



NWCCU Mid Cycle Evaluation

July 21, 2014



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List of Acronyms

AA	Associate in Arts
AAS-DTA	Associate in Arts and Sciences-Direct Transfer Agreement
AAS-T	Associate of Applied Science-Transfer
AS-T	Associate of Science-Transfer
AC	Accreditation Coordinator
ACC	All College Council
ACCT	Association of Community College Trustees
AGO	Attorney General's Office, Washington State
ALO	Accreditation Liaison Officer
AP	Advanced Placement
AS	Administrative Services
ASG	Associated Student Government
BAA	Bachelor of Applied Arts
BAS	Bachelor of Applied Science
BC	Bellevue College
BCAHE	Bellevue College Association of Higher Education
BCCE	Bellevue College Continuing Education
BIRST	Bias Incident Report and Support Team
CAC	Curriculum Advisory Committee
CDC	Curriculum Development Coordinator
CE	Continuing Education
CERT	Community Emergency Response Team
CEU	Continuing Education Unit
CIDA	Council for Interior Design Accreditation
CIM	Curriculum Information Management Committee
DES	Department of Enterprise Services, Washington State
DTA	Direct Transfer Agreement
ELC	Early Learning Center
ERP	Enterprise Resource Planning
ESL	English as a Second Language
ESP	Effectiveness and Strategic Planning
EWD	Economic and Workforce Development
EWU	Eastern Washington University
FA	Financial Aid
FACT	Faculty Assessment Coordinating Team
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FMS	Financial Management System
FYE	First Year Experience
HR	Human Resources
IACET	International Association of Continuing Education and Training
IB	International Baccalaureate
IBIT	Institute for Business and Information Technology

ICRC	Intercollegiate Relations Commission
ILL	Interlibrary Loan
IR	Information Resources
ITV	Interactive Television
LMC	Library Media Center
LMS	Learning Management System
MCS	Multi-Cultural Services
NWAACC	Northwest Athletic Association of Community Colleges
NWCCU	Northwest Commission on Colleges and Universities
OCIO	Office of the Chief Information Officer, Washington State
OSHA	Occupational Safety and Health Administration
OST	Office of the State Treasurer, Washington State
PIN	Personal Identification Number
RCW	Revised Code of Washington
SBCTC	State Board for Community and Technical Colleges
SID	System Identification Number
SLOA	Student Learning Outcomes Assessment
SMS	Student Management System
SAAM	State Administrative & Accounting Manual
TAC	Technology Advisory Committee
WAC	Washington Administrative Code
WCCCSA	Washington State Community College Consortium for Study Abroad
WFSE	Washington Federation of State Employees
WPEA	Washington Public Employees Association
WSAC	Washington Student Achievement Council

Introduction to Mid Cycle Evaluation

This report represents the Bellevue College (BC) response to requirements established by the Northwest Commission on Colleges and Universities (NWCCU) for a Mid Cycle Evaluation (MCE) self-study report. BC completed its final iteration of the previous 10-year re-accreditation with its 2009 Self Study. The college began its participation in the revised septennial system with a Year One Report in 2011, with intended completion of the cycle in 2017.

Work on what has become the MCE has been ongoing since 2010. The Year One Report was submitted in 2011. The focus then moved to the Year Three, Standard Two Report, originally scheduled for fall 2013 submission, to be followed by a virtual visit of NWCCU evaluators. The timeline was revised when the NWCCU extended the Year Three Report due date to fall 2014. Production resumed in summer 2013 with the hiring of an accreditation coordinator (AC). Over the 2013-2014 academic year, the AC and more than 50 contributors collaborated on developing responses to Standard Two requirements. This process included briefings to the Board of Trustees, President's Cabinet, Instructional Cabinet, Educational Services Cabinet, Student Services Cabinet, and Planning Council throughout the year.

Receiving notification of a Year Seven workshop in March 2014, BC continued to expand its internal accreditation knowledge base by scheduling 17 employees from multiple areas throughout the college to attend. This broad participation became even more relevant when President David Rule and Accreditation Liaison Officer Patricia James received the February 19, 2014, email from Dr. Sandra Elman of NWCCU announcing a revision to the Year Three reporting requirements.

The *Guidelines for the Mid Cycle Evaluation* received from NWCCU on March 28, 2014 shifted the report development effort to mission fulfillment and assessment. At this point, the Standard Two documentation was nearly complete. The ALO and AC now brought in new contributors and requested more participation from contributors with student learning outcomes assessment (SLOA) expertise. The report was completed by early June, giving the Board of Trustees an opportunity to review it before their summer recess. In addition, preparations for the on-site visit began.

At the June 17, 2014, NWCCU webinar, the team asked about the revised guidelines dated June 3, 2014. Having already completed the MCE based on the March 28 guidelines (see appendix), we asked for and received permission to submit that version.

The BC accreditation team elected to complete the work on Standard Two and to submit it along with the MCE. This decision reflects the significant efforts the college expended on preparing Standard Two. More importantly, it acknowledges the benefits that have resulted from reviewing the institution's resources and capacities, particularly in the areas of processes and communications. Assessing how the institution functions and the types of documentation that form the basis of decision making has helped the college become more evidence-based and will facilitate production of the Year Seven Report for the full-scale evaluation in 2017.

Part I: Guiding Questions

[Mission fulfillment is a “meta assessment” of institutional effectiveness.]

In response to the 2011 Year One Report, Bellevue College received two recommendations related to core themes. The Peer Evaluation Team recommended that the college:

[E]nsure that there are no gaps in objectives and indicators of achievement to allow for measuring the accomplishment of Core Themes and mission fulfillment (1.B.2)

and that the college should

[C]ontinue to review and revise the indicators of achievement to ensure that they are meaningful, assessable, and verifiable. (1.B.2)

With these recommendations in mind, and anticipating submission of a Year Three report in 2014, the college considered the context of mission fulfillment and the four core themes in relationship to all aspects of institutional resources and capacities. A series of presentations, designed to inform important constituencies within the college about the upcoming accreditation report emphasized the need to link practices, processes and design to our stated mission and core themes. While the requirements for this year’s report shifted from Standard Two, Resources and Capacity, to a Mid Cycle Evaluation report focused on institutional and student learning outcomes assessment (see appendix for March 28, 2014, guidelines), this emphasis remained.

[Describe/explain your process of assessing mission fulfillment.] The college’s mission statement has been reviewed by President’s Cabinet and still accurately reflects the purpose of Bellevue College as determined by Washington State Law, [RCW 28B.50.020](#), and affirmed by the Board of Trustees. An ongoing campaign to “close the gap” demonstrates the college’s commitment to fulfill its mission not only in the aggregate, but for all student populations. *[Who is involved in the assessment?]* The president, vice presidents, and Board of Trustees all assume responsibility for mission fulfillment, with input from other campus constituencies as appropriate. *[Is the Board of Trustees involved?]* The Board of Trustees continually monitors progress on the [goals](#) it establishes for the president, which are consistent with the core themes. In addition, the board routinely receives reports on key topics, such as Student Success, Equity and Pluralism, Instruction, Student Services, and Workforce and Economic Development, as well as holding topic-specific study sessions during its meetings.

[Can you articulate the key assessment variables that determine and assess the alignment of mission with mission fulfillment?]

The college’s purpose is established by State of Washington law, the framework of which influences the mission statement. President’s Cabinet has identified indicators to support the core themes and move the institution toward mission fulfillment.

[Are your core themes and objectives still valid?]

In conjunction with preparations for the planned Year Three report, the president convened the college's leadership team to revisit the core themes, objectives and indicators. This review revealed that many team members, particularly those whose tenure at the college began after the current core themes were established, questioned how well the institution's mission was represented. As a result, team members extensively revised the indicators to align them with mission fulfillment. Indicators of achievement were reduced in number, favoring those that would be most "meaningful, assessable, and verifiable." The process of defining measures and collecting data not currently available commenced. Target setting for the indicators was suspended until baseline data could be gathered, reviewed, and accepted. For consistency and clarity, the team also adopted the NWCCU terminology for mission fulfillment: objectives, outcomes and indicators of achievement.

Because this review, held during winter 2014, coincided with the major college-wide planning efforts of the 2013-14 academic year, the team agreed to sustain the four existing core themes and allow the planning process to influence potential changes. The development of major plans—strategic, academic master, and student affairs—commenced in summer 2013, with an equity plan scheduled to be written 2014-2015. The initial phase of the plans has been completed by separate task forces, with development, research, and feedback well-coordinated by the Strategic Planning Steering Committee. Informed by the institution's mission and core themes planning efforts articulated ideas through existing concepts and language. The next steps in the process include operationalizing the strategic plan, discussing potential revisions of the core themes and objectives, and using data effectively. To this end and to integrate accreditation, accountability, and assessment into the institution's culture, BC will produce a Year Five report in 2015, although its submission is not required by the Commission.

[Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability?]

The BC campus community is aware of and guided by the core themes, but the institution has not yet been using indicator data as effectively as it could. Recent revisions have addressed the number of indicators for each core theme and the indicators' alignment with the outcomes.

If not, what changes are you contemplating?

The leadership team has begun a dialogue regarding the Student Success Core Theme. Student Success isn't just one component of the college mission; it is the college's guiding purpose and informs all activities. This core theme may be revised to highlight one or more key elements of student success, such as access and support. The team has already begun the revision of objectives, outcomes, and indicators to reduce the number of indicators and ensure that they are targeted and aligned. The college also needs to develop more efficient ways to communicate data and connect information to unit effectiveness.

[Are your indicators proving to be meaningful?] President's Cabinet and the Board of Trustees will continue to monitor the revised indicators to ensure their utility.

[Do you have too many indicators or too few?]

Originally, there were too many indicators, and they weren't well aligned with the outcomes. The recent revision was intended to remedy these deficiencies.

[What has the institution learned so far and what changes are contemplated?]

The emphasis on analysis and more frequent monitoring, designed into the septennial cycle, made the need for more results-oriented planning and measurement clear. It has also become obvious that continuous improvement and effective planning require cultural change at many levels. BC began shifting the planning focus in 2008 when it acquired an integrated unit-planning software system. While the software system ultimately proved overly complex and difficult to integrate into the BC campus environment, using it introduced important planning concepts that provided a framework the institution had previously lacked.

Inspired by a new president, the new accreditation format, and a year of intense strategic planning, the institution has begun to review its long-standing governance structure. The college has taken a deliberate hiatus from unit planning with the intention of resuming an improved process guided by and in close alignment with the new strategic plan.

[What has been your progress to date using the data?]

As the NWCCU recommendations for the 2011 Year One Report confirmed, BC data showing the relationship between the core themes and indicators of achievement had gaps that made assessing mission fulfillment difficult. The indicators of achievement proved not as "meaningful, assessable and verifiable" as needed. Since that report, the college has taken a number of actions to improve the alignment and will be closely monitoring the relevance and utility of the revised measures and new indicators.

While the use of data at the institutional level still needs improvement, the focus on accountability and data-based assessment has had far-reaching impact. BC has developed effective structures for using evidence in planning and decision-making in three areas: program review, program development, and the Evidence Team.

Academic program review and planning, intended to be a data-driven self-study based on solid evidence of the existing state, uses multiple types of data provided by Effectiveness and Strategic Planning. Program review data, which are increasingly disaggregated, include headcounts and FTEs, fill rates, student/faculty ratios, and FT/PT faculty ratios. Upon completion of the review process, conducted once every five years, program faculty articulate a vision of the program in five years' time and how it will get there. Completed reports are discussed with the division dean and the vice president of Instruction. The data analysis and the discussion that follows allow program faculty to identify areas of weakness, lobby for additional resources and personnel, and make changes to courses.

Program development, too, has become increasingly evidence informed. The process required to add a degree, whether associate or bachelor's, includes analyses of student demand, funding availability, local and regional workforce needs, job opportunities and titles, annual income and potential career progression, long-term sustainability, plans for articulation with other colleges,

and competing programs. This evidence-based approach ensures that new programs are in demand and cost-effective in serving students.

The Evidence Team (Team), a joint endeavor of Equity and Pluralism and Effectiveness and Strategic Planning (ESP), uses data to assess success and make recommendations. Team members are staff and faculty from departments and divisions across campus who are interested in what data can tell them. In 2014, the Team completed a two-year study of online course success, using data to identify categories of students who might not be succeeding. The Team is following up with recommendations and the dissemination of data to relevant constituents.

The impact of reliable evidence on decision making was most recently reflected in the major planning that took place on the campus during AY 2013-2014. The coordinated processes that developed the strategic, academic master, and student affairs plans relied heavily on student, demographic and regional data. This environmental scan was supplemented by listening sessions targeted at campus and external constituencies and an interactive blog to solicit comments.

[Do the data tell you what you are looking for?]

