource allocation decisions to employees. The college made a concerted effort this year, during very significant budget reductions, to keep the college community informed and involved. The success of these efforts were validated in an employee survey administered at the end of the budget process: 86 percent of the respondents felt the budget

information presented to the college community was relevant, 82 percent felt it was timely, 81 percent found the college's email updates useful, and 84 percent found the information easy to understand (Appendix 6.2).

INSTITUTIONAL RESEARCH (6.C.7)

The Office of Institutional Research (OIR) provides internal and external data, analysis and dissemination that support decisions and policies made by the board, president, administration, and faculty. The OIR produces regularly scheduled reports, conducts research, regularly publishes facts and figures about BC; provides informational support for grant-writing and answers to constituent and college staff questions; responds to surveys and requests for data; and undertakes other activities as directed. These types of information are available through the internet portal.

Over the past two years, the role of the OIR has transformed from a primarily research function to a broader institutional effectiveness role with deep involvement in knowledge management – routinely engaging an intra-institutional group of data “experts” who discuss issues affecting both funding and research, improving data collection protocols, and documenting processes and procedures. Primary objectives for the OIR are institutionalizing data management as an integral function for continuous improvement, transitioning the previous Program Effectiveness Process (PEP) from disparate departmental efforts into integrated institutional initiatives, and creating a set of key performance indicators tied directly to the strategic goals. These objectives will aid the college in measuring its progress toward meeting goals, generating information products that facilitate timely decision making and strengthening the effectiveness of the college.

ADMINISTRATIVE APPOINTMENTS (6.C.8)

The college president is the appointing authority for all college employees. She delegates this authority to the VPHR for classified staff and to the executive dean of instruction for faculty. The college has specific hiring procedures for administrative/exempt employees, and faculty. Classified staff policies, procedures and criteria for hiring and conditions of employment are established by the Washington State Department of Personnel and codified by WAC and/or the bargaining unit contracts.

The current administrative/exempt hiring procedures were adopted in 1996, with revisions in 1998, 2000 and 2007. In 2007, training in lawful selection practices was initiated for all hiring committee members. In future years, training will be expanded to eliminate the need for specific individuals to be designated as pluralism advocates on committees by including pluralism in the overall training for hiring committee members. In response to questions raised by the Employee Pluralism Committee and others, the college, during 2007-08, adopted an interim policy delineating temporary/interim administrative assignment procedures. President's Staff supported the adoption of the hiring procedures to provide more open and accessible opportunities for college employees to participate in temporary and interim administrative assignments, providing such procedures afford the president sufficient flexibility to manage the college. The procedures are intended to be administered consistently with the college's cultural pluralism policy, other applicable BC policies, bargaining unit contracts, and federal and state laws and regulations regarding employment and salary administration. The policy was permanently adopted in Spring 2009. The college continues to work closely with the employee pluralism and instructional pluralism committees, human resources and the Office of Equity and Pluralism (OEP) to assess the procedure and support full implementation.



ADMINISTRATIVE AND STAFF COMPENSATION (6.C.9)

In the 2005 self study, BC identified administrative compensation as a challenge and noted that the restrictions placed on colleges by the Washington State Legislature have made it difficult for colleges to recruit and retain high quality employees. During its 2006 summer retreat, President's Staff identified administrative salary increases as a priority. An external consultant was engaged in early 2007 to conduct a comprehensive study and review the college's compensation plan for administrative/exempt positions (see Standard Six exhibits). The following compensation philosophy identified by the president and executive staff was the foundation of the study:

To promote internal and external equity, advance the college's values and positive climate and encourage the recruitment, retention and ongoing development of a highly skilled and diverse professional staff.

Position descriptions were created and/or updated for administrators/exempt employees and are on file in the office of human resources. The new/revised position descriptions reflect the college's needs.

When positions are open for recruitment, the job descriptions are reviewed for currency and revised if appropriate. A new pay-group approach and compensation structure was developed that is easy to administer and provides more flexible and competitive salary assignments. An appeal process and implementation of the new salary rate structure provided some resolution of issues. However, while the new plan is logical and provides more consistency and discretion in setting salaries, the challenge continues to be limited by legislative moratorium on any pay increases.

Classified staff compensation is negotiated on a state-wide basis on a biennial schedule consistent with collective bargaining. Due to significant budget constraints state wide, the governor and legislature did not approve salary increases for any state employee group for 2009-10.

Faculty Role in Governance

Faculty play an integral role in governance and are involved in planning, budgeting and policy decisions. The faculty collective bargaining agreement enables faculty participation in institutional affairs. Avenues for faculty input, opinions and ideas include joint committees and task forces. In addition, the faculty association president meets regularly with the president, executive dean, and VPHR to discuss common problems and issues, and propose resolution. The president of the faculty association also appoints faculty members to committees and task forces. Much of faculty participation in governance occurs through committees.

One challenge is involving part-time faculty in governance. Because the institution recognizes the need for inclusiveness, both funding and opportunities exist for part-time faculty participation in governance. For example, on college issues, professional development and the college assessment days no classes are scheduled to allow part-time faculty

members to participate, and they are paid for doing so. Special funding was negotiated beginning in 2007 to compensate part-time faculty members who are appointed to college committees.

Faculty members have direct input in program management and program configuration. Program recommendations go through the organizational unit administrators who submit them to the Faculty Labor/Management Committee. Labor/Management then makes their recommendation to the executive dean. Recent examples are the changes in structure prompted by the BAS program and the combining of dance and drama into a new theatre arts program.

Student Role in Governance

The college recognizes the value of students in campus governance, planning, budgeting, and policy development, and encourages students to participate. The college's mission and core values statements embody the strong commitment of our institution to engage students as active participants and stakeholders in campus governance.

The ASG president regularly meets with the college president and President's Staff to discuss student concerns and makes a presentation to the board at each of its meetings. Currently 66 student representatives serve on a broad spectrum of college committees, including ACC, the Tenure Review Committee and the PLC (Appendix 6.4). The Office of Student Programs assists in actively recruiting and supporting student involvement in institutional decision making. This past year, the ASG conducted various surveys of the student body and designed strategies to ensure a student position on student issues, both on campus and beyond the college. Two examples of student engagement and leadership are the student safety resource net campaign and the tiered peer mentoring/ambassador programs.

The services and activities fee budget supports activities, clubs, events, athletics (varsity and intramural), and other miscellaneous services; in 2007-08 this amounted to approximately \$1.5 million. A student government committee determines the allocation. In the last few years, the ASG advocated for the creation of the new student parking garage, and students assessed themselves a fee to pay for it. More recently, the students approved a self-assessed sustainability fee dedicated to “green” measures for the college.

To assist in developing leadership skills of student leaders, the student programs office has developed the concept of a student leadership institute (Appendix 6.5). The Office of Student Programs, in conjunction with multicultural services, the counseling center and the career center, has developed three two-credit leadership courses. Students who have a leadership position with ASG or other clubs and organizations are strongly encouraged to enroll, but the classes are open to the general student population as well.

Because BC is a commuter college with students who balance work, families, and their education, engaging them in governance presents challenges. To encourage students to participate in student activities and organizations, the college remodeled and enlarged the student programs office area in 2007-08. The new space accommodates the ASG, student newspaper, campus activities board, student honor society, and student programs staff and provides much needed meeting spaces for student clubs and organizations.

BC students, through the ASG legislative committee, are the first community college students in the state to participate in the Washington Student Lobby, a statewide university alliance that provides students an avenue to voice their positions.

Policy 6.1 Affirmative Action and Nondiscrimination

The college is committed to creating and sustaining an environment that meets nondiscrimination standards and goes beyond to embrace pluralism, inclusion, and cultural diversity. The college’s 1992 Affirmation of Inclusion best summarizes its perspective on pluralism, equity and nondiscrimination.¹⁰

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.

The VPHR develops and administers legal and equitable hiring practices and affirmative action policies, and initiates investigation of discrimination complaints.¹¹ The VPHR also collaborates with the vice president of equity and pluralism (VPEP), ombuds, and other administrators to implement the college’s goals regarding nondiscrimination, equity and pluralism.

Bellevue College is committed to providing equal opportunity to applicants and employees without regard to race or ethnicity; color; national origin; sex; marital or family status; sexual orientation including gender identity or expression; age; religion; creed; the presence of any sensory, mental, or physical disability; veteran status; or any other basis prohibited by federal, state, or local law.

The college makes every effort to eliminate barriers to equal employment opportunity encountered by protected group members and improve employment opportunities available to underutilized groups.¹² The college trains pluralism advocates in fair hiring practices and a pluralism advocate serves on every institutional hiring committee.

The college recruits, hires, trains and promotes individuals in all job classifications solely upon their qualifications and ability or potential ability to do the job and considers protected class status only when such is a bona fide occupational qualification.

In addition, the VPHR administers all other personnel actions such as compensation, benefits, layoffs, return from layoffs, terminations, college-sponsored training or tuition assistance, among other things, without regard to protected class status, in accordance with applicable college policies, bargaining unit contracts, state and federal laws and regulations.

The college promulgates and regularly reviews and updates policies regarding nondiscrimination, equity, and inclusion. The college's equal employment statement is published on all official documents. The college expressly prohibits conduct that discriminates against individuals based on their protected class status. During the 2008-09 academic year, the college developed the Prevention of Discrimination, Harassment and Retaliation Policy,¹³ replacing its prior Sexual Harassment Policy. The policy was reviewed by ACC during fall 2008 and approved in winter 2009. The college also undertook a review of its discrimination complaint procedure with the objective of clarifying and streamlining the process for raising complaints of discrimination, harassment or retaliation by any member of the college community. As a result of this review, the college identified the need to offer alternatives to formal complaint and investigation processes and is developing an integrated conflict management model for implementation in 2009-10. In addition to regular review of nondiscrimination policies, the college regularly reviews its hiring and selection procedures. The college introduced training during spring 2008 for selection committees in the legal aspects of hiring and trained pluralism advocates assigned to

selection committees. The objective during future academic years is to develop an integrated lawful and inclusive hiring training for all members of selection committees, as part of the comprehensive review and restructuring of all college training.

Since academic year 2007-08, over 580 (97 percent) classified, exempt and full-time faculty employees attended new mandatory training on prevention of discrimination, harassment and retaliation. In addition, this training is being offered to part-time faculty. The college is committed to offering ongoing training of this nature for future years. The college also offered training on ethics in the workplace winter and spring 2009 and will continue regular ethics training and communication in the future.

The college continues to actively engage in strategies and activities to realize its commitment to affirmative action and non-discriminatory practices. In 2006 the college added the offices of the VPEP, who oversees all of the college's efforts in cultural diversity and represents these to President's Staff, and the ombuds, who provides a safe, neutral and confidential environment where students and college employees may bring concerns or grievances and receive assistance with their resolution (Appendix 6.6). In 2008, in an effort to provide quick and coordinated response to any incident where bias, discrimination or intolerance may be involved, the college formulated the Bias Incident Support and Response Team (BIRST).

Workshops such as Let's Talk about Race are led by BC employees trained as facilitators. These sessions have become sought after by the larger local community. Courageous Conversations (weekly, informal conversations about race for individuals who have attended Let's Talk about Race) provide opportunities for ongoing dialogue about race, racism, and white privilege. Over the past few years, more than 300

BC community members have engaged in this training and structured conversations.

Activities and learning opportunities regarding pluralism and inclusion have continued to broaden. Campus-wide Pluralism Days have gone beyond focusing solely on issues of race to include issues of disability, and other aspects of diversity. Several committees were created with the intent of fostering continuing communication and leading efforts in diversity for constituent groups on campus. Safe-space training was introduced in spring 2009 to expand awareness and understanding of gender and gender identity. New learning opportunities specifically focused on developing cultural competencies and engaging in collaborative, problem-solving communication were introduced in spring 2009 and will be expanded upon in the coming academic year.

This past year, the VPEP and OIR collaborated with a cross-college evidence team to develop key performance measures and sub-measures for a diversity scorecard that will assist the college in measuring the results of improvement measures, directed at the participation rates and academic success of students of color (Appendix 6.7).

The college has increased diversity-related training and support to leadership, both faculty and administrative. President's Staff and the Pluralism Steering Committee participated in a joint visioning retreat in spring 2008, which resulted in hiring an external consulting firm to address campus climate issues. President Floten emphasized to the campus that:

All members of the campus community are encouraged to connect collaboratively and creatively across all differences including those of race, gender, age, sexual orientation, physical abilities, ideas, interests and other cultural differences.

The results of the consultants' study were shared and discussed with the larger campus

community during opening week of fall 2008. Feedback from that session became the starting point for a new vision. The Vision Strategy Team (VST), comprised of people from all campus constituencies, was formed to recommend specific, additional strategies for implementing a positive and inclusive vision for the college. Opportunities for campus-wide input and feedback in this process have also continued throughout the academic year.

Despite commitment to inclusion at every level, BC encounters challenges as it strives to reach its aspirational goals for inclusion and diversity. Over the past few years, several incidents with racial overtones have brought these challenges to the forefront of institutional attention. The college has responded by exploring in depth all sides of the issues that confront the campus and redoubling its commitment to diversity and pluralism (Appendix 6.8).

POLICY 6.2 COLLECTIVE BARGAINING

BC continues its long tradition of positive labor relations with the faculty and classified staff, as demonstrated in the collective bargaining agreements. The three bargaining units bring contract interpretation and problem resolution issues to the labor/management forum. Faculty are represented by the BCCAHE; administrative and professional/technical classified staff are represented by the WPEA; and the custodial, grounds and maintenance classified staff are represented by the Washington Federation of State Employees Higher Education (WFSE HE). The classified contracts are negotiated through the governor's office for the entire state and the faculty contract is negotiated between the college and the association, with ratification by the Board of Trustees.

Before 2005, the large majority of classified staff was represented by the Classified Employees Association of Bellevue Community College, which negotiated a contract

directly with the college. The state of Washington changed the rules concerning classified state employees, giving them the option of bargaining collectively at the state level. The association decertified in August, 2005, which diminished their role on campus significantly. Without a designated bargaining agent, staff lost the right to representation in matters affecting their working conditions, had no grievance procedure, and had no organized voice in college governance. These unrepresented classified staff voted March 2007 to recertify with the WPEA and are currently represented under a state-negotiated contract that extends through June 2009. Statewide negotiations for a successor contract have recently reached conclusion and new contract provisions, following legislative action, will be implemented effective July 1, 2009. The contract term is two years.

Beginning academic year, 2008-09, the chief job representative for WPEA represented classified staff has been invited to provide regular reports to the board and classified staff again participate as members of college governance committees.

Regular labor/management meetings with representatives of both classified unions provide effective forums for interpretation of contract provisions, clarification of policy and procedures, and problem solving as issues arise.

In September 2008 the college and BCCAHE concluded negotiations for reopeners on the current contract, which extends through June 30, 2009. Several long term goals and objectives were discussed during bargaining. Collaborative efforts of task forces, pilot projects, and labor/management forums have resulted in changes in faculty evaluation, reduction-in-force units, program chair responsibilities and methods for reviewing effectiveness, among others. Due to state budget challenges and governor and legislative directives not to increase salaries for

faculty at this time, the BCCAHE and college agreed to extend the contract to August 31, 2010, with a limited list of items to be negotiated prior to that time.

Labor management and negotiations have provided a forum for problem solving on issues of importance to the self study, such as part-time faculty performance review, instructional program configuration, program chair selection and evaluation, clarification/ updating of reduction-in-force units and procedures, and other processes that increase the effectiveness of the institution. Labor/management forums for both classified employees and faculty are helpful to clarify contract provisions and address routine operational issues that reflect working conditions. By addressing issues in this forum, time consuming grievances are averted and operational efficiencies are increased.

The college widely distributes negotiated contracts for both faculty and classified staff, which outline rights and roles of administration, the unions, and represented faculty and staff. In addition, represented faculty, staff, and administration work collaboratively on task forces and committees formally and informally to effect changes in keeping with the institution's mission and goals. The college committee book, handbooks, and policies all help clarify roles and responsibilities of bargaining units, governance organizations, and faculty, staff and administrators.

All segments of the college community (administrators, faculty, staff, and students) have been invited to participate in the self-study process, both by serving on accreditation standard committees and through several campus-wide opportunities for review and feedback. Trustees have been briefed regularly and have had the opportunity to review and provide feedback on specific self-study materials.

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

ANALYSIS AND APPRAISAL

BC's system of governance emphasizes its core values of collaboration, inclusiveness and transparency. All constituent groups are valued as participants in decision making as the number of committees attests. The extensive committee structure calls for periodic review for effectiveness and relevance to changing needs of the institution. Chartering new committees and retiring obsolete committees requires deliberation.

During 2008-09, the Governance Committee as described in the faculty contract, was reconstituted and began an initial review of the committee structure as it exists now. In addition, several new committees have been identified and are being chartered and constituted. In the coming year, the administration in conjunction with association representatives will conduct an analysis of the committees to determine how to best meet the needs of the institution.

Challenging economic conditions and the resulting salary freeze directed by the governor's office directly impacts the college's ability to implement salary increases for any employment group. For exempt administrators it means a moratorium on implementing the new administrative compensation system that was designed to address salary compression and equity issues. As a result, in some areas of the college, administrators' morale may be adversely impacted. The institution needs to continue to be resourceful in compensating administrators and acknowledging their value.

One of the challenges articulated in the faculty survey is the difficulty of engaging part-time faculty in college governance. Both the administration and the faculty association recognize the significance of increasing engagement of part-time faculty, especially

concerning department and division meetings and student connections, and are working collaboratively to determine ways to encourage and compensate them. The college is making efforts to include part-time faculty in college-wide professional development and training, membership on college committees and task forces, and by other means.

Although classified staff are represented on most if not all campus committees, they often have difficulty participating, since they are needed to deliver direct services to students or staff. As a result, President's Staff is calling on supervisors to find creative ways to assist them to be able to attend professional development and campus-wide events.

Although BC is a commuter college, a myriad of opportunities exist for student engagement, leadership development, and mentoring. Students are represented on campus-wide committees and task forces, despite class and work schedules that often create challenges for participation. Students currently take leadership roles on the ACC and provide regular reports to the president and board. College administrators continue to work with student government and student programs to find meaningful ways to include students.

The college continues its commitment to inclusion and pluralism. Pluralism initiatives are fundamental to the college's advancement. Let's Talk About Race, designed to help individuals understand themselves as racial beings and explore how the world is impacted by race and racism, is now being facilitated quarterly by internally trained facilitators, providing a needed foundation for participation in Courageous Conversations. During 2008-09, the college expanded its pluralism efforts to include focus on persons with disabilities and gender differences, and began to develop a broader cultural competency focus.

Following an initial campus climate survey and visioning process, a cross-constituent strategy team will help guide the campus community toward realizing a more widely shared vision of inclusiveness.

(ENDNOTES)

- 1 <http://apps.leg.wa.gov/WAC/default.aspx?cite=132H>
- 2 <http://bellevuecollege.edu/policies>
- 3 <https://go.mybcc.net/president/presoffice/Committees/Forms/Sorted%20by%20Date.aspx>
- 4 http://bellevuecollege.edu/policies/1/1000_Board_of_Trustees.asp
- 5 <http://bellevuecollege.edu/about/goals/0411.asp>
- 6 http://bellevuecollege.edu/policies/1/1100_Delegation_of_Authority_to_President.asp
- 7 Ibid.
- 8 <http://apps.leg.wa.gov/WAC/default.aspx?cite=292-100>
- 9 http://bellevuecollege.edu/policies/4/4250_Standards_of_Ethical_Conduct.asp
- 10 http://bellevuecollege.edu/policies/4/4000_Affirmation_of_Inclusion.asp
- 11 http://bellevuecollege.edu/policies/4/4100_Equal_Employment_Opportunity_Affirmative_Action_Policy.asp
- 12 http://bellevuecollege.edu/policies/4/4150_Equal_Opportunity_in_Education_and_Employment.asp
- 13 http://bellevuecollege.edu/policies/1/1440_Prevention_of_Discrimination_Harassment_and_Retaliation.asp

SUPPORTING DOCUMENTATION FOR STANDARD SIX

Required Documentation	Name of Exhibit	Self-study Reference
1. Board and committee membership with a brief background statement on each board member, including terms of office and compensation	Board of Trustees Background Statements, Terms of Office and Compensation	
2. Organization charts, both administrative and academic, including names of office holders with notation of changes since last accreditation visit	Bellevue College Organization Chart	
Required Exhibits		
1. Articles of incorporation and bylaws	By-Laws and Standing Orders of Community College District VIII Chapter 132H-106 WAC	6.A.4
2. Board policy manual, together with agenda and minutes of the last 3 years meetings	Board of Trustees Operating Procedures Manual	6.A.2
	Board of Trustees Meeting Agendas and Minutes 2007-2009	6.B.5, 6.B.6
	Bellevue College Board of Trustees Policy 1000	
3. Administrative policy manuals	Bellevue College Policies and Procedures Manual	6.A.2
4. Administrative position descriptions	Administrators' Position Descriptions	
5. Staff handbook	Administrator's Manual	6.C.2
	Employee Handbook	
6. Salary data	Administrative/Exempt Salary Schedule	
	Salary Survey for Bellevue College by Human Resources Planning Group 2007	6.C.9
	Fulltime Faculty Salary Schedule	
	Part-time Faculty Salary Schedule	
	WFSE & WPEA Represented Classified Service Salary Schedule	
	Explanation of Benefits	
7. Does Not apply		
8. Collective bargaining agreements	Agreement Between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education , Effective Sept 1, 2007 to Aug 31, 2009	
	BCCAHE Agreement to Contract Extension	
	Collective Bargaining Agreement Between the State of Washington and Washington Federation of State Employees, July 1, 2009 through June 30, 2011	
	Collective Bargaining Agreement Between the State of Washington and Washington Public Employees, July 1, 2009 through June 30, 2011	
9. Constitutions of bylaws of faculty and staff organizations with minutes of meetings	Faculty and Classified employees are represented by union organizations; 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	2008-2009 Committees, Councils and Task Forces	

Suggested Materials

- | | |
|---|---|
| 1. Reports to constituencies, including the public | List of Presentations and samples of some speeches
Institutional Memberships List |
| 2. | Associated Students of Bellevue College Constitution
Associated Students of Bellevue College By-Laws |
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Standard Seven



Finance

Standard Seven

Finance

Introduction

Bellevue College (BC) thrives as a financially strong and stable institution. As the largest of the single campus colleges in Washington with diversified funding sources, the college has effectively provided for adequate resources to fulfill its mission and strategic initiatives. The institution employs prudent approaches in budget development, in debt management, and in setting an appropriate level of reserves. Since 2005, the college has experienced growth in enrollment, new program demand, and state funding. The college's assiduous approaches to financial planning during this growth period helped it face the challenging impact of the current economic recession that has resulted in significant reductions in the state allocation to higher education. While finding ways to trim the budget without sacrificing quality has been extremely difficult, the college has used this as an opportunity to evaluate organizational structure and make long term strategic decisions that will help the college emerge stronger and more innovative from the current recession.

The college's financial operations continue to be an integral part of its institutional success and provide fundamental support to college activities and the mission and goals. As a measure of institutional success, financial sustainability is a college-wide goal and part of the college's 2004-2011 strategic plan.¹

Financial Planning

AUTONOMY IN FINANCIAL PLANNING AND BUDGETING (7.A.1)

BC is a state agency, subject to the laws of the state of Washington. The Washington State Office of Financial Management (OFM) sets the basic principles that guide state agencies' budget and accounting structures. The Washington State Board for Community and Technical Colleges (SBCTC) sets the overall allocations and controls the distribution of funds appropriated by the legislature for all state community and technical colleges based on RCW 28B.50.050.

The college is governed by a five-member board of trustees, appointed by the governor. A subcommittee of the board reviews financial planning and budget decisions in detail before the budget is reviewed and approved by the full board in June. Following state law and administrative code provisions, the Board of Trustees delegates to the president responsibility for planning and managing the financial affairs of the college. The president and the board have designated the vice president of administrative services as treasurer, with delegated authority for investment of funds.² The president and her designated budget authorities have the autonomy to manage their individual budget plans in support of the college's mission and goals.

The college complies with all financial regulations and policies established by the Washington State Legislature, OFM, the SBCTC and the Bellevue College Board of Trustees.

STRATEGICALLY GUIDED FINANCIAL PLANNING (7.A.2)

BC's financial planning is derived directly from its strategic plan, planning priorities and current year work plans. Planning begins in the fall for the following fiscal year; based on results from the year just completed, the work plan and strategic priorities for the coming year are assessed and reviewed. Information and projections about the forthcoming state financial and legislative outlook, enrollment trends and emerging obligations, and program initiatives are considered by President's Staff in developing budget planning priorities. Assumptions about reserves and longer range needs are also included in the initial planning for the budget process. Since 2005 the college has experienced continuing growth, with increasing enrollment reflecting program demand, district demographics, and increased state and tuition funding. Because of these increases in resources, budget plans have transitioned from only meeting existing obligations to the additional ability to fund carefully focused initiatives that are aimed at the strategic objectives of the college. Despite recent reductions in state allocation, the college has continued to focus on long-term objectives. Budget assumptions, established annually, set overall planning parameters for new requests which are funded based on short and long range projections of resources. Three- and five-year projections are part of this process.

President's Staff and the Educational Services Cabinet began planning for the budget for the 2006 fiscal year (FY) at their summer planning retreat in 2005. They developed a new three-year plan that focused on four of the

nine strategic planning goals – student success; institutional accountability; community leadership and partnership; and innovation, creativity and entrepreneurship. Budget proposals and recommendations were developed by President's Staff after reviewing input from each administrative unit and special task forces created to examine budget needs based on each of the four selected goals. By focusing on four of the strategic goals rather than all nine at once, President's Staff's budget decisions were targeted directly to the goals. For 2007-08, emphasis was further targeted on student success and institutional accountability, the latter focusing on institutional development programs that included business process improvements. For 2008-09 the focus was broadened to include accreditation, integrated planning, community building, and an institutional advancement campaign. Planning for staffing and equipment replacement are both built into the operating budget.

The current national financial downturn has had an impact at the state and college level. Due to a substantial shortfall in state revenue all state agencies including higher education institutions have been required to cut their spending for the 2008-09 fiscal year as well as take substantial cuts for the 2009-11 biennium. Immediate steps were identified and taken to minimize the impact of the budget cuts and ensure that the college would continue to achieve its mission and planning priorities. In winter and spring of 2009 the college community engaged in a process to develop balanced budgets for FY 2009-10 and the next biennium that included the mandated reductions and opportunities to position the college strategically for the future.

Planning for the new bachelor of applied science degree began before the 2005 self study when the college assisted the SBCTC with a research study on how the state could most effectively meet the demand for baccalaure-

ate access. As part of its own internal strategic planning process, in 2005 the college evaluated several programs to identify the greatest programmatic need, demand, and opportunity for success and selected radiation and imaging sciences as the best fit. When the legislature approved funding for four community college baccalaureate degrees, BC's proposal was selected by the SBCTC through a competitive process. One time funding for the new degree included \$225,000 for planning and development. These activities occurred during 2006-07; classes began fall quarter 2007 and the first students graduated in 2009. The college continues its commitment to expand baccalaureate offerings that are responsive to the demands of the community. The 2009 legislature authorized the college to offer a second bachelor program in interior design on a self support basis. Planning for this degree is underway, and approvals are being sought at the state level before a proposal for substantive change is submitted to the NWCCU.

Tied to the strategic planning process, capital planning and land acquisition are based on a ten year facility master plan, most recently updated in December 2008.³ New building requests are funded by the state in a six-year process that begins with pre-design, followed by design, and then construction. Acquisition of property adjacent to the campus for long range capital development is included in the master plan.

BUDGET DEVELOPMENT PLANNING (7.A.3)

BC utilizes a collaborative budget process that includes development of annual planning assumptions and priorities by President's Staff, a review by the Planning Council (a representative committee), discussions with educational leadership, solicitation from employees for new funding requests, discussion of budget priorities, development

of a draft budget, and finally public hearings before the budget request is recommended to the president and the Board of Trustees, who approve it at their June meeting.

Annually, in January or February, President's Staff publishes planning assumptions and priorities for review by the Planning Council. Budget office staff produce an initial base budget that assumes a continuation of current year funding with updated salary and benefit projections and other obligations for the next fiscal year, a draft budget development calendar, budget development instructions, forms and other pertinent information. These materials are distributed to all budget authorities, division and program chairs. Each program of the college develops its own additional requests or revisions to the base budget utilizing its program review recommendations along with information from the budget office, historical staffing ratios, and enrollment targets. The requests are submitted to appropriate organizational unit leaders for review, revision, and consideration as part of the overall budget request. Requests to be considered for the new budget are forwarded to the budget office to be summarized. President's Staff and Planning Council then review the summarized requests and rank them based on the established list of budget priorities that support the college's strategic plan.

The draft budget is preliminarily balanced against the projected state allocation, estimated tuition revenue, and other local revenue used to supplement the operating budget and presented to President's Staff. College employees can access the summary on the college's budget website portal. The president and vice presidents present the draft budget to the college community at an open hearing that provides all college constituencies an opportunity to review the status of the budget, ask questions, and provide input.



The budget preparation for 2009-10 required a more comprehensive approach due to the impact of reductions in state allocation to the college. Initially, President's Staff reviewed the mandated budget cuts and developed a strategy for implementing and communicating the reductions. President Floten communicated the plan by conducting brown bag lunches and making two open presentations to the campus in fall and winter quarters. Campus input was acquired through a survey sent to all employees asking for suggestions for budget reductions or revenue enhancements. During December, President's Staff and the Planning Council participated in a joint workshop facilitated by President Floten to develop strategies for dealing with the failing budget and measures that would position the college to emerge from the crisis in a position of strength. Several guiding principles and planning parameters emerged from the workshop that would underpin the college's upcoming planning and budget cycle.

Then, in winter and spring of 2009 the college community engaged in a process to develop balanced budgets for 2009-10 and 2010-11 that included the mandated reduc-

tions and the creation of taskforces focused on long term strategic positioning to evaluate organizational structure and ways to become stronger and more innovative. The vice president of administrative services presented the draft budget and the financial status at department and division meetings in a series of budget "road shows". Information sessions and hearings were scheduled specifically on the proposed reductions in March 2009. Follow up budget information sessions and hearings were scheduled thereafter with the proposed budget plan.

When the actual state allocation is finalized by the legislature and distributed by the SBCTC, President's Staff makes final balancing adjustments to the budget. The budget is then presented in depth to the Board of Trustees at their June meeting. The presentation provides board members an opportunity to understand the details of the budget and the process by which it was developed. Once the board has approved and adopted the budget, copies are distributed and the budget is posted on the college portal (see Standard Seven exhibits). The whole budget development process is captured on the budget development website.⁴

Following board adoption, the budget office regularly updates the approved budget to reflect revisions. Budget revision reports are sent monthly to budget authorities and posted on the budget portal. A pre-audit process is in place to ensure that only designated budget authorities commit funds for expenditure and that proposed expenditures comply with state and college regulations as well as any special rules or regulations attached to a specific budget. To improve accessibility to "real time" transactions and to facilitate departmental decisions, the college implemented an online financial inquiry system (FMS Query) to provide all employees electronic access to the most current budget, expense and revenue data.

DEBT FOR CAPITAL OUTLAY (7.A.4)

In September 2008, the Board of Trustees passed a resolution adopting a policy limiting the annual debt service to no more than 7.5 percent of the operating budget. This policy also follows the state's Article 6, RCW 28B.40.140, specifying the procedures of the Office of State Treasurer (OST) on capital debt issuance. Capital debt is reviewed by the Board of Trustees and reported in the college's quarterly board budget reports. Capital debt acquisition requires approval by the Board of Trustees, the SBCTC and the legislature, prior to the OST's bond issuance. The majority of the campus buildings were funded by state capital appropriations and financed by a portion of student tuition that is collected for the building fund. The debts from state capital appropriations are controlled and recorded by the OST. Local capital debt, known as certificates of participation (COP), is an alternative financing source, separate from the state capital appropriations. In the past, local capital debt was approved based upon the justified need for space, program growth, and replacing leased facilities. Currently, colleges must also justify their financing resources for debt payment and future operations maintenance to prevent educational operating resources from being depleted. COP financing allows the campus to obtain buildings faster than the state's six-year process; it works especially well for buildings that are rated low in importance for state funding, such as student unions, bookstores, and parking garages.

The college COPs have included the parking garage, a portion of the R Building renovation, and the purchase of properties in the adjacent neighborhood for future expansion. The college also has a capital lease commitment (ten-year lease) for the North Campus which will expire in 2010. Local funding reserves were used to pay off R Building debt obligation to free up annual operating capital

to support mandated budget reductions. The college has also set aside funding for the purchase of a building for continuing education which is currently housed at North Campus. With these plans, the annual debt service payment left for the parking garage and the expansion properties will be four percent of the operating budget or two million in annual fixed obligations (see Standard Seven exhibits). Reserves amounting to three years of debt service and the cost of rent payments are maintained, and these can be utilized to begin acquisition of a permanent facility.

Adequacy of Financial Resources

FUNDING DIVERSITY (7.B.1)

BC takes pride in its ability to leverage resources and diversify its funding sources. Among the Washington community colleges, BC has one of the lowest ratios of state support (44 percent), expanding its programs with local operating funds from student tuition, local fees from international student enrollment, excess enrollment, Running Start students, and grants and contracts. The college has been aggressive in seeking alternative sources of funding to supplement the core state funding. All of these areas show some growth, although the recent economic downturn has reduced growth in continuing education enrollment and related fees. Grants and contracts are growing, with the college continuing to meet objectives. The college, however, recognizes the need to manage grant activities in a coordinated way that strategically prioritizes and balances college resources with grant opportunities. The college's grants office provides direct and indirect support for new programs and activities. The college's grants advisory committee provides for a structured and coordinated review of grants and contracts. It efficiently facilitates the review, approval and monitoring of grants. In addition, the committee reviews new grant applications to assist the college in making

sure the impacts of the grant requirements are within the college's capacity to deliver. Ad hoc committees are convened as necessary to further explore the benefits and impacts of grant opportunities. Most recently, a committee reviewed grant opportunities from the American Recovery and Reinvestment Act (ARRA) and deliberately focused on selective grants to pursue. The Bellevue College Foundation (foundation) has begun a seven million dollar capital campaign which will generate additional resources to support student scholarships and instructional programs. A listing of the grants the college has received since 2006 is included in Appendix 7.1.

DEBT SERVICE (7.B.2)

The college has not incurred any additional debt service obligations since the previous self study and has sufficient resources to meet its debt obligations. The current debt service obligations do not affect educational programs. The college maintains debt service schedules for three years and reviews them annually. Debt service for the R Building was paid off in FY 2009 rather than incurring additional interest. The college has purchased additional property adjacent to campus with available cash reserves. The vice president of administrative services and the executive director of finance and auxiliary services monitor debt service and have schedules of obligations that extend over the life of the bonds (see Standard Seven exhibits).

FINANCIAL STABILITY (7.B.3)

The college has a history of financial stability, and consistently maintains a small surplus as a result of careful management. Expenditures are monitored carefully, and the college balances its budget within individual fund sources.

The college's reserve practice is conservative, and fund balances are reviewed with the president and the Board of Trustees in advance of

the budget setting process. Increasing college enrollments have generated additional funds for special purposes and ameliorated some of the impact of the state required budget cuts. The three percent contingency reserve maintained by the president supports emergent needs. Any permanent obligations against this reserve are replenished as part of the budget planning process.

In addition, the college participates in the National Community College Benchmarking Study to obtain comparative data relative to other colleges of similar size. The college is exploring meaningful financial information to incorporate into its key performance indicators, including a comprehensive annual financial report model provided by the Governmental Accounting Standards Board (GASB).

FUND TRANSFERS (7.B.4)

State law governs interfund transfers, and the state audit verifies that all transfers made between funds are within state requirements. All of the college's interfund transfers or interfund borrowings are accomplished according to GASB regulations set forth by the OFM. Overseen by the accounting manager, the finance office makes routine, repetitive transfers for indirect, overhead, or other charges; all large non-repetitive transfers must be submitted to, and approved by, the president. All transfers over \$400,000 for capital purposes must be approved in advance by SBCTC (Appendix 7.2).

ADEQUACY OF FINANCIAL RESOURCES (7.B.5)

The college has adequate financial resources to support all of its instructional offerings. Through careful use of resources, the college supports high cost programs, such as those in the health sciences. Large equipment requests are made through the budget process. Other equipment requests are prioritized by Educational Services Cabinet

and purchased through the institutional equipment budget or through one time year end funds. Some specialized, expensive equipment, such as the Digistar III, a three-dimensional digital projection system used in all astronomy courses, or the DNA sequencer for microbiology, has been purchased through grants, contracts or through fund raising by the foundation (see Standard Seven exhibits).

Funds needed to regularly upgrade classrooms and laboratories exceed available resources, but the college continues to meet the most critical needs by prioritizing its list and focusing on the most essential programs. The budget process includes support for one time critical needs funded from surplus generated from the prior fiscal period. Equipment reserves have been established and applied for increasing the number of conversions to electronic classrooms. Foundation fund raising has also augmented available state resources. The construction of the new Science and Technology Building, funded through a state capital allocation and local capital funds, enabled the re-equipping of all of the chemistry and biology laboratories.

Since the last self study the college has added over \$240,000 in ongoing and one time funds to the Library Media Center budget to strengthen the core collection and add resources for a bachelor of applied science (BAS) degree. In addition, every year through its annual planning process, the college selects specific strategic planning goals for focused progress and allocates additional funds to projects in those areas. In 2008-09 the areas selected were student success, community building, business process improvement, an advancement campaign and accreditation.

The BAS program is supported by a dedicated state appropriation as well as retained tuition, both of which are levied at the regional college level. This enhanced funding permits the

program to offer smaller class sizes, engage in ongoing curriculum development, provide professional development opportunities for part-time faculty and regularly add to the library resources, among other things. In its first year before it reached full enrollment, the program required a small subsidy from the college's operating budget but is now self sufficient. To make sure the program has enough funds to be successful, the college dedicated both the state allocation and the student tuition payments to support the program.

STUDENT FINANCIAL AID (7.B.6)

Student financial aid comes from various sources – federal funds include Pell, SEOG and federal work study grants and the Stafford loan program; state funds include state need, opportunity grants, worker retraining, state work study grants and various smaller grants; local institution aid includes state mandated need-based awards at 3.5 percent of tuition revenue, athletic scholarships, and board approved tuition waivers. BC monitors and controls the amount of local institution aid which is distributed to students based on enrollment revenues. The HECB also monitors how many qualified students do not receive a Washington State Need Grant. Normally, if the college has unserved students the state allocates more financial aid funding the subsequent year. The college only awards financial aid if it receives funding. The college's loan default rate is 5.5 percent, well within federal guidelines.

Additionally the financial aid office disburses scholarship funds for other departments across the campus, including the BC READS! Scholarship, the Career Center Internship, the athletic scholarship, and the music scholarship. During the 2007-08 year department scholarships totaled \$58,654. The foundation also raises funds for scholarships. In 2006-07, foundation funding for scholarships was \$158,869 and \$198,602 for 2007-08.⁵ Scholarships awarded

to BC students from outside sources for the 2006-07 year totaled \$321,892. The total amount of scholarships awarded to students during 2007-08 was \$556,853.

Unfunded student aid consists of tuition and fee waivers permitted by RCW 28B.15.740, RCW 28B.50.311-313 and RCW 28B.10.265. Admissions, registration and financial aid offices monitor the eligibility of students receiving waivers, and the business office records the dollar value of waivers given. Some waivers are rate specified, such as ABE ESL, GED, and parent education. Others are set by the college administration and approved by the Board of Trustees. Recently, the board approved two new waiver programs. One waiver, for student-athletes is designed to cover 25 percent of tuition and allows the college to be more competitive in attracting student athletes. The board also approved \$80,000 of a non-need based waiver for students who are not eligible for traditional financial aid.

ADEQUACY OF FINANCIAL RESERVES (7.B.7)

The college maintains adequate financial reserves to meet fluctuations that could have a negative impact. Growth in enrollments and increased state funding has helped the college rebuild its reserves, providing the college some protection against the current economic downturn. The college maintains prudent expenditure practices and does not exceed its budget. These controls, the three percent president's contingency fund and the alignment of expenditures with revenue, have kept the college financially solvent and enabled it to begin new initiatives.

Financial ratios developed by the SBCTC are distributed each year, and comparisons with colleges of comparable size demonstrate that the college has adequate reserves and is prudently managed.

AUXILIARY ENTERPRISES (7.B.8)

College auxiliary enterprises do not require funding beyond their revenues to balance their budgets, nor is the college dependent on these services to balance its general budget. Auxiliary services are budgeted and monitored on the same basis as the state funded operations and are charged an overhead amount for operations and facilities. All auxiliaries, except food service, run a slight surplus. In particular, the bookstore has accumulated sufficient reserves to enable it to begin planning for a larger bookstore that would better serve students and provide additional student support space. Food services must contend with high costs through state mandated salary levels, increased food costs, and limits on the price increases that can be charged to students. Although it continues to have a dedicated fund balance to support the deficit, over time this program must develop a more permanent solution to control its costs. Management is reviewing staffing and hours of service to address this problem.

Financial Management

FINANCIAL REPORTING (7.C.1)

The president provides quarterly written reports to the Board of Trustees that identify budget changes or significant financial conditions for the board's discussion and action when necessary. Reports are included in the trustees' documents and are posted on line where employees may access them. In preparation for the budget, the board contributes to the discussion of budget priorities and is updated regularly on the budget development. Reports to the board are at an aggregated level; however individual trustees may request briefings in advance of the board's final budget.

FINANCIAL OFFICER CONTROL (7.C.2)

The vice president of administrative services is responsible for the budget and financial oversight, guiding the annual budget planning process and financial policy, as well as capital and facilities strategic planning and oversight of college expenditures (see Standard Seven exhibits). The position serves as the chief financial officer for the college. The range of responsibilities for the vice president and the structure of the finance office and controller functions are similar to other Washington community colleges. Due to resignations and retirements, there was some turnover in this position between 2003 and 2008. During these transitions, financial stability has continued to be strong. A new vice president began in January 2009, who has strong financial experience and accounting certification.

The college's fiscal operational functions are under the direction of the executive director of finance and auxiliary services, who reports directly to the vice president of administrative services. Departments reporting to the executive director include accounting services, procurement, payroll, grants and contracts and budget. The executive director also oversees purchasing, food services, the bookstore and childcare center. The executive director is well qualified to fulfill the responsibilities of the position, having served in this position for over eight years at BC as well as performing the same job at another state technical college. Many members of the finance staffs have worked at the college for over 15 years, resulting in a combination of experience, competence and resourcefulness that has allowed the areas to adapt innovative tools to absorb increased workload and reporting requirements necessary to maintain daily operations. However, the college recognizes the need to position itself for impending retirements as well as impacts from budget reduction and an unknown economic future. The division has identified the need for suc-

cession planning, and is moving to address this through comprehensive training plans. In 2008, the college hired a director of training and development to oversee and coordinate efforts across the college. The division has actively participated in these trainings and supports ongoing efforts for a more strategic training plan. In addition, documentation of processes and cross training are being planned and developed. The division also capitalizes on the training and learning opportunities provided by the SBCTC system. The college participates actively at the Budget, Accounting and Reporting Council in which financial system trainings and orientations are made available to the staff in the finance division.

The finance office staff recently moved from off campus to a campus building which has improved service for campus users. In anticipation of the need for staff reductions as a result of the current economic downturn, the department implemented a restructuring effort. Staffing is sufficient to serve the college's needs. The fact that few audit or compliance problems have been identified reflects the finance department's effectiveness.

CONTROL OF EXPENDITURES AND INCOME (7.C.3)

The college controls all its revenue and expenditures through the use of a common statewide financial software management system, in conjunction with its internal control procedures. The principal accounting systems for all state community and technical colleges are provided by a computing consortium, now called SBCTC-IT. The basic accounting structure for all state agencies is set by the OFM and supported by the SBCTC's information technology services (SBCTC-IT) for all community and technical colleges. This common financial transaction and reporting system defines revenue sources, objects of expenditure, general ledger charts of account,

and common input and reporting formats. Individual colleges determine departmental code structures, or cost centers, that reflect their administrative organization.

The financial system provides the ability to record all financial activities in accordance with generally accepted accounting principles. The common statewide accounting systems include: chart of accounts, revenue, expenditure, assets, liabilities and equity; budget development and tracking; payroll and personnel; student registration and records; financial aid; and facilities and equipment inventory. These systems meet the accounting and auditing requirements of the OFM, state auditor, and other federal, state, and local agencies. A problem for the entire community and technical college system is that the system depends on technology from the mid 1980s which is no longer supported or flexible enough to meet current needs. SBCTC-IT and the community and technical colleges have been working on a process for six years to transfer the functionality of these systems to a web-based database. Unfortunately, the project was abandoned due to its inability to complete the project requirements and a new effort is now underway to redeploy this project. This delay deters many promising innovations for the college's handling and use of data that would both benefit students and increase college efficiency.

The antiquated financial system has also created problems related to implementing the BAS program since it was designed for the needs of a two-year institution rather than the data tracking needs of a baccalaureate institution. Staff has been able to develop solutions to cope with the existing system, but it requires entering data manually for items such as fee codes and tuition waivers. The college is working to implement new reporting tools so that program administrators can receive current information to allow them to monitor and forecast their programs.

The finance office is responsible for ensuring that financial reporting is accurate; i.e., revenues accrued are revenues reported and expenses incurred are expenses reported, and that reporting is done centrally. The college has delegated expenditure authority to unit managers who are accountable for their budgets to meet program and college objectives while following state and college policies. This decentralization of control is similar to other Washington community colleges. Operating units' de facto fiduciary stewardship makes it necessary for a formal program to train new managers, directors, and operating unit administrators on their financial responsibilities. This is supplemented by additional accessible written procedures and policies. The vice president of administrative services and the executive director of finance and auxiliary services are developing a schedule for ongoing training as well as periodic monitoring, particularly in areas that generate cash.

The limitations of the existing automated accounting systems make training even more imperative. Information Resources has deployed an online budget monitoring tool called FMS query that will provide up to date reports for unit budget managers. Purchases are centralized in compliance with state law. A change in the procurement card provider brought new enhancement to the management of these transactions. Balancing and approval of procurement card activities are now available online. Procedures for planning and budgeting are published on the college's portal. Every department is required to balance budgets to the program allocation before fiscal year end.

The college conducted a physical inventory of fixed assets in fall 2008 and complies with a regular schedule of inventories as required by OFM policies and procedures. The state auditor's fall 2008 audit found that all items could be found, although their locations were not consistently updated in the inventory system.

To ensure fiscal accountability, the college has relied upon its own risk committee, OFM risk management, state auditor's office (SAO) and the SBCTC audit staff for review and support in the areas of risk management, internal control and grants and contract monitoring. However, a risk management position or a risk assessment team within the finance unit would enhance the fiscal accountability for the college. The 2008 budget reductions may preclude establishing such a position, but a coordinated functioning team is being planned, including contractual support from OFM risk management unit or SBCTC staff.

CASH MANAGEMENT AND INVESTMENTS (7.C.4)

The college implements 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 executive director of finance and auxiliary services 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, specific procedures outline internal controls and cash handling. The policies and procedures regarding the college's finances are followed closely by the finance office. They monitor cash accounts and conduct spot audits. Use of cash is strictly controlled and the number of petty cash accounts is kept to a minimum. Cash handling is one of the areas regularly surveyed by the periodic state audits and has not been the source either of audit findings or management concerns.



ACCOUNTING SYSTEM (7.C.5)

The college's accounts are administered under the regulations of OFM. The state-wide single audit and consolidated financial statement are in compliance with the Generally Accepted Accounting Principles for governmental entities. State mandates for investments and guidelines are provided by the SBCTC which also provides an online financial accounting management manual for the colleges. Finance office staff maintain desk procedures, participate in the SBCTC process to maintain the financial accounting management manual, and follow the business and finance policies that are part of daily compliance.

AUDITS (7.C.9, 7.C.10, 7.C.11, 7.C.13)

As a division of the state government the college has been audited on a biennial schedule by the SAO, which also administers the ongoing performance audit program. Because of its size and complexity, BC indicated its preference to SAO to conduct an annual audit. In spite of the recent state budget reduction mandates, SAO agreed and began performing annual audits of the college in 2009.

Several federal, state and private grants require program audits by their granting organizations at various times. Annually the SBCTC provides performance and compliance reviews for programs they oversee. The college has had specific audits on some of its projects in recent years and underwent an Internal Revenue Service review in 2006. There were no specific findings to the college.

The foundation, a separate 501.C(3) organization, conducts an annual independent audit and shares it with the college. The foundation's audit is performed by a local CPA firm with experience auditing non-profit organizations. The foundation has received an unqualified audit report on its financial statements. Audit reports for both the foundation and the college are included in the Standard 7 exhibits.

BC follows the OFM guidelines for internal control and safeguarding assets. The guidelines require an annual assessment to identify areas of concern or potential risk. These risk assessments are audited by the SAO. Because the college does not have a dedicated internal auditor to conduct internal audits, the accounting manager and staff from the finance department perform annual internal control reviews and cash counts for high risk departments.

Fundraising and Development

FUNDRAISING ACTIVITIES (7.D.1)

The Office of Institutional Advancement is assigned responsibility for the college's development program. The vice president of institutional advancement serves as the executive director of the foundation. The foundation complies with all governmental requirements and follows standard procedures for not-for-profit organizations. The foundation board has adopted a strategic plan that supports the operations of the col-

lege and is consistent with the college's own strategic initiatives. The foundation is classified as a 501.C(3) charitable organization and files IRS form 990 annually to maintain that status. During 2008-09 every board member completed conflict of interest forms per new IRS regulations. Additionally, in June 2009 the foundation board will approve comprehensive gift acceptance policies also as a requirement of the new IRS 990 filing procedure.

The foundation files a license for charitable solicitation each year with the state of Washington. The foundation bylaws are regularly reviewed and updated, and it operates under the suggested ethical policies of the Association for Fundraising Professionals (AFP). Its executive director is a certified fundraising executive. She regularly applies for and receives this certification from the AFP national governing board based on her adherence to the organization's standards and ethical practices. The foundation aligns its fundraising activities with the mission of the college. Annually at the foundation retreat, the college president and key staff share the strategic direction for the college. Fundraising activities are planned that advance the college's mission and current objectives. A member of the college's board serves as liaison to the foundation.

ENDOWMENT ADMINISTRATION (7.D.2)

Donor restrictions are respected by the foundation, and confirmed by its board. The board establishes investment policies for all funds; the foundation's finance committee meets regularly and routinely reviews financial statements. The foundation's budget is approved by its board annually. The foundation uses a check request process to make payments for funds requested by the college's finance office and programs to access their dedicated funds held by the foundation.

BC employs a part-time accountant who is responsible for finance and accounting for

the foundation. The accountant produces the financial statements, monitors cash accounts, and investment reconciliation and analysis. The foundation maintains complete records concerning all of its funds and complies with all applicable legal requirements.

Quarterly statements are shared with the Bellevue College Foundation Board of Directors. The treasurer, who chairs the finance committee, reviews financial statements and cash flow with the executive director each month. Foundation staff maintain donor intent records in both electronic and paper formats. BC maintains one small endowment per a donor's request; all others are held by the foundation.

RELATIONSHIP BETWEEN INSTITUTION AND FOUNDATION (7.D.3)

The relationship between the college and the foundation is governed by a formal agreement. This agreement covers the purpose and goals of the foundation, and defines how it supports the college's vision, mission, and goals.

Foundation support for the college mission and goals is provided through many activities including scholarships that provide access to educational opportunities for underrepresented groups and grants to employees and departments for college projects which encourage creativity and innovation to strengthen teaching and learning, instructional support, and enhancements to the learning environment.

Foundation support for the college is also evident in its current major capital campaign, Advancing Student Success, which is raising funds to support student scholarships and instructional support. Donors and volunteers who serve on the foundation represent the broader BC communities. The foundation's philosophy of fund raising and friend raising helps the college forge strong community relationships that serve both the college and the community.



STANDARD SEVEN: FINANCE

ANALYSIS AND APPRAISAL

The college's financial system supports the college's mission and strategic initiatives through demonstrated financial integrity and accountability, maintained through active management and oversight. With these efforts, the college has been able to maintain the quality of its educational programs, increase student enrollment, and avoid deficit spending.

The college continues to take pride in its ability to leverage resources and diversify its funding sources. It continually seeks out different sources of funds in its effort to support and build the college's programs and services. The college continues in its efforts to strategically prioritize its grant support capacity to seek more focused grant opportunities. It is also committed to improving internal coordination of grant activities.

The college maintains a financial reserve to ensure financial stability with sufficient funds to sustain its programs and activities. Financial planning is participatory, tied to college mission and goals and based on projected income. Prudent fiscal management and strategic alignment of planning initiatives to college goals enables the college to continue to focus on long term strategic plans, even as it faces significant reductions in state allocation. An open and collaborative budgetary and planning process involves the college community, and creates intentional linkages between budget priorities and the college's strategic plan.

The college has an active foundation that generously supports college activities and students. The foundation has a clearly defined role that is tied to supporting the college's mission and goals; they have had much success raising funds for scholarships, equipment and special projects and in developing long term relationships with community members.

The college's finance and accounting staff are well qualified and highly committed to performing their jobs well. Fiscal accountability functions are an ongoing commitment. The college continues to develop ways of ensuring strong internal control procedures and risk aversion strategies. Creating a position for an internal auditor/risk manager position would provide additional strength to existing financial services. Although this position will be requested in the 2009-10 budget decision process, budget reductions will render funding unlikely. However, even without this position, the college is able to well manage its risk and finances as evidenced that it has not had an audit finding since 2000.

The college recognizes the impending impacts of retirements and economic impacts to its financial support structure. It is now investing in strategic training and development initiatives and succession planning. Another avenue to focus on is improving the support for the college's decentralized budget management system. The deployment of the online budgeting system, better training for managers and budget authority staffs, and better financial analysis tools created through business process improvement will help organization unit managers better manage their programs' budgets.

(ENDNOTES)

- 1 <http://bellevuecollege.edu/about/goals/strategicplan/>
- 2 http://bellevuecollege.edu/policies/7/7100_Investment_of_District_Funds.asp
- 3 <https://go.mybcc.net/instruction/accreditation/exhibits/Standard%201%20Required%20Exhibits/Master%20Plan%202008-2018.pdf>
- 4 <https://go.mybcc.net/adminservices/finance/budget/200809%20Budget%20Planning/Forms/AllItems.aspx>
- 5 Annual Foundation Audit by Independent Auditors Smith, Bunday, Berman, Britton; 11/7/07 and 11/17/08.

SUPPORTING DOCUMENTATION FOR STANDARD SEVEN

Required Documentation	Name of Exhibit	Self-study Reference
1. Table #1, Current Funds Revenues	Table 1 Report of Revenues	
2. Table #2, Current Funds Expenditures and Mandatory Transfers	Table 2 Report of Expenses	
3. Table #3, Summary Report of Revenues and Expenditures	Table 3 Report of Changes in Net Assets	
4. Table #4, Sources of Financial Aid	Table 4 Report of Financial Aid	
5-8. Private institutions only	NA	
9. Completed Table #9, Operating Gifts and Endowments	Table 9 Report of Endowments	
10. Completed Table #10, Capital Investments	Table 10 Report of Capital	
11. Does not apply	NA	
12. Debt service schedule for past 3 years and projection for 5 years	Table 12 Report of Debt Service Schedule	7.A.4, 7.B.2
13. Endowment and life income fund report for past 3 years	Detail Report of Foundation Gifts to BC	
14. Indicate whether financial statements are provided on an accrual basis.	SAAM Accounting Policies and Procedure - Accrual Basis	
15. List and description of financial and management reports provided to governing board	Board of Trustees Documents	7.C.2

Required Exhibits

1. Copies of financial section of IPEDS report for past 3 years	IPEDS 2004-05 FY Final Report IPEDS 2005-06 FY Final Report IPEDS 2006-07 FY Final Report IPEDS 2007-08 FY Final Report	
2. Summary of latest audited financial statement and copy of auditor's management letter.	2006- 08 Final Audit Document	7.C.9 - 13
	BC Foundation Audited Statement FY08	7.C.9 - 13
	2007-08 Audit Response Letter	7.C.9 - 13
3. Detailed current operating budget	2008-09 Budget Book	7.A.3, 7.B.5
4. Current operating budgets for auxiliary organizations, including foundations	2008-09 Budget Book Auxiliary Services Foundation Detail Budget 0809	
5. Default rate for the two most recent years as provided by U.S. DOE	FA Default Rates 2005-06	

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S t a n d a r d E i g h t
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P h y s i c a l R e s o u r c e s

Standard Eight

Physical Resources

Introduction

Bellevue College (BC), College District VIII, serves a 1,400 square mile area stretching from Lake Washington to the crest of the Cascade Mountains and from Newcastle to Kirkland. The district includes the municipalities of Mercer Island, Bellevue, Newcastle, Issaquah, Sammamish, Preston, Snoqualmie, and North Bend. The main campus sits one mile from the I-90/I-405 interchange, easily accessible from the region's major cities: Bellevue, Issaquah, and Seattle.

The main campus covers 100 beautifully landscaped acres, displaying trees, flowers, courtyards, and sculptures, creating a welcoming environment for learning. The BC campus is part of the Mountains to Sound Greenway, a greenbelt of pathways and nature trails that stretches from Puget Sound to the Cascade Mountains.

The college, a major resource and hub for community activity, welcomes thousands of visitors every year. These uses range from community churches, who meet on Sunday, to serving as the starting point for the Susan B. Komen three-day- breast cancer walk and its 4,000 participants.

Instructional and Support Facilities

ADEQUACY OF INSTRUCTIONAL FACILITIES TO MEET MISSION AND GOALS (8.A.1, 8.A.2)

With slightly over 686,000 square feet of classrooms, laboratories and other space, BC faculty and staff serve the educational needs of over 34,000 students annually. The college conducts regular space utilization studies, annually evaluates the physical condition of its facilities, updates its facilities master plan and prepares a biennial capital request.

The college has been successful in receiving funds both for new capital construction and remodeling from the legislature via the WA State Board for Community and Technical Colleges (SBCTC) to better serve students (Appendix 8.1).

The college's newest capital project is a 64,238 square-foot science and technology building that opened in spring 2009. It provides much needed room to enhance the comprehensive science and technology curriculum with new classrooms, laboratories and faculty offices to support the initiatives of teaching and learning excellence and student success. The college has also received state design funds for a 70,000 square-foot health sciences building, an instructional area that has been in great need of more space to serve current students and expand the allied health curricula. Funding for construction will be sought in the 2011-13 biennium.

With the focus of “placing students at the center of all we do, and supporting and promoting the excellence of their efforts”, BC continues to find ways to improve the instructional facilities for students. These projects all help further the college’s commitment to student success, teaching and learning excellence, life-long educational development, high quality, flexible, accessible educational programs and improved learning opportunities for students (Table 8.1).

While no new instructional facilities were added to accommodate the needs of the bachelor of applied science degree program (BAS), the college dedicated two electronic classrooms specifically for the use of that program and the other imaging sciences programs. The classrooms were also outfitted with a television camera so that classes can be broadcast to students at distant locations and lectures can be recorded for students to play back.

BC endeavors to schedule facilities to meet 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 Office of Instruction reviews the adequacy of the facilities quarterly, and the facilities staff performs routine

daily cleaning and maintenance in order to meet instructional needs. The college schedules 217 classrooms for educational needs, divided into general purpose and dedicated space. 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. As BC serves over 1,800 FTE online, college facilities are adequate to meet the instructional obligations for teaching. Of the instruction-related spaces 123 have either some or full electronic capability; these are in high demand as they facilitate the teaching and learning process. The college plans to add electronic capacity to all existing rooms and to any new construction, and dedicates budget funding annually toward this goal. In keeping with the comprehensiveness of its programs and services, the campus also supports specialized instructional facilities and equipment, including a planetarium, an observatory, a weather station, a tropical greenhouse, theaters, a 200-station open computer lab, specialized computer labs, a scanning electron microscope, a DNA sequencer, and radio and television stations with digital editing suites. Table 8.2 describes the variety of rooms used to satisfy instructional needs.

Table 8.1: Physical Changes that Support Mission and Goals

Date	Project Name	Changes
2006	Remodel and expansion Library Media Center	Expanded library collections, study rooms, more media access, quiet space
2006	D wing remodel	Updated classrooms, new faculty offices, academic success and tutoring center
2006	Expansion student wood shop	Added more project construction space for art and interior design students
2006	Creation of new study areas and space for student clubs and meetings	Reassignment of space for the student newspaper, the peer to peer mentoring program and the many clubs and activities that improve the co-curricular life of students
2004-09	Purchase of neighborhood homes	Purchase of houses, adjacent to the college, to serve as domicile for scholar in residence, offices and meeting space for International Student Programs, facilities for the radio station (KBCS). Freed up space in the Student Services building
2007	BAS dedicated classrooms	Expanded computer technologies to enhance learning experiences
2007	Improvements in parking and traffic-flow and facilities	Added greater emergency ingress and egress to the campus and better accessibility for students and staff with disabilities

Table 8.2: Instructional Space Inventory

Room type	# Rooms
General classrooms	3
Lecture/lab classrooms	35
Electronic classrooms	51
Art labs	6
Basic skills labs	3
Communication labs	3
Computer labs	11
Computer labs-media	3
Gym/fitness	2
Health science labs	7
Interior design labs	5
International programs classrooms	5
Math labs	3
Parent education classrooms	3
Performance studios/labs	10
Planetarium	1
Science labs	21
Continuing education classrooms	23
Continuing education computer labs	15
Miscellaneous	7
Total	217

Although BC has been fortunate over the past fifteen years to receive legislative funding to remodel and increase the number of instructional buildings, space still remains short of the growth in student demand. Funding for a renovation of the art wing in the C Building was rejected in the 2007-09 biennium because the current building was not considered sufficiently deteriorated. Some short-term remodeling (the woodshop) has been done to help relieve the limited space for the art program, but more remains to be done.

Work space for faculty, especially part-time faculty, is inadequate to serve the college's instructional needs. While full-time faculty members have dedicated work spaces, most divisions have little shared work space for part-time faculty. However as new space becomes available, the college is making

every effort to address this issue. The opening of the new Science and Technology Building added 22 part-time science faculty work stations and made it possible to change five existing part-time faculty work stations in the Science Division office into collaborative work places for meeting with students and engaging in projects.

In addition to campus facilities, off-campus sites for parent education are always in demand as the program is vigorous and the college depends on sites in church basements and other community facilities. As parents prefer their preschool and parent education programs in their neighborhoods, the program works to bring the program to the parents rather than vice versa.

Modern science labs for chemistry and biology in the new Science and Technology Building have relieved overcrowding and improved instructional delivery. The new building accommodates chemistry and life sciences as well as a science study center and faculty offices. The space that chemistry and life sciences vacated will eventually be renovated to provide additional classroom space as well as some office expansion. The next major space need on the campus will be addressed when the Health Sciences Building is constructed, which will expand the space available for nursing and allied health programs.

The instructional needs for the college's continuing education programs are well served at the North Campus, a rented facility of 61,819 square feet, including several computer laboratories and general purpose classrooms.¹ Continuing Education (CE) operates classes in other community locations, as well. The North Campus lease expires in 2010 and work is underway to identify and purchase a permanent home for CE.

A continuing facilities challenge is college way-finding and 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 confusion about where one building ends and the next begins. Campus Operations has improved signage, but continues to look for ways to further improve directions for students and visitors. A consulting firm analyzed the campus' current directional system and proposed ways to improve signage resulting in better pedestrian and vehicular movement on campus. The first stage of creating a uniform exterior signage concept is well underway and has been included in the 2008 college master plan. Implementation of uniform signage conventions and new signage will be implemented as funds become available.

Although the college is always grateful to receive remodeling funds, undertaking the actual remodeling presents special challenges since the campus has no excess space in which to house units that must relocate for remodeling. The campus survived the remodeling of the D Building with the library squeezed into the L Building lobby for the better part of two years. The new library provides ample room for student study space, informal gatherings and book and computer resources.

FURNISHING (8.A.3)

Classrooms have adequate furnishings and the furniture is updated in coordination with remodels and by replacement in a few

rooms a year (annual allocation of \$100,000) if remodeling is not an option. Offices are well equipped and computers are ubiquitous in campus offices. As new office space is remodeled or created, furniture is upgraded to ergonomic work environments.

A complete inventory of room furnishings is conducted by the Office of Instruction on a quarterly basis and custodial staff check classrooms daily to ensure that furnishings are in good repair or have not been removed. The custodial department also coordinates with the Disability Resource Center (DRC) to ensure any space needing Americans with Disabilities Act (ADA) accommodations is in place the first day of the quarter.

To support student success the college has made it a priority to add student study space to each new construction project to facilitate student interaction and group study. After the D Building was remodeled, an inventory of campus soft gathering space was conducted, resulting in a dedicated effort to increase and improve these spaces. A number of small study spaces were created in the L and R buildings as space permitted.

Computer labs are efficiently used, and the campus is proceeding to make wireless capability available throughout the campus. Laptops are available to students for daily checkout from the library. During spring quarter 2008 a new lab space was opened directly across from the open computer laboratory for students with disabilities who need a voice activated computer.

FACILITIES MANAGEMENT, MAINTENANCE, AND OPERATION (8.A.4)

Campus Operations is responsible for management, maintenance, and operation of all indoor and outdoor spaces, as well as the physical development of the campus. Campus Operations includes public safety, maintenance, custodial services, grounds, material resources and capital projects (Appendix 8.2).

Staffing in these support areas has been added with new buildings, and, though adequate, is not plentiful. 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. Security is provided around the clock, seven days a week.

The adoption of a computerized work order, inventory and job scheduling capability has also improved operations.² The campus maintenance unit has been troubled with staffing shortages because of less than competitive salaries. Very recently the office reached full staffing and efforts are now focused on reducing utilities expenditures through better preventive maintenance and adaptation of smarter scheduling. Campus Operations has led the campus efforts in sustainability, aided by an active student science association and a student environmental advisory committee. As part of the effort to reduce the campus carbon footprint, one public safety gas-fueled vehicle was replaced by an electric cart in 2007, which reduced gas consumption by 400 gallons per year.

HEALTH, SAFETY, AND ACCESSIBILITY (8.A.5)

Campus facilities meet ADA access requirements. 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 provides input during facility planning and tests newly opened facilities for unanticipated problems. 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. When 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. The major classroom buildings were built at a time when these needs were not considered, and accessibility routes are sometimes circuitous. Campus Operations is currently undertaking an audit of all campus facilities to ensure that the college is in full ADA compliance. The DRC routinely monitors the growth of disabled students' needs and adapts services for this special population.³ The DRC also advocates for improvements and changes and stays abreast of trends and developments.

DRC serves approximately 500 students each quarter. Finding adequate testing space for students with disabilities, as well as space to produce learning materials or to work with students who have alternative media needs, has become a challenge as enrollments of students with disabilities have grown. DRC has also developed a comprehensive database for monitoring the location of specialized accommodation equipment and resources to improve accessibility for students. This includes furniture, American Sign Language interpreters, readers and test accommodations. A very recent development was the installation in 2008 of five emergency disability evacuation chairs in locations around campus replacing an obsolete system and increasing access. Employees with disabilities are provided accommodation and assistance through the Office of Human Resources.

The city of Bellevue assisted the college in developing emergency and disaster plans, which have been placed in each room on campus, and in establishing a communication and gathering plan for administrators. Campus building emergency coordinators have been identified and trained, and the executive team has conducted table top drills in emergency planning. An outdoor warning system has been installed. Also, BC developed an emergency text message system that has been widely shared with other campuses.



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.

All faculty members who conduct laboratories 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)⁴ 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 HMMP 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 include use of bodily fluids, but policies regarding such use are covered in the CHP, as a precaution. Policies are informed by *Pro-*

udent Practices in the Laboratory, American Chemical Society guidelines, and reliance on common sense. Cardio-pulmonary resuscitation protocols were changed in 2005 to include the use of automated external defibrillators (AED). The college has installed four AEDs on campus and has added AEDs as a standard item to be included in remodels and new construction.

OFF-CAMPUS SITES (8.A.6. AND 8.A.7)

BC operates educational programs at one leased facility, North Campus. This facility is furnished and equipped to suit the needs of students in consultation with representatives from these specialized programs. This lease is due to expire in late 2010, and the college has completed a space study and is soliciting proposals for appropriate buildings to review for purchase.