The utility of the data that supported the previous indicators wasn't consistent across the core themes. Some indicators had supporting data that provided meaningful ways of assessing mission fulfillment, and these have been retained. In other cases, the indicator did not accurately assess the outcome. In still other cases, the data weren't readily available. Having analyzed and revised the core themes, outcomes and indicators, the leadership team feels confident that in the future it will be able to gather and generate data appropriate for decision-making.

[How are data being collected, analyzed, and utilized and the findings communicated to constituents?]

ESP produces regularly scheduled research reports and conducts additional research at the request of the Board of Trustees and the president. The office provides data that supports grant-writing, major planning, and other activities; and regularly publishes information about the college. Core theme indicator data, provided by ESP, informs institution-level decisions.

BC has joined 125 other community colleges across the U.S. in an initiative sponsored by the American Association of Community Colleges, the Association of Community College Trustees and the College Board. The Voluntary Framework of Accountability (VFA) is designed to portray the outcomes of community college students accurately through relevant measures. Student cohorts established by the VFA are disaggregated by gender, race/ethnicity, Pell status, FT/PT, and college-ready status; and tracked through multiple measures. The VFA will allow meaningful benchmarks for peer institution comparisons. This information will be available to all BC personnel.

In the process of writing the Standard Two, Resources and Capacity, report the accreditation team has found many areas of the college where both quantitative and qualitative data are being collected and used to improve functions. For instance, the Library Media Center closely tracks resources used and satisfaction surveys. These efforts need to be more consistent, more pervasive, and more fully reported.

[Moving forward to Year Seven what will you need to do?]

While the revised core themes, outcomes, and indicators have established a clear pathway forward, the leadership team needs to refine the associated measures and assess the quality of available data. In cases where data are not available, they need to be developed. For example, efforts to examine data about alumni are difficult because of privacy laws and the varying reasons students attend open-access institutions. BC will need to find creative ways around these obstacles. Another example is co- and extra-curricular reporting and documentation for Objective 2 in the Student Success core theme. The college provides many opportunities in these areas; however, to properly assess efficacy and cost-effectiveness, with a view to continuous improvement, it needs a better sense of who uses the programs and how they contribute to our most important goal: student success.

Part II: Case Studies

Section A: Core Theme Case Study

Bellevue College's Student Success core theme, characterizing the fundamental concern of the college, provides a framework for evaluating mission fulfillment that will guide further development of the three other core themes: Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment.

Student Success: BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

This language ties directly to the institution's mission statement:

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.

BC originally developed its core themes following a presentation on the new septennial accreditation process at the 2009 Leadership Retreat. In reviewing the core themes, the leadership team was guided by external authorizing entities as well as internal statements of mission and purpose. Objectives and indicators were selected to determine the extent to which the college fulfills its mission. The Student Success core theme includes three objectives: open access, effective support, and meeting educational goals.

Objective 1: BC commits to being an open access institution

Rationale: BC provides education to a wide range of students. Open access to lifelong learning plays a central and strategic role in improving the economic competitiveness of both U.S. citizens and those who come from other countries to study. Students come to BC with a variety of goals: 1) degrees, at both the associate and bachelor levels; (2) credentials leading to employment or advancement; (3) basic skills education or English language instruction; (4) academic skills to enable further educational attainment; and (5) lifelong learning. BC's purpose as an open access institution is prescribed through the Revised Code of the state of Washington, [RCW 28B.50.020](#). The college's geographic boundaries are established in [RCW 28B.50.040](#) as "...the present boundaries of the common school districts of Bellevue, Issaquah, Mercer Island, Skykomish and Snoqualmie, King county." Serving the population within these

boundaries, meeting FTE allocations, and offering appropriate courses and delivery modes determine the fulfillment of Objective 1.

Outcome 1:

Enrollments reflect educational access provided based on funding levels, service areas, and delivery options.

Achievement Indicators	Baseline Data (AY 2012-13)	Targets
1.1 State FTE Allocations	Enrollments 19.3% higher than allocation	State allocation achieved annually
1.2 Service District Populations	38.8%	35% of postsecondary students reside within BC's service district.
	25.2%	20% of postsecondary students are from a high school within BC's service district.
1.3 Courses Offered	<ul style="list-style-type: none"> • Transfer: 43.7% • Prof/Tech: 20.8% • Basic Ed: 12.5% • Community: 23.0% 	Course diversity matches four mission areas.
	<ul style="list-style-type: none"> • On ground: 57.1% • On line: 21.6% • Other: 21.3% 	Alternative delivery methods are provided.

Results and Analysis: BC's ability to meet this objective takes place in a context of external constraints. State funding has not kept pace with the college's student population. For nearly two decades the college has enrolled more students than the state has allocated funding (Achievement Indicator 1.1).

As BC interprets "open access," the definition of "communities served" takes into account areas that extend beyond its legislatively mandated service district. The percentage of students who attend BC from outside its official service district continues to grow. Despite the decrease in BC's district boundaries due to the reapportionment to Cascadia Community College of Riverview, Lake Washington, and Northshore school districts—all formerly part of BC's

district—the college continues to attract substantial numbers of students from those and other areas outside its boundaries (Achievement Indicator 1.2).

Course offerings reflect student demand. The proportion of transfer and basic education courses has increased, while professional/technical classes remain stable. In both cases, these proportions are consistent with the proportions of transfer and professional/technical awards conferred by the college. Community Service offerings have shifted to a smaller percentage of overall offerings since AY 2006-07. This change is partially due to the conversion of selected self-support programs to state support. Students also have more options for learning as BC has increased the number of courses offered through on-ground, online, and hybrid delivery modes (Achievement Indicator 1.3).

In the case of state support and service area, BC exceeds its mandate because of the close attention administrators and faculty pay to course offerings and delivery methods.

Objective 2: BC provides effective curricular, co-curricular, and extra-curricular support.

Rationale: Providing students with services and learning opportunities that support their educational goals contributes to academic achievement. BC recognizes multiple ways to support students in their educational journeys. The college provides a broad range of relevant transfer and workforce programs to enable students to be successful, supplementing these with curricular support and co- and extra-curricular activities. To meet the most important aspect of our mission—student success—the college needs to provide the right mix of programs, degrees, credentials, and courses. Because of changes in the external climate, serving BC students now means developing applied baccalaureate degrees in addition to maintaining relevant professional/technical certificate and associate degree programs. Curricular support, which BC provides through a wide-range of targeted programs, removes or ameliorates barriers to educational attainment. Co- and extra-curricular activities have long been recognized as affecting students' engagement and retention. At BC, these activities allow students to develop interests in music, sports, art, and global culture. Faculty involved in co-curricular programs provide a link between the classroom and campus involvement. Finally, academic support provides tools and skills for students to take the most advantage of their education.

Outcome 2:

The range of programs and support offered meets students' needs.

Achievement Indicators	Baseline Data	Targets
2.1. Credit and non-credit programs	<ul style="list-style-type: none">• 6 applied baccalaureate degrees• 8 transfer degrees• 1 associate non-transfer degree• 15 associate prof/tech degrees• Multiple credit and non-credit certificates	Increase baccalaureate offerings; maintain relevant professional/technical programs
2.2. Programs for multiple populations.	<ul style="list-style-type: none">• Baccalaureate• Dual enrollment—Running Start, Tech Prep, College in the High School• Alternative high school through Career Education Options• Worker Retraining• Workfirst, I-BEST, Opportunity Grants• Basic Skills	Diversity of programs is maintained.
2.3 Academic support	<ul style="list-style-type: none">• Financial aid advising• Transfer assistance• Student organizations• Peer or Other Tutoring• Skill labs• Computer labs• Services to students with disabilities• Academic advising/planning• Career counseling• Job placement assistance	Gap between levels of Satisfaction and Importance narrow with each CCSSE administration

Results and Analysis: BC offers programs designed to meet the mission areas described in RCW 28B.50.020:

(2) Ensure that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded;

community services of an educational, cultural, and recreational nature; and adult education, including basic skills and general, family, and workforce literacy programs and services.

In addition to an extensive inventory of professional/technical programs at the baccalaureate, associate, and certificate levels, BC offers eight transfer and one associate of general studies degree programs. The majority of awards conferred annually are at the associate level, primarily in transfer programs. Since receiving authorization to offer its first baccalaureate degree in 2007, BC has added five additional applied BA degrees. BC also provides educational opportunities through dual enrollment programs conducted at the college and through local school districts and co-enrollment programs. In addition to offering state-funded workforce retraining programs, BC collaborates with external funding agencies to create educational opportunities for those who might not otherwise have the chance to improve their educational attainment levels (Achievement Indicator 2.1)

The college provides a wide range of academic support services for all phases of a student's college experience from entrance through graduation. Upon entering the college, students receive targeted academic advising and career counseling, and financial aid advising. While they are enrolled, students can access a variety of academic support services. As they graduate, they can receive transfer or job placement assistance. Given the volume of student enrollments and the lack of up-to-date software systems, student interaction with these programs has yet to be fully measured. This is an important task for the near future (Achievement Indicator 2.2).

To monitor the impact of these activities and support services, BC administers the Community College Survey of Student Engagement (CCSSE) on a three-year cycle. Survey data measure the extent of satisfaction among those who use selected support services. Data from the three CCSSE administrations informed the deliberations during the student affairs planning, strategic planning, and academic master planning processes (Achievement Indicator 2.3).

Objective 3: Students make progress toward and reach their educational goals.

Rationale: Open access colleges, such as BC, have a greater challenge in describing the success of their students than do selective admissions institutions, which typically measure graduation rates as an indicator of student success. Many open access students attend college part-time and frequently “stop out” for personal or work-related reasons. For these institutions, measuring progress toward a stated educational goal better describes student academic achievement than graduation rates. At BC, classroom success rates provide meaningful information about progress and aids the college in improving the classroom experience.

- BC defines *persistence* as a measure of **student** progress toward attainment of educational goal.
- BC defines *retention* as an **institutional** measure of students who remain at the college quarter-to-quarter and year-to-year.

Outcome 3:

Retention and persistence reflect progress toward educational attainment.

Achievement Indicators	Baseline Data (source: VFA Fall 2007 cohort)	Targets—to be established
3.1. First term performance	75.6% credits attempted successfully completed (main cohort)	X% of credits attempted in the first term of enrollment are successfully completed.
3.2. Persistence to next quarter	67.3% fall students enrolled winter term (main cohort)	X% of first term students enroll the following term
3.3 Transition through developmental courses to college level	80.9% In Need transitioned to college-level (first-time-in-college cohort)	First quarter students enrolled in developmental courses meet discipline-specific college-level course requirements within six years.
3.4 Credential completion	36.3% (credential-seeking cohort)	X% of Credential-seeking students earn an award within six years.
3.5 Transfer without completion	24.6% (credential-seeking cohort)	X% of Credential-seeking students who do not earn a BC award transfer within six years to another institution.

Results and Analysis: BC joined the Voluntary Framework of Accountability (VFA) in 2014 to provide another perspective of student performance beyond the mandatory reporting requirements of the Department of Education (ED). The VFA measures student retention and progression through six-year and two-year cohorts. In addition, data are provided for students regarding developmental education need. Each of the two main cohorts are further subdivided into *credential-seeking* and *first-time-in-college* cohorts. For open access institutions, this level of disaggregation provides a more relevant picture of student success than the three-year graduation rate data supplied to the ED.

The VFA provides the structure, data, and comparisons for Objective 3. BC is able to exploit the student data sets created for the VFA cohorts by adding local demographic variables. This allows for performance review of disaggregated students populations, such as those with disabilities and veterans. Because the data for the VFA focus on student outcomes and progression, they are also

well-suited for the initial construction of a predictive analytics framework. Such frameworks move from simply using historical trend analyses to gauging student outcomes, then assisting students early in their course work so they can be successful.

Section B: Focus on SLOA/Psychology

In the 2009 Evaluation Committee Report, BC received this recommendation, addressed to its assessment processes:

1. The evaluation committee recommends that the academic assessment plan be fully implemented with all courses being assessed (2.B.1). It is further recommended that all faculty engage fully in the assessment process (2.B.1 and Policy 2.21).

The recommendation was reiterated in the 2011 Year One Evaluation Report.

While Bellevue College had begun efforts to assess student learning with the formation of the Assessment Coordinating Team (ACT) in 2001, it exerted more concerted efforts upon receiving this recommendation.

ACT was comprised of an administrator and faculty representatives who developed a system of student learning outcomes assessment (SLOA). The college demonstrated its commitment to assessment by providing stipends to adjunct faculty to attend the yearly assessment day, developing rubrics for general education outcomes, gathering student work, and using rubrics for assessment. ACT introduced the concept of assessment as an important aspect of the college's culture.

Although this was a valuable first step, the process contained two major deficiencies, which were addressed in the NWCCU recommendation: not all faculty members were engaged and none of the college's programs had a plan to assess all courses. In addition, there were 18 general education outcomes—too many to assess meaningfully. Post-recommendation, two decisions were taken: 1) ACT transformed into a faculty-controlled group, the Faculty Assessment Coordinating Team (FACT), and 2) faculty voted to rethink the general education outcomes.

As a result of work done in 2010-2011 by the [Assessment Task Force](#), FACT introduced a three-year cycle of course assessment. Key features of the new process were designed to give program faculty members greater authority. Faculty now have autonomy over how SLOA is designed and scheduled and responsibility for submitting documentation, which leads to ownership of the process and accountability. In order to include all faculty members, BC continues to stipend part-time faculty participation. College administration oversees the process and fosters a culture of assessment and accountability. The goal is to incorporate this approach into day-to-day activities rather than isolate its practice into a special event; as a result the annual assessment day has been discontinued. In the new system, organized into three-year cycles, all programs are expected to assess all active courses and engage all faculty. In addition to emphasizing faculty ownership, outcomes assessment at BC is designed to be discipline-centered, flexible, and transparent. FACT supports faculty in carrying out the SLOA process by offering workshops, presenting at faculty meetings, and holding drop-in office hours.

The first three-year cycle—Cycle 1, covering 2010-11, 2011-12, and 2012-13—was a foundational period during which FACT analyzed reports and offered feedback to improve the quality of the effort. The goal of constructing a faculty-led process slowly in Cycle 1 was to develop faculty skills, confidence, and ownership. During this period FACT created an online system for documenting program assessment work that was deployed in fall 2010. Assessment reports, which typically address a single course, are housed on the [SLOA portal site](#). Elements of the reports include course outcome(s) being assessed; related general education outcome(s), if applicable; assessment task or activity; assessment results; and how results will be used in the future. The Assessment Task Force and FACT supported the efforts of faculty members further by preparing a [manual](#) to explain SLOA work, including report templates, links to completed assessment reports, FAQs and, relevant NWCCU accreditation standards. The *SLOA Manual* emphasizes the purpose of “develop[ing] a deeper understanding of what students learn” in order to “improve teaching and learning.” These statements are explicitly linked to the college’s mission and core themes.

Because the General Education Task Force had not completed its work of revision by Year 1 of Cycle 1, programs assessed only course outcomes that year. By Year 2 of Cycle 1, the work of the General Education Task Force was complete, and faculty approved a new system. Three broad categories for [general education](#)—Creative and Critical Thinking, Communication, and Connections—encompass the 18 outcomes that made up the previous system. Once faculty had approved the revised general education (gen ed) outcomes, gen ed assessment at the course level could begin. In Years 2 and 3 of Cycle 1, programs linked the course outcome being assessed clearly to a general education outcome. Courses establish their ability to satisfy one or more general education outcomes when the course is first proposed to and recommended for approval by the Curriculum Advisory Committee (CAC). At BC, 92.5 percent of courses claim one or more general education outcomes.

BC recognizes three levels of assessment: course, program, and degree or institution. Assessment of student learning at the course level is intended to influence activities in the classroom. Instructors, working with colleagues within a program, design assessment tools in the form of assignments, pre- and post-tests, projects, demonstrations, portfolios, and so forth, which are administered at appropriate points in the quarter. Results are evaluated by the administering instructor or program instructors and can result in a modification of the assessment tool, a change in the course material or pedagogy, or the decision to maintain the status quo. This process is administered by the Coordinator, Effectiveness/Assessment with guidance and support from FACT and is fully documented online on the SLOA site and in the Assessment Documentation Report.

Program-level assessment provides deans and faculty members with important decision-making data. Using gen ed assessment results, transfer programs can modify courses to ensure that students are developing appropriate skills. Professional/technical programs use data to influence curricula—examples include modifications to required courses, identification of the need for new courses, or adjustments to prerequisites. For instance, when student performance on nuclear

medicine technology licensure exams indicated a weakness, changes were made to the curriculum. Subsequent performances on the licensure exams indicated that the changes were effective.

At the institution level the data are aggregated and used to make administrative decisions, such as whether changes are needed to serve all students adequately. For example, the Community College Survey of Student Engagement (CCSSE) provided the impetus for mandatory [First Year Experience classes](#) for first-time college students, then provided evidence of the classes' effectiveness in preparing students to succeed. In addition to CCSSE data, professional/technical programs administer a variety of targeted assessment tools.

To demonstrate its commitment to SLOA and faculty leadership, BC has transitioned the faculty chair of FACT into a release-time position, seating the position jointly between the Faculty Commons, a college-sponsored forum for faculty professional development, and the Office of Instruction. In recent years, SLOA work at BC has increased dramatically in breadth and depth; however, the college recognizes that there is considerable work left to accomplish. FACT has been charged with developing an institution-level assessment of student learning. When the process is complete, BC SLOA will generate meaningful and actionable data on the level of the course, the program, and the institution. Effectiveness and Strategic Planning is partnering with FACT to develop a sound methodology for assessing general education outcomes at the point of graduation. Information on what graduating students know and can do should roll up to all aspects of the institution. Having established a robust and effective course outcomes system, FACT is now studying how to make this next step and to continue to improve the process overall.

Some elements are already in place that will improve SLOA at BC. FACT plans to leverage its connection with the Faculty Commons to help instructors with the SLOA process. Workshops and materials will reinforce the three-year cycle and describe best practices for classroom assessment. In the realm of new technology, BC has now experienced two years with the Canvas Learning Management System (LMS) and recently hired an eLearning director. With these resources, FACT can begin to address the need for a robust database to replace the portal site. LMS software can simplify reporting and aggregate data in order to track student success and outcomes.

Other improvement strategies are just beginning to be explored. FACT plans to use various methods such as testimonials and surveys to gauge the success of Cycle 1 and target areas for improvement. One area of concern is communication between FACT, program chairs, faculty members, and administrators. Given BC's size, communication systems need to be functional and up-to-date. BC relies heavily on part-time faculty, which presents challenges to complete SLOA participation. The college needs to collect more data on the scope of participation of full-time and part-time faculty, develop creative ways to increase engagement, and make part-time faculty assessment grants sustainable.

The time and care applied to SLOA at BC has proven to be immensely valuable on both individual and institutional levels. The assessment documentation collected over time demonstrates significant improvement in assessment design and the implementation of instructional change. FACT has greatly improved the quality of documentation for programs, establishing a crucial baseline and allowing instructors to see improvement in all aspects of their teaching and assessing practices. Simplifying general education outcomes at the institution made assessment of all outcomes achievable and was an important catalyst for change; today, BC instructors accept the responsibility for assessment, making it an essential part of the culture.

Case study: Psychology Department

The Psychology Department at BC provides an excellent example of how SLOA can be used to promote student success. One indicator of BC's mission fulfillment stipulates that 75% of students taking college-level courses earn a "C" or higher grade. In Psychology, SLOA is being used to fulfill this mission by making changes that allow more students to succeed.

Psychology is the largest area within the Social Science Division and one of the largest academic departments at BC. It regularly offers twelve different courses plus Special Topic and Individual Study courses; approximately 35 sections are posted each fall, winter, and spring quarters, with approximately 14 available each summer quarter. Courses serve students planning to transfer into four-year psychology degree programs as well as providing general education for students transferring into other degree programs and professional/technical program students. To support these courses, BC employs four full-time and nine part-time faculty. Building on a sophisticated understanding of social science methodology and the discipline's process of inquiry, instructors in the Psychology Department have been leaders and exemplars in the SLOA process.

At the time that the current system of SLOA was put into place at Bellevue College, during academic year 2010-2011, the Psychology Department had been assessing course learning outcomes for many years. Psychology instructors had participated in college-wide annual assessment days and had already recognized and discussed the importance of assessment for a long time. Use of an "assessment process to analyze barriers to success" was specifically referenced in the [Psychology 5-Year In-Depth Study](#) (2005-06 through 2009-10) as a strategic objective to "address completion and success rates in identified courses." Nevertheless, there were clear limitations to this relatively informal system: a number of experimental models for assessment had not resulted in meaningful information and not all courses were assessed.

These limitations were significantly addressed by the inauguration of the three-year SLOA cycle within which all courses would be assessed. Instructors expressed some initial resistance to the process; however, they soon adapted it to meet their needs and effectively incorporated assessment into the departmental culture. While course assessment is mandatory, additional work, such as analysis, is voluntary for adjunct faculty members, but strongly supported through stipends.

In Psychology, faculty members recognized the utility of developing collaborative processes and methods especially for popular multi-section introductory courses. For instance, in spring 2014

there were 19 sections of Psych 100 taught by eight instructors in several different formats—face to face, hybrid, trip reduction (i.e., block scheduling), evening and online. The faculty members teaching Psych 100 devised a common assessment tool, leading to greater engagement and efficiency, and more useful results. Development of the assessment tool was guided by a key question: if students took only Psych 100, what would you want them to remember from that course in five years? (The question could be applied to any course.) Instructors recognized that they sought to prioritize knowledge linked to critical thinking, such as scientific methodology and the ability to analyze evidence, and that assessments should address those abilities.

The initial FACT faculty training recommended that students be assessed upon completion of a course. Psychology instructors modified the process to a pre- and post-test model as in this example of a [key assessment](#). A comparison model was more valid from the perspective of social science methodology and created more knowledge about the students enrolling in and completing the course. An early iteration of the pre- and post-test model, given at the beginning and end of the course, took the form of an essay response to a question. Experience soon demonstrated that the answer format allowed too much room for interpretation, causing reliability and validity problems. In response, the department improved its scoring rubric making scoring by individual faculty members more consistent. Essay responses also blur the distinction between writing ability and the acquisition of science knowledge. Assessment tools are now designed to elicit objective responses.

Other important changes developed out of experience with assessment and the sustained discussion and analysis that ensued. Instructors quickly realized that effective learning required the use of active learning experiences for both teaching and assignments. Students needed opportunities to apply the research process rather than rely on reading, lectures, and projects designed to cultivate critical thinking. One example is a [group portfolio project](#) originally prepared for a single section of Psych 100, General Psychology, subsequently adapted to other sections and courses. Students are asked to consider a claim about behavior found in the popular media, analyzing whether the nature of the claim is cause and effect or correlational, by what authority the claim is made, and the validity of the supporting evidence. The student groups then design a hypothetical study to test the claim. As instructors have shared ideas, particularly ways to infuse the scientific method into learning, assignments have been modified to fit the style and tempo of each individual instructor.

The collaborative framework that developed out of SLOA discussions had a widespread impact. For instance, greater consistency has developed across the many sections of Psych 100. Learning outcomes for multi-section courses are developed collaboratively. Similarly, instructors work in partnership to prioritize crucial textbook sections and material. In this way, the department can make more accurate judgments about what students can expect to know after completing the course and design more accurate assessment tools. Under the new SLOA system, assignments continue to have rubrics; however, these rubrics have been continuously revised as part of the process, with the goal of having rubrics and assignments align and inform each other.

In the opinion of department faculty, the most valuable and rewarding aspect of BC's revised SLOA system has been the productive discussion generated within a safe space and in a non-coercive way. The focus is on student needs and a bottom-up process, within which all instructors can contribute data and all have a stake in gathering information and achieving consensus. Instructors report a renewal and revitalization of courses through this process of discussion.

The recent shift from Cycle 1, during which all courses have been assessed, to Cycle 2 has been the impetus for a re-thinking of the process. Department faculty have carefully considered what actions have been most successful, what needs to be fixed, and what new information can be gathered. During Cycle 1, critical reasoning and the scientific method were assessed. In Cycle 2, many courses will be measuring a new outcome through the administration of a new pre- and post-test. When the results from Year 1, Cycle 2, are available, the department will convene a new discussion and decide whether modifications to the process are functioning as intended. In these follow-up analytical discussions, instructors will continue to draw inferences that can improve their teaching.

Conclusion

Completing the MCE has clarified how much progress the college has made in the areas of planning, institutional assessment, and SLOA. Inspired by a new president, who puts great emphasis on planning, and aware that the previously required Year Five report would require a detailed account of institutional planning, the college embarked on an ambitious and highly successful program to develop strategic, academic master, and student affairs plans. These have been developed with a level of engagement and detail not previously achieved at the college. This process will continue into a new phase, scheduled for AY 2014-15, to develop objectives and implementation plans. Although valuable progress has been accomplished in developing a structure for institutional assessment, the college must continue to put resources into this effort so that it is fully integrated into the work of the institution. Perhaps the greatest improvement since the Year One report has been in the area of SLOA. The work of the Faculty Assessment Coordinating Team has created structure, documentation, and accountability. This framework has resulted in a high degree of awareness among faculty and a great deal of productive assessment. The campus community has learned valuable lessons from taking on these challenging initiatives. Assessment and accountability must continue to grow within the institution's culture. Leadership needs to communicate frequently and effectively, and processes must be designed and implemented with a view to sustainability.