Students also use off-campus facilities through internships, parent education cooperatives, service learning experiences, and clinical placements. Parent Education, which operates community-based classes in facilities that are sometimes not ideal for young children, had a recent random inspection of its facilities at off campus sites conducted by the college's liability insurance carrier 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 BC. Standard classrooms contain an overhead projector, screen, and a TV/VCR, maintained and replaced according to master schedules (maintained by media maintenance and media services). Specialty equipment, used

primarily by science laboratories, art classes, and media/technology classes, is purchased and maintained by the appropriate instructional division. Required personal, class materials (art supplies, goggles, film, etc.) 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 division funds, campus-wide budgets for large items, or sometimes through donations from the BC Foundation, which purchased the new Digistar planetarium equipment. The BAS program has purchased a state of the art digital x-ray machine and six dosimetry treatment planning computers funded through a grant from the Department of Labor.

The college has made significant investments in educational technology for electronic classrooms, computer labs, digital equipment for specialty areas, open labs, Blackboard Vista for online education, MyBC (the college portal), online college services, and wireless networks. A full discussion of computer and other classroom electronic equipment is described in Chapter 5.

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). The planning cycle for replacement is every three years but the cycle is re-evaluated depending on funding constraints.

HAZARDOUS MATERIALS (8.B.3)

Science labs, art, and health science classes require the use of hazardous chemicals and/or biological materials. 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. Material safety data sheets for chemicals used by campus operations are available in the campus operations office. Use of pesticides and herbicides is limited to those areas where no other control strategy is effective. BC 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 container” in the nursing lab. In the radiation and imaging programs, radiation badges are checked monthly by the hospitals, clinical facilities, or the educational department chairs 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 BC’s exposure program is reviewed yearly. For blood spills, clean-up kits are kept in the fitness center, towel room, and the physical education office. Campus custodial staff are familiar with the processes for handling the clean-up kits and for transporting biohazard materials. Custodial products

are being shifted to include “green” cleaning chemicals and procedures to further reduce exposure to hazardous materials. A “green” cleaning manual was assembled as part of the LEED Silver commissioning process for the science building and is utilized throughout the campus. This manual has since been shared with other community colleges.

Campus Operations contracts with commercial hazardous waste companies to dispose of waste generated on campus, including sharps containers. 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.

Health and safety issues are reported through the public safety office or directly to campus operations via the campus wide request center data system.

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. The college’s master plan, updated in 2008, is a Standard Eight exhibit.

According to the master plan goals, each new building and all grounds should be consistent with the established BC context, and each building should be fully accessible, flexible, and economically feasible. 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.

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)

As BC is a member of the SBCTC system, state funded capital projects are requested through a competitive application process coordinated by the SBCTC. College submittals are rated by a capital committee comprised of SBCTC and college representatives. Ratings are 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, if all goes well: 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. BC incurred debt through certificates of participation to build the parking garage, finish the R Building and purchase a few houses adjacent to the campus. Local funds have also been used to supplement capital projects when state funding has been inadequate. In the past, BC has also developed innovative, alternative funding arrangements to create new buildings, such as teaming with the State Archives to build a joint facility in 1998 or with Costco to build the early learning center.

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 Facilities Universal Access Committee reviews architectural plans to ensure there is appropriate access for anyone with a physical impairment. All plans for physical improve-

Table 8.3: Constituent Groups Involved in Facilities Planning

Environmental Advisory Committee	Provides a forum for identification and discussion of issues pertaining to environmental sustainability and impact. Assists in identifying resources for effectively addressing issues and concerns.
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.
Facility Master Plan Advisory Committee (proposed 6/1/09)	Using the Facility Master Plan (FMP) as a framework for decision making, gathers and disseminates information about the current and future facilities needs and projects, and makes recommendations to the President's Staff.
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.

ments, remodels, and new buildings, are reviewed by a state barrier-free facilities program manager to ensure they comply with ADA guidelines. Recent accessibility improvements include removal of a speed bump that interfered with wheelchair access, provision of evacuation chairs throughout the campus, installing better handrails in the parking garage and installation of auto-door openers at selected restroom entrances.

The college has eight full-time security staff (seven non-commissioned officers), five part-time, and a public safety director, providing the campus 24-hour, year-round security. BC'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.

PLANNING REVIEW AND APPROVAL (8.C.4)

The BC 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 input from end users is solicited as the need arises. Three permanent commit-

tees that plan and oversee physical facilities and include administrators, faculty, and staff members are described in Table 8.3.

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. Currently, planning is underway for the other half of this building, which will house health sciences programs and labs. This health sciences building is in the design phase and in the queue for state-approved construction. The building construction should be completed in the spring of 2013, if funding is not delayed due to the current economic environment.

STANDARD EIGHT: PHYSICAL RESOURCES

ANALYSIS AND APPRAISAL

The college's continued success in securing state funding for new facilities construction based on data-driven need has enabled BC to keep pace with the educational demands of the district. The college has actively and creatively addressed space constraints and student enrollment needs. Renovations of existing facilities have created improvements in student study and gathering spaces, increased and improved the quality of instructional spaces to create more instructional access and a better learning environment, and provided new learning laboratories to enhance student success.

Although the college has made positive strides in improving college facilities, some areas still need to be addressed. Space has increased, but so have the number of students and staff. Despite planning and extensive investments, the college still lags behind its growth curve. Additional classroom space is needed, particularly in art studios, learning labs for parent education, office space (especially for part-time faculty) and meeting rooms.

Private donations and locally-generated funds have augmented state funding to make improvements in classroom technology such as adding the Digistar electronic astronomy system, wireless computing access for students and other technology improvements, all of which have strengthened BC's educational programs.

Funding continues to be a challenge 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 BC has excelled. Other limitations set by the legislature on construction requests make planning for future growth difficult. Funding is generally granted based on current state funded student

enrollment needs, which are often surpassed by the time buildings are finished. Project costs have to be estimated six 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 capital budgeting process limits new buildings to 70,000 square feet, regardless of the size or needs of the college. With these constraints, adequate funding for future growth and expansion will continue to be challenging. The college will continue to develop online and distance education, along with hybrid classes, to promote maximum use of the limited facilities.

Another long-term issue is how much future growth can be accommodated on BC's main campus. The roadways leading to the college are very congested, although the 2007 improvements along 148th Avenue, the major access route to the college, and improved bus service have helped. 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. While parking is presently adequate, additional parking utilizing a second structured garage may have to be added as enrollment continues to grow at this location. The key issue, as the administration attempts to anticipate future needs, is how much more growth can and should the current location accommodate. Size limits, neighborhood conflicts, parking, and the capacity of water and sewer systems all may constrain expansion. The college continues to explore areas for additional sites, such as east of the present campus, especially with continued growth in east King County.

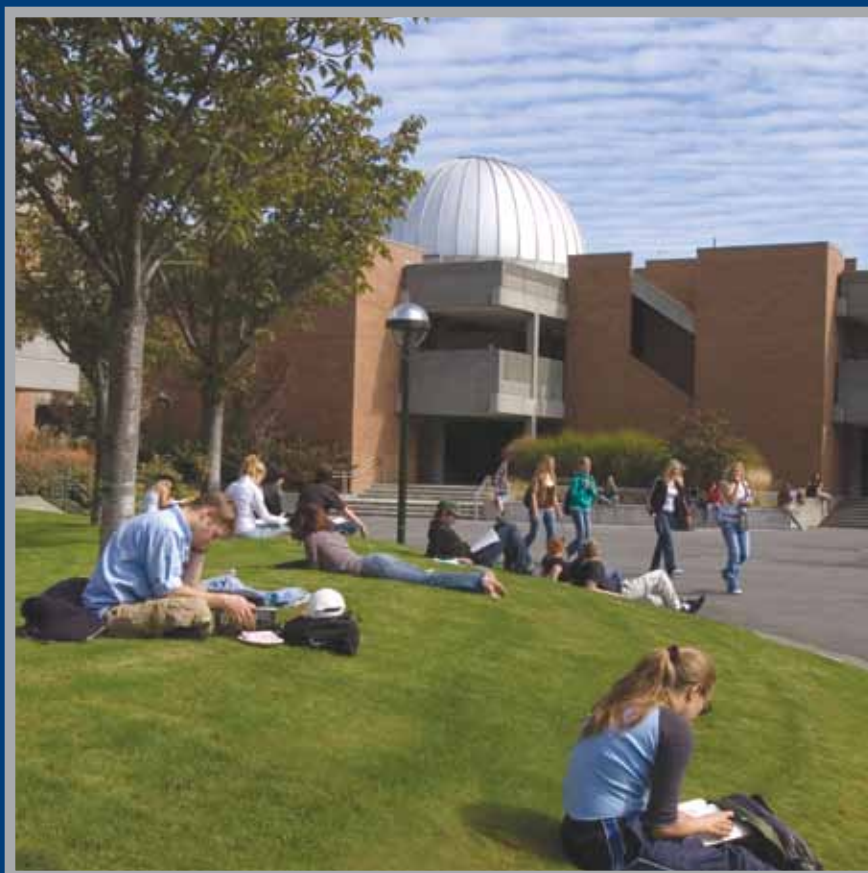
(ENDNOTES)

- 1 2,256 sq.ft. of North Campus is leased to a non-college occupant.
- 2 See <http://bellevuecollege.edu/requestcenter/>
- 3 See <http://bellevuecollege.edu/drc/>
- 4 Used with permission from the University of Washington

SUPPORTING DOCUMENTATION FOR STANDARD EIGHT

Required Documentation	Name of Exhibit	Self-study Reference
Campus map, and/or other educational site maps	Parking lot numbers and designations map Main campus map You Are Here map Directions to campus map	
Required Exhibits		
1. Policy statements concerning access to campus for various constituencies, visitor information, security and public safety	Policy 6050 Campus hours of operation. Policy 6100 Facilities use Policy 6120 Use of Community College District VIII Facilities by College Groups and Non-college Groups for First Amendment Activities Policy 6200 Parking and Traffic Public Safety Procedures Emergency Operation Plan S-Building	
2. Schedule for replacement of instructional equipment and examples of inventories which are maintained	Equipment Inventory Science Division Equipment Inventory Computing Services	
3. Campus facilities master plan and accompanying maps that indicate changes over the past several years	Master Plan 2008 Floor Plan First Floor Floor Plan Second Floor	
4. Annual and long-term plans for remodeling, renovation, and major maintenance	2009-2011 Capital Budget Request Submittal Facility Planning and Construction – Project worksheet update Renovation and Major Maintenance	
5. Major property additions or capital improvements during the past three years and those planned for the next three years	List of Major Projects past three years List of Major Upcoming Projects Three Years	
Suggested Materials		
Space utilization studies including unit-by-unit assignments	Master Plan 2008	8.C.1
1. Measures utilized to determine the adequacy of facilities for the institution's programs and services	Facility Master Plan Advisory Committee Space Request Form Facilities Universal Access Advisory Committee Description Environmental Advisory Committee Description Ergonomics and Safety Committee Description	

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S t a n d a r d N i n e
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I n s t i t u t i o n a l I n t e g r i t y

Standard Nine

Institutional Integrity

Introduction

Bellevue College (BC) strives to adhere to high ethical standards and to operate with integrity, guided by the mission, vision and core values of the institution. The college values critical thinking, collaboration and shared decision making, and honors creativity, innovation and pluralism. Policies and procedures are reviewed annually and any changes are thoroughly analyzed by a committee of representatives from across the campus. BC seeks to represent itself accurately and consistently to its community. It acknowledges its responsibility to its community and greater society, and defends student and employee rights to question and to pursue knowledge and truth.

BC has adopted several measures to strengthen its internal controls on all internally generated representations about the college made to constituencies, the general public, and prospective students, to ensure completeness and accuracy and to address fully the 2005 recommendation from the college's comprehensive review, progress on which was reported to and accepted by the Northwest Commission on Colleges and Universities (NWCCU) in 2007, which states:

The Evaluation Committee recommends that Bellevue 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)

Policy on Institutional Integrity

Integrity and the Pursuit of Truth

BC is committed to demonstrating a high level of integrity and to operating as a learning institution, where decisions are made in a culture of evidence – that is, a systematic process by which staff and faculty collect and examine data, question past practice and assumptions, and refine and share strategies, decisions and action plans with the college community. The Office of Institutional Research makes data available to faculty and staff upon request in an effort to perpetuate a culture of evidence. The college strongly supports freedom of inquiry for faculty and students and works to nurture a culture of inquiry and learning. To augment learning in the classroom, the college promotes critical thinking about current issues and global challenges by inviting speakers to campus and offering activities open to the whole community.

Engaging the college in diverse traditions, ideas, values, and practices of critical examination has been the role of the Center for Liberal Arts (CLA) since its inception in 2003. The center engages students and faculty in conversation and experiences in the kinds of learning and community involvement necessary for work, personal and social life in a free and civil society. The CLA coordinates interdisciplinary courses designed to facilitate faculty collaboration and student achievement in integrative learning communities.

Reporting to the Office of Instruction, the CLA supports faculty and curriculum development, including pedagogy, methodology, and learning environments that foster open dialogue and scholarly examination.

College staff and faculty know that integrity relies upon the open exchange of ideas, equal access to information, and processes that engage the entire institution around the vision, mission and goals that are core to the college. This culture of open exchange is, however, not without challenges.

The college's growing and ever-changing community is as diverse as the region it serves. BC has long been an advocate for pluralism and has been honored for extensive work on issues of race and intercultural dialogue, but it is not exempt from the same discord that exists in the greater society. The college has programs in place and provides opportunities where open and civil dialogue can flourish, and the pursuit of evidence and truth, rather than uninformed judgments, are the norm. The college president has periodically reminded faculty and staff members of their obligation to engage in civil dialogue. In her communications she has also stressed the importance of intercultural sensitivity and understanding.

Management and Planning

Bellevue College believes institutional integrity requires a commitment to good management and careful planning in stewardship of the time, energy and resources invested by students, employees, taxpayers and supporters in the community. Full engagement of faculty, staff, and students – and the greater community, as appropriate – is integral to this process. Some of the institution's planning takes place on College Issues Days, when everyone in the college community is invited to participate in discussions of significant issues facing BC. Managers and departments create annual work plans with measurable outcomes that are tied, whenever possible, to key performance indicators. BC's newly deployed, online strategic planning tool, SPOL, will allow greater transparency around planning as more than 100 managers and program managers have active accounts, and progress against goals will be more visible to the campus community.

The college's annual budget planning process is tied directly to its mission and goals, and the strategic plan underpins decision making. The process begins with input from the Planning Council, which is comprised of representatives from all instructional and administrative units as well as the student body. This group confirms the guiding principles for the process, which are integral to decision making along the way. After preliminary decisions have been made by the Planning Council and President's Staff, the draft budget is shared with the full campus community, and open hearings are held where anyone can speak to an issue of concern. Several open sessions are held during each budget cycle. After the open hearings, the Planning Council and President's Staff review all input, then make appropriate changes to the budget before it is sent for approval by the Board of Trustees.



Bellevue College has established clear policies and procedures, which are accessible on the BC portal. These policies guide the management and transparency of the action of the administration. Recently, college leadership determined that these should also be available in the public domain of the website for greater transparency to the surrounding community. With the deployment of a new set of information system upgrades, the policies are now searchable online. When policies are changed, an email is sent to the entire campus alerting staff and faculty.

In preparing and assisting students to achieve success, BC understands that it is imperative to communicate clearly, consistently, respectfully and in a timely manner with students, staff, faculty and the greater community. The college demonstrates its integrity and lives up to these commitments by promoting open communication through a myriad of channels. These include news releases, electronic communication through email, campus and community e-newsletters and its website, College Issues Days devoted to campus-wide discussion of major institutional issues, op-ed letters to the community in local newspapers, open houses to share construction plans with neighbors, program advisory committees involving local subject experts from business and industry, staff visits to local high schools, new-student, -staff and -faculty orientations, and an extensive electronic portal.

The college continues to address issues surrounding electronic communications and the new opportunities and challenges they present. A recently convened committee of staff, faculty and administrators has begun exploring issues related to mass electronic communication, wikis and blogs, with a goal of reviewing and updating policies, procedures and etiquette guidelines in the fall of 2009. With leadership from faculty and the college's information resources and institutional advancement departments, the college

anticipates that new policies and procedures will emerge to assist the institution in managing electronic information flow and general communications overload.

The college also believes its responsibility to students, staff, faculty and the greater community should be exhibited in its commitment to the success of students and its responsiveness to the community's changing needs. The Student Success Initiative was launched in response both to students' need for more guidance in meeting academic and learning benchmarks and the surrounding community's need for increased numbers of college graduates in the workforce. Likewise, the college's baccalaureate program addresses a specific need in the greater community for highly trained medical imaging personnel, while increasing enrollment by 20 in the nursing program (in 2009) helps mitigate projections for a severe nursing shortage in the next decade. Similarly, the recent increase of the college's health science program offerings responds directly to the current, widespread shortage of allied health personnel at many levels.

Institutional Integrity

INSTITUTIONAL ETHICS (9.A.1)

In 2005, the NWCCU visiting committee's report commended BC for adhering "to the highest standards of institutional integrity" and noted that "respect for others is a major institutional value." The college continues to make policy improvements to guide campus leaders and employees to maintain high ethical standards in all of their actions.

Consistent with policy, the vice president of human resources reminds employees annually about their ethical obligations as state employees and offers campus-wide ethics training. New employees are reminded to review and comply with the law and policy as part of their orientation when they receive the BC Ethics

at Work for Employees brochure. In fall 2008, of those responding to an employee engagement survey, 94.3 percent agreed that they are expected to exercise high ethical standards, and over 90 percent acknowledged awareness of their ethical obligations.

Questions of ethics that arise are relayed to the ethics officer, the vice president of human resources, who provides clarification and takes appropriate action. Most questions in recent years have pertained to the use of campus or state resources, by people other than administrators. The commission in 2005 noted a lack of email reminders on ethics issues. The college now reminds employees regarding ethics issues not only in an annual email to all staff in the fall quarter, but also in mandatory anti-discrimination training and in printed and electronic materials. Although the 2006 training and the annual reminders appear to have been effective in emphasizing ethical conduct by campus administrators, the college plans to continue to provide regular and in-depth communications to all employees regarding ethical and respectful behavior.

In March 2009, the college offered ethics and whistleblower training for all employees. The ethics brochure will soon be updated to reflect changes in policy numbers, and it will be reposted to the web and reprinted to reflect the appropriate references. Policies related to state ethics laws will be reviewed for currency and accuracy and will continue to be posted in several locations for easy access.

Several new activities and policies concerning ethics and workplace behavior have been implemented over the past two years. These include:

- Mandatory anti-discrimination training provided to all full-time employees;
- Training in legal hiring practices and ethics for employees who hire others for the college;
- A new anti-discrimination, harassment and retaliation policy;

- Creation of the Bias Incident Report and Support Team, (BIRST) which responds immediately to all complaints of bias, hatred or intolerance, and communicates the institution's investigation and response to the campus community;
- Periodic reminders to campus personnel regarding the Family Education Rights and Privacy Act (FERPA) and appropriate handling of student data.

Ethical guidance for students is provided through the Student Code which is excerpted in the catalog, the quarterly schedule and in the student handbook. The college also has a policy that guides academic honesty, and faculty receive annual reminders about how to handle student transgressions.

Respect for others continues to be a strong institutional value for BC. The college's continuing commitment to create an environment that is safe, inclusive and respectful is demonstrated by its efforts to address ethical behavior through policies and employee training, the creation of the Office of Equity and Pluralism, the addition of an ombudsperson for students and employees, the creation of BIRST and activities to address new and challenging issues pertaining to communications as a result of the evolution of electronic media.

The Office of Human Resources and the Office of Information Resources continue to ensure that employee and student data and issues are managed and maintained in a secure, confidential manner and that employees are aware of and agree to follow ethical standards in using state equipment. Before they can receive an email account and gain editing access to college websites, employees must sign a document stating that they have read and understand their responsibilities with regard to BC policies, including acceptable use of state resources; technology security; software licensing compliance; appropriate network, data management and

computer use; FERPA and understanding of the ethics law (RCW 42.52). In addition, supervisors are required to have staff members familiarize themselves with Policy 2600 – Family Education Rights and Privacy Act: Disclosure of Student Information before requesting access for employees to the HP computer system that stores all student data. Employees who access student records are required to sign a confidentiality form identifying their responsibilities for handling student information.

The Board of Trustees receives ethics training from the state Trustees Association of Community and Technical Colleges. The board manual also stresses trustees' legal and ethical responsibilities.

POLICIES AND PROCEDURES (9.A.2)

The college's policies and procedures manual provides guidance on issues pertaining to students, administration, human resources, instruction, technology, operations and finance. In 2005, the manual was updated to make it more user-friendly. It is now available both to employees and the public through the college's website and is searchable, which should make it easier to find relevant information. A biennial review of all the policies and procedures is conducted by the policy coordinator. When a policy change is requested that affects more than one campus constituent group, All College Council, a shared governance committee whose membership represents all college constituents, meets to review any changes and provide recommendations for consideration by President's Staff.

The Publications Approval Policy was revised in 2007 to ensure continuing integrity of official published information. The process clarifies the requirement for authors to obtain multiple approvals of content and provides a checkpoint in the publications production process to ensure compliance.



In 2008 the college added a temporary procedure that addresses issues of interim hiring. The procedure was a direct response to campus concerns, fairness and transparency in hiring for interim assignments. This procedure has been made permanent in the 2009-10 academic year.

In 2009 the college adopted Policy 3655 – Use of Human Participants in Research Activities to express and ensure compliance with the college's commitment to responsible and ethical treatment of human subjects involved in research – whether conducted by college students, employees, or in partnership with others. To implement the policy, the college is establishing an institutional review board (IRB) under the leadership of the vice president of administrative services. The IRB will have five members, one of whom will have no other connection to the college community.

A student handbook was created specifically for the BAS to inform students of program-specific policies and procedures, including satisfactory academic progress, leaves of absence, credit by examination, probation and dismissal, communicable disease and other pertinent issues. Students are required to sign a form acknowledging that they have read and understand the policies.

One challenge the college has yet to completely resolve is how to ensure that when a policy name or number changes, the modification appears in all pertinent printed materials. It is the responsibility of the publications manager to review all official printed materials for accuracy, including references to policies. However, there is often lag-time between posting an updated policy online and reprinting the related publication. The college acknowledges that, while it makes every attempt to communicate policies and procedures and take action when discrepancies are found, it has no absolute ability to ensure that staff follow policies at all times and in all situations.

INSTITUTIONAL REPRESENTATION (9.A.3)

Update on Progress on Recommendation Four: Accurate and Consistent Representation

The Evaluation Committee recommends that Bellevue 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)

In its letter of August 2, 2007 in response to the college's progress report on recommendation four, the commission stated that it was satisfied with BC's progress to address accuracy in its representation to the public. BC continues to refine and improve the accuracy and consistency of its catalogs, publications, and official statements. The college has revised and implemented a stronger policy regarding official college publications. Overall responsibility for ensuring that this policy is implemented and that contractual and legal obligations are followed in official public communications lies with Institutional Advancement staff. In carrying out this charge Institutional Advancement leads and coordinates all of the college's public communications activities – approving all

official college publications, advertisements and speeches, and managing all public pronouncements including interactions with news media.

The new policy, implemented in 2007, is working well. The publications manager and Printing Services retain emails or other tangible verifications that authorized officials have approved the content of every brochure or program guide that has been printed since that time. Institutional Advancement has reviewed more than 60 publications since this policy went into effect.

In April 2009 Bellevue Community College changed its name to Bellevue College both to better reflect its new purpose as a baccalaureate degree-granting institution and so that graduates of the baccalaureate program would not have to explain to employers how they received a baccalaureate degree from a two-year college. A careful implementation plan was developed for the name change; however as the worsening financial situation coincided with the change, the paramount goal became how to execute the plan in the most cost neutral way possible. The logo was designed by the college's graphic design department, and all major college publications, transcripts, diplomas, etc., employ the new name and logo. It is available on the college's website for employees to download onto electronic stationery and other media. The college has phased in the new name on publications and signage when other changes necessitate reprinting or producing. The college's web services team as part of a systematic review of the entire website should have all references to the old college name completed soon. To save costs, employees have been advised to deplete their existing stocks of brochures and stationery before ordering new items. The old name and logo still appear on some documents, but the college hopes to have made a complete changeover within the coming year.

In 2005, the college established the Curriculum Information Management Committee (CIM), reporting to the Curriculum Advisory Committee. The committee ensures that all official course and curriculum information provided to students and the surrounding community is accurate. The group is responsible for the creation, monitoring and reviewing of current online and printed course information and curriculum publications and postings of all degree and certificate requirements. The committee includes representatives from the Educational Planning Advising Center, the Office of Instruction, Evaluations, Workforce Development, Web Services, and Publications Management. No curriculum information is permitted to be printed or posted on program websites that varies from information approved by the executive dean and posted online by the Web Services Committee member or designee.

BC has grappled with the challenge of continuously updating and reviewing its electronic presence to ensure accuracy of information. Its two-person web team was recently expanded to three as the college recognized the need for greater oversight. The college is balancing the need to give staff and faculty the freedom to own and create content with the need to ensure accuracy. In the summer of 2008, the college initiated a comprehensive website review. Departments have been notified that inaccurate or out-of-date content will be removed from the website. By June, 2009, all content will have been reviewed and edited for accuracy, and a new policy and procedure for maintaining ongoing accuracy will have been proposed for college approval. Based on feedback from a spring 2008 faculty survey, flexibility will be important in incorporating changes, as some programs are sequential and don't make adjustments until the summer, usually after the new catalog has gone to press.

New sections describing the BAS admission and degree requirements have been added to the annual catalog, the quarterly schedule and online listings of degree offerings.

CONFLICT OF INTEREST (9.A.4)

The college acknowledges the serious threat that conflicts of interest can pose to its integrity and to the core of the educational process. Staff members are regularly reminded via email of the college's ethics policies, and periodic seminars are held with representatives from the state ethics office in order to educate employees and answer questions.

BC's trustees receive training from the Trustees Association of Community and Technical Colleges in all issues of trusteeship, not the least of which is the issue of conflict of interest. The BC Board of Trustees adopted operating procedures in 2000 that warn against conflicts of interest.

For college employees involved in making purchasing decisions, guidelines are on the MyBC portal. In its 2005 report, the commission noted that these guidelines are also linked to regulations from the state's Office of Financial Management (OFM), the Washington Administrative Code and the Revised Code of Washington. Since then, the following changes have occurred:

- Purchasing guidelines have been updated to reflect new changes in policy;
- Training sessions have been held for PSS II (Purchasing System);
- The college has provided OFM training for all employees involved with personal service contracts, as mandated by the OFM.

The BC faculty contract discourages conflict of interest by clarifying issues of intellectual property and ownership. The college has clear hiring procedures that prevent nepotism and a new interim-assignment policy that gives all employees access to opportunities to apply for interim openings.



ACADEMIC FREEDOM (9.A.5)

The Agreement between the Board of Trustees of Community College District VIII and the Bellevue Community College Associate of Higher Education (the faculty contract) states,

Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence, it is essential that the faculty member be free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions concerning the significance of evidence that the faculty members consider relevant.

Faculty members are free to develop pedagogical methods and use various teaching techniques and materials to advance scholarly inquiry. The college protects faculty freedom, for example, by differentiating between institutional web site content which it regularly reviews and updates, and faculty members' sites, which are the domain of faculty.

According to the instructor's manual, faculty members are required to provide students with a syllabus at the start of each course. A guide for creating the syllabus is articulated in the manual, but faculty members have the

freedom to create a syllabus that best represents their courses and suits their students' needs. The syllabus is considered an essential obligation to students, informing them of class content and expectations.

When issues of course content or speech arise, the college reaffirms and protects faculty's right to academic freedom. The college has also been challenged by staff and students to discourage offensive discourse while protecting freedom of speech. This challenge goes to the heart of what it means for BC to prepare a diverse and increasingly globally-connected student body to live and work in an interdependent, multicultural world. Faculty, staff and students are of many nationalities, ethnicities, cultures, abilities and races, and sometimes demonstrate conflicting world views. The college's goal is to be welcoming to all. Harnessing this exciting diversity to better promote critical thinking, prepare students for relevancy in today's world, and impart the ability to logically and respectfully examine ideas and beliefs that challenge traditional and personal assumptions is essential to nurturing learners and scholars.

The college community endeavors to operate with civility and respect for the dignity and rights of its diverse employees, students, visitors and agents. The college benefits from the ideas and contributions of all of its members, and holds each member responsible for respecting the rights of others to express conflicting views and opinions. Periodically, official and unofficial voices remind the community through email or other vehicles that reasoned discourse depends upon the thoughtful exchange of ideas and civility. BC instructors are free to pursue and express scholarly inquiry without undue restriction or fear of reprisal from inside or outside the college for findings that may not align with the vision or conclusions of others. This policy strengthens and nourishes the inclusive teaching and learning environment.

STANDARD NINE: INSTITUTIONAL INTEGRITY

ANALYSIS AND APPRAISAL

BC adheres to high ethical standards and has developed appropriate and effective policies that are available online to the college community and the greater public.

The college has a strong commitment to open communication and to shared governance.

Decisions are made in a culture of data and evidence, and staff, faculty and students have multiple vehicles – email, in person, through committees – to question policies and decisions, and to provide input.

The college, in collaboration with faculty leadership, continues to find ways to involve part-time faculty in more activities on campus so that all voices can be heard on issues affecting BC.

A new policy on publications and the creation of CIM offer improved means of ensuring that BC represents itself accurately and consistently to its constituencies.

Web content management is an emerging and evolving challenge, and the college acknowledges that it has not completely solved the issue of accuracy throughout the large volume of information posted by various departments online. A recent review found that 10-15 percent of the site's more than 200 pages needed updates. It is anticipated that the new web-content monitoring and approval policy currently in development, coupled with greater oversight from an expanded web services team, will minimize inaccuracies now and in the future.

The college is aware of a continual need to educate employees and students about the freedom to examine data, question assumptions and the difference between personal beliefs and opinions and knowledge and facts. The college strives to be a learning community and to create a culture of scholarship.

At its core, Bellevue College is committed to a culture of integrity and to the pursuit of knowledge and truth. The college focuses on student success, community responsiveness, pluralism, collaboration, innovation and globalism. It strongly believes it has been charged by the community to meet the needs of residents and businesses. It embraces its responsibility to offer rigorous educational programs that challenge students to apply critical thinking, training them to be the engaged citizens and trained workers the community needs, today and tomorrow.

SUPPORTING DOCUMENTATION FOR STANDARD NINE

Required Documentation	Name of Exhibit	Self-study Reference
1. Statement or policies on academic freedom	2007-2009 Faculty Contract Final - Academic Freedom 2009-10 Bellevue College Catalog - Academic Freedom 2009-10 Bellevue College Catalog - College Policies Board of Trustees Operating Procedures - Academic Freedom Instructor's Manual Academic Freedom Policy 2050 Student Code Student Handbook Academic Freedom	
2. Statements of policies on conflict of interest	Board of Trustees Operating Procedures - Conflict of Interest Policy 4250 Standards of Ethical Conduct Policy 4300 Investigator Significant Financial Interest Disclosure Policy 4300P Investigator Significant Financial Interest Disclosure (Procedures) Policy 4350 Honoraria Policy 4350P Honoraria (Procedure) Policy 4400 Acceptable Use of State Resources Policy 5000 Acceptable Use of College Computers Policy 5000P Acceptable Use of College Computers (Procedure)	
3. Policies which guarantee fair treatment of faculty, administrations, staff and students	Administrators' Handbook Professional Standards Statement of Principles Bias Incident Response and Support Team (BIRST) Website Bias Incident Response Team (BIRST) brochure Employee Handbook Pluralism at Work Fair Labor Standards Act Instructor's Manual Fair Treatment and Anti-Discrimination Pluralism Compact Policy 1440 Prevention of Discrimination Policy 1450 Complaint Policy Policy 1460 Bias and Hate Related Incident Procedures and Protocols Policy 1460P Bias and Hate Related Incident (Procedures) Policy 2050 Student Code Policy 2050P Student Code (procedure) Policy 2500 Accommodations for Students with Disabilities Policy 2500P Accommodations for Students with Disabilities (Procedures) Policy 4000 Affirmation of Inclusion Policy 4050 Cultural Pluralism Policy 4100 Equal Employment Opportunity Policy 4150 Equal Opportunity in Education and Employment Policy 4650 Reasonable Accommodations (Disabled) Student Handbook Complaint Policy and Student Academic Grievance Committee Student Handbook Equal Opportunity Student Handbook Sexual Harassment Policy Student Handbook Student Code Student Handbook Student Rights and Freedoms	

4. **Copies of print and electronic promotional materials**

BCC recruitment viewbook 2007
BCC recruitment viewbook 2008
Bus ad 7-05
College and Foundation Annual Report 05
College and Foundation Annual Report 06
College and Foundation Annual Report 07
College and Foundation Annual Report 08
ContinuingEd.class schedule.Fall 08
ContinuingEd.class schedule.Spring 08
ContinuingEd.class schedule.Spring 09
ContinuingEd.class schedule.Summer 08
ContinuingEd.class schedule.Summer 09
ContinuingEd.class schedule.Winter 09
Credit Class Schedule Fall 05
Credit Class Schedule Fall 06
Credit Class Schedule Fall 07
Credit Class Schedule Fall 08
Credit Class Schedule Spring 05
Credit Class Schedule Spring 06
Credit Class Schedule Spring 07
Credit Class Schedule Spring 08
Credit Class Schedule Spring 09
Credit Class Schedule Summer 05
Credit Class Schedule Summer 06
Credit Class Schedule Summer 07
Credit Class Schedule Summer 08
Credit Class Schedule Summer 09
Credit Class Schedule Winter 05
Credit Class Schedule Winter 06
Credit Class Schedule Winter 07
Credit Class Schedule Winter 08
Credit Class Schedule Winter 09
Discover BCC community brochure 2004
Discover BCC community brochure 2007
Postcard Bach Applied Sci 6-08
Postcard HR Mgmt Fall 09
Postcard Med Informatics 6-08
Postcard Medical Coding 6-09
Postcard Recruitment 8-08
Postcard Recruitment Summer 08
Postcard Technical Commu 8-08
Poster Interdisciplinary Studies 11-07
Poster Intl Stud Prog 12-07
Poster Philosophy 11-08
Poster Poly Sci 11-07
Poster Soc Science 8-07
Poster Study Abroad 09
Poster Study Abroad Winter 09
Poster Sustainable Design 6-09
Print ad BrandDevelopment 2007-09
Print ad name change DowntownMag4-09
Print ad Newport High 8-05
Print ad Planet Guru 7-05

**Copies of print and electronic
promotional materials**
(continued)

Print ad PSBJ 7-05
Print ad Russian World 8-06
Print ad Seattle Times 7-05
Print ad SeattleWeekly Summer 06
Program brochure ABE-GED 9-08
Program brochure Anthro 8-07
Program brochure Bus Intelligence 5-07
Program brochure CE Six Sigma 8-06
Program brochure CE SQL Server 12-06
Program brochure Communications 9-07
Program brochure Digital Gaming 9-07
Program brochure Early Learning Ctr 5-08
Program brochure Engineering 6-09
Program brochure Gen Bus Mgmt Entrepreneur 5-08
Program brochure Gen Bus Mgmt Insurance 2-08
Program brochure Global Studies 7-07
Program brochure Imaging Aid 5-09
Program brochure Interior Design 7-07
Program brochure Kids Camp 2-09
Program brochure Math Edu 9-07
Program brochure Med Informatics 6-08
Program brochure Music 9-07
Program brochure Nursing 10-05
Program brochure Parent Ed 6-07
Program brochure Poli Sci 8-07
Program brochure Sustainable Design 6-09
Program brochure Theatre Arts 7-08
Program brochure Worker Retraining 5-08
Program brochure Workforce Ed 6-08
Program brochure World Languages 8-08
Program flyer BachelorAppliedScience 3-09
Program flyer Early Learning-Teacher Ed 07
Program flyer FireScience07
Program sheet Diagnostic Ultrasound 6-07
Program sheet Fire Officer 7-07
Program sheet FireScience 7-07
Program sheet IBEST 7-09
Program sheet Nuclear Med 6-09
Program sheet Rad Therapy 9-08
Program sheet RN Refresher 5-09
Program sheet Venture 6-08
Radio ad 10 sec Fall 05
Radio ad 10 sec Fall 06
Radio ad 10 sec Fall 08
Radio ad 10 sec Summer 08
Radio ad 10 sec Summer 09
Radio ad 10 sec Winter 07
Radio ad 15 sec Fall 07
Radio ad 15 sec Winter 07
Radio ad 15 sec Winter 08
Radio ad 30 sec Fall 05
Radio ad 30 sec Fall 06
Radio ad 30 sec Winter 07

Copies of print and electronic promotional materials
(continued)

Radio ad Endfest 07
Radio ad Info Tech Fall 06
Radio ad KBCS Spring 09
Radio ad KUOW 15 sec 07
Radio Ad New Name Spring 09
Radio ad Radio Continent 15 sec Fall 06
Radio ad Radio Continent 30 sec Fall 06
Radio ad RadioSol 30 sec Fall 05
Radio ad RadioSol 60 sec Fall 06
Recruitment Viewbook IntlStudPrograms 7-05

5. Codes of conduct, statements of ethical behavior

Board of Trustees Operating Procedures-Code of Ethics
Policy 1700 College-Foundation Relationship-Donations
Policy 1700P College-Foundation Relationship-Donations (Procedures)
Policy 2050 Student Code
Policy 2050P Student Code (Procedures)
Policy 2600 FERPA-Disclosure of Student Information
Policy 2600P FERPA-Disclosure of Student Information (Procedures)
Policy 3650 Use of Human Participants in Instructional Activities
Policy 3650P Use of Human Participants in Instructional Activities (Procedures)
Policy 3655 Use of Human Participants in Research
Policy 3655P Use of Human Participants in Research (Procedures)
Policy 4250 Standards of Ethical Conduct
Policy 4350 Honoraria
Policy 4350P Honoraria (Procedures)
Policy 4400 Acceptable Use of State Resources
Policy 5000 Acceptable Use of College Computers
Policy 5000P Acceptable Use of College Computers (Procedures)
Policy 5100 Software Licensing Compliance
Policy 5100P Software Licensing Compliance (Procedure)
Policy 5150 Acceptable Use of Network and Data Systems
Policy 5150P Acceptable Use of Network and Data Systems (Procedures)
Policy 5250 Information Technology Security Policy
Policy 6650 Communications and Publications
Policy 6650P Communications and Publications (Procedures)



Appendices

Appendix 1.1: Bellevue College Strategic Plan 2004-2011



STRATEGIC PLAN 2004-2011

VISION

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs.

CORE VALUES

We, the Board of Trustees, faculty, staff, and administration of Bellevue 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.

MISSION

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by:

- Providing high-quality, flexible, accessible educational programs and services
- Advancing pluralism, inclusion and global awareness
- Acting as a catalyst and collaborator for a vibrant region

Revised vision and mission approved by the Bellevue College Board of Trustees June 11, 2008

GOALS

Access

BC will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.

Student Success

BC will support students' lifelong educational development by offering programs and services consistent with their needs, interests, and abilities.

Teaching & Learning Excellence

BC will offer educational programs and services that are responsive, flexible, and of the highest quality.

Institutional Accountability

BC will maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs.

Professional & Organizational Excellence

BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal.

Financial Sustainability

BC will remain preeminent by strengthening its financial position.

Technology Leadership

BC will be a leader in administrative and educational technology, including online learning.


















Pluralism

BC will advance diversity programs that promote pluralism, inclusion, and global awareness.

Community Leadership & Partnership

BC will be a leader and partner in building a strong and vibrant region.

Appendix 1.2: 2009 Budget Survey Results

2009 BC Budget Information Sharing Feedback			
Respondents:	137 displayed, 137 total	Status:	Closed
Launched Date:	05/26/2009	Closed Date:	06/10/2009
1. Over the past six months we have tried to keep you informed about the potential effects at BC of the state economic situation. How relevant to you and your work was the information that has been shared at BC?			
		Response Total	Response Percent
Very Relevant		56	41%
Relevant		61	45%
Neutral		6	4%
Somewhat Relevant		11	8%
Totally Irrelevant		2	1%
Additional comments		0	0%
		Total Respondents	136
		(skipped this question)	1
2. How timely was the state economic information that has been shared at BC over the past six months?			
		Response Total	Response Percent
Very Timely		60	44%
Timely		51	38%
Neutral		12	9%
Somewhat Timely		9	7%
Not Timely At All		3	2%
Additional comments		1	1%
		Total Respondents	136
		(skipped this question)	1
3. How useful to you were President Floten's presentations about the state economic situation and potential effects on BC's budget?			
		Response Total	Response Percent
Very Useful		53	39%
Useful		40	29%
Neutral		31	23%
Useless		4	3%
Very Useless		2	1%
Additional comments		6	4%
		Total Respondents	136
		(skipped this question)	1

Appendix 1.2: 2009 Budget Survey Results *(continued)*

4. How useful to you were the Budget Road Show presentations?

		Response Total	Response Percent
Very Useful		29	21%
Useful		42	31%
Neutral		46	34%
Useless		3	2%
Very Useless		4	3%
Additional comments		12	9%
	Total Respondents	136	
	(skipped this question)		1

5. How useful to you are the [BC-Official] e-mail updates related to the state economic situation?

		Response Total	Response Percent
Very Useful		47	35%
Useful		62	46%
Neutral		21	15%
Useless		3	2%
Very Useless		2	1%
Additional comments		1	1%
	Total Respondents	136	
	(skipped this question)		1

6. Overall, was the budget information been shared in ways that make it easy to understand?

		Response Total	Response Percent
Yes, easy to understand		60	44%
Somewhat easy to understand		54	40%
Neutral		9	7%
Somewhat difficult to understand		9	7%
No, not easy to understand at all		3	2%
Additional comments		1	1%
	Total Respondents	136	
	(skipped this question)		1

7. Are there other areas related to the budget that would help you keep informed? If so, please comment.



Total Respondents **32**
(skipped this question) 105

Appendix 1.2: 2009 Budget Survey Results *(continued)*

8. What would help you feel informed and engaged in BC's budget decision-making process?

Total Respondents	42
(skipped this question)	95

9. It will help us greatly if you would provide your employee classification.

		Response Total	Response Percent
Full-time Faculty		17	13%
Adjunct or Part-time Faculty		18	14%
Classified		42	33%
Hourly		2	2%
Administrative/Exempt		42	33%
Prefer not to respond		8	6%
		Total Respondents	129
		(skipped this question)	8

Appendix 1.3: 2009-10 Budget Guiding Principles

- Maintain a student centric college.
- Conduct a participatory process.
- Adhere to our vision and mission statements.
- Respect the diversity of our workforce.
- Maintain our quality educational environment.
- Minimize student financial impacts.
- Do not sacrifice future needs for short-term financial gain.
- Consider all budget requests.
- Be able to sustain identified reductions.
- Emerge as a stronger more efficient college.
- Be willing to challenge status quo and tradition.
- Be mindful of our commitment to increase the number of full-time faculty.

Appendix 1.4: 2009-10 Budget Priorities

- Meet our enrollment target.
- Maintain a responsive portfolio of courses, programs, certificates and degrees that meet the needs of our community.
- Maintain and promote innovation for student success and for program changes needed to serve student and community needs.
- Preserve jobs as much as possible.
- Emphasize administrative and procedural efficiencies.
- Emphasize strategic and sustainable reductions.
- Identify individuals who wish to retire in the next two years, and take advantage of these as well as resignation opportunities where appropriate.
- Examine possible service hour reductions.
- Assist the community in economic development and vitality.
- Search for additional revenue sources, partnerships and opportunities.

Appendix 1.5: 2008-09 Strategic Planning Priorities and Objectives

STUDENT SUCCESS

- Create, support and measure the effectiveness of opportunities for student engagement (Vice President, Equity and Pluralism)
- Improve student success in developmental math in terms of retention and progression into college level work (Executive Dean, Instruction)
- Expand Career Pathways (Vice President, Workforce Development)
- Improve educational planning (Vice President, Student Services)
- Focus on retaining more students through 30 credits (Vice President, Student Services)
- Develop increased opportunities for students to continue to access higher education (Executive Dean, Instruction)

ACCREDITATION

- Complete a high quality self-study that leads to accreditation (Executive Dean, Instruction)

COMMUNITY BUILDING

- Develop and implement training for all employee groups that advances cultural competence, understanding the student population, workplace requirements, leadership development, better business processes and technology training (Vice President, Human Resources)
- Develop and implement a new structure and organization for globalism (Executive Dean, Instruction)
- Develop and implement an agreed upon plan and goals for a Teaching and Learning Institute (Executive Dean, Instruction)

- Leverage collaborative tools and technology to improve communication across campus units (Dean, Information Resources)
- Engage campus community in sustainability initiatives (Vice President, Administrative Services)
- Expand baccalaureate capacity (President).

BUSINESS PROCESS IMPROVEMENT

- Improve workflow
 - HR systems (Vice President, Human Resources)
 - Event planning (Vice President, Administrative Services)
- Improve Online services (Dean, Information Resources)
 - Implement SPOL – integrated planning tool with KPIs (Vice President, Administrative Services)
 - Implement a management data cube/staging area with training for selected staff to allow conversion and new programs for management use (replacing existing data express routines) (Dean, Information Resources)

ADVANCEMENT CAMPAIGN

- Meet campaign goals (Vice President, Institutional Advancement)
 - Fundraising
 - Volunteer Recruitment
 - Marketing and Messaging
 - Stewardship

Revised October 8, 2008

Appendix 2.1: Grants List (FY 2006–09)

Please see the following detailed breakdown on Bellevue College's grant awards related to new faculty scholarship, new academic or professional and technical programming, and equipment for teaching and learning for the three fiscal years 2005-09.

FY 2008-09				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Patricia Dombrowski	Innovative Tech Experiences for Students	Collaboration with NWBAR	\$61,882	NSF-ITEST
Sandra Mikolaski	National Resource Center continuation	\$105,372	NSF-ATE	
Sandra Mikolaski	STEM to Stern	\$50,068	NSF-ATE	
Paula Boyum, Sandra Mikolaski	Program Development for IT	\$75,000	OSPI	
Darlene Molsen	Certificate Program for Working Adults-MCSA	New Cohort -22 FTE, redesigned program	\$145,854	2nd Chance WA (SKCWFE)
Star Rush	Fulbright Scholar in Residence	Political Science/History Scholar from Latin America	\$29,600	US Dept of State
TOTAL FY 2008-09			\$467,776	

FY 2007-08				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Bruce Riveland, Continuing Education	Computer Equipment	In-kind donation of 25 laptop computers	\$11,000	The Boeing Company
Celinda Smith, Student Services	Achievers Scholars	Continued support funds for identified scholars	\$14,955	College Success Foundation
Sybil Weber, Nursing	Nursing Lab Equipment	Simulated patient package for nursing and allied health programs	\$50,000	Lockwood Foundation
Robert Hobbs, Science Division; Cheryl Vermilyea, Center for Career Connections/Women's Center; Manjari Wijenaik, NWCET	STEM to Stern: An Education to Industry Research, Action, Change Project to Develop Long-term Employer-Education Partnerships	Grant includes funds for both student support/mentoring/career development activities in STEM as well as industry research	\$824,735	National Science Foundation
Gita Bangera, Science Division	ComGen: Community College Genomics Research Initiative	New curricula and program development to bring hands-on experiences in DNA sequencing and analysis to community college students	\$499,538	National Science Foundation
Sandy Mikolaski, NWCET	Planning Grant: Building a Community to Revitalize Community College Undergraduate Computing Pathways	New program development in computer science transfer program	\$213,578	National Science Foundation
Star Rush, Center for Liberal Arts; Barbara Miller, Institutional Advancement	Love Makes a Family	Funds to bring national photo exhibit on LGBTQ families to BCC campus for one month	\$2,000	Pride Foundation

Appendix 2.1: Grants List (FY 2006–09) *(continued)*

FY 2007-08 <i>(continued)</i>				
Garnet Templin-Imel, Adult Basic Education	Eastside Educational Transitions Center for Young Adults	New program to serve young adults aged 18-24 who dropped out of high school and/or have low basic skills	\$169,786	Seattle/King County Workforce Development Council – Section 503 Incentive Funds
Bruce Riveland, Continuing Education	Online Instructor Orientation	To develop online instructor orientation to better prepare new faculty for community college teaching	\$10,000	SBCTC Best Practices Innovation
Norma Whitacre, Office of Instruction	Early Childhood Education Math & Science	New program – 8 new FTEs	\$44,400	SBCTC
Erika Ferreri, Health Sciences, Education and Wellness Institute	Electroneurodiagnostic Technician	New program – 14 new FTEs	\$122,500	SBCTC High Demand FTEs
Norma Whitacre, Office of Instruction	Transfer Science/Math High Demand FTEs	New program – 32 new FTEs in FY 2008 and FY 2009	\$280,000	SBCTC
Bruce Riveland, Continuing Education; Manjari Wijenaik, NWCET	BSITE: Building Safer Information Technology Environments	New program in risk management for information technology – congressional appropriation through Congressman Reichert's office	\$315,392	US Dept of Education; Fund for the Improvement of Postsecondary Education
Sybil Weber, Nursing; Ron Radvilas, Radiology; Julius Armstrong, Radiation Therapy; Joyce Carroll; Tech Prep	Community-Based Job Training Grant	Expansion of nursing program, development of 2 new certificates in Radiologist Assistant and Medical Dosimetrist, and WIA youth initiatives	\$1,815,198	US Dept of Labor
Star Rush, Center for Liberal Arts	Fulbright Foreign Language Teaching Assistant	Expanded foreign language and cultural offerings at BCC	\$25,000	US Dept of State
Leslie Lum, Business Division	Financial Education	Continued funding for financial education initiatives	\$50,000	WA Dept of Financial Institutions
Star Rush, Center for Liberal Arts; Myra VanVector, Library Media Center	Washington One Book Program	Operating funds for BCC Reads!	\$7,000	WA State Library
TOTAL FY 2007-08			\$4,455,082	

FY 2006-07				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$5,000	Humanities Washington
Leslie Lum, Business Division	Investor Education	Curricula and program development	\$150,000	Investor Protection Trust
Maurice McKinnon, Health Sciences, Education and Wellness Institute	Nuclear Medicine and Radiation Therapy	Move these two programs from self-support to state support	\$240,000	SBCTC High Demand FTEs
Myra VanVector, Library Media Center	United Nations Initiative	Funds to support a spring symposium at BCC	\$1,000	Temcov Foundation

Appendix 2.1: Grants List (FY 2006–09) *(continued)*

FY 2006-07 <i>(continued)</i>				
Gita Bangera, Science Division; Gaynor Hills, BCC Foundation	ComGen: Community College Genomics Research Initiative	Purchase DNA sequencer for BCC students	\$10,000	Univar Corporation
Patricia Dombrowski, Continuing Education	Life Science Informatics Center	Continuation funding for BCC as Informatics Center of Excellence (part of 5-college consortium Centers for the Biotechnology Workforce)	\$500,000	US Dept of Labor
Myra VanVactor, Library Media Center	Washington One Book Program	Operating funds for BCC Reads!	\$7,000	WA Library Association
Leslie Lum, Business Division	Financial Education	New curricula and program development for financial education initiatives	\$83,000	WA Dept of Financial Institutions
Celinda Spaulding, Student Services	Freshman Experience	To implement pilot of freshman experience	\$5,500	Washington Education Foundation (now known as College Spark)
TOTAL FY 2006-07			\$1,001,500	

FY 2005-06				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Chris Shelley, Science Division	Bruce Wallace Biotechnology Laboratory Program	Replication of model program in CA to bring biotechnology equipment and teacher training into secondary school science classrooms	\$227,694	Amgen Foundation
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$10,000	Bullitt Foundation
Tika Esler, Student Services	Mentoring Program	Funds to pilot a mentoring program for at-risk students	\$17,053	Education Assistance Foundation
Diane Douglas, Center for Liberal Arts	Fulbright: Council for the International Exchange of Scholars	To bring a Muslim scholar to BCC for six-week residency	\$15,000	US Dept of State
Diane Douglas, Center for Liberal Arts	Fulbright Foreign Language Teaching Assistant	To bring an Arabic language scholar to BCC	\$18,600	US Dept of State
Art Goss, Astrology	Digistar Projection System	New digital projection system for BCC planetarium	\$5,000	Lucky Seven Foundation
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$5,000	Humanities Washington
Margaret Turcott, Business Division	Business Intelligence	New program development – 20 new FTEs	\$180,000	SBCTC High Demand FTEs
Cheryl Vermilyea, Center for Career Connections	Business Relations Team	Development of cross-campus coordination of external business involvement in college activities	\$10,000	SBCTC Best Practices Innovation
TOTAL FY 2005-06			\$488,347	

Source: List compiled directly by Director of Institutional and Foundation Grants, Bellevue College, December 2008.

Appendix 2.2: Bachelor of Applied Science Degree Requirements

BACHELOR OF APPLIED SCIENCE DEGREE MANAGEMENT CONCENTRATION

For technologists who wish to lead radiation and imaging departments and clinics.

Course No.	Course Name	Credit Hrs.
Proficiency Requirement		
Math 099	Intermediate Algebra	N/A
Prerequisite Requirements		
National Certification in Radiologic Technology, Diagnostic Ultrasound, Radiation Therapy or Nuclear Medicine		65
BIOL& 241 ▲	Human Anatomy and Physiology	5
BIOL& 242 ▲	Human Anatomy and Physiology II	5
ENGL& 101 ▲	English Composition I	5
Humanities	From AAS-DTA transfer list	5
Social Science	From AAS-DTA transfer list	5
General Program and Concentration Requirements		
BUS& 101 ▲	Introduction to Business	5
CMST 330 ▲	Intercultural Communication for the Professional Practitioner	5
ECON 315	Economics of Health Care	5
MATH 130	Introduction to Statistics	5
PHIL 365	Biomedical Ethics: Theory and Practice	5
RAIM 301	Essentials of Imaging & Therapy	5
RAIM 320	Finance and Accounting for Health Care	5
RAIM 325	Organizational Theory and Behavior	5
RAIM 340	Human Resources Management in Health Care	5
RAIM 350	Legal and Regulatory Aspects of Health Care	5
RAIM 401	Marketing in the Health Care Environment	5
RAIM 410	Institutional Quality & Safety Management	5
RAIM 440	New Business Planning for Health Care	5
RAIM 460	Management & Leadership in Healthcare	5
RAIM 475	Capstone Project	5
<i>Choose 5 credits from the following:</i>		5
ENGL 201	The Research Paper (5 cr)	
ENGL& 235 ▲	Technical Writing (5 cr)	

Appendix 2.2: Bachelor of Applied Science Degree Requirements *(continued)*

Course No.	Course Name	Credit Hrs.
<i>Choose at least 10 credits from the following:</i>		<i>10</i>
RAIT 301	Sectional Anatomy (3 Cr)	
RAIT 302	Body Pathophysiology (3 Cr)	
RAIT 303	Neuropathophysiology (3 Cr)	
RAIT 310	CT Instrumentation & Procedures (3 Cr)	
RAIT 311	Clinical Practicum – CT (12 Cr)	
RAIT 312 -or- BIOL 312	Biology of Cancer (5 Cr)	
RAIT 315	MRI Instrumentation & Procedures (3 Cr)	
RAIT 316	Clinical Practicum – MRI (12 Cr)	
RAIT 320	Interventional Procedures (3 Cr)	
RAIT 321	Clinical Practicum – Interventional (12 Cr)	
RAIT 325	Mammography (4 Cr)	
RAIT 326	Ultrasound Physics for Mammographers (3 Cr)	
RAIT 327	Breast Ultrasound for Mammographers (3 Cr)	
RAIT 328	Ultrasound Equipment for Mammographers (2 Cr)	
RAIT 329	Mammography Clinical (4 Cr)	
RAIT 330	Breast Ultrasound for Sonographers (3 Cr)	
RAIT 331	Clinical Practicum in Breast Ultrasound (12 Cr)	
RAIT 340	Fetal Echocardiography for Sonographers (3 Cr)	
RAIT 341	Clinical Practicum for Fetal Echocardiography (12 Cr)	
RAIT 344	Sonographer Vascular Technology (3 Cr)	
RAIT 345	Clinical Practicum for Vascular Sonography (12 Cr)	
RAIT 350	Nuclear Cardiology (5 Cr)	
RAIT 360	Positron Emission Tomography (3 Cr)	
RAIT 361	Clinical Practicum – PET (12 Cr)	
RAIT 401	Advanced Sectional Anatomy (2 Cr)	
RAIT 410	Advanced CT Procedures (3 Cr)	
RAIT 415	Advanced MRI Procedures (3 Cr)	
RAIT 490	Information & Image Mgmt (3 Cr)	
RAIT 495	Quality Assurance/Accreditation (5 Cr)	
Grand Total		180

▲ - Courses marked with a ▲ symbol changed course number and/or title beginning summer 2008 to reflect a new common course numbering system. Courses with previous number/title are still applicable. [Learn more about Common Course Numbering.](#)

& - A common course identifier recognized among Washington State Community and Technical Colleges.

Appendix 2.2: Bachelor of Applied Science Degree Requirements *(continued)*

BACHELOR OF APPLIED SCIENCE DEGREE TECHNOLOGY CONCENTRATION

For technologists seeking advanced technical expertise leading to additional certification.

Course No.	Course Name	Credit Hrs.
Proficiency Requirement		
Math 099	Intermediate Algebra	N/A
Prerequisite Requirements		
National Certification in Radiologic Technology, Diagnostic Ultrasound, Radiation Therapy or Nuclear Medicine		65
BIOL& 241 ▲	Human Anatomy and Physiology I	5
BIOL& 242 ▲	Human Anatomy and Physiology II	5
ENGL& 101 ▲	English Composition I	5
Humanities	From AAS-DTA transfer list	5
Social Science	From AAS-DTA transfer list	5
General Program and Concentration Requirements		
BUS& 101 ▲	Introduction to Business	5
CMST 330 ▲	Intercultural Communication for the Professional Practitioner	5
ECON 315	Economics of Health Care	5
MATH 130	Introduction to Statistics	5
PHIL 365	Biomedical Ethics: Theory and Practice	5
RAIM 301	Essentials of Imaging & Therapy	5
RAIM 460	Management & Leadership in Healthcare	5
RAIM 475	Capstone Project	5
RAIT 301	Sectional Anatomy	3
RAIT 302	Body Pathophysiology	3
RAIT 303	Neuropathophysiology	3
RAIT 495	Quality Assurance/Accreditation	5
<i>Choose 5 credits from the following:</i>		5
ENGL 201	The Research Paper (5 cr)	
ENGL& 235 ▲	Technical Writing (5 cr)	
<i>Choose 31 credits from the following:</i>		31
RAIM 320	Finance and Accounting for Health Care (5 Cr)	
RAIM 325	Organizational Theory and Behavior(5 Cr)	
RAIM 340	Human Resources Management in Health Care(5 Cr)	
RAIM 350	Legal and Regulatory Aspects of Health Care(5 Cr)	

Appendix 2.2: Bachelor of Applied Science Degree Requirements *(continued)*

Course No.	Course Name	Credit Hrs.
RAIM 401	Marketing in the Health Care Environment(5 Cr)	
RAIM 410	Institutional Quality & Safety Management(5 Cr)	
RAIM 440	New Business Planning for Health Care(5 Cr)	
RAIT 310	CT Instrumentation & Procedures (3 Cr)	
RAIT 311	Clinical Practicum – CT (12 Cr)	
RAIT 312 or BIOL 312	Biology of Cancer (5 Cr)	
RAIT 315	MRI Instrumentation & Procedures(3 Cr)	
RAIT 316	Clinical Practicum – MRI (12 Cr)	
RAIT 320	Interventional Procedures (3 Cr)	
RAIT 321	Clinical Practicum – Interventional (12 Cr)	
RAIT 325	Mammography (4 Cr)	
RAIT 326	Ultrasound Physics for Mammographers(3 Cr)	
RAIT 327	Breast Ultrasound for Mammographers(3 Cr)	
RAIT 328	Ultrasound Equipment for Mammographers(2 Cr)	
RAIT 329	Mammography Clinical (4 Cr)	
RAIT 330	Breast Ultrasound for Sonographers (3 Cr)	
RAIT 331	Clinical Practicum in Breast Ultrasound (12 Cr)	
RAIT 340	Fetal Echocardiography for Sonographers (3 Cr)	
RAIT 341	Clinical Practicum for Fetal Echnocardiography (12 Cr)	
RAIT 344	Sonographer Vascular Technology (3 Cr)	
RAIT 345	Clinical Practicum for Vascular Sonography (12 Cr)	
RAIT 350	Nuclear Cardiology (5 Cr)	
RAIT 360	Positron Emission Tomography (3 Cr)	
RAIT 361	Clinical Practicum – PET (12 Cr)	
RAIT 401	Advanced Sectional Anatomy (2 Cr)	
RAIT 410	Advanced CT Procedures (3 Cr)	
RAIT 415	Advanced MRI Procedures (3 Cr)	
RAIT 490	Information & Image Management(3 Cr)	
Grand Total		180

▲ - Courses marked with a ▲ symbol changed course number and/or title beginning summer 2008 to reflect a new common course numbering system. Courses with previous number/title are still applicable. [Learn more about Common Course Numbering.](#)

& - A common course identifier recognized among Washington State Community and Technical Colleges.

Appendix 2.3: Bachelor of Applied Science Degree General Education University Comparison

General Education Area	Competency Areas	BCC Requirement (AAS-DTA degree)	EWU General Education Requirements*	BAS Course Requirement
Reasoning	Critical Thinking	Must meet all three areas		RAIM 301
	Quantitative Reasoning		Mathematical Reasoning (Pre-calc or elementary prob/stat)	MATH 130
	Research Literacy		English Composition (1 course)	ENGL 101
Communication	Reading	Writing plus two additional areas	Humanities (2-3 courses)	ENGL 201
	Writing			
	Listening and Speaking			RAIM 460
	Visual Communication			
	Computer Literacy		Computer Literacy (2-5 credits or exam)	
Responsibility	Self-Assessment	Two areas		
	Group Processes			RAIM 460
	Ethics			PHIL 365
	Lifelong Learning			
Cultural Traditions	Historical/Intellectual Persp.	Cultural Diversity plus one additional area	Social Sciences (2-3 courses)	GBUS 101 ECON 340
	Aesthetic Awareness			
	Cultural Diversity		International Studies (4 credits); Cultural/Gender Diversity (4 credits)	SPCH 3330
Science & Environment	Nature of Science	Two areas	Natural Sciences (2-3 courses)	Met by prerequisite
	Science and Natural World			
	Technology & Society			

* Courses at EWU that meet the Humanities, Social Science, and Natural Science requirements are at the 100-200 level. Courses that meet the Culture/Gender Diversity and International Studies requirements are at the 200-400 level, mostly 300-400.

Appendix 2.4: Bachelor of Applied Science Degree Admission Procedure

Admission to the program is competitive. Meeting minimum requirements does not guarantee admission as the number of qualified applicants may exceed the number of available enrollment spaces.

FOR MANAGEMENT & TECHNOLOGY CONCENTRATIONS

You may apply any time during the year. Depending on space availability in the program, you may be considered for acceptance into the program on a quarterly basis.

MEDICAL DOSIMETRY AND RADIOLOGIST ASSISTANT CONCENTRATIONS

Submit your application for admissions between January 15 and May 1 to start in September (fall quarter). After this time, depending on space availability in the program, you may be considered for acceptance. Final selection for Medical Dosimetry and Radiologist Assistant concentrations require a personal interview.

Applications must include the following:

1. A completed application form and signed Notice of Right to File a Discrimination Complaint (included with application).
2. A Non-refundable check for \$125, payable to Bellevue College BAS Program. (This covers your application to the college, transcript evaluation and your individualized program plan.)
3. Proof of national certification in radiologic technology, radiation therapy, nuclear medicine technology, or diagnostic medical sonography. Radiologist Assistant concentration requires proof of national certification in radiologic technology. Medical Dosimetry concentration requires proof of national certification in radiation therapy.
4. Official transcripts from a regionally accredited college demonstrating completion of the following courses, or their equivalent, with a grade point average of 2.5 or better:
 - English composition
 - Intermediate algebra (or assessment into a higher level course)
 - 2 courses human anatomy and physiology; or certification in CT or MRI
 - Humanities course
 - Social sciences course
5. Two letters of recommendation, on company letterhead, from someone who personally knows your work, such as your current or past manager, discussing your contributions to your work place and how he or she believes you will benefit from completion of the BAS program. For the Medical Dosimetry program, at least one of your letters must be from an oncologist, medical physicist, dosimetrist, chief therapist, or program director of a radiation therapy program. For the Radiologist Assistant program, at least one of your letters must be from a radiologist.
6. A personal statement of not more than 500 words discussing your understanding of the role you will be performing in your chosen field and how that fits in with your personal or professional goals. If you choose, you may also discuss your work experience; advanced certifications you possess; specific or unique attributes that you will bring to the program; challenges or hardships

Appendix 2.4: Bachelor of Applied Science Degree

Admission Procedure *(continued)*

you have overcome in pursuing your educational or work goals; or other special considerations that would make you a good candidate for the program.

7. Radiologist Assistant concentration also requires submission of a resume demonstrating two years of practice as a certified (ARRT) radiographer.

NOTIFICATION

Once you submit your application, you should expect to hear from the college within 2-4 weeks.

Appendix 2.5: Bachelor of Applied Science Degree

Annual Course Schedule

The following course schedule outlines approximately when courses will be offered. However, as the program grows and adds courses to meet varying student educational needs, the schedule will change. This schedule is for general information purposes only and is subject to change. Please check with your program advisor or the BC quarterly schedule for the most current course offerings. On campus classes generally meet one night per week from 6:00 to 9:00 pm and have an online component to accompany the course.