Mid Cycle Evaluation URLs

Hyperlink	URL
RCW 28.50.020	http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.020
President's Goals 2013-14	http://www.bellevuecollege.edu/about/college/president/Presidential%20Goals%202013-2014.pdf
RCW 28B.50.040	http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.50.040
Assessment Task Force Membership (see also Appendix 2)	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/X%20Additional%20sections%20of%20Mid-cycle%20Evaluation%20Report/Mid-cycle%20Evaluation%20Report%20Evidence/Assessment%20Task%20Force%20Membership.docx
SLOA portal site	https://go.mybcc.net/instruction/assessment/default.aspx
SLOA Manual	https://go.mybcc.net/instruction/assessment/Guide/SLOA_Manual.pdf
General education requirements	http://www.bellevuecollege.edu/programs/degrees/gened/
First Year Experience	http://www.bellevuecollege.edu/fye/
Psychology 5-Year In-depth Study	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/X%20Additional%20sections%20of%20Mid-cycle%20Evaluation%20Report/Mid-cycle%20Evaluation%20Report%20Evidence/Program%20Review%20Psychology%20Final.docx
Psychology Dept. key assessment example (see also Appendix 3)	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/X%20Additional%20sections%20of%20Mid-cycle%20Evaluation%20Report/Mid-cycle%20Evaluation%20Report%20Evidence/Psychology%20Dept%20Key%20Assessment.docx
Group portfolio project (see also Appendix 4)	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/X%20Additional%20sections%20of%20Mid-cycle%20Evaluation%20Report/Mid-cycle%20Evaluation%20Report%20Evidence/Portfolio_Project_Handout_Sp2011_Psychology.docx



Appendices

Appendix 1: Assessment Task Force Membership

Carol Anderson, FT faculty (Social Science)

Gabriella Bedoyan, PT faculty (Arts and Humanities)

Kelly Elsenbaumer, FT faculty (Health Science Wellness Institute)

Stephen Garrow, FT faculty (Institute for Business and Information Technology)

Elizabeth Harazim, PT faculty (Arts and Humanities)

Patty James, Director of Institutional Research (now associate vice president of Effectiveness and Strategic Planning)

Robin Jeffers, Coordinator for Institutional Effectiveness and Assessment (now Coordinator, Effectiveness/Assessment)

Suzy Lepeintre, FT faculty (Arts and Humanities)

Winnie LI, FT faculty (Institute for Business and Information Technology)

Jennie Mayer, FT faculty (Science)

Jeff Novack, FT faculty (Science)

Mary Slowinski, FT faculty (Institute for Business and Information Technology)

Sara Sutler-Cohen, Dean (Social Science)

Appendix 2: Psychology Department Key Assessment Example

Psychology Department Key Assessment Pre- and Post- Test

Pre-test:

A headline in the New York Times reads, “Violent Video Games Connected to Aggression in Young People.”

How might a psychologist investigate this claim?

In your response, come up with at least **two** ways a psychologist could study the connection between violent video games and aggressive behavior.

Post-test:

“Cell Phones and Driving Don’t Mix,” according to an article in the Science Daily.

How might a psychologist investigate this claim?

In your response, come up with at least **two** research designs to study the connection between the use of cell phones and car accidents.

Appendix 3: Psychology Department Group Portfolio Project

Portfolio Project Handout

Learning Objectives:

Your written assignment is designed to teach you several skills that are essential to the field of Psychology:

1. Information literacy: You will be able to perform a literature search for academic peer reviewed journal information to support a claim. You will learn to use Ebscohost as a data base for this search.
2. Critical reasoning: You will be able to critically analyze a claim about behavior; determining its credibility.
3. Scientific method: You will be able to practice applying various research methods by proposing a test of your claim.
4. Reading comprehension: You will be practicing reading and summarizing a peer reviewed research article, and thus, adapt your reading style to the unique writing style of psychology journal writers.
5. Recognition of the theoretical perspectives in the field of psychology.
6. APA citation skills: You will learn to cite your sources in accordance with the APA citation format.

Directions:

During the first week of class, you will be required to bring to class a claim about behavior from the popular print media; (newspaper, magazine, internet; in either articles advertisements, or news features). **These should NOT be research articles.**

You will present your article to your group. The group members will select the article that they feel will be best suited for the assignment. During your group discussion, you will answer the following questions:

Your group will first analyze the credibility of the claim, based on the following criteria:

1. What is the nature of the claim? (Cause and Effect, or Correlational?)
2. By what authority is the claim made?
3. What evidence is there to support the claim?
4. How was the evidence gathered? Does the method fit the nature of the claim?
5. Is there another plausible explanation for the behavior to refute the claim?
6. What theoretical perspective (i.e., Physiological, Behavioral, Cognitive, etc.) best fits this claim?

Your group will then discuss how you would test this claim:

1. What is your hypothesis?
2. How will you operationally define the variables?
3. Identify the confounding variables.
4. How will you control for the confounds?
5. How will you select and assign the subjects?
6. How will the data be collected? What kind of research method (i.e., Survey, Naturalistic Observation, Experiment, etc.) would you use?

Once your group has discussed these questions, you are on your own. You will create your independent paper, summarizing the findings of your group. You will also add your own independent conclusions. Each answer to these questions will be at least a paragraph or two. Your task is to demonstrate your understanding of scientific method as it applies to critically analyzing the credibility of a claim.

Literature search:

You will then conduct a literature search for an academic, peer reviewed, journal article that studies a topic similar to the claim that your group has selected. The article must be a research article with a **Methods** section. You will summarize the article, answering the following questions:

1. What theoretical perspective was the article written from? What words and phrases indicate to you which theory is featured in the article?
2. What is the hypothesis? (Statement of prediction as to the relationship between variables)
3. What are the operational definitions of the variables?
4. What were the confounding variables and how were they controlled?
5. What kind of research was performed? (Experiment, naturalistic observation, survey, etc.?)
6. How were the subjects selected?
7. How were the data collected?
8. What conclusions were drawn from the research? How did this research article compare with your group's article in terms of credibility/

Your final portfolio will contain the following:

1. a hard copy of the original claim that you brought to the group,
2. a copy of the claim that your group chose,
3. a hard copy of the peer reviewed research article ,
4. your write up of the group's analysis of the claim and your summary of the article.
5. a copy of the scoring rubric

Your work must be typed, double spaced, in 12 point font, cited according to APA format, and turned in on time. **No late work will be accepted.** It will be placed in a two pocketed folder with your name and class section printed on the upper right corner of the folder.

Appendix 4: Guidelines for the Mid Cycle Evaluation, dated March 28, 2014

Purpose and process

Conducted in the third or fourth year of the seven year cycle, the Mid Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. It is intended to be a formative and collegial evaluation with the institution in conversation with the evaluators.

Accreditation will be reaffirmed after the Year Seven Comprehensive Self-Evaluation and Peer Evaluation.

Guidelines for Content

The Mid Cycle Self-Evaluation (MCE) will include two parts. There will be no response to Eligibility Requirements. Institutions will respond to previous Recommendations if related to Standard 1.

Part I:

Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).

Guiding Questions for completing Part I

- Mission fulfillment is a “meta assessment” of institutional effectiveness. Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved? Can you articulate the key assessment variables that determine and assess the alignment of mission with mission fulfillment?
- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?
- Are your indicators proving to be meaningful? Do you have too many indicators or too few?
- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?
- Moving forward to the Year Seven what will you need to do?

Part II:

The institution will provide representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes. The institution will provide an example of one Core Theme and one academic program with student learning assessment data that are used as evidence to assess mission progress. These are examples of how it has “closed the loop” with outcomes assessment.



Supplemental Material 1

Update on Institutional Changes Since the Last Report

Update on institutional changes since last report

In the three years since Bellevue College submitted its Year One Report in 2011, the college has undergone significant changes, particularly in the area of personnel.

New president: David Rule

In November 2012, the Board of Trustees selected David L. Rule, Ph.D., to become the institution's fifth president; he took office in January 2013. Rule came to BC from the Rock Creek campus of Portland Community College (PCC) in Portland, Oregon, where he had served as president for four years. Under his leadership, the campus focused on academic program development, student services, sustainability initiatives and workforce development, with new curricula in solar-voltaic manufacturing, microelectronics and biosciences. As president of PCC, Rock Creek, Rule oversaw a \$53 million bond measure, implemented a new strategic plan, reorganized the Enrollment Management Division, and guided the completion of a \$7.2 million Library/Information Technology Center. His previous positions include President and CEO of Michigan's Muskegon Community College; and, within New York state, Vice President for Academic Affairs and Assistant Vice President for Curriculum and Instruction at Orange Community College; Director of Institutional Research and Program Development at St. Thomas Aquinas College; and Professor of Educational Psychology and Director of the Graduate Program in Educational Psychology at Marist College.

Rule holds a doctorate in educational psychology and statistics from the State University of New York in Albany. He also earned both a master's degree in educational psychology and a bachelor's degree in music education from Albany's College of St. Rose. In addition, Rule is a community college graduate, earning an associate degree in performing arts from Schenectady County Community College in Schenectady, New York. Rule follows Jean Sarto Floten, who led the college for 23 years, stepping down in May of 2011 to become Chancellor of Western Governor's University-Washington. In June of that year, the board appointed Laura Saunders, a former vice president of Administrative Services at the college, to serve as interim president.

The selection of Rule resulted from an extensive national search directed by the Board of Trustees, with assistance from Association of Community College Trustees, guidance from a professional search firm, and input from students, faculty, staff and members of the community. At the beginning of his tenure at BC, the president, in collaboration with the Board of Trustees, established [six goals](#) for AY 2013-2014.

Other significant personnel changes

In addition to having a new president, the college has experienced major shifts in its leadership team during the past three years. During this period, the college has hired five new vice presidents and a new associate vice president: Russ Beard, Vice President of Information Resources (2011); Ray White, Vice President of Administrative Services (2012); Patricia James, promoted to Associate Vice President of Effectiveness and Strategic Planning (2012); Yoshiko Harden, Vice President for Diversity (2012); Ata Karim, formerly the director of the Multi-

cultural Center, now Vice President of Student Services (2013); and Aaron Hilliard, Vice President of Human Resources (2014). Two new deans have also been named: Leslie Heizer-Newquist was promoted to dean of the Health Sciences, Education, and Wellness Institute in 2014; and Mahalaxmi (Gita) Bangera assumed a new position, dean of undergraduate research, in the same year. Bangera will oversee development of a new Center for Undergraduate Research, Innovation, and Experiential Learning.

Two additional new positions have also been added in 2014, one in the Office of Instruction and one in the Office of Equity and Pluralism. Ekaterina Stoops has assumed the new position of eLearning Manager within the Office of Instruction. Among her responsibilities, Stoops will develop and maintain the strategic plan for eLearning, develop training resources, and provide analysis and support for online, hybrid and on-ground instruction. She previously worked for the State Board for Community and Technical Colleges (SBCTC) coordinating the development of digital materials and providing professional development for faculty teams. In response to Title IX requirement changes, BC has also hired a Compliance Title IX Coordinator, who will work out of the Office of Equity and Pluralism. Rachel Wellman will oversee Title IX practices and training, ensuring that the college remains in regulatory compliance. She has worked in higher education for more than a decade and was part of a team that developed the SBCTC Framework for Diversity Assessment and Planning for Students of Color.

A student trustee position was added to the BC Board of Trustees following the 2012 passage of [RCW 28B.50.102](#), which allows for a sixth trustee position to be filled by a student. The student trustee has all the duties and powers of a regular trustee, but does not participate or vote on matters related to hiring, discipline, or tenure for faculty and personnel; or collective bargaining. BC is the only college in Washington's community and technical college system that has taken advantage of this opportunity for student involvement.

Strategic and other planning efforts

Completion of a set of campus-wide plans was one of six goals set for AY 2013-2014 that the Board of Trustees set for President Rule. This ambitious project has been accomplished, with three major plans submitted to the board in spring 2014: strategic, student affairs, and academic master. The process was coordinated by a steering committee, with outside support provided by two consulting firms. Development of an equity plan and implementation strategies for all plans is scheduled for 2014-2015. This process was characterized by a high degree of involvement across the main and north campuses and has resulted in some of the most substantive and wide-ranging planning in the institution's history.

Increase in baccalaureate degrees

Washington's SBCTC anticipates that state baccalaureate completions will fall short of projected demand by 12,883 every year from 2016 through 2021. One reason for this gap is that the minimum education to enter particular fields, such as nursing, has shifted from a two-year to a four-year degree. BC's location, on the eastside of the Seattle Metro area, is particularly underserved by traditional four-year institutions. To respond to the regional employment

situation, BC has worked closely with local business and community leaders to assess their needs and create programs valuable to students and employers.

As a result, BC has developed, and will continue to develop, appropriate applied baccalaureate degrees. In 2007 Radiation and Imaging Sciences began enrolling students who had already completed a 2-year degree and graduated its first class in 2009. Baccalaureate degrees have also been added in Interior Design (2009), Healthcare Technology and Management (2012), Nursing (2013) and Information Systems and Technology (2013). A BAS in Data Analytics has been approved by the legislature and will begin enrolling students in fall 2014.

Construction on health sciences facility

In 2013, BC began construction on the T Building, a \$39 million, 70,000 square foot project, scheduled for completion in 2016. This state-of-the-art facility will house BC's growing health science programs, with laboratories incorporating the latest technology. Nursing, BC's oldest and most established health science program, dating from the college's founding in the mid-sixties, will benefit greatly from the new facilities, which will feature two dedicated nursing labs, 20 hospital beds, and a five-room medical simulation lab. The new building will complement the expected growth of the nursing program, including its bachelor's degree.

Additional programs that will relocate to the new building include Radiation Therapy, Radiologic Technology, Radiation and Imaging Sciences, Diagnostic Ultrasound, Neurodiagnostic Technology, Nuclear Medicine Technology, and BC's bachelor's degree program in Healthcare Technology and Management. To accommodate these programs, the building will incorporate two radiology labs with X-ray machines, separate labs for radiation therapy, nuclear medicine technology and phlebotomy, and classrooms, administrative offices and meeting space. The building is being constructed according to LEED Gold standards, the second highest rating, and will incorporate environmentally-sustainable features such as a vegetation-covered living roof, use of recycled building materials, and geothermal heating.

Plans for Issaquah land development

In early 2014, the City of Issaquah approved a site development plan for Bellevue College Issaquah, ensuring for the next thirty years the college's right to build on the site. The college anticipates that more than 4,000 FTEs will come from the Issaquah area by 2040; a campus located in the Issaquah Highlands is one possible strategy for addressing that growth. The site development plan envisions what the 20 acres purchased by the college in 2010 could look like when fully built. The approved concept calls for seven four-story buildings, which would offer 427,000 square feet of classrooms, meeting rooms, an amphitheater, offices, and accessory space.

ctcLink implementation

The college has begun preparing to replace the current 30-year-old administrative system with ctcLink, as part of the Enterprise Resource Planning (ERP) Replacement Project under the management of the SBCTC. The new software will provide a single, centralized suite of online functions for college business, replacing the four modules of the current Hewlett Packard

HP3000 system: Student Management System, Financial Aid Management, Personnel/Payroll Management, and Financial Management. CtcLink represents a significant change from the former system, standardizing practices across the 34 colleges that constitute the SBCTC. BC is part of the third and final deployment wave, scheduled for implementation in 2017. To support the change, the college hired Mary Kay Wegner, in July 13, as change management director, reporting to the vice president of Information Resources.

Canvas learning management system adopted

A new learning management system (LMS), Canvas, was launched by the college in 2012, the previous LMS, Blackboard Vista, having been phased out by its manufacturer. Canvas, also the SBCTC choice, is one of the only commercial open source systems on the market and one of the first to implement open standards for third party tools and content. Canvas allows instructors to build and maintain a secure web space in which to share course content, communicate with students, provide online learning activities and assessments, and keep track of student progress. As of spring 2013, all courses have Canvas sites.

New network servers installed

In 2014, BC deployed a unified wired and wireless access network based on Aruba's Mobile Virtual Enterprise (MOVE) architecture. The new infrastructure delivers high-performance, campus-wide wireless access inside buildings and outside in common areas to students, faculty, and guests. It enables the college to accommodate the escalating number of mobile devices being used on campus and to deploy a wide range of technology innovations that enhance students' educational experiences. BC students can now use their mobile devices inside and outside the classroom to access the Internet, email, educational applications, and other online resources.

Sustainability technology developed

BC received a \$410,000 grant from the Washington State Department of Commerce (DOC) Energy Efficiency and Solar Grants program to construct an 83KW solar photo-voltaic rooftop array on the R building. The DOC also awarded the college an additional \$195,000 for campus-wide energy efficiency upgrades. These awards come in addition to \$2 million from the DOC during the last two grant cycles intended for energy efficiency projects. Upgrades include campus-wide lighting and water retrofits, improved HVAC controls, campus equipment replacements or repairs, energy meters for all buildings, and a system allowing visitors to see real-time data on energy use on campus by building.

Faculty Commons founded

As the result of contract negotiations between the college and the Bellevue College Association of Higher Education during 2010-2011, a [Faculty Commons](#) was founded. The purpose of the Faculty Commons is to “provide, facilitate and support faculty-guided innovation and adaptation of curriculum and pedagogy as well as other forms of faculty professional development that contribute to student success and to the educational mission and goals of the college.” The contract established two positions—a director and a program manager—and a Faculty Commons Council. In addition to workshops and other professional development opportunities, the Faculty

Commons provides an informal space for meetings, a resource library, and educational technology.

Lean Process Improvement

In October 2013, BC formalized its plan to introduce Lean Thinking® principles and practices as a framework to evaluate and improve college processes. The Lean Council provides regular updates to President's Cabinet and has begun to develop a [portal site](#). The council's mission is to inculcate a culture of continuous process improvement. Lean was selected to complement the ctcLink project because of its relationship to significant process change and organizational competencies and has been [supported by Washington State government](#). Twenty-four college employees have been trained in Lean facilitation skills, and the campus has hosted four Lean events. Ongoing training for sponsors, coaches and executive staff are scheduled for AY 2014-2015.



Supplemental Material 2

Standard Two

Governance

2.A.1. System of governance

The institution demonstrates an effective and widely understood system of governance with clearly-defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

All Bellevue College (BC) constituencies understand and fulfill their roles and responsibilities for governance. These roles and responsibilities are described on the [Policies and Procedures](#) page of the BC website. Additional descriptions of specific roles, policies and expectations occur in other official campus documents, including administrator and employee handbooks, faculty and classified staff contracts, collective bargaining agreements, and student charters and bylaws.

Governance roles are explicitly defined in collective bargaining agreements with the [Bellevue College Association of Higher Education](#) (BCAHE), [Washington Public Employees Association](#) (WPEA), and [Washington Federation of State Employees](#) (WFSE). Campus governance occurs primarily through official college committees distributed across the college, ensuring that all constituencies are well represented. Governance work includes campus planning, budget review, and curriculum and policy development. Committees, names, current membership, and charges are detailed in the [College Committee Book](#).

For example: governance of the Instruction Division provides a clear line of communication from the vice president of Instruction to faculty as well as regular opportunities for direct communication. Academic deans meet, both collectively and individually, with the vice president of Instruction, with program chairs, and with all faculty throughout the year. The vice president of Instruction also holds a quarterly all-faculty meeting to share information.

The BC governance structure also guides the annual budget development process, which is designed to inform campus stakeholders and seek their input. Funding requests, tied to institutional goals, are compiled by vice presidents, then reviewed and discussed by the Planning Council. Recommendations and comments are then forwarded to the president for consideration. Information sessions are conducted as needed on topics related to budget, capital planning, and other issues of relevance to the college community. Official communications are delivered to all employees via email.

2.A.1. System of Governance URLs	
Bellevue College Policies and Procedures	http://www.bellevuecollege.edu/policies/
BCAHE Bargaining Agreements	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/Forms/AllItems.aspx
WPEA Bargaining Agreements	https://go.mybcc.net/hr/hr/WPEA/WPEA%20Contract%20July1-2013%20-%20June30-2015.pdf
WFSE Bargaining Agreements	https://go.mybcc.net/hr/hr/WFSE%20Higher%20Ed/WFSE%20Contract%20July1-2013%20-%20June30-2015.pdf

2.A.2. Division of authority

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Bellevue College is part of a state system of 34 community and technical colleges, coordinated and guided by nine gubernatorial appointees who form the State Board for Community and Technical Colleges (SBCTC). Revised Code of Washington (RCW) 28B.50 establishes the duties and defines the authority of the SBCTC. RCW 28B.50.090 establishes that “the college board shall have general supervision and control over the state system of community and technical colleges” as well as define the duties and powers of local district governing boards.

The college president and vice presidents participate in state-level commissions and communicate state-level initiatives and policy actions to the campus community. Communication occurs primarily during weekly or biweekly meetings of President’s Cabinet, as well as meetings of Educational Services, Student Services, and Instructional cabinets. Faculty and classified staff leaders meet regularly with the administration to discuss the implications of state-level work; they also attend Board of Trustees meetings in order to report board activities and decisions to all constituents. The responsibilities of the Board of Trustees are specified in the section of the Washington Administrative Code directed at the [Bylaws and Standing Orders of Community College District VIII](#).

2.A.2. Division of Authority URLs	
Bylaws and Standing Orders of Community College District VIII	http://apps.leg.wa.gov/WAC/default.aspx?cite=132H-106

2.A.3. Accreditation

The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Responsibility for compliance with all Northwest Commission on Colleges and Universities standards resides within the Office of Effectiveness and Strategic Planning. The associate vice president of Effectiveness and Strategic Planning reports directly to the president; sits on President's Cabinet, Educational Services Cabinet, and Planning Council; and is the accreditation liaison officer (ALO) for the college. The impact of collective bargaining agreements, legislative actions, and external mandates are monitored with respect to the Commission's standards through the role of the ALO within the organizational structure.

The ALO supervises the work of an Accreditation Coordinator, hired in 2013 to ensure that compliance with accreditation standards remains in the forefront of college concerns and to help transition the college to the new seven-year cycle. The ALO maintains compliance by arranging for administrators to attend NWCCU workshops and training.

2.A.4. Governing Board

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The governor appoints the [six members of the Board of Trustees](#). Trustees must reside within the official service area. Trustees are active in their communities and represent the college to community organizations and constituents. No trustee is a college employee. Five of the trustees are appointed to five-year terms, typically for a maximum of two terms. The sixth trustee is a student. RCW 28B.50.102 authorizes the governor to appoint a student trustee for a one-year commitment.

Board duties, setting Bellevue College's strategic direction; establishing college policy; approving the operating budget; awarding tenure; and appointing the college president, who implements board policy—are delineated in college-wide [policies and procedures](#) posted on the college web site. [Board meeting materials](#) are distributed publicly prior to every meeting. Materials are posted on a public website and the agenda is distributed through official email on campus and to local media.

2013-14 Bellevue College Board of Trustees

Name	Residence	Original appt.	Expiration
Marie Gunn, chair	Bellevue	2009	2014
Steve Miller, vice chair	Bellevue	2005	2015
Vicki Orrico	Bellevue	2007	2017
Lisa Chin	Bellevue	2011	2016
Merisa Heu-Weller	Bellevue	2014	2019
Takhmina Dzhuraeva	Bellevue	2013	2014

2.A.4. Governing Board URLs	
Bellevue College Board of Trustees	http://www.bellevuecollege.edu/about/college/trustees/
Bellevue College Policies and Procedures	http://www.bellevuecollege.edu/policies/
Board of Trustees Meeting Materials	http://www.bellevuecollege.edu/about/college/trustees/agenda/

2.A.5. Board Acts as a Whole

The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The Board of Trustees clearly understands its responsibility as a policy-making and oversight body and members act only as a committee of the whole. The board functions officially only when it meets as a body. Individual trustees have no authority. Powers and duties are outlined in [Policy 1000](#), Board of Trustees.

2.A.5. Board Acts as a Whole URLs	
Bellevue College Policy 1000	http://www.bellevuecollege.edu/policies/1/1000 Board of Trustees.asp

2.A.6. Board responsible for policies

The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The authority of the Board of Trustees is derived through the Washington Administrative Code [132H-106-010](#). The board exercises appropriate oversight of the college to ensure that the infrastructure and educational enterprise are sufficient to serve the vision, mission, and core values of the college. The board, through [Policy 1100](#), Delegation of Authority, formally

delegates authority to the president to carry out the administration and operation of the college except the authority to hire the college president and the authority to grant tenure. The board reviews and approves all college policies and establishes the strategic direction for the president and the college.

2.A.6. Board Responsible for Policies URLs	
Washington State Legislature WAC 132H-106-010	http://apps.leg.wa.gov/wac/default.aspx?cite=132H-106-010
Bellevue College Policy 1100	http://www.bellevuecollege.edu/policies/1/1100_Delegation_of_Authority_to_President.asp

2.A.7. Board CEO

The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

In spring 2011 after serving as Bellevue College president for 23 years, Jean Floten accepted another position. The Board of Trustees appointed Laura Saunders, former vice president of Administrative Services as interim president. Shortly thereafter, the board selected the executive search firm of Greenwood/Asher & Associates to assist in the presidential search. A search committee, chaired by two trustees and including representation from the campus and community, was formed. After interviewing candidates identified by the search committee, the board extended the search and selected the Association of Community College Trustees (ACCT) to coordinate the effort. In November of 2012, the board selected Dr. David L. Rule, who became the next BC president.

The board formally evaluates the president on an annual basis and works with the president to identify goals for the upcoming year. The president has posted these [goals](#) on the college's website and reports on his progress to the board regularly. Through BC [Policy 1100](#), Delegation of Authority, the board delegates to the president the authority necessary to carry out the administration and operation of the college, except the authority to hire the college president and the authority to grant tenure.