Course Number	Course Name	Credits	Mode
Fall			
DOSM301	Current Topics in Medical Dosimetry	3	Campus
DOSM315	Physics for Medical Dosimetry I	5	Campus
DOSM321	Radiation Treatment Planning I	5	Campus
ECON315	Economics of Health Care	5	Online
RADA306	Patient Care and Assessment I	3	Campus
RADA311	Imaging Procedures I	4	Campus
RADA321	Clinical Observation I	1	Arranged
RADA411	Clinical Internship I	10	Arranged
RADA421	Case Study/Capstone I	2	Campus
RAIM325	Organizational Theory & Behavior in Health Care	5	Online
RAIM350	Legal and Regulatory Aspects of Health Care	5	Online
RAIM401	Marketing in a Health Care Environment	5	Campus
RAIT301	Sectional Anatomy	3	Online
RAIT302	Body Pathophysiology	3	Online
RAIT326	Ultrasound Physics for Mammographers	3	Campus
RAIT350	Nuclear Cardiology	3	Online
RAIT415	Advanced MR Procedures	3	Campus
RAIT344	Sonographer Vascular Technology	3	Campus
RAIT495	Quality Assurance & Accreditation	5	Campus
Winter			
BIOL312	Biology of Cancer	5	Campus
CMST330	Intercultural Communications for the Professional	5	Campus
DOSM322	Radiation Treatment Planning 2	5	Campus
DOSM401	Clinical Education I	5	Arranged
RADA308	Patient Care and Assessment 2	3	Campus

Appendix 2.5: Bachelor of Applied Science Degree

Annual Course Schedule *(continued)*

Course Number	Course Name	Credits	Mode
RADA312	Imaging Procedures 2	4	Campus
RADA322	Clinical Observation 2	1	Arranged
RADA412	Clinical Internship 2	10	Arranged
RADA422	Case Study/Capstone 2	2	Campus
RAIM320	Finance & Accounting for Health Care	5	Online
RAIM440	New Business Planning for Health Care	5	Campus
RAIM460	Management and Leadership	5	Campus
RAIT303	Neuropathophysiology	3	Online
RAIT310	CT Instrumentation & Procedures	3	Online or Campus
RAIT315	MR Instrumentation & Procedures	3	Campus
RAIT327	Breast Ultrasound for Mammographers	3	Campus
RAIT490	Information & Image Management	3	Online
Spring			
DOSM331	Dosimetry of Electron Beam Therapy	3	Campus
DOSM402	Clinical Education 2	5	Arranged
DOSM415	Physics for Medical Dosimetry 2	5	Campus
PHIL365	Biomedical Ethics: Theory and Practice	5	Campus
RADA313	Imaging Procedures 3	3	Campus
RADA323	Clinical Observation 3	1	Arranged
RADA330	Physics of Imaging	2	Campus
RADA375	Pharmacology	3	Campus
RADA413	Clinical Internship 3	10	Arranged
RADA423	Case Study/Capstone 3	2	Campus
RAIM340	Human Resources Management in Health Care	5	Online
RAIM410	Institutional Quality & Safety Management	5	Campus
RAIT320	Interventional Procedures	3	Campus
RAIT325	Mammography	4	Campus
RAIT328	Ultrasound Equipment for Mammographers	2	Campus
RAIT360	Positron Emission Tomography	3	Campus
RAIT401	Advanced Sectional Anatomy	2	Online
RAIT410	Advanced CT Procedures	3	Campus
RAIT415	Advanced MRI Procedures	3	Campus

Appendix 2.5: Bachelor of Applied Science Degree

Annual Course Schedule *(continued)*

Course Number	Course Name	Credits	Mode
Summer			
DOSM403	Clinical Education 3	5	Arranged
DOSM442	Clinical Brachytherapy	4	Campus
DOSM443	Quality Assurance	3	Campus
DOSM475	Concept Integration/Case Studies	3	Campus
RADA314	Imaging Procedures 4	3	Arranged
RADA324	Clinical Observation 4	1	Campus
RADA335	Radiation Biology and Safety	2	Campus
RADA414	Clinical Internship 4	11	Arranged
RADA424	Case Study/Capstone 4	2	Campus
RAIM301	Essentials of Imaging and Therapy	5	Online

The following courses can be offered all four quarters each year as needed:

Course Number	Course Name	Credits	Mode
RAIM475	Capstone Project	5	Online
RAIT311	CT Clinical Practicum	12	Arranged
RAIT316	MRI Clinical Practicum	12	Arranged
RAIT321	Interventional Clinical Practicum	12	Arranged
RAIT329	Mammography Clinical Practicum	4	Arranged
RAIT331	Breast Ultrasound Clinical Practicum	12	Arranged
RAIT345	Vascular Sonography Clinical Practicum	12	Arranged
RAIT361	PET Clinical Practicum	12	Arranged

Please check the BC quarterly course schedule for the availability of the following courses:

Course Number	Course Name	Credits	Mode
BUS&101	Introduction to Business	5	Online or Campus
MATH130	Introduction to Statistics	5	Online or Campus
ENGL201	The Research Paper	5	Online or Campus
ENGL&235	Technical Writing	5	Online or Campus

Appendix 2.6: Bachelor of Applied Science Degree Faculty

Instructor	Position	Course Number	Course Name
Alotis, Michael MHA, RT (R)	Children's Hospital Manager, Strategic Sourcing	RAIM410	Institutional Quality & Safety Management
Benchimol, Jason MA, PhD Candidate	University of Washington Faculty	PHIL365	Biomedical Ethics: Theory and Practice
Christensen, Mary BS, RT (R) (M)	Minor & James Medical Imaging Staff Technologist	RAIT325	Mammography
Craig, Pennie, BS, NMTCB	Seattle Childrens Hospital Nuclear Medicine Technologist	RAIT350	Nuclear Cardiology
Daniels, Mark BS, CMD, RT (T)	Varian Corp Information Technology Specialist	DOSM301	Current Topics in Medical Dosimetry
		DOSM321	Radiation Treatment Planning I
		DOSM322	Radiation Treatment Planning 2
		DOSM331	Dosimetry of Electron Beam Therapy
		DOSM401	Clinical Education I
		DOSM402	Clinical Education 2
		DOSM403	Clinical Education 3
		DOSM442	Clinical Brachytherapy
		DOSM443	Quality Assurance
		DOSM475	Concept Integration/Case Studies
Ellinger, Jim PhD	Bellevue College Life Science Faculty	BIOL312	Biology of Cancer
Grant, Renee RDMS	Bellevue College Diagnostic Ultrasound Faculty	RAIT344	Sonographer Vascular Technology
		RAIT345	Vascular Sonography Clinical Practicum
Harley, John MD	Seattle VA Hospital Director of Radiology	RADA311, 312, 313, 314	Imaging Procedures I, 2, 3, 4
		RADA421, 422, 423, 424	Case Study/Capstone I, 2, 3, 4
Hatstat, Frank MBA, JD	Bellevue College Business Faculty	BUS&101	Introduction to Business
Kato, Miranda MA (ABD)	Bellevue College Business Faculty	RAIM325	Organizational Theory & Behavior in Health Care
		RAIM340	Human Resources Management in Health Care
Masuda, David MD, MS	Department of Medical Education and Biomedical Informatics, School of Medicine	RAIT490	Information & Image Management
Miyaoka, Robert PhD	University of WA Medical Center Physicist	RAIT360	Positron Emission Tomography

Appendix 2.6: Bachelor of Applied Science Degree Faculty *(continued)*

Instructor	Position	Course Number	Course Name
Mow, Drew MA, RT (R) (MR)	Everett Bone and Joint MRI Director	RAIT315	MR Instrumentation & Procedures
Olson, Katherine BAS, RDMS, RT (R)	Bellevue College Diagnostic Ultrasound Faculty	RAIT326	Ultrasound Physics for Mammographers
		RAIT327	Breast Ultrasound for Mammographers
		RAIT328	Ultrasound Equipment for Mammographers
		RAIT330	Breast Ultrasound
		RAIT331	Breast Ultrasound Clinical Practicum
Radvilas, Maurya BAS, CRA, RT (R) (CT) (MR)	Multicare Health Systems Director of Imaging	RAIT301	Sectional Anatomy
		RAIT302	Body Pathophysiology
		RAIT303	Neuropathophysiology
		RAIT401	Advanced Sectional Anatomy
Radvilas, Ron MS, RT (R)	Bellevue College Director Radiation and Imaging Sciences BAS Program, Faculty	RADA321, 322, 323, 324	Clinical Observation I, 2 3, 4
		RADA330	Physics of Imaging
		RADA335	Radiation Biology and Safety
		RAIM301	Essentials of Imaging and Therapy
		RAIM475	Capstone Project
		RAIT311	CT Clinical Practicum
		RADA411, 412, 413, 414	Clinical Internship I, 2, 3, 4
		RAIT316	MRI Clinical Practicum
		RAIT321	Interventional Clinical Practicum
		RAIT329	Mammography Clinical Practicum
		RAIT361	PET Clinical Practicum
Rainge, Kevin JD	Bellevue College Business Faculty	RAIM350	Legal and Regulatory Aspects of Health Care
Ramos, Mario AAS, RT (R) (CT)	University of Washington Medical Center Supervisor CT Department	RAIT310	CT Instrumentation & Procedures
		RAIT410	Advanced CT Procedures
Rinehart, Brenda MBA, RT (R) (CT)	Overlake Medical Center Director of Radiology	RAIM320	Finance & Accounting for Health Care
		RAIM401	Marketing in a Health Care Environment
Sapienza, Jim MBA, MA	Multicare Health Systems Administrative Director Imaging	RAIM460	Management and Leadership
		RAIT495	Quality Assurance & Accreditation

Appendix 2.6: Bachelor of Applied Science Degree Faculty *(continued)*

Instructor	Position	Course Number	Course Name
Storm, Lyn PA-C, RT(R)	Providence Everett Physicians Assistant Radiology	RADA306, 308	Patient Care and Assessment I, 2
		RADA375	Pharmacology
Sutlief, Steve PhD	Seattle VA Hospital Medical Radiation Physicist	DOSM315	Physics for Medical Dosimetry I
		DOSM415	Physics for Medical Dosimetry 2
Various	Bellevue College Faculty	ECON315	Economics of Health Care
Various	Bellevue College Faculty	ENGL&235	Technical Writing
Various	Bellevue College Faculty	ENGL201	The Research Paper
Various	Bellevue College Faculty	MATH130	Introduction to Statistics
Watanabe, Louis MBA	Bellevue College Business Faculty	RAIM440	New Business Planning for Health Care
Wu, Jason AAS, RT (R) (MR)	Virginia Mason Medical Center MRI Technologist	RAIT415	Advanced MR Procedures
Yabui, Alan EdD	Bellevue College Speech Faculty	CMST330	Intercultural Communications for the Professional
Yadon, Kelly AA, RCC, RT (R) (CV)	Valley Medical Center Radiology Reimbursement Specialist	RAIT320	Interventional Procedures

Educational Credential	Number of BAS Instructors	Percent of BAS Instructor Pool
PhD/EdD	4	15%
MD	2	8%
PA-C	1	4%
JD	2	8%
MBA/MHA	5	19%
MA/MS	3	12%
BA/BS	5	19%
AA with national certification in area of specialty	4	15%

Appendix 2.7: Bachelor of Applied Science Degree Student Survey

Fall 2008 BAS Student Survey Results

Total Respondents 32

As you know, the Bachelor of Applied Science degree in radiation and imaging sciences is a new program, and the first bachelor degree program offered by Bellevue Community College.

Our goal is to provide relevant courses and outstanding instructors who can help you gain the knowledge you need to reach your career goals. Your feedback on whether the program is achieving that goal is critical to the success of the program.

Please take a few minutes to answer these 11 questions. Your responses will be totally anonymous.
Thank you.

1. When I entered the BAS program, I felt I was adequately prepared for baccalaureate level courses.*						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	21.88% (7)	59.38% (19)	18.75% (6)	0% (0)	0% (0)	32
2. If you did not feel adequately prepared, what would have helped better prepare you?						
No responses were entered for this question.						
3. In general, I have found the courses I have taken to date in the BAS program to be of high quality						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	28.12% (9)	56.25% (18)	12.5% (4)	3.12% (1)	0% (0)	32
4. My instructors have the knowledge and skills to teach the course material.						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	43.75% (14)	50% (16)	6.25% (2)	0% (0)	0% (0)	32
5. The courses I have taken in the BAS program are very applicable to my career development						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	40.62% (13)	50% (16)	9.38% (3)	0% (0)	0% (0)	32
6. Overall, there is an adequate balance of knowledge and skills, theory and practice in my degree concentration (technology/management).						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	31.25% (10)	53.12% (17)	12.5% (4)	3.12% (1)	0% (0)	32
7. The order in which I have taken courses has provided a logical sequence for building my knowledge and skills.						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	25% (8)	37.5% (12)	34.38% (11)	0% (0)	3.12% (1)	32
8. The courses are offered in a manner that allows me to balance my education, personal and career objectives.						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	34.38% (11)	31.25% (10)	25% (8)	9.38% (3)	0% (0)	32
9. I use information available from the Library Media Center (online, print or other resources) to complete my assignments and write my papers.						
	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	15.62% (5)	40.62% (13)	25% (8)	15.62% (5)	3.12% (1)	32

Appendix 2.7: Bachelor of Applied Science Degree Student Survey *(continued)*

10. The advising support has been helpful in developing a plan to complete my degree.

	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	28.12% (9)	40.62% (13)	15.62% (5)	12.5% (4)	3.12% (1)	32

11. I have felt intellectually challenged by what I am learning.

	5 - Strongly Agree	4 - Agree	3 - Neither Agree nor Disagree	2 - Disagree	1 - Strongly Disagree	Response Total
Level of Agreement	28.12% (9)	65.62% (21)	6.25% (2)	0% (0)	0% (0)	32

12. Comments

Total Respondents	14
(skipped this question)	18

1. the biggest challenge has been the balancing of personal, career and education responsibilities with a 45+hour work week.
2. There is a well demonstrated need for this program in the state of Washington. Currently, this is evident in the amount of students already enrolled in the program.
3. Some classes that I am attending the college could have been completely done on line ~ some instructors have overextended on text books....for my current class it is required for 3 text books...I think that is a little extensive.
4. Intercultural communication-was not helpful. I did not take away anything from that class. I am taking online statistics now. Future students should be advised that it is very time consuming and challenging for an online course. Caution should be used in taking other credits in conjunction with online statistics.
5. This program needs improvement.
6. Minimal feedback from advisor, and math courses I would like to take do not count toward the bachelor credits, yet are very important in my career.
7. Overall, it seems like a lot of classes are needed on top of an already extensive AA program.....maybe more than a normal BAS program.
8. This is my first qtr. Good so far:)
9. Great program! I am very proud and excited to get my BAS in Radiology.
The course that I have found most interesting so far is the biomedical ethics class. The instructor was very knowledgeable and I learned a great deal. I found the general business class a little crazy (Nesbitt was the name). It was an on-line class and the instructor shared too much personal information.....a little whacky. The multicultural class taught by Yabui was repetitive from week to week and I felt that having to come to campus for 3 hours every week was unnecessary. The healthcare economics class has been interesting and it is tying in well with the biomedical ethics. The QA and accreditation class has useful info but I believe that asking for us to buy 3 textbooks that total close to \$300.00 is excessive especially when we were basically done with two of them by the first few weeks of class. Perhaps the pertinent info from the books could be photo copied for future classes. That's all for now...those are the issues that stand out for me.
10. I think that the teachers need to have a better idea of who their students are. We are in the science and technology field. I know we need to be able to write an essay but I don't think that our English skills should be 50% of our grade. Also I have never taken an Economics class before but the very first week the teacher was challenging us to "think like an economist". That would have been a good goal for 7 or 8 weeks into the class not at week 1. I have no idea how an economist thinks.
11. I have only just begun my first course and don't feel I have experienced enough of the program to be able to critique it yet.
12. I think that the program is offering a wonderful opportunity to those of us that are working full time but want to further our education and careers. I wish I could say that I see the feasibility in completing the course work within 2 years, I wouldn't recommend that to many since I myself am at many times overwhelmed with the load of just one class. But so far I have found the classes challenging and very applicable to the position I am in.
Overall, I think the program is working well. One of the best elements of the program is the networking opportunities that are available. The imaging field is a fairly small community to start with and many of us already know others in this field. However, this program allows many of us to expand our knowledge of one another and increases our networking capabilities greatly. In the future, when hopefully many of us are in management positions, having a strong networking system should be a valuable resource that will make all of us better managers.
13. This experience of on-line learning is perfect for my situation and learning style. I appreciate the opportunity to have this opportunity to further my education without having to give up employment.

Appendix 4.1: Full-time Faculty Participation as Program Chairs

As the data below represent, the majority of programs at Bellevue College are chaired by full-time tenured or tenured-track faculty as of fall 2008.

FALL 2008 LIST OF PROGRAM CHAIRS

Division	Programs	Chairs	Tenured
Arts and Humanities Division	American Studies	Roger George (interim)	Yes
	Art	Carolyn Luark,	Yes
	Communication Studies	Katherine Oleson	Yes
	Developmental Education	Garnet Templin- Imel (interim)	Yes
	English	Sydney Dietrich	Yes
	English Language Institute	Susan Jamieson	Exempt
	Interdisciplinary Studies	Star Rush	Exempt
	Interior Design	Dan Beert	Yes
	Music	Tom Almlı	Yes
	Philosophy	Mark Storey	Yes
	World Languages	Laura Matzke	Yes
	Theater Arts	Tammi Doyle	Yes
Business Division	Business Administration and Accounting (transfer and paraprofessional)	Judith Paquette	Yes
	Business Technology Systems	Marika Reinke	Yes
	Digital Media Arts and Video	Stephen Garrow	Yes
	Business and Marketing Mgmt	Frank Hatstat	Yes
	Information Systems	Sylvia Unwin	Yes
Counseling Center	Counseling	Harlan Lee	Yes
Health Sciences, Education, and Wellness Institute	Alcohol and Drug Counseling	Paul Weatherly	Exempt
	Diagnostic Ultrasound	Katherine P. Olson	In process
	Early Learning & Teacher Education	Leah Timberlake	In Process
	Fire Science	Judith Kuleta	Exempt
	Health Professions	Erika Ferreri	Exempt
	Nuclear Medicine Technology	Jennifer Prekeges	Yes
	Nursing	Sybil Weber	Yes
	Parent Education	Julie Soto	Exempt

Appendix 4.1: Full-time Faculty Participation as Program Chairs *(continued)*

Division	Programs	Chairs	Tenured
Health Sciences, Education, and Wellness Institute <i>(continued)</i>	Physical Education/Health	Ray Butler	Yes
	Radiation and Imaging Sci.	Ron Radvilas	Yes
	Radiologic Technology	Ron Radvilas	Yes
	Radiation Therapy	Julius Armstrong	Yes
Library Media Center	Library	Myra Van Vactor	Exempt
Science Division	Engineering	Frank Lee	Yes
	Life Science	Rob Veins	Yes
	Math	David Stacy	Yes
	Physical Science	Cathy Lyle	Yes
Social Science Division	Anthropology	Nancy Gonlin	In Process
	Criminal Justice	Michael Caldero	Yes
	Economics	Michael Righi	Yes
	Ethnic and Cultural Studies	Kim Pollock	Yes
	Geography	Doug Roselle	Yes
	History	Graham Haslam	Yes
	Political Science	Aslam Khan	Yes
	International Studies	Aslam Khan	Yes
	Psychology	Helen Taylor	Yes
	Sociology	Sara Sutler-Cohen	Yes

Appendix 4.2: Faculty Participation in Governance

Faculty's participation in the organization and effectiveness of the college extends far beyond the traditional committee role. Below are some illustrative examples of recognized committees with faculty members, and examples of clubs, associations and trips with faculty advisors.

2008-09 Committees, Councils and Task Forces	
Academic Standards Committee	Institutional Effectiveness Group
Advising Committee	Labor/Management Committee (BCCAHE)
All College Council	Legislative Contact Committee
Assessment Coordinating Team	Planning Council
Center for Liberal Arts Task Force	Pluralism – Employee Pluralism Committee
Citation Review Committee	Pluralism – Instructional Pluralism Group
College Discipline Committee	Pluralism – Student Pluralism Committee
Commencement Committee	Pluralism Steering Committee
Curriculum Advisory Committee	Risk Management Committee
Dismissal Review Committee	Sabbatical Leave Committee
Distance Learning Committee	Services and Activities Fee Budget Committee
Environmental Advisory Committee	Student Academic Fee Budget Committee
Ergonomics and Safety Committee	Student Academic Grievance Committee
Facilities Universal Access Advisory Committee	Technology Advisory Committee
Faculty Professional Development Committee	Tenure Review Committee
BCCAHE Committees	
BCCAHE Contract Development	BCCAHE Structural/Representation Issues
BCCAHE Executive Council	BCCAHE Baccalaureate Transition Issues
BCCAHE Political Action	FACTC Representative
BCCAHE Negotiations Team	
Additional Governance Opportunities	
Administrative Hiring	Faculty Hiring
Coffee Tea & Politics Seminars	Regular Five Year Program Reviews
College Task Forces	Student Club and Services Advisory Positions
Contractual Task Forces	Tenure Evaluation Subcommittees
Divisional and Department Committees	
Other Committees	
BC Reads!	i-BC Steering Committee
Career Center Faculty Steering	IDS Steering Committee

Appendix 4.2: Faculty Participation in Governance *(continued)*

Other Committees <i>(continued)</i>	
Center for Liberal Arts Activities	Library Advisory Committee
Experiential Learning	Scholarship Committee
General Education Group	Student Technology Fund Advisory
Global Studies	TRiO Advisory Committee
Grants Advisory Committee	Working Connections

CLUBS AND ASSOCIATIONS

Faculty support a wide range of clubs and associations. They provide guidance to students in many different contexts and settings, both within the local sphere of campus governance and within a global context as is detailed below.

Chartered Clubs for AY 2008-09		
ASA (Asian Student Association)	Art of Living	Audio Engineering Club
Amnesty International	BCC Philosophy Club	Business Leadership Club
Engineering Club	BCC Chess Club	Communication Club
BCC Role-Playing Club	Chinese Student Association	Film and Video Club
Circle K International	D2D Docs and Dents	History Club
Gay Straight Alliance	Genki Society	Muslim Student Association
Human Rights International	Indonesian Fellowship Club	Sum of All Forces
International Business Club	Mixed Martial Club	United Nations Student Club
BCC Rotaract Club	Successful Journey Club	
Students Offering Support in Sobriety (SOSS)	Distance Track	

Faculty Involvement in Programs AY 2008-09	
Arnazella, Literary Magazine	ACCESS Center / Women's Center
Athletics	Alumni Outreach
ASG : Associated Student Government	ASG Cultural Activities Committee
ASG Legislative Committee	Business Center
Black Student Union (BSU)	Cheer Squad
Campus Activities Board	Childcare Center
Delta Epsilon Chi	Disability Support Services
Drama: Annual Drama Production	Dance Productions
Dance: Eastside Moving Company	Intramural and Sports
International Student Association	International Association of Administrative Professionals

Appendix 4.2: Faculty Participation in Governance *(continued)*

Faculty Involvement in Programs AY 2008-09 <i>(continued)</i>	
Interior Design Student Association	The Jibsheet, BCC Student Newspaper
Radio Station KBCS-FM	Open Computer Lab
Library Gallery Space	Lesbian, Gay, Bisexual, Transgender, Questioning/Queer, and Allies' Resource Center
Multi-Cultural Student Services	Math Lab
Music: CWMEA Music Education Club	Model United Nations
Music: Choral Music Productions	Music: Instrumental Music Productions
NW News	Health Student Association
Peer to Peer Mentoring and Volunteer Program	Phi Theta Kappa
Performing Arts Programs	Reading Lab
Student Science Association	New Student Services
Student Programs	Service Learning
Silent Voices, ASL	Tutorial Program
Wellness Center	Worker Retraining Program
WorkFirst Program	

FACULTY AND GLOBAL EDUCATION

With the growing awareness of how our cultures are intertwined and connected, faculty roles as instructors, educators, and advisors continue to expand outside the traditional classroom environment. In 2007-08, a wide range of trips were approved as valuable student experiences that relied heavily on faculty involvement.

The program chair for Political Science, has taken some of his students each year to New York City as part of the Model United Nation program for more than 15 years and in 2008 will be taking them to this program's first international meeting in China.

2007-08 Approved Global Education Trips		
Faculty Member	Program/Event	Location
Andrew Johnson	General Business (GBUS)	Ireland and England
Tom Almli	Jazz Ensemble	Vancouver and Toronto
Hal Sherman	Jazz Band	China
George Walker	Geography Club	Mayan Encounter
Tammi Doyle	Drama Club	Laramie
Kazumi Hada-Chan	ASO	Fukuoka Japan
Weihong Geiger	Study Abroad	Shanghai China
Aslam Khan	Model United Nations	New York

Appendix 4.3: Moonlighting Guidelines for Faculty

DEFINITION:

For purposes of this document, Moonlighting is defined as any teaching assignment or contract that is in addition to the full-time, academic year, faculty contract workload.

RATIONALE:

This document establishes a set of common guidelines that address moonlighting practices at Bellevue College. These guidelines are intended to provide a uniform foundation for decision-making by OUAs across the college. The guidelines will inform moonlighting staffing decisions so that:

- full time and part time faculty are provided opportunities to request teaching assignments that are in the best interests of both students and faculty members, and
- the quality of instruction is not negatively affected, and
- the ability of faculty to carry out shared governance and advising responsibilities is not impeded.

Implementation of these guidelines will rely upon close communication among involved instructors, program chairs, and OUAs/deans.

“By contract, there is an expectation that a full-time faculty member’s required workload commitments are a balance of his or her primary teaching¹ load with the other important elements of governance work and student advising.

Article Eleven of the faculty contract establishes the calendar and workload for full-time and annually contracted faculty. Typically, contracts require 174 faculty work days, with 160 to 162 instructional days and 12 to 14 non-teaching days for governance, college issues, professional development, and instruc-

tional preparation. Generally, contact hours for full-time faculty range from 15 to 18 hours per week depending on professional load factors. The typical full-time faculty workload for lecture/discussion courses is three, five-credit classes per quarter, repeated across three quarters of the academic year. The contract also provides for student-instructor interaction outside of class time via a minimum of five office hours per week. The negotiated workload thereby allows adequate time for class preparation, advising, governance, and professional development activities.” Standard Four, BC 2009 Self-study.

PRIORITIZED CONCERNS/FACTORS FOR APPROVING MOONLIGHT ASSIGNMENTS:

1. Instructional administrators must ensure that an instructor is qualified to teach a particular class, either by credentials, experience, or both.
2. FT faculty workload:
Time must be allowed within a faculty member’s schedule for professional development, advising, governance activities, etc. A suggested guideline is that ft faculty members not moonlight more than 15 credits (18 credits for lab science faculty) above their normal load within an academic year, including on-line and in-class instruction.
 - a. Additional moonlighting requests, up to an additional 15 credits per academic year, with not more than 10 credits per quarter (12 credits for lab science faculty) will require approval of the OUA, who will factor in the faculty member’s governance contributions, student evaluations, and other considerations when making that decision.

Appendix 4.3: Moonlighting Guidelines for Faculty *(continued)*


- b. Moonlighting requests beyond 10 credits in any quarter (12 credits for lab science faculty) will require prior approval of the Executive Dean of Instruction.
3. Moonlighting must not interfere with an instructor's ability to perform her/his full time job as described in the job description and with regard to hours of operation. Moonlight assignments should typically occur outside of regularly scheduled faculty involvement in shared governance, division, and departmental meetings.
4. Moonlight assignments must take into consideration the need to maintain diversity of teaching styles, viewpoints, etc., as these relate to student options and learning preferences.
5. Moonlighting opportunities should be available for qualified instructors on a rotating basis if possible.
6. It is important that all students/sections have some opportunity to provide evaluative feedback to and about instructors. Therefore, a sampling of moonlight sections should be regularly evaluated in addition to courses evaluated as part of the full-time contract workload. It is suggested that individual instructors either elect to submit evaluations from a random one-third of moonlighting sections to be included in the post-tenure evaluation process, or opt into the part-time faculty performance review process for their moonlight sections.

July 14, 2009

(ENDNOTES)

- 1 Some full-time faculty are librarians or counselors who would have different primary tasks assigned, even if they also do some classroom instruction.

Appendix 4.4: Example of Faculty Professional Development Day



Faculty Professional Development Day


Tuesday October 30, 2007
8am-2:30pm

"Globalizing the Curriculum"

8:00 – 8:30 am
Breakfast – Carlson Theater

8:30 – 10:00 am
Welcome & Keynote Presentation
Carlson Theater

*Well-Rounded Learning for a
"Flat" World: Global Community
&
The Community College*
Katherine Schuster, Ph.D.



Morning sessions 10:15 – 11:45 AM

N201
Calling All Hands!
Extending the
Reach of
Global Education
Outcomes

Facilitated by
Dr. Katherine
Schuster

C120 (The
Continental Room)

Teamwork with
Intercultural
Considerations

Dr. Walter Freytag

A133 (Bldg A, East
Side)

Congrats!
You're a Faculty
Advisor! Now
What?

Nicole Longpré,
Celinda Smith,
& Emily Macpherson

R202

What is
"College Level
Writing"?

Dr. Gordon Leighton
& Dr. Roger George

Lunch 12:00 – 1:00 cafeteria catered by Kabob Palace

Afternoon sessions 1:00 – 2:30 PM

C120 (The Continental Room)

The Puget Sound Is Flat:
What the World Demands

Anita Koyier-Mwamba, J.D.
International Human Rights
Advocate

Dr. Joel Migdal
UW Professor of International
Studies

Jeff Rogers
Global Trend Watcher –
OneAccord Consulting

Chris Trevino
Microsoft

C130 (The Garden Room)

How shall I talk of the sea to
the frog,
if it has never left his pond?

Cross-Cultural Competence
at BCC

Jennifer Stanton

C161 (Bldg C, Art Wing)

Broadening Your Horizons:
Scholarship Abroad

Vicki Artimovich - Art
Rebecca Baldwin - Economics

Debi Griggs - Business
Technology Systems

Carol McKee - English
Language Institute

Michael Righi - Economics

Linda Thomas – Art

2:45 - 3:30 p.m.

BCC Adjunct Faculty Appreciation
Reception - C130 (The Garden Room)

3:30 - 4:15 p.m.

BCCAHE Adjunct Faculty Meeting - C130
(The Garden Room)

BCC Faculty Professional Development Day - Fall 2007: Tuesday October 30 8:00am-2:30pm

GLOBALIZING THE CURRICULUM



8:00 - 8:30 a.m. Breakfast - Carlson Theater Lobby: Bagels, fruit, coffee, and tea


8:30 - 10:00 a.m. Welcome & Keynote Presentation - Carlson Theater

Invitation to Globalize Our Curriculum: BCC President Jean Floten & Executive Dean of Instruction Peter Maphumulo


Well-Rounded Learning for a "Flat" World: Global Community & The Community College

Katherine Schuster, Ph.D. Professor of Education and Global Studies Program Coordinator, Oakton Community College presents strategies and challenges for building global education programs and competency at community colleges. Will our students have the awareness, knowledge, and skills to adapt successfully in Thomas Friedman's "flat" (i.e. globalized) world? What can we do now to ready them for a society where colleagues and neighbors may make different cultural assumptions? What are the benefits of global competency for students and what are the responsibilities of the globally competent citizen? Dr. Schuster will provide examples of community college success in delivering global competency in today's world.

10:15 - 11:45 a.m. Morning Sessions

<p>N201</p> <p>Calling All Hands!</p>  <p>Extending the Reach of Global Education Outcomes</p> <p>A BCC Faculty Forum Facilitated by Dr. Katherine Schuster</p> <p>Here to teach history, literature, astronomy, health, physics, art, math, accounting, engineering, sociology, biology, drama? What would global education look like in your classroom? program? division? Let's talk!</p>	<p>C120 (The Continental Room)</p> <p>Teamwork with Intercultural Considerations</p> <p>Dr. Walter Freytag</p> <p>"She rarely says a word in our team meetings and when she does, it's hard to understand her. She's hasn't contributed any ideas. She's nice and she'll work, but she's too quiet."</p> <p>"I do not understand why this process is beneficial or practical to accomplishing anything besides a headache..."</p> <p>Do these comments sound like those of your students? Could your team curriculum use some fresh ideas? Want some information on how to teach students <i>how</i> to be an effective team member, especially on multi-cultural, international teams?</p> <p>Join Dr. Walter Freytag from the University of Washington Bothell as he shares his work on the Team Process.</p>	<p>A133 (Bldg A, East Side)</p> <p>Congrats! You're a Faculty Advisor! Now What?</p> <p>Nicole Longpré, Celinda Smith, & Emily Macpherson</p> <p>Where to begin, what to say, what to do? This hands-on session will explore training tools and information specifically designed to support you in your role as a faculty advisor.</p> <p>We invite you to discover the many different aspects and approaches of working with students by asking and discussing advising questions that you may have.</p> <p>This session will be useful for those new to or unfamiliar with faculty advising at BCC.</p>	<p>R202</p> <p>What is "College Level Writing"?</p> <p>Dr. Gordon Leighton & Dr. Roger George</p> <p>What is academic writing, and how should we prepare students to do it well? What does it mean to write "at a college level?" This workshop will review the outcomes for English 101 and share some suggestions for making them a meaningful part of classes in different disciplines. Those outside the English Department will see how we conceive of and teach the course and will better understand what students have been exposed to once they come to your classes.</p>
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Appendix 4.4: Example of Faculty Professional Development Day *(continued)*

12:00 - 1:00 p.m. Lunch - Cafeteria / C100 Kabab Palace! - Chicken Tiki Masala, Tandori Chicken, Aloo Gobi, Channa Masala, Basmati Rice, Nan, Apple Salad, Rice Pudding		
1:00 - 2:30 p.m. Afternoon Sessions		
C120 (The Continental Room) The Puget Sound Is Flat: What the World Demands Anita Koyier-Mwamba, J.D. International Human Rights Advocate Dr. Joel Migdal UW Professor of International Studies Jeff Rogers Global Trend Watcher – OneAccord Consulting Chris Trevino Microsoft What do the local community and world demand that our students know? Could the answers be more global than local? Come hear and pose questions to a panel of local leaders sharing their diverse experience with the needs that globalization imposes – on the classroom, the workplace, and beyond – as they describe international trends that we and our students will need to be prepared for.	C130 (The Garden Room) How shall I talk of the sea to the frog, if it has never left his pond? Cross-Cultural Competence at BCC Jennifer Stanton Every campus and classroom depends on the good relations and cross-cultural understanding of its members. But how can we begin to understand a culture outside of our own experience until we can define our own cultural framework? Through shared discussion, this workshop will explore cross-cultural awareness and how to define our individual cross-cultural competence. Participants will complete an individual inventory, discover ways to develop and implement sound cross-cultural competencies and teaching, share personal experience of best practices and brainstorm ways in which to foster sound cross-cultural practice in the classroom.	C161 (Bldg C, Art Wing) Broadening Your Horizons: Scholarship Abroad Vicki Artimovich - Art Rebecca Baldwin - Economics Debi Griggs - Business Technology Systems Carol McKee - English Language Institute Michael Righi - Economics Linda Thomas - Art Have you ever wanted to know how you can take your teaching, sabbatical, or research abroad? Curious what those who've taken teaching, sabbaticals, or research abroad have brought back? What can we learn from education beyond our borders? A panel of BCC faculty will share their experiences of scholarship and travel abroad, the impact those experiences have had on their teaching and outlook, and examples of how participants can work abroad themselves. You're invited to ask "how to" questions or share your own experiences of foreign education.
2:45 - 3:30 p.m. BCC Adjunct Faculty Appreciation Reception - C130 (The Garden Room)		
3:30 - 4:15 p.m. BCCAHE Adjunct Faculty Meeting - C130 (The Garden Room)		
There will be sign-up sheets for part time faculty at the keynote, morning, and afternoon sessions. Part-time faculty will be eligible for payment if they meet the following criteria, as stipulated in the faculty contract: "Part-time faculty in the academic divisions who are employed 50% or more of full-time during Fall, Winter, or Spring Quarter of the applicable year and all affiliated faculty will be paid \$150 upon attendance at one professional development day or one college issues day annually. Part-time faculty in the academic divisions compensated at the senior rate who are employed 50% or more of full-time during Fall, Winter, or Spring Quarter of the applicable year will be paid \$150 upon attendance at an additional professional development or college issues day annually."		
	Questions? Comments?	Contact one of your friendly Faculty Professional Development Committee members: Michael Culpepper , Kelly Eisenbaumer, Maggie Harada, Daniel Knight, Akemi Matsumoto, Judith Paquette, Star Rush, Christopher Shelley, Mary Slowinski, and Sara Sutter-Cohen, David Oar - Chair

Appendix 4.5: 2008-09 Part-Time Faculty Development

Bellevue College has initiated enhanced orientation and resources for part-time faculty development as of 2008-09 fiscal year:

- Quarterly workshops now offered specifically for new part-time faculty include a video-based orientation to the college, discussions with experienced faculty about classroom issues, and opportunities to network with peers.
- A new on-line faculty resource guide launched winter quarter 2009 will offer easily accessible information on instructional procedures and resources, as well as practical advice from faculty.
- Program chairs will continue to provide the critical foundation support for part-time faculty including orientation to the divisions and departments, specific course guidance, and ongoing mentoring.
- Faculty and administrators have contributed to the new activities and resources for part-time faculty. The 2008-09 Coordinating Team members are Dr. Jim Ellinger, Life Sciences Faculty; Rick Otte, Director of Television Services and part-time faculty; Myra Van Vactor, Director of the Library Media Center; and Norma B. Whitacre, Dean of Instructional Services and part-time faculty.

PRESENTATION TO BOARD OF TRUSTEES, 4 MARCH 2009

(Summary provided by Dr. Jim Ellinger)

There is much work to do to provide professional development opportunities, support and resources to part-time faculty. Bellevue College has made significant steps in 2008-09 fiscal year to provide more campus-wide support, but there is also much to do. This presentation identified the following key areas consideration:

2008-09 INITIATIVES

- Quarterly orientation: Orientation to the college and pedagogical issues – note Rick's video clips.
- On-line Resource Guide: Describe combination of resources and procedures and faculty advice.

2009-10 INITIATIVES

- Fall 2010 Part-time Faculty Orientation: Add café style discussions where faculty meet with divisions and then select a topic table that interest them to participate in discussions.
- Introduce more on-line resources: Including moving the orientation video clips on online.
- Consider offering workshops and/or certificate on Teaching at a Community College.

Appendix 4.6: Hiring a Culturally Competent Faculty

Bellevue College strives to hire a culturally competent workforce. The Office of Equity and Pluralism at BC has defined cultural competence in the following manner:

- Self-awareness of one's own values and inherent prejudices.
- Flexibility to see situations from multiple perspectives.
- Tolerance for ambiguity and knowledge that there is no one right answer.
- Curiosity about difference and seeking new learning.
- Empathy for others with different experiences and opinions.

Examples of interview questions and guidelines for assessing cultural competence are available at: <https://go.mybcc.net/equity/employeePluralism/Pluralism%20Advocates/guidelines%20for%20assessing%20pluralism%20questions.doc>.

The following are characteristics of Bellevue College's students.

STUDENT RACE/ETHNICITY (CREDIT STUDENTS)*

- Asian & Pacific Islander American – 21%
- African American – 6%
- Native American – 1%
- Multi-Racial – 4%
- White – 68%

*Included in these numbers are the 6% of BC credit students who are of Latino/Hispanic ethnicity.

OTHER STUDENT CHARACTERISTICS

- 60/40 female/male ratio
- Average age: 26 for credit students, 31 for all students
- 55% full time, 45% part time
- 65% employed while enrolled
- 22% have dependents
- 13% receive financial aid
- 550 use the services of BC's Disability Resource Center
- 62% are from BC's formal service area (which covers the Bellevue, Issaquah, Mercer Island, Skykomish and Snoqualmie Valley school districts). Others are from other areas of King County, primarily south King County and south Seattle.
- More than 1,300 are international students from around the world.
- More than 1,200 are Running Start students (high school students taking college classes)

Appendix 4.7: Bachelor of Applied Science Faculty Scholarship

Following are examples of some of the research and professional development activities conducted by a representative sample of the BAS faculty.

JIM SAPIENZA, MBA, MA

BAS courses taught

RAIM460 – Management and Leadership;
RAIT495 – Quality Assurance & Accreditation

Professional and scholarly work

- Lencioni Teamwork and surveys – Lencioni (2008-2009)
- ED-Imaging Results Communication and Final Report TAT – use of LEAN (2009)
- Imaging Scheduling and Patient Access – use of LEAN (2008-2009)
- Imaging Modality Workflow with e-Communications – use of LEAN (2008)
- Imaging Scheduling Roles and Functions – use of LEAN (2008)
- Imaging Quality reporting – use of LEAN (2008)
- Imaging Payer Denials Management (President's Award winner) – use of Harnessing the Speed of Thought (2008)
- Lencioni Teamwork and surveys – Lencioni, Personal Styles and TKI Conflict Mode (2007)
- From MRI exam request to report finalized for Outpatients – use of LEAN (2007)
- From screening mammography exam request to report finalized for all patients – use of LEAN (2007)
- From ultrasound exam request to report finalized for all patients – use of LEAN (2007)
- From request for all PET/CT exams to report finalized for Downtown Outpatients – use of LEAN (2007)

- From request for Inpatient interventional radiology exam to report finalized – use of LEAN (2007)
- From scheduled general radiology outpatient exam to report finalized – use of LEAN (2007)
- From exam request for a CT Abdomen/ Pelvis with IV Contrast to report finalized for Outpatients – use of LEAN (2007)
- Outside media (CD/film) - from receipt of order request to report finalized – use of LEAN (2007)
- From radiology exam order received to scheduled into RIS – use of LEAN (2007)
- From Imaging IT service call request to ticket closed – use of LEAN (2007)

BRENDA RINEHART, MBA, RT (R) (CT)

BAS courses taught

RAIM320 – Finance & Accounting for Health Care

Professional and scholarly work

- “Making Sense of It All: Your Personal Grab Bag for Success” – presentation to Association of Human Resources Administrators 2008 Annual Meeting

RON RADVILAS, MS, RT (R)

BAS courses taught

RAIM475 – Capstone Project and other courses

Professional and scholarly work

- Research and development of complete curriculum for concentration in Radiologist Assistant, 2008-09
- “Radiologic Assistant- Another Career Option” – presentation to the Washington Society of Radiologic Technologists Annual Meeting- Friday April 17, 2009

Appendix 4.7: Bachelor of Applied Science Faculty Scholarship *(continued)*

MARK DANIELS, BS, RT (T), CMD

BAS courses taught

DOSM 301 – Current Topics in Medical Dosimetry
DOSM 321 – Radiation and Treatment Planning I
DOSM 322 – Radiation and Treatment Planning II

Professional and scholarly work

Research and development of complete curriculum for concentration in Medical Dosimetry, 21008-09

MICHAEL ALOTIS, MHA, RT (R)

BAS courses taught

RAIM410 – Institutional Quality & Safety Management

Professional and scholarly work

- “Lean thinking: Eliminating waste and adding value to OR processes” published in *OR Manager* magazine, Mar 2007
- “Lean Engineering in the OR and Reducing Non-operative Time” presentation at the OR Managers Association in Savannah in 2007
- Annual guest lecturer on project management and Lean methodology, UW School of Public Health MHA program

MARY CHRISTIANSEN, BS, RT (R) (M)

BAS courses taught

RAIT325 – Mammography

- 2009 participation in *Digital Mammography Compliance and Quality Control Seminar*

MARIO RAMOS, AAS, RT (R) (CT)

BAS courses taught

RAIT310 – CT Instrumentation & Procedures;
RAIT410 – Advanced CT Procedures

Professional and scholarly work

- Facial vessels and structures- 11/08 to present- develop and verify scanning techniques to image facial vessels and structures for pre surgical planning using cadavers.
- Sinus cavity navigation -7/06 to 11/06- develop scanning techniques to be used with virtual sinus surgery software that will continue to evolve with MDCT scanners.
- Abdominal and liver fat volume measurements -8/06 to present- measure the area percentage of abdominal and liver fat from a single slice of CT data converted to a volume using the AW workstation
- Organ volumes for Radiation Oncology-7/08 to present- measure and document specific organ volumes using the AW workstation to more accurately plan radiation therapy sessions
- Bismuth Shields for CT-10/07 to 11/07- measure and track radiation dose to specific organs from the CT scanner using radiation badges both with and without bismuth shields to demonstrate their effectiveness

Appendix 4.7: Bachelor of Applied Science Faculty Scholarship *(continued)*

- Doses for Thorax CT exams-10/07 to 11/07-measure and track radiation doses specific to the thorax for protocol limit
- Noise index in relation to patient dose- 4/05 to 6/05- document and track radiation doses and the noise indexes used for these studies to develop protocols for specific scans to reduce patient dose
- Triple rule out-6/08 to present- develop chest pain scanning protocols to rule out thoracic aortic dissection, pulmonary embolus, and coronary artery occlusion.
- Coronary CTA validations- 3/05-3/07- validate findings from coronary cta's compared to cardiac cath procedures
- PE helical vs pro gated-1/09 to present- compare image quality using double blind studies of helically acquired vs prospectively gated scanning techniques to determine the superior protocol for dose and image quality
- Improving individual patient dose adaptation for ECG gated CTA of the chest -comparison of weight based dose selection to region specific topogram attenuation estimates
- DBS Lead placement verification-5/08 to 6/06- develop scanning technique for verification of deep brain stimulating lead placement
- SVC timing-3/05 to 5/05- develop scanning technique for optimal timing to reduce noise artifacts due to dense contrast in the superior vena cava.
- Dual kv imaging
- Anatomy Verification for thoracic surgery planning
- Liver volumes for pre liver transplant evaluations
- Sinus tumor imaging for pre surgical planning
- Traxtall Percutaneous Biopsy system

**MAURYA RADVILAS, BAS,
CRA, RT (R) (CT) (MR)**

BAS courses taught

RAIT 301 – Sectional Anatomy
RAIT 302 – Body Pathophysiology
RAIT 303 – Neuropathophysiology
RAIT 401 – Advanced Sectional Anatomy

Professional and scholarly work

Lean Activities

- 2005: Radiology scheduling RPIW Process Owner
- 2006: Eastside Mammography Project (with Change Mastery) Lead KE
- 2007: Sponsor or Lead KE
 - RIM L3 - DOD (mammo);RIM L3 Move project
 - RPAS - RPA access (phones), tools, workflow; Referring Workflow, Order submission
 - Participate in RPIW: Lab orders at Issaquah Clinic
- 2008: Quality Reporting Workshop Leader
- 2008 Medication Reconciliation Workshop Leader
- 2008 Scheduling Process - Workshop Leader
- 2009: Imaging Report Turnaround Time in the ED

Appendix 4.8: Grants List (FY 2006–09)

Please see the following detailed breakdown on Bellevue College's grant awards related to new faculty scholarship, new academic or professional and technical programming, and equipment for teaching and learning for the three fiscal years 2005-09.

FY 2008-09				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Patricia Dombrowski	Innovative Tech Experiences for Students	Collaboration with NWBAR	\$61,882	NSF-ITEST
Sandra Mikolaski	National Resource Center continuation	\$105,372	NSF-ATE	
Sandra Mikolaski	STEM to Stern	\$50,068	NSF-ATE	
Paula Boyum, Sandra Mikolaski	Program Development for IT	\$75,000	OSPI	
Darlene Molsen	Certificate Program for Working Adults-MCSA	New Cohort -22 FTE, redesigned program	\$145,854	2nd Chance WA (SKCWFEF)
Star Rush	Fulbright Scholar in Residence	Political Science/History Scholar from Latin America	\$29,600	US Dept of State
TOTAL FY 2008-09			\$467,776	

FY 2007-08				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Bruce Riveland, Continuing Education	Computer Equipment	In-kind donation of 25 laptop computers	\$11,000	The Boeing Company
Celinda Smith, Student Services	Achievers Scholars	Continued support funds for identified scholars	\$14,955	College Success Foundation
Sybil Weber, Nursing	Nursing Lab Equipment	Simulated patient package for nursing and allied health programs	\$50,000	Lockwood Foundation
Robert Hobbs, Science Division; Cheryl Vermilyea, Center for Career Connections/Women's Center; Manjari Wijenaik, NWCET	STEM to Stern: An Education to Industry Research, Action, Change Project to Develop Long-term Employer-Education Partnerships	Grant includes funds for both student support/mentoring/career development activities in STEM as well as industry research	\$824,735	National Science Foundation
Gita Bangera, Science Division	ComGen: Community College Genomics Research Initiative	New curricula and program development to bring hands-on experiences in DNA sequencing and analysis to community college students	\$499,538	National Science Foundation
Sandy Mikolaski, NWCET	Planning Grant: Building a Community to Revitalize Community College Undergraduate Computing Pathways	New program development in computer science transfer program	\$213,578	National Science Foundation
Star Rush, Center for Liberal Arts; Barbara Miller, Institutional Advancement	Love Makes a Family	Funds to bring national photo exhibit on LGBTQ families to BCC campus for one month	\$2,000	Pride Foundation

Appendix 4.8: Grants List (FY 2006–09) (continued)

FY 2007-08 (continued)				
Garnet Templin-Imel, Adult Basic Education	Eastside Educational Transitions Center for Young Adults	New program to serve young adults aged 18-24 who dropped out of high school and/or have low basic skills	\$169,786	Seattle/King County Workforce Development Council – Section 503 Incentive Funds
Bruce Riveland, Continuing Education	Online Instructor Orientation	To develop online instructor orientation to better prepare new faculty for community college teaching	\$10,000	SBCTC Best Practices Innovation
Norma Whitacre, Office of Instruction	Early Childhood Education Math & Science	New program – 8 new FTEs	\$44,400	SBCTC
Erika Ferreri, Health Sciences, Education and Wellness Institute	Electroneurodiagnostic Technician	New program – 14 new FTEs	\$122,500	SBCTC High Demand FTEs
Norma Whitacre, Office of Instruction	Transfer Science/Math High Demand FTEs	New program – 32 new FTEs in FY 2008 and FY 2009	\$280,000	SBCTC
Bruce Riveland, Continuing Education; Manjari Wijenaik, NWCET	BSITE: Building Safer Information Technology Environments	New program in risk management for information technology – congressional appropriation through Congressman Reichert's office	\$315,392	US Dept of Education; Fund for the Improvement of Postsecondary Education
Sybil Weber, Nursing; Ron Radvilas, Radiology; Julius Armstrong, Radiation Therapy; Joyce Carroll; Tech Prep	Community-Based Job Training Grant	Expansion of nursing program, development of 2 new certificates in Radiologist Assistant and Medical Dosimetrist, and WIA youth initiatives	\$1,815,198	US Dept of Labor
Star Rush, Center for Liberal Arts	Fulbright Foreign Language Teaching Assistant	Expanded foreign language and cultural offerings at BCC	\$25,000	US Dept of State
Leslie Lum, Business Division	Financial Education	Continued funding for financial education initiatives	\$50,000	WA Dept of Financial Institutions
Star Rush, Center for Liberal Arts; Myra VanVector, Library Media Center	Washington One Book Program	Operating funds for BCC Reads!	\$7,000	WA State Library
TOTAL FY 2007-08			\$4,455,082	

FY 2006-07				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$5,000	Humanities Washington
Leslie Lum, Business Division	Investor Education	Curricula and program development	\$150,000	Investor Protection Trust
Maurice McKinnon, Health Sciences, Education and Wellness Institute	Nuclear Medicine and Radiation Therapy	Move these two programs from self-support to state support	\$240,000	SBCTC High Demand FTEs
Myra VanVector, Library Media Center	United Nations Initiative	Funds to support a spring symposium at BCC	\$1,000	Temcov Foundation
Gita Bangera, Science Division; Gaynor Hills, BCC Foundation	ComGen: Community College Genomics Research Initiative	Purchase DNA sequencer for BCC students	\$10,000	Univar Corporation

Appendix 4.8: Grants List (FY 2006–09) *(continued)*

FY 2006-07 <i>(continued)</i>				
Patricia Dombrowski, Continuing Education	Life Science Informatics Center	Continuation funding for BCC as Informatics Center of Excellence (part of 5-college consortium Centers for the Biotechnology Workforce)	\$500,000	US Dept of Labor
Myra VanVactor, Library Media Center	Washington One Book Program	Operating funds for BCC Reads!	\$7,000	WA Library Association
Leslie Lum, Business Division	Financial Education	New curricula and program development for financial education initiatives	\$83,000	WA Dept of Financial Institutions
Celinda Spaulding, Student Services	Freshman Experience	To implement pilot of freshman experience	\$5,500	Washington Education Foundation (now known as College Spark)
TOTAL FY 2006-07			\$1,001,500	

FY 2005-06				
Faculty/Staff	Project Title	Project Note	Amount	Grantmaker
Chris Shelley, Science Division	Bruce Wallace Biotechnology Laboratory Program	Replication of model program in CA to bring biotechnology equipment and teacher training into secondary school science classrooms	\$227,694	Amgen Foundation
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$10,000	Bullitt Foundation
Tika Esler, Student Services	Mentoring Program	Funds to pilot a mentoring program for at-risk students	\$17,053	Education Assistance Foundation
Diane Douglas, Center for Liberal Arts	Fulbright: Council for the International Exchange of Scholars	To bring a Muslim scholar to BCC for six-week residency	\$15,000	US Dept of State
Diane Douglas, Center for Liberal Arts	Fulbright Foreign Language Teaching Assistant	To bring an Arabic language scholar to BCC	\$18,600	US Dept of State
Art Goss, Astrology	Digistar Projection System	New digital projection system for BCC planetarium	\$5,000	Lucky Seven Foundation
Diane Douglas, Center for Liberal Arts	BCC Reads!	Operating funds for BCC Reads!	\$5,000	Humanities Washington
Margaret Turcott, Business Division	Business Intelligence	New program development – 20 new FTEs	\$180,000	SBCTC High Demand FTEs
Cheryl Vermilyea, Center for Career Connections	Business Relations Team	Development of cross-campus coordination of external business involvement in college activities	\$10,000	SBCTC Best Practices Innovation
TOTAL FY 2005-06			\$488,347	

Source: List compiled directly by Director of Institutional and Foundation Grants, Bellevue College, December 2008.

Appendix 5.1: Number of Library Users and Transactions Fiscal Years 2006-08

	2006	2007	2008
Number of users per gate count	150,916	189,707	274,574
Print materials circulated	24,860	27,260	32,750
Books circulated	6,190	8,762	13,071
Interlibrary loan – borrowed	129	89	113
Interlibrary loan – lent	285	320	279
Reference desk inquiries	5,581	8,262	10,500
Library classes taught	188	112	207
Media circulated	6,883	7,846	9,941
Media duplication	2,324	3,732	3,179
Media equipment circulated	4,213	4,326	4,191
ITV support hours	na	235	863
Laptops circulated	125	333	460

Appendix 5.2: Growth in Circulating Book Collection 2005-08

	Number of titles, circulating collection June 2005	Number of titles, circulating collection June 2008
Literature and Languages	7,397	7,946
Social Science	4,755	5,160
Medicine	1,608	1,949
Visual Arts	2,414	2,729
History	3,090	3,396
Science	3,977	4,251
Others	13,899	15,162
TOTAL	37,140	40,593

Appendix 5.3: Number of BC Print Book Acquisitions Compared to Peer Colleges 2001 to 2008

	2001	2002	2003	2004	2005	2006	2007	2008
Bellevue	920	938	1069	1155	1054	690	411	32
Shoreline	913	803	827	715	542	413	256	41
Edmonds	776	837	698	609	559	570	259	14

Appendix 5.4: Growth in LMC Staffing 2004 to 2008

Employee Type	Library Staff FTE per Year	
	2004	2008
Library Director	1	1
Full time Librarians	4	5
Part-time Librarians	1.25	1
Circulation Manager	1	1
Circulation Paraprofessional	1.9	1.9
Media Center Manager	1	1
Media Technician, Senior	1.8	1.8
Library Paraprofessional	1	1
Secretary Senior	1	1
Hourly	.27	.5
Student Assistants	3.51	3.75
Total	17.63	18.95

Appendix 6.1: Board of Trustees Resolution on Ethics, March 3, 2004

**BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
Bellevue, Washington**

RESOLUTION NO. 273

**RESOLUTION REAFFIRMING THE BELLEVUE COMMUNITY COLLEGE
STANDARDS OF ETHICAL CONDUCT**

WHEREAS, Bellevue Community College is a state agency operated in accordance with Washington state law; and

WHEREAS, Bellevue Community College takes pride in its reputation for upholding the highest ethical standards; and

WHEREAS, the trustees and employees of Bellevue Community College recognize that they hold a public trust that obligates them to honesty and integrity in fulfilling the responsibilities for which they were entrusted; and

WHEREAS, this obligation requires that all employees protect the integrity of the College by being independent and impartial in the exercise of their duties, avoiding the use of their positions for personal gain or private benefit; and

WHEREAS, the College promotes an environment free from fraud, abuse of authority and misuse of public property; and

WHEREAS, the College promotes a work environment that is free from all forms of unlawful discrimination and harassment; and

WHEREAS, employees and members of the community are treated with respect, concern, courtesy and responsiveness; and

WHEREAS, the College follows federal and state procedures to protect confidential information to which employees have access in the course of their duties; and

WHEREAS, on February 10, 1994, the Board of Trustees committed itself and the employees of Bellevue Community College to uphold the Standards of Ethical Conduct;

NOW, THEREFORE, BE IT RESOLVED, that, we, the Trustees of Bellevue Community College, Community College District VIII, rededicate ourselves and the employees of Bellevue Community College to uphold the highest standards of ethical conduct in preservation of the public trust and public interest.

PASSED, THIS 3rd DAY OF March 2004.

Appendix 6.2: Employee Surveys

In an effort to solicit input and assess the effectiveness of current opportunities for communication and participation in college governance, two surveys were conducted in the last six months. Although the response rate was relatively low and the results have not been fully analyzed, the following reflect themes or inferences that seem particularly significant and warrant further review and exploration.

FACULTY SURVEY IN SPRING 2008 REGARDING GOVERNANCE

Respondents: A total of 64 faculty responded to the survey at the end of quarter 2008. Of the total, 40 are full-time and 24 are part-time faculty; 16 of the faculty are program chairs.

Topic: Wednesday afternoon set aside times – program chairs find value in having the time set aside; find training useful; sometimes conflicts with teaching schedule; there are a number of conflicting priorities for this time; the time generally works for full-time faculty, but not for part-time faculty. The purpose was for full-time faculty to have time for college governance and for division meetings; the value of including part-time faculty more fully in college governance has become apparent and the Wednesday afternoon set aside vehicle is not necessarily the best approach. The challenge of how to encourage and enable part-time faculty in governance is an important one, particularly given the number of part-time faculty and their positive impact on the college delivery of quality education.

Opportunities for faculty participation in governance include: college issues days, professional development days, hiring committees, budget hearings, division meetings, committees, pluralism advocate roles, task forces, ad hoc committees, grant work, advising, mentoring.

FT faculty feels their input is sought; PT faculty do not feel their input is sought. While faculty articulated the value of participation in college governance, many expressed a desire to see a more comprehensive approach to governance, a broader vision and better use of faculty time. Other comments articulated the feeling that participating in governance provides an incredible opportunity for faculty to mold the future of the college

EMPLOYEE ENGAGEMENT SURVEY FALL 2008

Respondents: Of a total of 1313 employees, 399 responded to the survey as follows:

- 48% of full-time faculty
- 15% of part-time faculty
- 60% of exempt/administrative employees
- 41% of classified employees
- 9% of hourly employees

The response rate of 30.3% is insufficient to draw conclusions about the entire BCC population and analysis of the results has not been completed at of this date. Another factor that needs to be considered in further review of the data is where there are results that are particular to a specific employee group. However, given a cursory review of the raw data, there are a few indicators that appear to be significant for further attention:

In 2000 65% of BCC employees believed that the college was a good place to work; this % increased to 82% in 2004 and has dropped somewhat to 78% in 2008. The specific reasons for this reduction are not articulated in the survey; however, administration believes that the challenges the campus has experienced over the past few years may be reflected in this %.

Appendix 6.2: Employee Surveys *(continued)*

- In 2008, 85% of respondents know what is expected of them at work and 72% indicated they receive the information they need to do their job effectively. While 71% indicated they have the opportunity to collaborate within their work units in order to effectively accomplish their work, only 47% indicated they have the opportunity to collaborate outside their work units. This indicates that even though many task forces and campus committees exist, the college needs to learn more about this survey response and determine how to improve in this area.
- Although a high % of total respondents know what is expected of them, only 55% believe their supervisor gives them ongoing feedback that helps them improve their performance and 48% indicate that their performance evaluation provides meaningful information about their performance.
- Areas of strength and areas needing improvement indicated in the 2008 survey:

AREAS OF STRENGTH

- 85% of respondents know what is expected of them at work
- 72% of respondents receive the information they need to do their job effectively
- 71% of respondents have the opportunity to collaborate internally within their work groups
- 70% of respondents indicate their supervisors hold them and their co-workers accountable for performance

- 88% of faculty respondents indicated they include diversity and inclusion into their classes
- 80% of respondents believe their supervisor treats them with respect and dignity
- 90% of respondents are aware of their ethical obligations as state employees
- 93% of respondents indicate they are expected to exercise high ethical standards as BCC employees
- 78% of respondents indicate they believe BCC is a good place to work

AREAS FOR IMPROVEMENT

- 47% of respondents indicated they have opportunities for collaboration outside their work group
- 55% of respondents state that their supervisors give them ongoing feedback that helps them to improve performance and 22% disagreed with the statement
- 48% of respondents believe their performance evaluation provides them with meaningful information about their performance; 18% disagreed with the statement
- 28% of respondents agreed that BCC does an effective job of communicating budget resource allocation decisions to employees and 37% disagreed with the statement
- 41% of respondents indicated they feel free to express their opinions even when they differ from others ; 30% responded neutrally; and 27% disagreed with the statement

Appendix 6.2: Employee Surveys *(continued)*

SPRING 2009 SURVEY RESPONSES ON BUDGET PROCESS AND SHARING OF BUDGET INFORMATION

1. Over the past six months we have tried to keep you informed about the potential effects at BC of the state economic situation. How relevant to you and your work was the information that has been shared at BC?

Response	Response Total	Response Percent
Very Relevant	56	41%
Relevant	61	45%
Neutral	6	4%
Somewhat Relevant	11	8%
Totally Irrelevant	2	1%
Total Respondents	136	

2. How timely was the state economic information that has been shared at BC over the past six months?

Response	Response Total	Response Percent
Very Timely	60	44%
Timely	51	38%
Neutral	12	9%
Somewhat Timely	9	7%
Not Timely At All	3	2%
Total Respondents	136	

3. How useful to you were President Floten's presentations about the state economic situation and potential effects on BC's budget?

Response	Response Total	Response Percent
Very Useful	53	39%
Useful	40	29%
Neutral	31	23%
Useless	4	3%
Very Useless	2	1%
Total Respondents	136	

Appendix 6.2: Employee Surveys *(continued)*

4. How useful to you were the Budget Road Show presentations?

Response	Response Total	Response Percent
Very Useful	29	21%
Useful	42	31%
Neutral	46	34%
Useless	3	2%
Very Useless	4	3%
Total Respondents	136	

5. How useful to you are the [BC-Official] e-mail updates related to the state economic situation?

Response	Response Total	Response Percent
Very Useful	47	35%
Useful	62	46%
Neutral	21	15%
Useless	3	2%
Very Useless	2	1%
Total Respondents	136	

6. Overall, was the budget information been shared in ways that make it easy to understand?

Response	Response Total	Response Percent
Yes, easy to understand	60	44%
Somewhat easy to understand	54	40%
Neutral	9	7%
Somewhat difficult to understand	9	7%
No, not easy to understand at all	3	2%
Total Respondents	136	

Employee classification

Response	Response Total	Response Percent
Full-time Faculty	17	13%
Adjunct or Part-time Faculty	18	14%
Classified	42	33%
Hourly	2	2%
Administrative/Exempt	42	33%
Prefer not to respond	8	6%
Total Respondents	129	

Appendix 6.3: Administrative Staff Educational Attainment and Length of Service

2008–09 ACADEMIC YEAR

Administrator	Title	Highest Degree	Length of Service
B. Jean Floten	President	M.A.	19 years
Miranda Kato	Ombudsperson	M.A. (ABD)	3 years
Lucinda Taylor	Executive Assistant	B.A.	5 years
Elise Erickson	Special Assistant to the President	B.A.	21 years
Peter Maphumulo (resigned 5/09)	Executive Dean, Instruction	Ph.D.	2 years
Paula Boyum	Vice-President, Workforce Development	Ph.D.	7 years
Mike Talbott	Dean, Information Resources	Ph.D.	31 years
Laura Saunders (retired 12/08)	Vice-President, Administrative Services	Ph.D.	3 years
Rachel Solemsaas	Vice-President, Administrative Services	M.P.A.	< 1 year
Jim Bennett	Vice-President, Equity and Pluralism	Ph. D.	30 years
Tom Pritchard	Vice-President, Student Services	J.D.	13 years
Bea Hughes	Vice-President, Human Resources	M.P.A.	2 years
Gaynor Hills	Vice-President, Institutional Advancement	B.A.	6 years
Norma Whitacre	Dean of Instruction	M.Ed.	4 years
Tom Nielsen	Division Chair, Arts and Humanities Interim Executive Dean, Instruction	M. Arch.	26 years
Bill Iverson	Division Chair, Business	Ph.D.	7 years
Sheryl Berman	Director, Health Sciences, Education, and Wellness Institute	Ph.D.	1 year
Lynne Sage	Division Chair, Science	M. Ed.	29 years
Rebecca Baldwin	Division Chair, Social Science	M.A.	18 years
Myra Van Vactor	Director, Libraries	M.L.S.	13 years
Star Hang Nga Rush	Director, Center for Liberal Arts	M.A.	2 years
Robin Jeffers	Coordinator, Assessment and Effectiveness	M.A.	17 years
Bruce Riveland	Dean, Continuing Education	M.A.	5 years
Vacant	Director, NWCET		
Cheryl Vermilyea	Director, Center for Career Connections/Women's Center	M.A.	13 years
Joyce Carroll	Director, College Credit & Careers Network	M.A.	10 years
Darlene Molsen	Director, Workforce Education	Certifications	9 years
Agnes Figueroa-Martinez	Director, Computing Services	M.A.	10 years
Keith Mutch	Director, Tech Dev, Supp Svc	M.A.	3 years

Appendix 6.3: Administrative Staff Educational Attainment and Length of Service *(continued)*

Administrator	Title	Highest Degree	Length of Service
Asha Nelson	Director, Faculty Resource Center	B.A.	13 years
Mary Slowinski	Director, Faculty Resource Center	B.A.	10 years
Steve Ramsey	General Manager, KBCS Radio	B.S.	8 years
Lori Tiede	Director, Web Services	B.S.	19 years
Rick Otte	Director, Television Services	B.A.	13 years
Liz Anderson	Director, Distance Education	B.S.	16 years
Patty James	Director, Institutional Research	M.P.A.	2 years
Laurel LaFever	Director, Campus Operations	A.A.	36 years
David Maxwell	Director, Facilities Planning & Construction	B.S.	1 year
Mary Canan	Executive Director, Finance & Auxiliary Services	A.A.	3 years
Bill O'Connor	Director, Athletics	B.S.	5 years
Matt Groshong	Associate Dean, Student Success	M.S.	8 years
Celinda Smith	Director, Educational Planning/Advising	B.S.	5 years
Amy MacNeill	Director, H.S. Programs	High school	10 years
Susan Gjølmesli	Director, DRC	B.S.	12 years
Catherine Kwong	Director, Assessment/Evaluations	B.S.	11 years
Trina Ballard	Director, Outreach/Recruit	B.A.	9 years
Barbara Brodsky	Director, TRIO	M.Ed.	7 years
Robin Young	Associate Dean, Enrollment Services	M.A.	1 year
Faisal Jaswal	Director, Student Programs	A.A.	21 years
Ata Karim	Director, Multi-Cultural Services	Ph.D.	< 1 year
Cris Samia	Director, International Student Programs	B.S.	17 years
Sherri Ballantyne	Director, Financial Aid	B.A.	9 years
Penni Blakely	Director, Human Resources Operations	B.S.	10 years
Yvonne Freitas-McGookin	Director, Training and Development	M.A.	2 years
Bart Becker	Director, Marketing	B.A.	4 years
Bob Adams	Director, College/ Community Relations	M.S.	7 years
Barbara Miller	Director, Grants	M.S.W.	3 years
Kara Talbott	Director, Development	M.S.	3 years
Bev Lucas	Manager, Printing Services	B.A.	16 years

Appendix 6.4: Student Representation on College Governance Committees

Committee Name	Title
Academic Standards Committee	ASG President
All College Council	ASG President, ASG Vice President of Finance and Communications, ASG Chief Justice, ASG Environmental and Entrepreneurial Representative, ASG Vice President of Student Affairs and Pluralism
Center for Liberal Arts Task Force	ASG Vice President of Student Affairs and Pluralism
Citation Review Committee	ASG Chief Justice, three ASG Associate Justices
College Discipline Committee	ASG Chief Justice, ASG Associate Justice, ASG Vice President of Student Affairs and Pluralism
Commencement Committee	Student at Large (Peer to Peer Mentoring, Volunteering, Student Ambassador Coordinator)
Commencement Committee	ASG Campus Events and Sports Representative, ASG Associate Justice
Curriculum Advisory Committee	ASG Vice President of Student Affairs and Pluralism
Dismissal Review Committee	ASG President
Distance Learning Committee	ASG Chief Justice
Educational Services Cabinet	ASG President
Environmental Advisory Committee	ASG Environmental and Entrepreneurial Representative, two students-at-large
Ergonomics and Safety Committee	ASG Campus Events and Sports Representative
Facilities Universal Access Advisory Committee	Three students-at-large
Foundation Board of Directors	ASG Environmental and Entrepreneurial Representative
Institutional Effectiveness Group	ASG Community and Campus Relations Representative
Legislative Contact Committee	ASG President, Student at large (Campus Activities Board Lead Coordinator)
Planning Council	ASG Environmental and Entrepreneurial Representative, ASG Vice President of Finance and Communications, ASG Community and Campus Relations Representative, ASG Associate Justice
Student Pluralism Committee	ASG Officers
Pluralism Steering Committee	ASG Vice President of Student Affairs and Pluralism
Risk Management Committee	ASG Environmental and Entrepreneurial Representative
Sabbatical Leave Committee	ASG President
Service and Activities Fee Budget Committee	ASG President, ASG Vice President of Finance and Communications, ASG Community and Campus Relations Representative, ASG Environmental and Entrepreneurial Representative, student-at-large
Student Academic Grievance Committee	ASG Chief Justice, two ASG Associate Justices
Technology Advisory Committee	ASG Emerging Technology Representative
Tenure Review Committee	ASG Vice President of Student Affairs and Pluralism
Web Steering Committee	ASG Emerging Technology Representative
Technology Fee Advisory Committee	ASG President, ASG Vice President of Finance and Communications, ASG Emerging Technology Representative, student-at-large
ASG Legislative Committee	Student at large (Campus Activities Board Lead Coordinator) four students-at-large

Appendix 6.5: ASG Leadership Institute

Our vision for the BC Student

Leadership Institute is to:

- Gain recognition as a model organization for student leadership development:
- For the acquisition of student leadership skills
- Embrace and promote the philosophy of leadership as service to others
- Value personal integrity and high character
- Value diversity and promote pluralism
- Create a sense of community, fellowship and friendship among BCC student leaders
- Reflect our core values in all that we do

Our mission at the BC Student

Leadership Institute is to :

Engage students in development for the advancement of leadership excellence based on the core values of:

- Skill Development
- Character Development
- Public Service
- Civic Responsibility
- Ethical Conduct
- Empowerment of others
- Diversity and Pluralism

Scope:

- Student leaders of all S & A funded programs
- Modularized Leadership Curriculum
- Leadership Portfolio Development
- Leadership Assessment Development
- Leadership Needs Assessment
- Exit Interviews for outgoing officers

LEADERSHIP INSTITUTE CREDIT COURSES

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

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.