2.A.7. Board CEO URLs	
Bellevue College President's Goals 2013-14	http://www.bellevuecollege.edu/about/college/president/Presidential%20Goals%202013-2014.pdf
Bellevue College Policy 1100	http://www.bellevuecollege.edu/policies/1/1100_Delegation_of_Authority_to_President.asp

2.A.8. Board self-evaluation

The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board of Trustees conducts regular self-evaluations. The most recent written evaluation was conducted in 2012 utilizing an external consulting organization. The board is currently reviewing its operating procedures and evaluating the efficacy of current practices. The board receives written reports prior to each meeting, which aid in informed decision making and create in-depth understanding of college operations. In addition, college constituencies including faculty, staff, and student leadership provide oral reports at each board meeting. The board also provides an opportunity for community feedback with a public comment session at each meeting.

2.A.9. System of Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The college's leadership team, known as President's Cabinet (formerly President's Staff), consists of eleven full-time employees: president, vice presidents from each of the eight major divisions of the college (Instruction, Economic and Workforce Development, Human Resources, Equity and Pluralism, Information Resources, Institutional Advancement, Student Services, and Administrative Services), the associate vice president for Effectiveness and Strategic Planning, the dean of the Science Division, and the executive assistant to the president. With the exception of the dean of science, all members of the President's Cabinet report directly to the president.

The college commenced an institution-wide planning effort in 2007. At that time, three independent planning processes—annual institutional planning (related to the 2004-2011 strategic plan), academic program review, and performance effectiveness planning, which included support and academic programs—began to utilize a common standard for reporting. All units of the college identified their purpose and linked their goals to the fulfillment of the institutional mission and core themes. In 2013, President Rule identified [six goals](#) for academic year 2013-14. All members of President's Cabinet then aligned their work plans for the year with these goals, as appropriate. The president reports on progress toward meeting these goals at board meetings.

President's Cabinet 2013-2014

Name	Title	Highest degree attained
David L. Rule	President	Ph.D., SUNY, Albany
Raymond White	Vice President, Administrative Services	M.B.A., City University of Seattle
Aaron Hilliard	Vice President, Human Resources	M.S., Central Michigan University
Yoshiko Harden	Vice President, Diversity	M.Ed., Seattle University
Russ Beard	Vice President, Information Resources	
Lawrence Herron	Vice President, Institutional Advancement	M.A., University of Iowa
Tom Nielsen	Vice President, Instruction	M. Arch, University of Washington
Ata Karim	Vice President, Student Services	Ph.D., Southern Illinois University
Paula Boyum	Vice President, Workforce Development	Ph.D., University of Illinois
Patricia James	Associate Vice President, Effectiveness and Strategic Planning	M.P.A., University of Washington
Robert Viens	Dean, Science Division	Ph.D., University of Washington
Lisa Corcoran	Executive Assistant to the President	A.I.S., Cascadia Community College

2.A.9. System of Leadership URLs	
Bellevue College President's Goals 2013-14	http://www.bellevuecollege.edu/about/college/president/Presidential%20Goals%202013-2014.pdf

2.A.10. Chief Executive Officer

The institution employs an appropriately-qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Following the resignation of its long-term president, the board appointed Laura Saunders as interim president, and she served in that capacity from June 2011 through December 2012. Interim President Saunders earned a Ph.D. in Education from the University of California, Berkeley; an M.A. in Economics from the University of Chicago; and a B.A. from Reed College. Dr. Saunders had been vice president of Administrative Services at Bellevue College from 2005 until her retirement in 2008.

The board hired David Rule as permanent president in November 2012, with an effective start date of January 2013. Dr. Rule had served five years as president of the Portland Community College, Rock Creek Campus. Prior to his term at Rock Creek, Dr. Rule served as president of

Muskegon Community College in Muskegon, Michigan. Dr. Rule holds an A.S. in Performing Arts from Schenectady County Community College, a B.S. in Music Education and M.S. in Educational Psychology from The College of St. Rose, and a Ph.D. in Educational Psychology & Statistics from the State University of New York at Albany.

The president's authority and responsibilities are clearly described in [Policy 1100](#), Delegation of Authority to President.

2.A.10. Chief Executive Officer URLs	
Bellevue College Policy 1100	http://www.bellevuecollege.edu/policies/1/1100_Delegation_of_Authority_to_President.asp

2.A.11. Sufficient number of administrators

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

Vice presidents supervise nine major areas: Instruction, Economic and Workforce Development, Human Resources, Equity and Pluralism, Information Resources, Institutional Advancement, Student Services, Administrative Services, and Effectiveness and Strategic Planning. The vice presidents each have extensive years of experience in community college and university administration. They also have the educational preparation and degrees necessary to their areas. Vice presidents serve in leadership positions on state commissions, agencies, and committees within their area of expertise.

Vice presidents are expected to advance the purpose and goals of their areas in keeping with institutional mission fulfillment. They develop and manage their division plans, policies, programs, budgets, and staff. Vice presidents work collaboratively on projects of mutual and college interest and meet with the president individually every two weeks, or more frequently if necessary, to provide updates, plan actions collaboratively, and make decisions regarding college policy, the budget, hiring, and technology acquisitions and applications.

The president and vice presidents discuss and address college-wide issues in a timely manner through weekly President's Cabinet meetings. Through a deliberative process, the cabinet makes timely decisions on issues of concern to the college while allowing for input from constituency groups. Policies are vetted through a representative council, All College Council. Representatives from this council share policy proposals with their constituencies and solicit feedback.

2.A.12. Academic Policies Communicated

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The annual [course catalog](#) makes public all academic policies that affect students, including degree requirements, grading standards and definitions of academic progress. The course catalog is the primary source for college curriculum and is published online through the main Bellevue College (BC) website. The Curriculum Information Management Committee (CIM) maintains the consistency of all curriculum information.

Since its founding in fall 2005, the CIM has established uniformity across curriculum-related publications. The committee is made up of representatives from the Office of Instruction, Effectiveness and Strategic Planning, Student Services, and Institutional Advancement. Curriculum proposals are reviewed by the Office of Instruction and specific academic departments for accuracy. The [curriculum approval process](#) involves several levels of oversight across the college. Proposals are reviewed within instructional divisions before being submitted to the Curriculum Advisory Committee (CAC), which reviews all proposals and forwards recommendations to the vice president of Instruction for final action. All curricula must be approved before public changes are instituted. Existing curricula are changed only once per year according to a published timeline, with changes implemented only at the start of the academic year during summer quarter. New curricula can be added at any time throughout the year, typically with a two-quarter lead time. New and changed curricula are reported to students through the academic divisions as well as academic advising.

Student Services works directly with instructional divisions and the Office of Instruction to communicate state degree and certificate requirements to students, staff, and administrators. For example, the State of Washington recently changed the Quantitative and Symbolic Reasoning requirement in the Direct Transfer Agreement. Student Services crafted guidelines for how the implementation of that requirement would take place at BC and disseminated the information to students. Student Services has also worked with Mathematics Department faculty to facilitate changes that would ease the burden of the change on students transferring to baccalaureate institutions.

The [Policies and Procedures](#) manual documents numerous policies and procedures related to academic matters, including those related to teaching and service. In addition, the manual establishes committees that aid the college in making decisions that affect students and employees. Some are mandated by negotiated agreements with employee associations while others have been established through President's Cabinet approval.

The Agreement between the Board of Trustees of Bellevue College Community College District VIII and Bellevue College Association of Higher Education 2011-2013 ([faculty contract](#)) encourages faculty research and scholarship, with materials ownership and academic freedom covered in Article Eight. Faculty responsibilities regarding college service and participation,

including the selection and evaluation of program chairs, are defined in [Article Six](#). Article Ten defines the faculty role in recruitment and screening of new faculty members; and Article Eleven defines faculty load standards, including modes of delivery, and delineates the faculty role in student advising. Appendix A of the faculty contract further describes and defines faculty roles and responsibilities with regard to teaching, counseling and librarianship, campus advising, mentoring and advising of students, shared governance and college service, professional development, and service to the community. These roles and responsibilities form the basis for the evaluation of both full-time and part-time faculty as described in separate articles in the contract.

2.A.12. Academic Policies Communicated URLs	
Bellevue College Course Catalog 2013-14	http://s.bellevuecollege.edu/wp/sites/108/2014/05/BC-Course-Catalog-14-15-WEB.pdf
Curriculum Approval Process	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/A,%20Governance%20evidence/Curriculum%20Approval%20Steps.pdf
Bellevue College Policies and Procedures	http://www.bellevuecollege.edu/policies/
Agreement Between the Board of Trustees of Bellevue College Community College District VIII and Bellevue College Association of Higher Education 2011-2013	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/BCAHE%202011-13%20Agreement.pdf
Article Six-Faculty Participation in College Governance	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/A,%20Governance%20evidence/Faculty%20Contract-Articles%206%20and%2011_%202011-13%20Agreement-2.pdf

2.A.13. Library and Information Resources Policies

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Several campus units have responsibility for developing and maintaining college policies and processes for access to and use of library and information resources, including Information Resources (IR), the Library Media Center (LMC), Human Resources (HR), and Administrative Services (AS). All of these are posted on the [public webpage](#). IR administers [Policy 5050](#), Email Usage, and [Policy 5100](#), Software Licensing Compliance. HR administers [Policy 4400](#), Acceptable Use of State Resources; and AS maintains [Policy 5450](#), Web Advertisements or Sponsorships. Unit vice presidents are responsible for policy enforcement; and students are informed through appropriate web pages, such as the [Technology Help Desk](#) webpage and pages describing [accessibility standards](#) and web space usage. All policies and standards are reviewed by the [Technology Advisory Committee](#), and all policies must also go to the All College Council

for consideration. Policy recommendations are evaluated by President's Cabinet; the Board of Trustees has final approval authority.

The college follows requirements established by the Washington State Office of the Chief Information Officer (OCIO), documented through a formal audit conducted every three years and an annual letter stating compliance. In its most recent audit, in 2012, the college was found to be in compliance.

Materials available online through the LMC (books, articles, images, music, film, software, equipment, and services) can be accessed by faculty, staff, and currently enrolled students in accordance with the signed site license agreement for specific databases or services. A statement reminding users that all resources are subject to copyright laws and linking to [copyright guidelines](#) appears on the webpage listing all online databases. The LMC maintains a manual, available at the Circulation Desk, describing how resources are prepared and made available to library users. Information is also regularly posted around the LMC. Email is used to communicate new policies; and new book, media and online acquisitions, including access to and use of these resources.

2.A.13. Library and Information Resources Policies URLs	
Bellevue College Policies and Procedures	http://www.bellevuecollege.edu/policies/
Policy 5050 Email Usage	https://www.bellevuecollege.edu/policies/5/5050_Email_Usage.asp
Policy 5100 Software Licensing Compliance	http://www.bellevuecollege.edu/policies/5/5100_Software_Licensing_Compliance.asp
Policy 4400 Acceptable Use of State Resources	http://www.bellevuecollege.edu/policies/4/4400_Acceptable_Use_of_State_Resources.asp
Policy 5450 Web Advertisements or Sponsorships	http://www.bellevuecollege.edu/policies/5/5450_Web_Advertisements_or_Sponsorships.asp
Technology Help Desk	http://depts.bellevuecollege.edu/helpdesk/
Website Accessibility Standards	http://depts.bellevuecollege.edu/helpdesk/kb/website-accessibility/
Technology Advisory Committee	http://www.bellevuecollege.edu/ir/committees/
Copyright Guidelines	https://collegechannel.tv/lmc/handouts/Copyright.pdf

2.A.14. Transfer of Credit Policy

The institution develops, publishes widely, and follows an effective and clearly-stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Bellevue College (BC) participates in a robust, state-wide system of transfer agreements that has been in place for more than 40 years. This system enables smooth transfer pathways among

community and technical colleges and baccalaureate institutions for students. Transfer policy information can be found on the [State Board for Community and Technical Colleges \(SBCTC\) website](#) and on the [Washington Student Achievement Council \(WSAC\) website](#). These policies and procedures are legislated or recommended through the SBCTC governance system and adopted and implemented at individual colleges.

Information regarding [BC transfer policies](#) and processes is posted on the website. Professionals in Academic Advising (formerly known as Entry & Academic Advising Services) provide transfer-related tools and services including advising appointments, resources about degree requirements, transfer degree worksheets, a comprehensive transfer guide, and quarterly Transfer Fairs. Academic Advising practitioners also host regular [University Transfer Visits](#) and conduct an ongoing [First Year Experience \(FYE\)](#) student success course that is required for all first-time college students enrolling in more than ten credits. FYE is designed to orient students to academic expectations and assist with educational planning for majors, careers, and transfer. Division program faculty and advisors also provide students with regular, program-specific transfer information.

Students are able to track their progress towards degree or certificate programs using [Degree Audit](#), an online advising tool. Transfer-in credits, accepted through the official transfer credit evaluation process are entered into the Student Management System (SMS) and listed in Degree Audit.