EXPRL190 course is a Learning Portfolio course, taught through the Career Center, aimed at helping student leaders create a portfolio of leadership, civic and community engagement as well as volunteer and mentoring experiences.

2008-09 Student Leadership Retreats Conferences and Workshops

Retreat/ conference	Date
Student Programs Leadership Retreat	June 18-20
CUSP Leadership & Activities Institute	September 3-5
CUSP Legislative Academy	October 10 & 11
Third Friday Leadership Series	3rd Friday of each month
National Level Leadership conference	TBD
NACA Conference	November 13-16
Mid year leadership retreat	TBD
CUSP Voice Academy	May 2009

Appendix 6.5: ASG Leadership Institute *(continued)*

ASG SUMMER TRAINING TOPICS

- Team building and Motivation
- Diversity, Pluralism, Empathy and Justice
- Communication Styles
- Foundation of Leadership- definitions
- Understanding & working with Student Programs
- Definition of club and program
- Policies and procedures
- Camp Casey follow up meeting
- Leadership and Diversity training (fish and German video, Cullinan article)
- Code of ethics and expectations
- Time management
- How to effectively run a meeting
- Project Management
- Tour of BCC
- Working with Student Programs
- Conflict management
- Disability Awareness
- Expectations for team and as individuals
- Parliamentary Procedures: Roberts Rule of Order
- Constitution, By-laws and Financial Code
- Refresh Roberts Rules
- Mock meeting
- Develop goals for year
- Marketing and Communication plan training
- Develop master calendar of events for year
- ASG BBQ
- Introduction to their positions and depts./ people on campus they will be working with
- Financial Training
- Audit HD 190 Race in America

Appendix 6.6: Pluralism Staffing

OMBUDS OFFICE

The ombuds office of Bellevue College was established in April 2007. It is a place where a student, a staff member, or a faculty member can have his/her voice heard and also receive impartial consultation without fear of loss of privacy.

MISSION

The ombuds office strives to promote and protect the rights and interests of individuals including students, faculty, and staff members at Bellevue College. The goals of ombuds services are to foster equity, fairness, pluralism, and institutional values.

GUIDING PRINCIPLE

The services, operations, and foundation of the ombuds office are based on principles, practices, and code of ethics of the International Ombuds Association (IOA): confidentiality, impartiality, informality, and independence.

CONFIDENTIALITY

The ombuds office will treat all matters confidentially within the bounds of the law. The ombuds will not disclose the names and/or concerns of clients without permission except under the following three conditions:

1. When the ombuds believes there is an imminent threat of physical harm,
2. When federal and/or state laws mandate the disclosure of details that identify a client, and
3. When there is a legal proceeding with a subpoena.

IMPARTIALITY

All the services offered by the ombuds office are aimed to foster fairness, equity, and

pluralism in the institution. The ombuds is neither an advocate for any individual or for the institution in a dispute. S/he does not take part in any party in a dispute but only advocates the fair process and equitable results.

INFORMALITY

The ombuds serves as a neutral problem-solving consultant. During the process, the ombuds listens to the client, explains the college's policies and procedures, provides tools and resources, reframes issues, identifies options, initiates third-party interventions if necessary, facilitates the conflict resolution process for a dispute with permission, and recommends system changes. However, the ombuds will stay neutral if a case is in the formal complaint and/or litigation processes and will not get involved in any formal investigation process.

INDEPENDENCE

To maintain objectivity, the Ombuds reports directly to, the president of the college and is not aligned with any administrative unit. However, this does not preclude the ombuds office from collaborating with various administrative units and committees on campus to reach equitable results.

EMPOWERMENT

IOA's practices, principles, and code of ethics endorse the concept that participating in the ombuds services is a voluntary activity. The principle of empowerment used in Bellevue College is to stress this important concept even though it is not listed as an operating principle in IOA's principle. Services provided by the ombuds office are aimed to equip clients with skills to resolve their issues. The client will be empowered to take actions according to their level of confidence at any given point.

Appendix 6.6: Pluralism Staffing *(continued)*

SERVICES

The ombuds office provides the following services to students, faculty, and staff members at the Bellevue College:

- Help individuals understand their interests, issues, rights, and responsibilities according to federal and state laws, the college's rules, regulations, policies, and procedures.
- Assist individuals in developing options to resolve their issues.
- Facilitate a group process for parties in a dispute.
- Educate, train, and/or coach individuals on how to work together more collaboratively with their differences.
- Conduct an informal investigation process with the client's permission.
- Recommend institutional change.

PROGRAM UTILIZATION

From Spring 2007 to Spring 2008, 149 individuals have contacted the office requesting help in resolving their issues of concern. Among 149 visitors, 72 (49%) of them were students, 35 (23 %) were staff members, 33 (22%) were faculty members, and 9 (6%) were parents.

With permission from the visitors, the ombuds contacted 32 individuals who were directly involved in a situation. During the problem solving process, 26 individuals have provided the ombuds with information relevant to a situation.

ISSUES OF CONCERN

Issues about grades are the student visitors' most common concerns coupled with a disappointing learning experience and/or an allegation of mistreatment in a learning setting. In comparison with student visitors, a majority of faculty and staff visitors inquired most about college policies and procedures.

Inquiries about complaint policies are the most recurrent. Behind these explicit inquiries of college policies, several faculty and staff visitors primarily expected the ombuds to serve as a sounding board who voices their concerns about pluralism, diversity, and campus climate.

EVALUATION AND FUTURE PLAN OF THE OMBUDS OFFICE

The effort of the ombuds office can manifest itself in the following six dimensions: education and marketing, program utilization, issues resolution process, outcome of issue resolution, impact on the institution, and perception of the office.

During the year, the program was utilized by 149 visitors. Seventy nine of them contacted the office by phone and the remaining visited the office to resolve their issues. Among 149 cases, 72 of them were resolved. The status of 55 cases are unknown at this point since the ombuds did not get involved in the issue resolution processes and the visitors did not inform the ombuds of the status. Twelve visitors withdrew from help. Four cases were not resolved and have been forwarded to the formal complaint process. Six cases are still outstanding.

The ombuds office does not use the visitors' satisfaction to assess its effectiveness since that criterion might imply the role of advocacy. As a neutral party, the components of professional ethics such as impartiality, confidence, informality, and independence will be the ombuds' utmost performance criteria.

In the next year, the ombuds office has established the following 5 objectives:

1. Continue to assist in clarifying the mission, services, and guiding principles of the ombuds office.
2. Meet with division chairs and campus management to discuss the trends of issues on a quarterly basis.

Appendix 6.6: Pluralism Staffing *(continued)*

3. Educate different constituent groups on campus on conflict resolution approaches.
4. Continue to identify systemic issues based on the problematic trends of issues brought to the office.
5. Serve on committees which influence the campus climate and institutional effectiveness.

OFFICE OF EQUITY AND PLURALISM

The college created the Office of Equity and Pluralism and the position of Vice President of Equity and Pluralism to continue its commitment to inclusion and values in the affirmation of inclusion.

The Institutional Renewal Sub Group report from Spring 2005 made several recommendations:

- The concept of pluralism and the number of activities and resources allocated had reached a point where an executive position was recommended to coordinate and lead campus efforts to move the institution forward.
- The success of students of color was paramount.
- There was need for policy development.
- Opportunities were present to examine curriculum for changes and reforms that would yield more inclusion.
- Support services should be enhanced as part of the necessary framework.
- There was need to develop accountability measures for the effort.
- There was need to coordinate and deepen programs for faculty development.
- There was need for advocating for all traditionally underserved students, such as economically disadvantaged, first-generation college, and other forms of non-traditional students

- There was a need to integrate pluralism and inclusion at BCC, including race and examination of all means of enabling educational inclusion and equity.
- Fill the vacant MCS Director position
- Implement an ombuds office

The website from the Office of Pluralism will be the main vehicle to deliver communication to campus about these efforts. The website contains

- The Mission, Vision, Goals.
- The office work plan and individual work plans of committees leading the overall equity and pluralism effort.
- Extensive outreach and promotion of pluralism events and opportunities to evaluate events.
- An annual calendar events and college-wide projects, which will be posted on the web site.

In 2007-2008, the Office of Equity and Pluralism hired a Faculty Pluralism Coordinator to connect directly with faculty, assess their needs, and provide resources.

The impact of campus climate on the pluralism efforts is difficult to gauge. At the same time the campus climate motivates the office and its efforts. New concepts can be victim to expectations from both ends of the spectrum because they are a visible commitment of systemic institutional change the college and its communities desire. There is an on-going desire to increase the visibility of the efforts, disseminate success and challenges through shared governance structures, the web site, newsletter, events, and curriculum, and nourish opportunities to cultivate community fellowship. The tension, while at times painful, can be instructional and creates a powerful learning climate for all who choose to become involved.

Appendix 6.7: Diversity Scorecard

BELLEVUE COLLEGE EVIDENCE TEAM REPORT AND RECOMMENDATIONS SPRING 2009

Brief History: In December of 2007, as Vice President for Equity and Pluralism, I issued an invitation to a number of Bellevue College staff and faculty members to consider membership on an evidence team. The concept of an institutional evidence team was derived from a set of recommendations from a February 2006 report/recommendations from the *Institutional Renewal Pluralism Subgroup Report* which called for our college to embrace the concept of inclusive excellence and to utilize a methodology that employed a diversity scorecard to address institutional accountability. This scorecard methodology was developed by the Center for Urban Education in the Rossier School of Education at the University of Southern California. The scorecard methodology has proven to be an effective way for institutions to effect change by being able to see as clearly as possible the level of inequities impacting many of our students (awareness), the ability to analyze and to integrate the meaning of these inequities (interpretation), and to establish plans to act upon them (action).

The scorecard focuses on four perspectives of institutional performance with respect to equity and inclusion: access, retention, institutional receptivity, and excellence. What the BC Evidence Team has been doing since its initial meeting during winter quarter 2008, is examining all available data on each of these dimensions of performance disaggregated by race and ethnicity to identify target populations, determining what types of data to examine and based on sometimes laborious review, choose which specific array of outcomes to highlight. With the able assistance of the Office of Institutional Research we have done that and this report will attempt to provide detail that reflects these efforts and a set

of recommendations for engaging the college community. The next step in the process is to create a scorecard specific to Bellevue College utilizing these data and the results of our continuing analysis.

To guide our efforts a worksheet was developed that included specific potential areas of inquiry for each of the four dimensions of diversity scorecard. Additionally, we have linked these areas of inquiry to the appropriate institutional Key Performance Indicators based on the consideration that institutional accountability around special populations is directly linked to those factors around which we want to assessed institutionally and that these populations do not exist in a vacuum. Attached to this report you will find a crosswalk that demonstrates these linkages as well as three questions that we have used as guides to build pivot tables and to develop research questions upon which to base our continuing analysis of these data.

After a year and a half of looking at the data in about as many ways in which data can be examined the Evidence Team is prepared to provide the campus with its thoughts for establishing the baseline in several areas pertaining to student performance per our student success initiatives in order to build benchmarks for the BC Diversity/Inclusion Scorecard, share what we have begun to explore relative to access, provide the linkages that we have discovered and would recommend related to the college's Key Performance Indicators, and to provide a set of recommendations regarding data sharing and utilization that we hope will facilitate our becoming more adept at our desire to reflect a culture of evidence.

Findings to date: Needless to say, the pivot tables and databases that serve as the infrastructure to our deliberations and analyses are huge and I will not attempt to replicate in

Appendix 6.7: Diversity Scorecard *(continued)*

this report, but I will reference the location of the data where appropriate and include tables representative of the pivot tables that we have been using to formulate this report. Given the number of potential indicators on a diversity scorecard and the number of other variables involved in assessing performance, we had to have ways of limiting our investigation. We utilized three questions posed by the president at the beginning of the process that launched the Evidence Team:

- How does our faculty of color hiring compare with the demography of our service area? How does it compare when disaggregated?
- How do our students of color compare with the demography of our service area? How does it compare when disaggregated?
- How do our students of color compare to white students in GPA, attainment, retention, credentials? When disaggregated by ethnicity, discipline?

We have focused much of our effort on the latter, given the institutional focus on student success and retention. As can be seen in the pivot tables found in the *Goals 2-1-1* spreadsheet, which can be accessed through the Office of Institutional Research website, if you control for race/ethnicity and health limitations (students identified with disabilities) and track performance in below 100 level and 100 level BC courses the performance of these populations is less than the performance of white students. The members of the Evidence Team have had the opportunity over the past quarter to go into these pivot tables and to examine these data subject to various criteria to uncover questions that should guide an institutional approach to both understanding and utilizing these data for planning and institutional decision making as well as how we choose to be assessed relative to our institutional performance.

An examination of these data, when you look at grade distribution for our courses, reveals that a percentage range of 20-25 percent of grades awarded in key gateway courses to our target populations are a combination of F and W/HW/I/ NC. The question raised is: Are we content institutionally and prepared to be assessed on the basis that this percentage of our students do not successfully complete their courses?

We recommend that we identify High Risk courses based on a baseline set at 15 percent of all students who receive a grade of F/W/HW/I/NC to be cross referenced with disaggregated student populations. While we can and have accessed data for all BC courses, we recommend looking first at English composition and math, given the size of the programs and the variety of faculty and teaching methodologies employed and the key roles they play in the programs of so many students.

It has become clear to the evidence team that if we want to make progress in becoming more data-focused in our decision making that we have to provide more access to data and the contexts from which these data come to more of our campus than currently exists. Along with this recommendation, we feel that we must have and have begun to deliberate institutional protocols for access to and the dissemination of data with integrity. These are important considerations that must be addressed because we feel that to take next steps we must involve faculty via programs and departments in the review of these data to define and describe what they see and to solicit their formal involvement in both defining problems as well as proposing solutions.

We need program and departmental assistance in identifying the measures of impact, particularly in the areas of retention and persistence. We chose this approach as a first

Appendix 6.7: Diversity Scorecard *(continued)*

priority because students need to stay in a course to perform and to ultimately be successful. The Evidence Team has just recently sorted the data along these criteria and is prepared to share with programs and departments along with recommendations regarding access to data. The members of the team will continue to analyze and sort these data and can and will serve as resources to any departments regarding what we have learned in how to access and sort the data according to the variables that would seem most appropriate to the research questions raised. Based on The Evidence Team's look at these data and as a follow up to our last meeting, Patty James was asked to sort the data according to the aforementioned recommendation and to provide a (plain English) summary that could be included in this report.

Grade Analysis: Summary of Observations

PRE-COLLEGE ENGLISH AND MATH COURSE WORK

- Only one-half of students in pre-college English and math courses earned a grade of C or higher.
- The performance of Students with Disabilities in pre-college English and math courses is comparable to all students in such courses.
- Only two of every five Students of Color, Other than Asian in pre-college English and math courses earned a grade of C or higher.
- More than one in every five students failed or withdrew from pre-college English and math courses.
- More than one in every four Students of Color, Other than Asian failed or withdrew from pre-college English and math courses.

Table 1: Below 100-level English and math classes, as of AY 2007-08

	Earned credit	Earned a grade of C or better	Failed or withdrew
All students	76.5%	51.5%	23.4%
Students of Color, Other than Asian	71.5%	41.7%	28.5%
Students with Disabilities	76.5%	51.8%	22.9%

Tables 2a. and 2b. on the following pages display the pre-college courses where 15 percent or more of students failed or withdrew.

The data indicate that the rate of failure and/or withdrawal was not limited to specific race or ethnic categories. However, a closer look at most of these courses indicates that among students of color, African Americans and Hispanics had higher percentages of failure and/or withdrawal than Whites.

Tables 3a. and 3b. show the grade distribution of those students enrolled in Math 099 winter 2009 who were enrolled in *any* math class fall 2009. Less than half of the Math 099 students earned a B- or better.

Appendix 6.7: Diversity Scorecard *(continued)*

Table 2a: Pre-college English Courses where 15 percent or more of Students Failed or Withdrew by Race-ethnicity, AY 2007-08

Course	Total Enrolled	% F, HW, W, NC
ENGL 074	83	19.3%
African American	13	23.1%
Asian	38	13.2%
Hispanic	3	33.3%
Other Race	4	0.0%
White	20	25.0%
Not Reported	5	40.0%

ENGL 080	568	19.0%
African American	62	21.0%
American Indian	3	33.3%
Asian	250	15.2%
Hispanic	35	22.9%
Multi-Racial	5	40.0%
Other Race	14	14.3%
White	165	23.0%
Not Reported	34	17.6%

ENGL 091	104	15.4%
African American	13	7.7%
Asian	45	8.9%
Hispanic	8	12.5%
Nat. Hawaiian/Othr Pac Islndr	1	0.0%
Other Race	2	0.0%
White	29	31.0%
Not Reported	6	16.7%

ENGL 092	707	22.3%
African American	45	17.8%
Alaska Native	1	100.0%
American Indian	5	20.0%
Asian	142	15.5%
Hispanic	47	29.8%
Multi-Racial	15	33.3%
Nat. Hawaiian/Othr Pac Islndr	2	0.0%
Other Race	17	17.6%
Pacific Islander	4	25.0%
White	414	24.6%
Not Reported	15	6.7%

ENGL 093	430	8.1%
African American	19	21.1%
American Indian	2	0.0%
Asian	286	7.0%
Hispanic	17	17.6%
Multi-Racial	3	0.0%
Other Race	12	0.0%
Pacific Islander	3	0.0%
White	61	6.6%
Not Reported	27	14.8%

Appendix 6.7: Diversity Scorecard *(continued)*

Table 2b: Pre-college Math Courses where 15 percent or more of Students Failed or Withdrew by Race-ethnicity, AY 2007-08

Course	Total Enrolled	% F, HW, W, NC
MATH 070	31	19.4%
African American	2	0.0%
American Indian	1	0.0%
Asian	2	0.0%
Other Race	1	0.0%
White	23	26.1%
Not Reported	2	0.0%

MATH 075	316	25.0%
African American	47	34.0%
American Indian	3	0.0%
Asian	31	25.8%
Hispanic	36	33.3%
Multi-Racial	6	50.0%
Nat. Hawaiian/Othr Pac Islndr	1	0.0%
Other Race	5	0.0%
Pacific Islander	2	50.0%
White	172	20.9%
Not Reported	13	23.1%

MATH 080	106	24.5%
African American	14	35.7%
American Indian	1	0.0%
Asian	12	16.7%
Hispanic	9	22.2%
Multi-Racial	4	50.0%
Other Race	1	0.0%
White	62	24.2%
Not Reported	3	0.0%

MATH 085	55	16.4%
African American	6	16.7%
American Indian	1	0.0%
Asian	6	33.3%
Hispanic	5	0.0%
Multi-Racial	1	0.0%
Other Race	1	0.0%
White	33	18.2%
Not Reported	2	0.0%

Course	Total Enrolled	% F, HW, W, NC
MATH 097	837	31.2%
African American	57	42.1%
Alaska Native	1	100.0%
American Indian	4	75.0%
Asian	101	25.7%
Hispanic	53	22.6%
Multi-Racial	23	47.8%
Nat. Hawaiian/Othr Pac Islndr	3	33.3%
Other Race	27	29.6%
Pacific Islander	6	33.3%
White	533	30.4%
Not Reported	29	37.9%

MATH 098	1079	27.3%
African American	60	30.0%
American Indian	7	42.9%
Asian	138	25.4%
Hispanic	81	33.3%
Multi-Racial	31	35.5%
Nat. Hawaiian/Othr Pac Islndr	3	0.0%
Other Race	21	19.0%
Pacific Islander	13	23.1%
White	699	27.2%
Not Reported	26	15.4%

MATH 099	1520	26.8%
African American	83	33.7%
Alaska Native	4	25.0%
American Indian	8	37.5%
Asian	251	26.7%
Hispanic	84	31.0%
Multi-Racial	38	36.8%
Nat. Hawaiian/Othr Pac Islndr	4	50.0%
Other Race	34	20.6%
Pacific Islander	8	25.0%
White	953	25.8%
Not Reported	53	22.6%

Appendix 6.7: Diversity Scorecard *(continued)*

Table 3a: Grades Earned in Math 099 Winter 2009 Compared to Grades Earned in Any Math Course Taken Fall 2008

Fall 08 Math Gr	Winter 2009 Math 099 Grade													Total
	A	A-	B	B-	B+	C	C-	C+	D	D+	F	HW	W	
A	20	9	6	1	5	3		2					1	47
A-	4		3	1	2	2	1	2						15
B	2	1	3	1	1	4	3	2					2	19
B-	1	1	4	9		2	4	1	1	3	3	1		30
B+	1	2	8	1	4	1			1		2		1	21
C		2	3	2	2	4	3	3	5	4	3	1	3	35
C-			1	1		5	2		5		6	2	2	24
C+			2	3		6	1	4	3		2	1	1	23
D				1			2		2		2			7
D+							1	2	1	1	2		1	8
F			1	4		2	1		3		8		2	21
W			1	4		1	1	2	2		1	1	2	15
Total	28	15	32	28	14	30	19	18	23	8	29	6	15	265

Table 3b: Grades Earned in Math 099 Winter 09 Compared to Fall 08 Math Grades

Fall 08 Math Gr	Math 099 Grade Taken Winter 2009				
	B- & Above	C	D	DNF	Total
A	41	5		1	47
A-	10	5			15
B	8	9		2	19
B-	15	7	4	4	30
B+	16	1	1	3	21
C	9	10	9	7	35
C-	2	7	5	10	24
C+	5	11	3	4	23
D	1	2	2	2	7
D+		3	2	3	8
F	5	3	3	10	21
W	5	4	2	4	15
Total Fall	117	67	31	50	265
Math 099 %	44.2%	25.3%	11.7%	18.9%	100.0%

A grade of "DNF" indicates F, W, HW, or NC.

Appendix 6.7: Diversity Scorecard *(continued)*

COLLEGE-LEVEL COURSE WORK

- Less than three-fourths of students in college-level courses earned a grade that would be accepted for transfer.
- Less than two-thirds of Students of Color, Other than Asian and Students with Disabilities in college-level courses earned a grade that would be accepted for transfer.
- More than one in every five Students of Color, Other than Asian or Students with Disabilities failed or withdrew from college-level courses.

Table 4: 100-level and above classes, as of AY 07-08

	Earned credit	Earned a grade of C or better	Failed or withdrew
All students	82.5%	72.9%	16.6%
Students of Color, Other than Asian	75.7%	64.9%	23.3%
Students with Disabilities	77.4%	64.6%	21.3%

Unlike pre-college course work, which was limited to the disciplines of English and math, college-level course data indicates there are relatively few disciplines for which there is not at least one course where the percentage of students earning F, W, HW, or NC grades is less than 15 percent.

Table 5. shows the courses from AY 2007-08 where the percentage of F, W, HW, and NC grades was greater than or equal to 15 percent. Percentages are highlighted based on whether the percentage was greater than or equal to 15, 20, or 25 percent of all grades awarded.

Table 5. is too large to fit comfortably in this document but it and further detailed data by race/ethnicity have been generated and are available electronically.

It is around these data that we propose integrating the campus into the work that has occupied the Evidence Team for the past year and a half. As indicated, we have just begun to explore the perspective of Access and guided by the second bulleted question we hope to have a comparable recommendation regarding access to share with the campus during fall quarter. We have not begun to explore the indicators related to staffing and personnel, but hope to begin that process during fall 09 and to make recommendations by the end of winter '10. I am a member of a small task force from Instructional Services Cabinet including Bill Iverson, Lynne Sage, Tom Nielsen, and Patty James that has been asked to develop and to recommend a set of protocols for access and dissemination of data. We hope to have a set of recommendations available before the end of the month.

Attached to this report you will find the matrix referenced earlier that ties the college's KPI's with indicators from a diversity score-card and an update on actions taken to date.

Evidence Team Membership 08-09: Beabe Akpojovwo, Beatrice Hughes, Carol T. Grant, Cora Nixon, David Stacy, Louis Watanabe, Matthew Groshong, Patricia James, Penni Blakely, Robin Jeffers, Star Rush, Sunmi Ku, Thomas Pritchard, Tom Nielsen, Wubeshet Seyoum, Jim Bennett

Appendix 6.7: Diversity Scorecard *(continued)*

Diversity Scorecard Indicators with Linkages to Key Performance Indicators

Diversity Scorecard Categories and Indicators		BC Key Performance Indicators	Status of Baseline Data Development
Category	Indicators	Related Key Performance Indicator	
Access and Equity	Proportion of students of color	1.2 Increase enrollments from BCC's geographic service district	In progress
		1.3 Increase enrollments from outside BCC's local service district	In progress
	Proportion of faculty of color	5.4. Proactively manage turnover and diversify the workforce	Not started
	Proportion of staff of color	5.4. Proactively manage turnover and diversify the workforce	Not started
	Proportion of students by Race Group	1.2 Increase enrollments from BCC's geographic service district	In progress
		1.3 Increase enrollments from outside BCC's local service district	In progress
	Number of students of color by Intent	1.1 Course offerings meet students' needs	In progress
		1.4 Academic accessibility	In progress
		1.5 Services meet students' needs	In progress
	Number of students of color by program type	1.4 Academic accessibility	In progress
		1.5 Services meet students' needs	In progress
	Number of students of color by program	1.4 Academic accessibility	In progress
	Number of students with disabilities by program	1.4 Academic accessibility	In progress
	Number of students of other relevant populations by program	1.4 Academic accessibility	Need to develop criteria
	Retention of students of color	2.1. Academic Success (Persistence, Retention, Completion) – All Students	In progress
	Retention of faculty of color	5.4. Proactively manage turnover and diversify the workforce	Not started
	Retention of staff of color	5.4. Proactively manage turnover and diversify the workforce	Not started
	Retention of students with disabilities	2.1. Academic Success (Persistence, Retention, Completion) – All Students	In progress
	Retention of faculty with disabilities	5.4. Proactively manage turnover and diversify the workforce	Not started
	Retention of staff with disabilities	5.4. Proactively manage turnover and diversify the workforce	Not started
	Retention of other relevant populations	5.4. Proactively manage turnover and diversify the workforce	Need to develop criteria
	Comparative percent of students of color by race with A grades by division	2.1. Academic Success (Persistence, Retention, Completion) – All Students	Complete
	Disaggregation of student data: Enrollments by Department/Division	1.5 Services meet students' needs	In progress
	Disaggregation of student data: Enrollments by College-level course	1.5 Services meet students' needs	In progress
	Disaggregation of student data: Enrollments by Below College-level Courses	1.5 Services meet students' needs	In progress
	Disaggregation of student data: Grade received in college-level courses – New Students	2.1. Academic Success (Persistence, Retention, Completion) – All Students	Complete

Appendix 6.7: Diversity Scorecard *(continued)*

Diversity Scorecard Categories and Indicators		BC Key Performance Indicators	Status of Baseline Data Development
Category	Indicators	Related Key Performance Indicator	
Access and Equity <i>(continued)</i>	Disaggregation of student data: Grade received in below college-level courses – New Students	2.1. Academic Success (Persistence, Retention, Completion) – All Students	Complete
	Disaggregation of student data: Grade received by course and instructor	2.1. Academic Success (Persistence, Retention, Completion) – All Students	Not started
	Proportion of administrators of color	5.4. Proactively manage turnover and diversify the workforce	In progress
	Proportion students of color admitted and transferred to UW or other four-year institutions	Data have not been available.	In discussion
	Relevant disaggregation of student with disabilities data along with any other relevant populations	1.5 Services meet students' needs	Need to develop criteria
Diversity in the curriculum	Number of courses related to intercultural, international, sexual orientation, gender, disability, and multicultural topics	Not specifically addressed in current KPIs.	Need to develop criteria
	Proportion of students of color by course	Need to identify courses above.	Complete
	Proportion of students of color by instructor	Need to identify courses above.	Not started
	Campus centers, institutes and departments dedicated to exploring racism, whiteness, intercultural, international, sexual orientation, gender, disability, and multicultural topics	Not specifically addressed in current KPIs.	Need to develop criteria
	Articles, monographs, lectures and new knowledge that is produced around issues of diversity	Not specifically addressed in current KPIs.	Need to develop criteria
Campus climate	Faculty and employee of color surveys for feelings of belonging along with faculty and employees with disabilities and other relevant populations	4.1. Employee effectiveness	Employee Survey
	Students of color, students with disabilities and sexual orientation focus groups and surveys	2.3. Services meet students' needs	CCSSE
	Incidents of harassment based on race, ethnicity, gender and sexual orientation	5.5. Provide a safe and healthy working environment (Need measure)	Need to develop criteria
	Intergroup relations and behaviors on campus	5.5. Provide a safe and healthy working environment (Need measure)	Need to develop criteria
	Retention of students, faculty and staff of color along with faculty and employees with disabilities and other relevant populations	2.1. Academic Success (Persistence, Retention, Completion) – All Students	Need to develop criteria
		5.4. Proactively manage turnover and diversify the workforce	Need to develop criteria
	Number of student activities where students groups of different races interact	2.3. Services meet students' needs	Need to develop criteria
Student learning and development	Acquisition of knowledge about whiteness, diverse groups, and cultures as determined by assessment	Not specifically addressed in current KPIs.	Need to develop criteria
	Number of students in college activities related to pluralism	Not specifically addressed in current KPIs.	Need to develop criteria
	Number of students who vote	Not specifically addressed in current KPIs.	Need to develop criteria
	Number of students who engage in the community and social causes	Not specifically addressed in current KPIs.	Need to develop criteria

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism Activities and Accomplishments

STUDENTS: DIRECT SERVICES AND ACADEMIC PROGRAMS

- TRiO Student Support Services:
 - Works with over 40 second language learners, representing 17 different first languages each quarter. They receive specialized tutoring, electronic educational tools, advising, workshops, English talk-times, and other resources. Much of the specialized tutoring and electronic educational tools were developed by TRiO staff.
 - Hosts two groups of students of color from the most diverse high schools in the Seattle area to acquaint them with higher education in general, and recruit them to attend Bellevue College. They are offered application fee waivers, tours, workshops, and the opportunity to connect with campus staff and faculty.
 - Works with a wide range of diverse foster youth providing them a range of services and support toward their goal of graduation.
 - Coordinates with the College Success Foundation to assist a diverse group of academically promising high school students in their transition and persistence in college settings.
 - Works with an ethnically diverse group of 50 students by providing tutoring, advising, and other student support resources.
- Multicultural Services hosts two events a year where MCS students are celebrated for their accomplishments. MCS has developed a student inventory assessment tool to assist in creating appropriate support strategies. MCS offers, coordinates and supports student learning communities and study tables for students to assist with student retention.
- Student Programs is developing new diversity training for the Leadership Institute and is expanding diversity and conflict resolution training for students throughout the year.
- Cultural competence is a general education requirement that all degree-bound students must fulfill through such courses as HD 140 Race in America, ethnic and cultural studies offerings, some English composition courses, and FYE that contains a diversity module that all new to college students must take.
- Continuing Education offered several new classes: Marching to the Tune of Different Drummers: Working With Differences (trains participants in working effectively with diverse groups); Working With Virtual Teams (includes information on cultural differences); and Strategies for Success for Women Project Managers
- While all the professional advisors are trained to work with our diverse student population, EPAC has hired advisors who specialize in the following:
 - ABE/ESL College Advising and Planning has a professional advisor, College Pathways Specialist, designated to work with the incoming students who place into adult basic education (ABE). Students who do not place into any of the college's credit bearing English courses are placed into ABE where they work to improve their reading and writing with the goal of retaking the assessment. In addition to the academic advising, she visits the ABE classes each quarter and works with faculty and staff to ensure students are

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism

Activities and Accomplishments *(continued)*

connected for advising and educational planning. Some ABE courses make it a requirement for students to create an educational plan as part of their coursework. She also advises the ESL population interested in attending credit classes and attends ESL level five and six classes working closely with the faculty to ensure students are connected for future college planning.

- DRC (Disability Resource Center) advising has a professional advisor designated to work with students receiving accommodations. The DRC has access to his advising appointments so that students can immediately receive an appointment through DRC after their initial intake. The advisor and DRC staff meet as needed to review student progress.
- Continued to strengthen and increase the number of students enrolled in the OLS and Venture program.
- In Continuing Education (CE) the World Languages, Travel, and Translation and Interpreting programs are devoted to facilitating understanding of and between diverse people, languages, and cultures.
- CE translation and interpreting students and faculty volunteered for many non-profit organizations (and events) assisting immigrants and minorities.
- Created and staffed the Office of Ombuds to assist with student complaints or concerns.
- The ASG sponsors a student pluralism advocate who assist students with processes, procedures and concerns.
- Provided space for a GLBTQA Center.

FACULTY AND STAFF: PROFESSIONAL DEVELOPMENT

- Human Resources has collaborated with the Office of Equity and Pluralism on equity-related education and training activities over the past two years.
- In addition, beginning 2008-09, with the hiring of the training & development director position, there has been increased collaboration with Multi-Cultural Services, Disability Resource Center, and Office of Instruction to develop training that brings focus on cultural competence into play as foundational and emphasizes collaboration across constituent groups.
- Multi-Cultural Services, under the leadership of Dr. Ata Karim, has developed and implemented cross-cultural competency training. To date, the Educational Planning and Advising Center, and Financial Aid have completed the training.
- Student Services sponsored Theresa Farnum, a student success consultant who specializes in math, to work with the math faculty in developing new strategies to increase student persistence and success. Math is the major obstacle to success for many students. Students-of-color are disproportionately represented in this group.
- Faculty and staff attended several national programs this year, including the 21st Annual National Conference on Race and Ethnicity, White privilege conference, the Asian Pacific Americans in Higher Education 2008 National Conference, Role of Whites in a Multicultural Society workshop, Staff of Color conference, and the Courageous Conversation Conference.

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism

Activities and Accomplishments *(continued)*

- Pluralism Steering Committee held annual planning retreats.
- Evidence Team was created to develop key performance indicators and a diversity scorecard.
- The Vision Strategy Team (VST) was created and commission who met all year to develop a new vision and plan for inclusion and pluralism.
- The college offered:
 - Intercultural communication workshops and learning opportunities. Communicating for Understanding: An Intercultural Communication Training Series, Part 1; Culturally Competent Conflict Resolution workshop;
 - Training in prevention of discrimination, harassment and retaliation with over 580 (97%) of classified, exempt and full-time FT faculty employees participation;
 - “Not Just Ramps” – program regarding persons with disabilities; Selection Process training that includes pluralism and pluralism advocates.
 - Let’s Talk About Race (LTAR) training – Two day workshop that gives participants the opportunity to learn to dialogue about race, racism and whiteness in a safe place and increase their understanding of others. It is unique in education and our ultimate goal is to eliminate the racial educational gap among students. More than any other activity, dialogue bridges our differences from the heart and is making an impact on the very subtle and almost invisible, but nevertheless impactful, institutional racism. Offered 2-day workshops during 2007 and 09 and 2008-09; plan to offer quarterly in 2009/2010. Moved the training from one day during week + 1 weekend day to 2 weekdays so it would be fully on ‘work time’ for most participants (approximately 400 trained). Facilitated by internally trained facilitators. Since academic year 2003, over 370 employees have attended the 2-day workshop. External community members have requested to attend this workshop.
- Let’s Talk About Race (LTAR) facilitator retreat – annual retreat to refresh skills and promote personal growth for facilitators.
- Diversity module in new faculty orientation and new employee orientation.
 - Continued Courageous Conversations – scheduled 5 sessions per week with internally trained facilitators. Hosted courageous conversations at North Campus.
 - Safe Space Training - Student Services staff in concert with HR developed a Safe Space training module for staff and students where participants learn about the issues facing the LGBTQ population and how to make this a safe campus for them. Developed and offered first training in Spring quarter 2009. Plan to bring to full campus during 2009-2010
 - Cultural Communication Training – offered first module In Spring, 2009, with 2nd module scheduled late June 2009.
- Developed Strategic Training and Development Framework for BC
 - Shifting from tactical, individually developed, independently driven,

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism

Activities and Accomplishments *(continued)*

- short-term planning to coordinated, integrated, strategic focus, aligned with BC's values, plans and goals
- Networked Learning Development and Delivery
- Began conceptually in fall, 2009, with internal team from HR, EOP, Instruction, MCS
- Utilized this lens in evaluating and developing training during 2009
- Focused on community building, cultural competence, collaboration, learning organization. Utilized Development Team – MCS, HR, OEP, Office of Instruction

POLICIES AND PROCEDURES

- Developed and approved broad Policy on Prevention of Discrimination, Harassment and Retaliation.
 - Developed more comprehensive Policy regarding Animals on Campus to include definitions of 'service animal', clarified responsibilities and procedures and increase awareness and provide structure for handling disruptions and complaints about service animals.
 - Developed Interim Administrative Selection Procedures that opened up interim administrative assignments and opportunities to entire campus in order to offer increased transparency.
- Made revision to complaint process that clarify what constitutes a discrimination complaint; academic complaint, and general Complaint; provides a focus on alternative issue resolution options prior to filing complaint; clarify process, timelines, responsibilities, and clarify expectations.

- Issued statement to supervisors/administrators about the value of pluralism activities and encouraging employee participation – issued on behalf of President's Staff.
- Included pluralism as a section in all performance reviews. Included in expectations and in review documents for administrators and classified staff.
- Addressed diversity in the CE faculty handbook.
- Negotiated section in post-tenure FT faculty and PT faculty review referencing. "engages with campus initiatives (e.g., pluralism, student success, Affirmation of Inclusion, outcomes assessment)"
- Integrated conflict management approach to issue resolution for implementation in 2010 that focuses on building readily identifiable resources and structure for issue resolution.

COLLEGE WIDE EVENTS

Offered the American Indian Film Festival (Speakers, posters, programs, advertisement, reception, gifts, lodging, air, and etc.); Martin Luther King Celebration, MLK Vigil and Commemoration speaker on 40th anniversary of the assassination of Dr. King; Black History Month – multiple days of presentations and activities annually; Student Pluralism Day; Living Treasures; Identities Week; Love Makes a Family (Posters, reception food, and exhibit); Black Experience, Dr. DeGruy (Reception, handouts, programs, posters, and lecturer contract); Not Just Ramps – Disability (Reception); Got Conflict? (for students-SPC/ombudsman Fliers and reception); Connecting the Dots; Taste of BCC (EPC activity); ONEAMERICA Annual Dinner; Seattle Pride Parade (registration fees).

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism

Activities and Accomplishments *(continued)*

COMMUNITY OUTREACH AND INVOLVEMENT

Presented Let's Talk about Race Workshop Odle Middle School; Formed Community Pluralism Advisory Board; MCS, Student Programs and Outreach hosted approximately 160 Latino HS students about going to college; Visits to African American Academy Middle School; Participated in the Diversity Career Fair, Seattle Center; Offered College Night for Center Schools; Participated in the Center for Well-being of African in America "Beyond High School" College fair; Presented Students of Color Academic Resources, Recruitment and Retention; Visits to Rainier Vista Boys and Girls Club and Rainier Valley Teen Center; Participated in the Zion Prep Event; Chief Sealth High School – Future Family Night; Visits to the Seattle Urban Academy Campus Visit; Supported the El Centro Latino Event on Campus.

- Established Office of Equity and Pluralism (2006) and hired support staff (2008).
- Established Ombuds Office (2007) that served 149 in 2008; 317 in 2009.
- Continuing Education added four new faculty of color to its teaching staff.
- Added a coordinator of student outreach and retention who recruited more students of color and implemented retention strategies.
- Expanded employee recruitment efforts to reach more diverse applicant pool.
- Increased the number of new employees of color, which comprised 62 percent of all new hires in each of the past two years.

INSTITUTIONAL INITIATIVES

- Engaged Leadership Unlimited to help us define our current climate and a desired vision for Bellevue College as an inclusive and welcoming campus who scheduled one-on-one interviews and focus groups to solicit employee views; presented findings to the campus community and asked if it resonated, if not, why not, and what would they change; formed Vision Strategy Team (VST) to include diverse representation from each constituency group including faculty, classified staff, exempt staff and students; VST is in the process of assuming leadership for developing a strategy to move us from the current reality to the desired vision; strategies will be presented to campus community for feedback and revised

Appendix 6.8: 2008-09 BC Equity, Inclusion And Pluralism Activities and Accomplishments *(continued)*

2007 Full-Time Hires											
	Total Hires	Asian	%	Black	%	Amer. Indian	%	Hisp.	%	Caucas.	%
Classified	45	12	27	4	9	1	2	3	7	25	55
Exempt	19	3	17	1	5	0	0	0	0	15	79
Faculty	12	3	25	0	0	1	8.5	1	8.5	7	58
Total	76	18	24	5	6	2	3	4	5	47	62

2008 Full-Time Hires											
	Total Hires	Asian	%	Black	%	Amer. Indian	%	Hisp.	%	Caucas.	%
Classified	33	6	18	3	9	1	3	1	3	22	67
Exempt	22	3	14	5	23	0	0	1	4	13	59
FTF	9	3	33	0	0	0	0	1	11	5	56
Total	64	12	19	8	12	1	2	3	5	40	62

Race	2007	2008	2009
African American	804	923	1,023
Alaska Native	20	25	24
Asian	4,937	5,452	5,767
Multi-racial	883	930	963
Native American	164	163	181
Other Race	1,992	600	560
Pacific Islander	117	146	137
White	15,226	15,136	15,505
Hispanic	687	1,058	1,506

Appendix 7.1: Grants Obtained Between 2005-2009

2005			
Funder	Title/Purpose	Notes	Award Amount
Bellevue Arts Commission	KBCS general support		\$5,000
The Boeing Company	Linus Track- WA Working Connections		\$5,000
City of Bellevue	CDBG: Preparing for Work		\$93,866
City of Bellevue	CDBG: ELFCC/Headstart		\$30,000
City of Bellevue	CDBG: Career Center Training	Over two years	\$34,786
City of Bellevue	CDBG: Adult ESL in Community Schools		\$48,900
City of Issaquah	CDBG: Career Center training		\$4,500
Department of Education	TRIO	Over 4 years	\$943,000
Health Resources and Services Administration	Nursing Workforce Diversity		\$486,652
National Endowment for the Humanities	Faculty Development Workshop: Japanese Internment		\$29,527
National Science Foundation	Strengthening Connections		\$567,415
National Science Foundation	Cyber Security Skill Standards	Subcontract from Moraine Valley CC	\$41,800
Norcliffe Foundation	Planetarium - Phase II		\$30,000
State Board for Comm & Tech Colleges	ABE/ESL		\$10,300
State Board for Comm & Tech Colleges	Center of Excellence		\$100,000
State Board for Comm & Tech Colleges	Industry Professional Development		\$3,500
State Board for Comm & Tech Colleges	Integrated Basic Skills		\$75,000
State Board for Comm & Tech Colleges	Professional/Technical Operating Fund		\$40,000
State Board for Comm & Tech Colleges	Tech Prep Consortium annual funding		\$199,000
State Board for Comm & Tech Colleges	WorkFirst	9/3/04: Additional \$62,013 granted	\$561,524
State Board for Comm & Tech Colleges	Worker Retraining	Incl additional \$173,243 granted 6/05	\$1,721,237
State Board for Comm & Tech Colleges	Tech Prep Yearly Grant		\$122,443
State Board for Comm & Tech Colleges	Perkins Yearly	9/23/04: Additional \$7,908 Received	\$226,478
State Board for Comm & Tech Colleges	Adult Basic Literacy		\$104,313
State Board for Comm & Tech Colleges	Parent Education In-Service Conference		\$3,500
State Board for Comm & Tech Colleges	IT Basic Skills		\$10,000
SBCTC	Tech Prep Consortium annual funding		\$199,000
State Board for Comm & Tech Colleges	Workforce Development		\$1,500
Verizon Foundation	Washington State Working Connections IT Faculty Development Institute		\$5,000
Workforce Development Council: Biotechnology Certification	UW Genome Project is Lead		\$6,000
Workforce Development Council	Rad-Tech		\$18,719

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

BCC GRANTS ADVISORY COMMITTEE REPORT

FINAL - July 18, 2006			
Funder	Title/Purpose	Notes	Award Amount
4Culture	KBCS	General operating support for 2 years	\$10,000
Amgen Foundation	Bruce Wallace Biotechnology Program (with Shoreline CC)	Replication of LA model; faculty stipends & classroom equipment/supplies for high schools	\$227,694
Boeing Company	BCC Fdn Annual Luncheon sponsorship		\$6,000
Boeing Company	KBCS	Jazz & public affairs programming	\$15,000
Bullitt Foundation	BCC Reads!		\$10,000
Costco Wholesale	2006 Diversity Scholarships		\$6,000
Education Assistance Foundation	Mentoring Program		\$37,053
Fulbright: Council for Intn'l Exchange of Scholars	3-6 week residency by Muslim scholar		\$25,000
Fulbright: Foreign Language Teaching Assistant	Arabic language scholar for 2006-07 year	In-kind value; BCC match of \$18,600 (housing, stipend, tuition)	\$25,000
Humanities Washington	BCC Reads!		\$5,000
Issaquah - CDBG	CDBG - Women's Center		\$4,500
LI-COR Biosciences Inc.	DNA sequencing package	In-kind value of \$40,000; BCC must raise another \$40,000	\$40,000
Lucky Seven Foundation	Planetarium projection system - site visit 5/12/06	Letter of inquiry	\$5,000
National Science Foundation - ATE	National Resource Center	Full proposal. Collaboration with CITE-TN & Bransford/UW	\$746,602
NSF - ATE projects	New Skills Standards Framework for 21st Century IT Workforce		\$228,383
NSF - ATE projects	Supplemental to Strengthening Connections grant	Conference display materials	\$20,074
SBCTC	Adult Basic Education FY06 funding		\$66,673
SBCTC	Center for Information Technology Excellence		\$100,000
SBCTC	CITE	CITE Summit expenses	\$10,000
SBCTC	English Literacy and Civics Education FY06 funding		\$23,363
SBCTC	ESL Professional Development		\$1,638
SBCTC	High Demand: Business Intelligence		\$180,000
SBCTC	I-BEST 2005-2006 NAC/ESL		\$75,000
SBCTC	Innovation - Business Relations Team		\$10,000
SBCTC	Parent Education Inservice Conference		\$3,500
SBCTC	Perkins - Professional/Technical Programs		\$236,109

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

FINAL - July 18, 2006 (continued)			
Funder	Title/Purpose	Notes	Award Amount
SBCTC	Perkins Leadership	Best Practices \$9,000; Industry-Based Professional Development \$7,000; Non-Traditional \$3,353	\$19,353
SBCTC	Tech Prep Consortium FY06 funding		\$116,017
SBCTC	Volunteer Literacy Program FY06 funding		\$14,277
SBCTC	Worker Retraining		\$1,511,106
SBCTC	WorkFirst preliminary		\$138,430
SBCTC	WorkFirst revised		\$332,233
SBCTC	Workforce base allocation		\$40,000
Squaxin Tribe	American Indian Film Festival		\$500
Wells Fargo	Jump Start \$10,000; BCC Fdn Annual Luncheon sponsorship \$5,000		\$12,500

FY 2006-2007 FINAL			
Funder	Title/Purpose	Notes	Award Amount
4 Culture	KBCS Operating Support		\$6,000
Bellevue - CDBG	Preparing for Work (ESL)	\$93,866 (04-06)	\$99,999
Bellevue - CDBG	Adults ESL in Community Schools	\$48,900 (04-06)	\$52,094
Bellevue - CDBG	ELFCC - Head Start	\$12,356 (04-06)	\$26,609
Bellevue - CDBG	Women's Center/Career Center	\$34,786 (04-06)	\$37,458
Boeing Company	NWCET - Working Connections 2006	Per Jerry Bunce recommendation	\$10,000
Boeing Company	Scholarships (BCC Foundation]		\$6,000
Costco Wholesale	2006 Diversity Scholarships		\$6,000
Eastside Arts Partnership	KBCS		\$7,500
Humanities Washington	Bellevue Reads!	LOI Submitted 6/30/06	\$5,000
Investor Protection Trust	Investor Education Curriculum	Per Don Blandin	\$150,000
Issaquah - CDBG	Women's Center	\$5,000	\$5,000
King County Contract / WA DSHS	Food Stamp Education & Training Program	WorkFirst	\$152,973
LI-COR Biosciences, Inc.	Genomics Education Matching Fund	50% discount on DNA sequencer package; In-kind value	\$37,654
National Science Foundation - ATE	Supplemental to Skills Standards grant	Request \$30,000 for more focus groups	\$30,000
National Endowment for the Humanities (NEH)	Landmarks of American History and Culture: Workshops for Community College Faculty	Held in Cleveland, OH; U.S. Steel Industry sites	\$500
SBCTC	AIDDE Training		\$5,000
SBCTC	Adult Basic Education	Basic grant - \$77,310; Volunteer Literacy - \$14,277; EL Civics - \$24,494	\$115,881

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

FY 2006-2007 FINAL (continued)			
Funder	Title/Purpose	Notes	Award Amount
SBCTC - Adult Basic Education	ABE/GED/ESL (includes EL/Civics & Volunteer Literacy)	I-405 Consortium = BCC, CCC, LWTC, RTC & Hopelink	\$127,024
SBCTC	CITE		\$6,900
SBCTC - High Demand		Move Nuclear Medicine and Radiation Therapy from self-support to state support	\$240,000
SBCTC - Non-Trad.	Women in IT Careers Conference	Non-Traditional Employment and Training	\$4,989
SBCTC - Perkins Leadership	Perkins - Professional/Technical Programs	BCC Allocation = \$240,574	\$240,574
SBCTC - Perkins Plan	Perkins Professional/Technical Programs	RFP released 4/5/07	\$208,362
SBCTC 2007-08 Perkins Leadership Block Grant	Replicating Best Practices: "Are We Teaching What Students Need to Know? Reassessment of Communications Curriculum."	Supplemental Funding	\$16,000
SBCTC	Supplemental WorkFirst Funding 2006-07	Supports Capacity Building and Comprehensive Evaluations	\$54,943
SBCTC - Tech Prep	Tech Prep Consortium FY07 Funding		\$106,773
SBCTC - Tech Prep	Tech Prep	RFP released 4/5/07	\$108,765
SBCTC	Web Design Recruitment Project	(Stipend)	\$3,200
SBCTC - Worker Retraining	Worker Retraining	06/07 Allocation \$1,538,772	\$1,538,772
SBCTC- Worker Retraining		Supplemental Allocation for FY 07	\$102,238
SBCTC- Worker Retraining	Worker Retraining	Note budget submitted - \$1,560,850 approved, but anticipated reduction in funding (July 07) of approximately \$350,000	\$1,210,850
SBCTC - Workforce Dev. Base Allocation	Workforce Development Base Allocation		\$40,000
SBCTC - WorkFirst			\$537,991
Temcov Foundation	UN Initiative	Spring Symposium at BCC	\$1,000
Univar	ComGen: Community College Genomics Research Initiative	DNA Sequencer	\$10,000
US Dept of Commerce; NTIA; Public Telecommunications Facilities Program	KBCS equipment request		\$66,545
U.S. Department of Labor	Life Science Informatics Center	Continuation funding	\$100,000
U.S. State Department	Fulbright Foreign Language Teaching Assistant	Spanish (FY 08) - in-kind value approx \$25,000	\$25,000
Washington Library Association	BCC Reads	One Book Grants; Contract expected in mid-June	\$7,000
Washington State Department of Financial Institutions (DFI)	Financial Education at BCC --Curriculum Development		\$75,000
Washington State Department of Financial Institutions (DFI)	Financial Education at BCC Kick Off Event and supplies for curriculum pilot	DFI made two awards of \$5,000 and \$3,000 respectively	\$8,000
Washington Education Foundation	Freshman Experience	Student Services	\$5,600

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

July 11, 2008			
Funder	Title/Purpose	Notes	Award Amount
4Culture	KBCS	Annual operating - 2nd year of 2-year award	\$6,000
4Culture	2007-2009 sustained support - \$8,000 per year	Annual operating - 2 years at \$8,000 each year	\$16,000
Boeing Company	Equipment Request	In-kind donation of 25 computers requested for Continuing Education	\$10,000
Boeing Company	Working Connections 2007		\$10,000
City of Issaquah	Career/Women's Centers	Annual support	\$5,500
College Success Fdn	Achievers Scholars	Continuation & expansion of 2006-2007 grant	\$14,955
Corporation for Public Broadcasting (CPB)	Digital Radio Conversion Grants	KBCS	\$75,000
Eastside Arts Partnerhsip	KBCS operating support		\$5,500
Lockwood Foundation	Simulated patient package for nursing and allied health programs		\$50,000
National Science Foundation - ATE	STEM to Stern: An Education to Industry Research, Action, Change Project to Develop Long-term Employer-Education Partnerships	Revision of three proposals submitted 10/06 (STEM to Stern; Raising the Bar; Professional Development for the Real World), per GS instructions.	\$824,820
National Science Foundation - CCLI	ComGen: Community College Genomics Research Initiative	Revised and resubmitted	\$478,003
National Science Foundation - CISE	Planning Grant: Building a Community to Revitalize Community College Undergraduate Pathways	Pathways to Revitalized Undergraduate Computing Education [CPATH] - two-year project	\$213,576
Pride Foundation	Library acquisitions and Love Makes a Family exhibit	Can request up to \$5,000	\$2,000
Seattle Fdn	Anne V. Farrell Leadership Grant (economics)	Hopelink lead applicantwith BCC and Employment Security - NOTE: Partnership will share \$125,000, exact share to BCC to be determined	\$46,500
Seattle/King Co. Workforce Development Council - Section 503 Incentive Funds	Eastside Educational Transitions Center for Young Adults	BCC lead applicant with Renton, LW, Cascadia and Hopelink to improve IBEST access and coordination	\$169,786
SBCTC ABE/ESL	Professional Development		\$6,731
SBCTC Best Practices Innovation	Online Instructor Orientation	\$10,000	\$10,000
SBCTC - Centers of Excellence	CITE	CITE	\$120,000
SBCTC Early Childhood Education	Math & Science Plan	8 FTEs	\$44,400
SBCTC - High Demand FTEs	Electroneurodiagnostic Technician	14 FTE at \$8,750 = \$122,500	\$122,500
SBCTC - Opportunity Grant	Opportunity Grant	\$250,000 allocation, plus extra competitive award of \$100,000	\$350,000

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

July 11, 2008 (continued)			
Funder	Title/Purpose	Notes	Award Amount
SBCTC	Parent Education	Annual conference	\$3,500
SBCTC - Perkins Leadership	Best Practices -	Partnership & program development in Snoqualmie Valley	\$16,000
SBCTC - Student Services Childcare	Summer School-Age Program	\$10,000/year for 2 years	\$20,000
SBCTC - Transfer Science/Math High Demand FTEs	Transfer Science/Math High Demand FTEs	FTE @ \$8,750 each; FY08-14 FTE \$122,500; FY09 18 FTE \$157,500	\$280,000
SBCTC - Worker Retraining		Extra allocation for 2007-2008 (financial aid)	\$250,600
SBCTC - WorkFirst	WorkFirst	RFP released 4/19/07	\$674,745
SBCTC - WorkFirst		Extra allocation for 2007-2008	\$42,700
SBCTC - Workforce Base Allocation	Workforce Base Allocation	Feedback addressed and resubmitted 6/29/07	\$40,000
SBCTC	Extra base allocation money		\$44,700
US Dept of Education - FIPSE (Congressionally-directed grant appropriation through Reichert)	Allocation for BSITE (Building Safer Information Technology Environments/Risk Management for IT)	BCC must submit project plan, evaluation plan and budget	\$315,392
US Dept. of Labor - Community-Based Job Training Grants	Community-Based Job Training Grants (CBJTG)	Expansion of nursing program + new certificates in Radiologist Assistant and Dosimetry + WIA youth initiatives	\$1,815,198
WA Department of Financial Institutions	Financial Education		\$50,000
WA State Library	One Book	BCC Reads	\$7,000

June 30, 2009			
Funder	Title/Purpose	Notes	Award Amount
SBCTC	Worker Retraining	\$1,625,404	\$1,625,404
SBCTC	ABE Extension		\$93,784
SBCTC	Workfirst		\$219,430
SBCTC	Perkins Plan	\$219,649	\$219,649
SBCTC	Centers of Excellence	Annual CITE plan (up to \$170,000)	\$170,000
SBCTC	Tech Prep		\$93,818
SBCTC	BFET (Formerly FSET)	Additional Funding for summer quarter	\$74,362
SBCTC	ABE EL CIVICS		\$15,527
SBCTC	Perkins Leadership		\$16,000
4Culture	2007-2009 sustained support - \$8,000 per year	Annual operating - 2 years at \$8,000 each year	\$16,000
City of Bellevue Human Services	Career Center & Women's Center	2009: \$19,633; 2010: \$20,379	\$19,633

Appendix 7.1: Grants Obtained Between 2005-2009 *(continued)*

June 30, 2009 (continued)			
Funder	Title/Purpose	Notes	Award Amount
City of Bellevue Human Services	ABE in Community Schools	2009-2010 funding	\$27,304
City of Bellevue Human Services	Preparing for Work	2009-2010 funding	\$52,412
City of Bellevue Human Services	ELFCC	2009-2010 funding	\$13,946
City of Issaquah Human Services	Women's Center	2009-2010 funding	\$5,500
Eastside Arts Partnership	KBCS	Operating Support	\$5,000
Eastside Arts Partnerhsip	KBCS operating support		\$5,500
National Science Foundation - ITEST	Innovative Technology Experiences for Students and Teachers	\$20,627/yr over 3 yrs. Collaboration with NWBAR-BCC weeklong secondary teacher training in DNA sequencing and bioinformatics	\$61,882
National Science Foundation - ATE	Supplemental request to NRC	\$105,372	\$105,372
National Science Foundation-ATE	Supplemental request to STEM to Stern proposal	Additional research to be conducted by CCRC	\$50,068
OSPI	Program Development for IT		\$75,000
SBCTC	ABE Extension - Master Plan; EL Civics; Volunteer Literacy		\$133,688
SBCTC	BFET (Formerly FSET)	Additional Funding	\$23,340
SBCTC	CASAS Train the Trainer		\$300
SBCTC	Centers of Excellence	\$120,000	\$120,000
SBCTC	Centers of Excellence	Additional Funding	\$40,000
SBCTC	Perkins Plan	\$103,293	\$244,705
SBCTC -Perkins Leadership Special Projects	OPEP	\$3,500	\$3,500
SBCTC	Tech Prep		\$103,293
SBCTC - Worker Retraining	Worker Retraining		\$1,551,628
SBCTC	WorkFirst		\$571,857
SBCTC	Workfirst	Additional allocation	\$53,500
SBCTC	Workfirst	Additional allocation	\$19,428
SBCTC	WorkFirst	Additional allocation	\$27,741
Seattle Foundation	Link to Opportunity	Hopelink is fiscal lead, renewal of Anne Farrell grant	\$44,000
SKC Workforce Ed Collaborative	Certificate Program for Working Adults - MCSA		\$145,854
US Dept. of State	Fulbright Scholar in Residence		\$29,600
Wa. Higher Ed. Coord. Board	Passport to College Mini-Grant	Addtnl Support Services for Students in Foster Care (TRiO)	\$5,000

Appendix 7.2: Excerpt from the State Administrative and Accounting Manual Policy on Interfund Transfer

90.20.60
June 1, 2008

Interfund accruals

Interfund receivables and payables, GL Codes 1353 and 5153, 1653 and 5253, 1355 and 5155, and 1350 and 5150, are required to be in balance at the agency level at fiscal year end.

Interfund accruals should be established when goods and/or services are delivered. When payment of an interfund payable is made by Interfund Transaction (IFT) or Journal Voucher (JV), the accrual is considered liquidated on the date that the cash is credited to the receiving fund. If payment is made by warrant or local check, the date recorded on the payment document is considered the date of liquidation.

Refer to the table of interfund transfer methods and effective dates on OFM's Administrative and Accounting Resources web page at:
<http://www.ofm.wa.gov/resources/yearend.asp>.

ER reports to use: Accounting/Interagency & Interfund/Interfund Receivables/Payables and Pooled Cash and Investments Due to/Due from Other Funds (GL 1355 and 5155)

80.30.75
July 1, 2001

Interfund activities policy

The state engages in two major categories of interfund/interagency activity: reciprocal and nonreciprocal.

Reciprocal interfund/interagency activity is the internal counterpart to exchange and exchange-like transactions and includes both interfund loans and services provided and used. Nonreciprocal activity is nonexchange in nature and includes both transfers and reimbursements.

As a general rule, the effect of interfund/interagency activities is eliminated for government-wide financial statement reporting purposes. Exceptions to this rule are charges between the state's employee health insurance and workers' compensation insurance programs and various other functions of the state. Elimination of these charges would distort the direct costs and program revenues reported for the various activities concerned.

Refer to [Section 85.90](#).

85.90.10
July 1, 2008

Interfund/interagency activities

There are two major categories of interfund/interagency activities: reciprocal and nonreciprocal.

Reciprocal interfund/interagency activity is the internal counterpart to exchange and exchange-like transactions. It includes interfund loans (refer to [Subsection 85.90.20](#)), and interfund services provided and used (refer to [Subsection 85.90.30](#)).

Nonreciprocal interfund/interagency activity is nonexchange in nature. It includes interfund transfers (refer to [Subsection 85.90.50](#)), and reimbursements (refer to [Subsection](#)

Appendix 7.2: Excerpt from the State Administrative and Accounting Manual Policy on Interfund Transfer *(continued)*

[85.90.60](#)).

For information on paying interfund/interagency billings, refer to [Subsection 85.36.20](#).

85.90.20 July 1, 2001	Interfund loans
	Interfund loans are reciprocal in nature. They are amounts provided with a requirement for repayment within a reasonable time. Interfund loans are reported as interfund receivables ("due from") in lending funds and interfund payables ("due to") in borrowing funds. Loans due within one year should be classified as short-term and loans due beyond a year should be classified as long-term. Refer to <u>Subsection 85.54.30</u> .
85.90.30 July 1, 2008	Interfund/interagency services provided and used

Interfund/interagency services provided and used are also reciprocal in nature. They were previously termed "quasi-external transactions." Interfund/interagency services provided and used are transactions within the state that are similar to, and consequently reported as though they had occurred with organizations external to the state. Interfund/interagency services provided and used are to be accounted for consistently by the accounts involved.

At the end of each fiscal period, any unpaid or unsettled amounts are reported as either interagency or interfund receivables and payables. Refer to [Subsection 85.95.40](#) for illustrative entries.

To record interfund/interagency services provided and used, the paying agency records an expenditure/expense using an appropriate object of expenditure. The receiving agency records revenue using either Revenue Source Code 0420 "Charges for Services," 0450 "Sales of Goods and Supplies - Proprietary Funds," or another appropriate revenue source code. Interfund/interagency services provided and used are budgeted as well as accounted for in this manner.

The following are examples of interfund/interagency services provided and used:

- Internal service fund billings for goods or services, such as purchases from Central Stores and services provided by the Office of the Attorney General. Refer to [Subsection 85.90.40](#).
- Routine employer contributions from operating accounts to a pension trust fund.
- Routine service charges for inspection, engineering, utilities, or similar services provided by

Appendix 8.1: Change in BC Physical Plant, 1995-2009

	Total Sq. Ft.			Occupancy			Classroom Sq. Ft.		
		update	update		update	update		update	update
Building	1995	2005	2009	1995	2005	2009	1995	2005	2009
A: Classrooms, Offices, Administration	30,490	51,713	51,713	NA	1,755	1,755	12,805	22,162	22,162
B: Student Services, Classrooms, Offices	65,854	84,292	84,292	NA	3,390	3,390	28,844	35,726	35,726
C: Art Studios, Classrooms, Student Union and Student Programs	50,403	62,895	62,895	NA	2,757	2,757	18,710	23,347	23,347
D: Library, Classrooms, Faculty Offices	56,497	66,572	85,456	NA	1,606	1,766	10,757	12,672	15,201
E: Carlson and Stop-Gap Theaters, Music	20,267	30,834	30,834	NA	1,729	1,729	3,942	5,998	5,998
F: Greenhouse	2,069	2,564	2,564	NA	128	128	2,069	2,564	2,564
G: Gymnasium	37,396	49,072	49,072	NA	2,400	2,400	2,786	3,657	3,657
K: Campus Operatiosn	17,775	17,538	17,538	NA	160	160	0	0	0
L: Classrooms, Labs, Offices	*	35,840	35,840	NA	1,512	1,512	*	17,280	17,280
M: Maintenance Facility	*	7,220	7,220	NA	26	26	0	0	0
N: Labs, Classrooms, Offices, NWCET	*	32,801	32,801	NA	1,157	1,157	*	16,310	16,310
P: Parking Garage	*	241,747	299,992	NA	0	0	*	0	0
Q: Early Learning, Family and Childcare Center	*	20,681	20,681	NA	863	863	*	3,330	3,330
R: Arts and Humanities, Health Sciences, Classrooms, Offices	*	61,757	61,757	NA	2,601	2,601	*	28,378	28,378
S: Science Labs, Classrooms, Offices	*	*	64,238	*	*	1,021	*	*	28,635
Total Main Campus	280,751	765,526	906,893		20,084	21,265	79,913	171,424	202,588
Net Increase 1995-2009		484,775	141,367	NA		1,181		91,510	31,164

Appendix 8.1: Change in BC Physical Plant, 1995-2009 *(continued)*

ADDITIONAL LEASED OR NON-MAIN CAMPUS FACILITIES

	Total Sq. Ft.			Occupancy			Classroom Sq. Ft.		
		update	update		update	update		update	update
Building	1995	2005	2009	1995	2005	2009	1995	2005	2009
North Campus 1	*	62,462	62,462	*	2,403	2,403		28,702	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 H2 (Storage)	*	2,140	2,140	*	NA	NA	*	NA	NA
Milliron House H3 (Scholar in Residence)	*	1,840	1,840	*	NA	NA	*	NA	NA
Severide House H4 (KBCS Radio Station Annex)	*	3,070	3,070	*	NA	?	*	NA	NA
Williamson House H1 (EWU)	*	2,350	2,350	*	NA	NA	*	NA	NA
House 5 (KBCS Radio Station)	*	1,640	1,640	*	NA	NA	*	NA	NA
Gillam House H99 (Unassigned)	*	*	1,700	*	*	NA	*	*	NA
Clinton House H6 (International Students)	*	*	2,935	*	*	NA	*	*	NA
Tam House H7 (*	*	2,750	*	*	NA	*	*	NA
Total	71,879	92,618	80,887	2,282	2,745	2,403	29,321	31,779	28,702
Net Increase/decrease in sq. ft. 1995-2005		20,739	(11,731)		463	(342)		2,458	(3,077)

Appendix 8.2: Campus Operations Units

CAPITAL PROJECTS

Provides planning and implementation for new construction and remodel of existing space and updates and oversees the campus master plan.

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; is responsible for the integrated pest management program.

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.

MATERIAL RESOURCES

Operates the campus warehouse including campus office supplies and surplus items processing; oversees campus mail services; general receiving and delivery; tagging of new equipment for inventory of state resources; assists with the destruction of college records and coordinates the bi-annual hazardous waste disposal.

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; provides training on safety related issues; prepares for emergency/disaster responses; enforces college rules and states laws; and responsible for locking/unlocking campus spaces; and manages keys and key requests.



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