The Office of Instruction establishes and maintains [articulation agreements](#) with other two-and four-year institutions. These agreements provide program-related pathways, allowing students to transfer-in to our baccalaureate programs and transfer-out to other four-year colleges and universities. An inventory of BC articulation agreements is maintained by the Office of Instruction and housed on an internal SharePoint site. As of spring 2014, the Office of Instruction is developing a public website on which to post articulation agreements.

2.A.14. Transfer of Credit Policy URLs	
SBCTC Transfer Policy	http://www.sbctc.edu/college/e_transfer.aspx#policy
WSAC Transfer Policy	http://www.wsac.wa.gov/transfers
BC Transfer Policies	http://www.bellevuecollege.edu/enrollment/transfer/
University Transfer Information	http://depts.bellevuecollege.edu/advising/transfer/
FYE Website	http://www.bellevuecollege.edu/fye/
Degree Audit	http://www.bellevuecollege.edu/degreeaudit/
Articulation Agreements	https://go.mybcc.net/instruction/articulation/Articulation%20Agreements/Forms/AllItems.aspx?RootFolder=%2finstruction%2farticulation%2fArticulation%20Agreements%2fArticulation%20by%20Institution&FolderCTID=%2f67bBCDC7F7A-98A2-4639-BBE6-9A8791AE72D6%7d

2.A.15. Student Rights and Responsibilities

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

[Policy 2050](#) and [Procedure 2050P](#), Student Code, govern the rights and responsibilities of BC students. Students can find information regarding academic honesty, appeals, grievances, and [accommodations for persons with disabilities](#) on the college website and in [the Student Handbook](#). Relevant policies and procedures include [Policy 1450](#), Complaint Policy; [Procedure 1440P](#), Discrimination Complaint Resolution Procedures (Temporary); [Procedure 1450P](#), General Complaint Resolution Procedures; [Procedure 1450P2](#), Student Academic Dispute Resolution Procedure; and [Procedure 2500P](#), Accommodations for Students with Disabilities.

Information on student rights and responsibilities is a regular component of student orientation sessions such as First Year Experience (required for first-time college students) and orientations for Running Start and international students. Every [quarterly schedule](#), available in print and online, contains a notice of Student Confidentiality and Records pertinent to the Family Educational Rights and Privacy Act (FERPA). Students may raise general or academic complaints through either formal or informal processes, and may request assistance from the college [Ombuds](#) or [Associated Student Government](#) officers. Both are identified as resources in [Policy 1450P2](#), Student Academic Dispute Resolution. Academic division websites and [course syllabi](#) also include specific rules governing attendance, cheating, classroom conduct, grade fulfillment expectations, plagiarism, appeals, grievances, and accommodations.

2.A.15. Student Rights and Responsibilities URLs	
Policy 2050 Student Code	http://www.bellevuecollege.edu/policies/2/2050_Student_Code.asp
Procedure 2050P Student Code	http://www.bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp
Disability Resource Center Policies	http://www.bellevuecollege.edu/drc/policies/
Student Handbook 2013-14	http://www.bellevuecollege.edu/stupro/handbook/
Policy 1450 Complaint Policy	http://www.bellevuecollege.edu/policies/1/1450_Complaint_Policy.asp
Procedure 1440P Discrimination Complaint Resolution Procedures	http://www.bellevuecollege.edu/policies/1/1440P%20Discrimination%20Complaint%20Resolution%20Procedures.asp
Procedure 1450P General Complaint Resolution Procedures	http://www.bellevuecollege.edu/policies/1/1450P_General%20Complaint%20Resolution%20Procedures.asp
Procedure 1450P2 Student Academic Dispute Resolution Procedure	http://www.bellevuecollege.edu/policies/1/1450P2%20Student%20Academic%20Dispute%20Resolution%20Procedure.asp
Procedure 2500P Accommodations for Students with Disabilities	http://www.bellevuecollege.edu/policies/2/2500P_Accommodations_for_Students_with_Disabilities_(Procedures).asp
2014 Spring Quarter Schedule	http://www.bellevuecollege.edu/about/publications/schedule/CreditScheduleSpring2014.pdf
Ombuds Office	http://www.bellevuecollege.edu/ombuds/
Associated Student Government Complaint Policy	https://www.bellevuecollege.edu/stupro/handbook/policies/programs5.html
Course Syllabus Template	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/A,%20Governance%20evidence/Syllabus%20Template%20-%20Final2.doc

2.A.16. Admission and Placement Policies

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Bellevue College is an open access institution of higher education, welcoming all high school graduates and adult learners 18 years of age or older into college-level coursework. The college's policies and procedures on [admissions](#) and dismissal, appeal and readmission are clearly stated on the college website. They include [Policy 2200](#) and [Procedure 2200P](#), Admission Rules; [Procedure 3200P](#), Academic Standards; and [Procedure 2050P](#), Student Code, which addresses readmission.

Selective admissions processes apply to several healthcare professional programs at the associate level as well as all applied baccalaureate degree programs. BC is authorized to award baccalaureate degrees in Healthcare Technology & Management concentrations (BAS)—[Healthcare Information Technology](#), [Healthcare Management](#), [Information Systems & Technology](#); [Nursing](#); five concentrations within Radiation & Imaging Sciences—[Nuclear Medicine](#), [Management](#), [Technology](#), [Radiologist Assistant](#), and [Medical Dosimetry](#); [Interior Design](#); and [Data Analytics](#).

BC continues to improve its assessment processes in order to enroll students in appropriate courses. The college has [mandatory assessment policies](#) for initial placement into English composition and mathematics courses to properly identify students' [current skill levels](#). Assessment [can be waived](#) for students with proof of completion of equivalent college-level English composition and mathematics courses or qualified advanced placement (AP) or International Baccalaureate (IB) credits. Recent high school graduates can place into college-level English if their high school GPA was 3.0 or higher. In 2011, English faculty reviewed data from ACT to analyze the correlation between Compass scores and course success. This analysis led to discontinuation of the Compass writing skills test, in favor of using the Compass reading skills test for English placement. To ensure that students are prepared for each course, prerequisites are clearly identified in the catalog and quarterly schedule and reviewed by the Curriculum Advisory Committee. Students who have completed prerequisites from other institutions are placed based on review by the Evaluations Office or program faculty. English and mathematics placements and course completions from community colleges in Washington are now honored due to a recent statewide [reciprocity agreement](#).

Washington is one of 24 states working with the Smarter Balanced Assessment Consortium, which is developing next-generation assessments aligned to the Common Core State Standards in English and mathematics. Full implementation of adaptive assessments is scheduled for the 2014-2015 school year. A component of this initiative is the formation of workgroups, comprised of K-12 and higher education faculty and administrators, which have developed a framework of college and career-ready standards. One workgroup is finalizing recommendations that will allow two- and four-year colleges and universities to use the Smarter Balanced 11th grade assessment as evidence that students are ready for entry-level, transferable, credit-bearing courses in English and mathematics. If students score below the college-ready level, additional placement or diagnostic assessments may be needed. In addition to using the Smarter Balanced assessment, BC has expanded its multiple-measures for placement to eventually include high school transcript review and review of writing samples.

2.A.16. Admission and Placement Policies URLs	
Admissions Information	https://www.bellevuecollege.edu/enrollment/admissions/
Policy 2200 Admissions Rules	http://www.bellevuecollege.edu/policies/2/2200_Admission_Rules.asp
Procedure 2200P Admissions Rules	https://www.bellevuecollege.edu/policies/2/2200P_Admission_Rules_(Procedures).asp
Procedure 3200P Academic Standards	http://www.bellevuecollege.edu/policies/3/3200P_Academic_Standards_Procedures.asp
Procedure 2050P Student Code	http://www.bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp
Healthcare Information Technology	http://www.bellevuecollege.edu/programs/degrees/bachelor/hctm/technology/
Healthcare Management	http://www.bellevuecollege.edu/programs/degrees/bachelor/hctm/management/
Information Systems & Technology	http://www.bellevuecollege.edu/programs/degrees/bachelor/ist/
Nursing	http://www.bellevuecollege.edu/programs/degrees/bachelor/nursing/
Nuclear Medicine	http://www.bellevuecollege.edu/programs/degrees/bachelor/bas/nucmed/
Management	http://www.bellevuecollege.edu/programs/degrees/bachelor/bas/raim/
Technology	http://www.bellevuecollege.edu/programs/degrees/bachelor/bas/rait/
Radiologist Assistant	http://www.bellevuecollege.edu/programs/degrees/bachelor/bas/rada/
Medical Dosimetry	http://www.bellevuecollege.edu/programs/degrees/bachelor/bas/dosm/
Interior Design	http://www.bellevuecollege.edu/programs/degrees/bachelor/baa/
Data Analytics	http://www.bellevuecollege.edu/ibit/degrees/bachelor/data-analytics/
Assessment Information	http://www.bellevuecollege.edu/enrollment/assessment/testing/
Current Skill Levels/Compass Assessment Scores and Placements	http://depts.bellevuecollege.edu/advising/files/2011/07/BC-Assessment-Matrix.pdf
Assessment Waiver	http://www.bellevuecollege.edu/enrollment/assessment/otherschools/
Reciprocity Agreement	http://www.bellevuecollege.edu/enrollment/assessment/otherschools/BC%20Placement%20Reciprocity.pdf/

2.A.17. Policies for Co-curricular Activities

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Student government, clubs and programs (including the student paper, [The Watchdog](#)) are governed by [Associated Student Government \(ASG\)](#) policies. Bellevue College (BC) intercollegiate athletics is governed by the Northwest Athletic Association of Community Colleges ([NWAACC](#)); BC [Policy 2700](#), Eligibility for Participation in Intercollegiate Athletics; and the [Student-Athletes Handbook](#), which is currently being updated.

2.A.17. Policies for Co-curricular Activities URLs	
Bellevue College Student Newspaper	http://www.thewatchdogonline.com/policies-17716
Associated Student Government Policies	https://www.bellevuecollege.edu/stupro/pdf_doc/ASG%20Constitution.pdf
NWAACC	http://www.nwaacc.org/compliance.php
Policy 2700 Eligibility for Participation in Intercollegiate Athletics	http://www.bellevuecollege.edu/policies/2/2700_Eligibility_for_Participation_in_Intercollegiate_Athletics.asp
Student Athletes Handbook 08-09	https://s.bellevuecollege.edu/wp/sites/23/2013/12/BCC-Student-Athletes-Handbook-2008-09.pdf

2.A.18. Human Resource Policies Reviewed and Applied

The institution maintains, publishes, and regularly reviews its human resources policies and procedures to ensure they are consistent, fair, and equitably applied to its employees and students.

Human Resources makes its policies available to the public and college employees in several formats. It publishes its policies on the Bellevue College website, provides policy information to new employees during orientation and through the [Employee Handbook](#), and maintains employee manuals on the college portal site. All documents are reviewed and updated as needed, particularly when there is a change in policy or statute.

The college follows a collaborative process to revise and add policies that involves all constituent groups. Policies affecting two or more constituent groups—faculty, students, administrators, and staff—are reviewed by All College Council (ACC), a governance venue with representation from those four groups. ACC's primary work is to develop policy and implement guidelines that go to the college president in the form of recommendations. The ACC has meetings scheduled twice a month during which it conducts this work.

2.A.18. Human Resource Policies Reviewed and Applied URLs	
Bellevue College Employee Handbook 2012	https://go.mybcc.net/adminservices/manuals/Employee%20Handbook%202012.pdf

2.A.19. Employee Rights and Responsibilities

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

All employees are informed of their condition of employment at the time of hire. Exempt employees receive an [Employee Handbook](#) and an [Administrator Handbook](#). Both outline employee rights and responsibilities, expectations, and criteria and procedures for evaluations. Classified staff receive training on the collective bargaining agreement every time a new agreement is signed and periodically thereafter to ensure that new employees are aware of their rights as represented employees.

Employees and supervisors are trained on procedures for performance evaluations. Human Resources staff maintain a page on the portal with information on [performance evaluations](#) and make training sessions available by request regarding the classified evaluation process for supervisors and staff. A 360-degree performance evaluation assessment, detailed in [Procedure 4760P](#), Exempt Staff Performance Evaluation, was developed for use with exempt staff in 2010 and has been used since. As part of their training, employees are informed that the performance evaluation process should also include a job description review to maintain currency and consistency with job duties. Performance evaluations are maintained in the personnel file along with any updated job descriptions which are developed as a result of the evaluation process.

Human resources staff monitor the completion ratio of performance evaluations to ensure all full-time employees are evaluated annually. Periodic reports are provided to the president on the status of evaluations for each division. The president works with division vice presidents to achieve maximum compliance with the task of completing annual performance evaluations.

2.A.19. Employee Rights and Responsibilities URLs	
Bellevue College Employee Handbook 2012	https://go.mybcc.net/adminservices/manuals/Employee%20Handbook%202012.pdf
Administrator Handbook 2009	https://go.mybcc.net/adminservices/manuals/Administrators%20Handbook%202009.pdf
Performance Evaluation Forms	https://go.mybcc.net/hr/PDP/Forms/AllItems.aspx
Procedure 4760P Exempt Staff Performance Evaluation	http://www.bellevuecollege.edu/policies/4/4760P%20Exempt%20Employee%20Performance%20Evaluation%20(Procedures).asp

2.A.20. Confidentiality

The institution ensures the security and appropriate confidentiality of human resources records.

Employee files are maintained by Human Resources and are considered confidential. Consistent with [Policy 1500](#), Access to Public Records, only authorized supervisors and management personnel have access to personnel files and only on a need-to-know basis. All records, including those of past employees and recruitments, are considered confidential and are maintained in locked cabinets within a secured file room. Only Human Resource and Payroll staff members may access the file room.

2.A.20. Confidentiality URLs	
Policy 1500 Access to Public Records	https://www.bellevuecollege.edu/policies/1/1500_Access_to_Public_Records.asp

2.A.21. Accurate Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Bellevue College representation is guided by [Policy 6650](#), Communications and Publications, which defines the processes for releasing information about the college to the public. Institutional Advancement coordinates all college public communications, but the responsibility for accuracy and consistency of information is shared by all college personnel.

College employees needing a document to be created or printed through Printing Services use the BC Request Center, and stipulate compliance with Policy 6650. Text must be approved by a program chair, department head, division chair, organizational unit administrator or Institutional Advancement. Staff delegated by the president to write, update, distribute, or enforce college policies and procedures must follow the provisions in [Policy 1250](#), Formulation and Issuance of College Policies and Procedures. [Guidelines](#) for publishing information on the website is provided for employees with responsibilities for maintaining webpages.

Academic programs, intentions, and services to students and the public are included in the [college catalog](#) and the [college website](#). The course catalog is updated and published online annually and contains academic and student service information; the course catalog is considered BC's "contract" with the students. The college website contains comprehensive degree and certificate information, including planning worksheets for students to chart their academic progress. Accuracy and consistency of the academic programs, as well as information for students and the public, are additionally monitored by the Curriculum Information Management Committee (CIM). CIM membership is comprised of college personnel from the offices of

Instruction, Effectiveness and Strategic Planning, Institutional Advancement, Student Services, and Information Resources.

Upcoming events and announcements are displayed directly on the BC homepage with links to more in-depth information and [news](#); college news is also published in the [annual report](#). General information about the college, including mission, goals, and links to campus resources are located on the “About Us” page with a link in the top menu. To help website visitors, information is organized in several ways, including by constituency: students, future students, international students, faculty and staff, businesses, and visitors and community.

The college complies fully with the federal Student Right-to-Know Act. Required information is provided in the quarterly schedule, which provides federal graduation rate information; on the [public website](#); and in the Student Right-to-Know section of the [student handbook](#).

2.A.21. Accurate Representation URLs	
Policy 6650 Communications and Publications	http://www.bellevuecollege.edu/policies/6/6650_Communications_and_Publications.asp
Policy 1250 Formulation and Issuance of College Policies and Procedures	https://www.bellevuecollege.edu/policies/1/1250_Formulation_and_Issuance_of_College_Policies_and_Procedures.asp
Web Publishing Guidelines	http://www.bellevuecollege.edu/temp/site/webpublishing/standards/webpace/B_usage.asp
Course Catalog	http://s.bellevuecollege.edu/wp/sites/108/2014/05/BC-Course-Catalog-14-15-WEB.pdf
Bellevue College Website	http://www.bellevuecollege.edu/
Bellevue College News	http://www.bellevuecollege.edu/news/
Annual Reports	http://www.bellevuecollege.edu/foundation/who-we-are/reports/
Student Right to Know Act	http://www.bellevuecollege.edu/legal/publicdisclosure/#studentrights
Student Handbook-Student Right to Know Act	https://www.bellevuecollege.edu/stupro/handbook/policies/programs27.html

2.A.22. High Ethical Standards

The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

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 Bellevue College [Ethics at Work, A Guide for Employees](#). When

questions of ethics arise, they are relayed to the ethics officer, the vice president of Human Resources, who provides clarification and takes appropriate action. The college reminds employees of 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. The college has also offered ethics and whistleblower training for all employees.

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](#), which oversees the [Bias Incident Report and Support Team](#) (BIRST); the addition of an ombuds for students and employees and a Title IX Compliance Officer; and activities to address the challenges of new forms of communication (e.g., electronic media).

Human Resources and Information Resources continue to ensure that employee and student data and personnel 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. Employees are required to read and understand their responsibilities regarding BC policies and state and federal laws concerning ethics-related issues. Prior to granting access to confidential information, employees are required to sign confidentiality forms detailing their responsibilities in handling such 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. 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.

2.A.22. High Ethical Standards URLs	
Ethics at Work, A Guide for Employees	https://www.bellevuecollege.edu/about/publications/ethicsguide/
Office of Equity and Pluralism	http://www.bellevuecollege.edu/diversity/
Bias Incident Report and Support Team	http://www.bellevuecollege.edu/diversity/programs/birst/
Ombuds Office	http://www.bellevuecollege.edu/ombuds/

2.A.23. Avoiding Conflict of Interest

The institution adheres to a clearly-defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Bellevue College adheres to the values of integrity, respect, collaboration, cooperation, pluralism and innovation, which foster academic excellence, accountability, and personal and professional growth. The Washington State Ethics in Public Service Act ([RCW 42.52](#)) applies to all state employees and governs their actions and working relationships. In addition to state policies, BC [Policy 4250](#), Standards of Ethical Conduct, outlines the obligations of employees to treat their positions as a public trust. This policy is posted publicly on the college's website and specific guidelines and standards are available in the BC publication [Ethics at Work: A Guide for Employees](#) which is distributed to new employees and is available in Human Resources and the President's Office.

BC's trustees receive training from the Trustees Association of Community and Technical Colleges on issues of trusteeship, including conflicts of interest. The BC Board of Trustees adheres to Washington State ethics law and identifies specific ethical principles in its operating manual. In addition, trustees file annual personal financial affairs reports with the Washington State Public Disclosure Commission.

Other college policies regarding the acceptable use of state resources; family relationships; honoraria; and appropriate uses of computers, email, networks and the Internet are posted on the college website.

2.A.23. Avoiding Conflict of Interest URLs	
Washington State Ethics and Public Service Act (RCW 42.52)	http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52
Policy 4250 Standards of Ethical Conduct	https://www.bellevuecollege.edu/policies/4/4250_Standards_of_Ethical_Conduct.asp
Ethics at Work, A Guide for Employees	https://www.bellevuecollege.edu/about/publications/ethicsguide/

2.A.24. Policies for Intellectual Property

The institution maintains clearly-defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Practices related to ownership of materials, faculty compensation, copyright issues and the utilization of revenue derived from online courses are addressed in the faculty contract. Course ownership and ongoing compensation is addressed in Article Eleven, Section III, G, 10, a-c. Article 8 Section V, Materials Ownership Provisions, addresses college-owned or sponsored materials including ownership of locally developed online courses.

Copyright issues related to faculty use of materials for Bellevue College (BC) instruction are addressed in [Policy 3600](#), Copyright and Right of Fair Use, and by library staff through Library Media Center (LMC) links to [faculty/staff resources](#) and a [copyright guide](#). To assist in establishing originality of written materials submitted by students, faculty and students have access to [Turnitin.com](#), a plagiarism detection system. Access to Turnitin is through an institutional site license maintained by the LMC.

2.A.24. Policies for Intellectual Property URLs	
Policy 3600 Copyright and Right of Fair Use	http://www.bellevuecollege.edu/policies/3/3600_copyright_and_the_right_of_fair_use.asp
Library Media Center faculty/staff resources	http://www.bellevuecollege.edu/lmc/faculty-resources/
Bellevue College copyright guide	https://collegechannel.tv/lmc/handouts/Copyright.pdf
Turnitin.com	http://depts.bellevuecollege.edu/helpdesk/kb/turnitin-guide-for-instructors-and-students/

2.A.25. Representation of Accreditation

The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms “accreditation” and “candidacy” (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Bellevue College maintains high transparency regarding its accreditation status, publishing required reports to and associated responses from the NWCCU as well as the institution’s current [accreditation status](#) on the public website. BC administrators understand and rigorously apply terms and conditions of the college’s accreditation status and clearly respond to inquiries or requests for clarification.

2.A.25. Representation of Accreditation URLs	
Accreditation Status	http://www.bellevuecollege.edu/about/college/accreditation/

2.A.26. Policies for Contracts

If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly-defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission’s standards for accreditation.

Bellevue College follows well-defined state rules for contracting goods and services. The Washington State Attorney General’s Office (AGO) establishes these rules, which are enforced and audited by the State Auditor’s Office. The Washington State Department of Enterprise Services (DES) reviews and approves lease agreements, and the Engineering and Architectural Services group of DES manages and oversees capital projects.

[Policy 6820](#), Grants and Contracts, establishes the college as the legal recipient of grants and contracts; [Procedure 6820P](#) stipulates that all contracts and agreements are reviewed for their appropriateness to programs, as well as legal and regulatory considerations. Signature authority for committing the college to contractual agreements is restricted to the president or the president’s designee.

All [contract templates](#) are reviewed and approved by the AGO prior to their use by the college. All contracts and memoranda of understanding clearly define the role of each party, as well as payment for service in cases where an exchange of funds is included. Ongoing contract management is the responsibility of the vice president of Administrative Services.

2.A.26. Policies for Contracts URLs	
Policy 6820 Grants and Contracts	http://www.bellevuecollege.edu/policies/6/6820_Grants_and_Contracts.asp
Procedure 6820P Grants and Contracts	http://www.bellevuecollege.edu/policies/6/6820P_Grants_and_Contracts_Procedures.asp
Contract Templates	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/A,%20Governance%20evidence/Personal_services_contract_template.docx

2.A.27. Academic Policies Set and Followed

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The Agreement between the Board of Trustees of Community College District VIII and the Bellevue College Associate of Higher Education (BCAHE) [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. (Section VI)

The faculty contract further notes that “each faculty member is free to present her/his ideas in the learning situation where s/he has professional competence and responsibility.”

References to academic freedom, notably the intent not to restrict academic freedom, occur throughout policies of the institution, particularly in [Policy 5150](#), Acceptable Use of the Bellevue College Network and Bellevue College Data Management Systems, and [Policy 4400](#), Acceptable Use of State Resources.

Should issues of course content or speech arise, the college—through collaboration between the Office of Instruction and the BCAHE—takes responsibility to address them in order to reaffirm and protect the right of academic freedom for faculty members. There have been no successful grievances based on an actual or perceived threat to academic freedom.

2.A.27. Academic Policies Set and Followed URLs	
BCAHE Faculty Contract 2011-13	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/BCAHE%202011-13%20Agreement.pdf
Policy 5150 Acceptable Use of BC Network and BC Data Management Systems	https://www.bellevuecollege.edu/policies/5/5150_Acceptable_Use_of_the_Bellevue_College_Network_and_Bellevue_College_Data_Management_Systems.asp
Policy 4400 Acceptable Use of State Resources	http://www.bellevuecollege.edu/policies/4/4400_Acceptable_Use_of_State_Resources.asp

2.A.28. Promotion of Freedom and Independent Thought

Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Bellevue College’s [vision, core values, and mission statements](#) affirm and support independent thought and expression. The college strongly supports freedom of inquiry for faculty and students and works to nurture a culture of inquiry and learning. Students’ rights, freedoms, and

responsibilities are articulated through [Bellevue College Policies](#) listed in the Student Handbook. These reference the related laws and administrative codes of the state.

Students, faculty and staff are protected from discrimination, harassment and retaliation through [Policy 4000](#), Affirmation of Inclusion; [Policy 4150](#), Equal Opportunity in Education and Employment; and [Policy 4050](#), Cultural Pluralism.

College employees consistently respect and adhere to the principles and practices of academic freedom outlined in the [faculty contract](#), as follows:

Each faculty member is free to present her/his ideas in the learning situation where s/he has professional competence and responsibility. Each faculty member shall be free from instructional censorship or discipline when that member speaks, writes, or acts, as long as s/he exercises academic responsibility. For example, all sides of controversial issues should be exposed, and students should be permitted to present freely their own views even though these views may clearly differ from those held by the faculty member.

2.A.28. Promotion of Freedom and Independent Thought URLs	
Vision, Core Values, and Mission Statements	http://www.bellevuecollege.edu/about/goals/
Bellevue College's Policies from Student Handbook	http://www.bellevuecollege.edu/stupro/handbook/policies/default.html
Policy 4000 Affirmation of Inclusion	http://www.bellevuecollege.edu/policies/4/4000_Affirmation_of_Inclusion.asp
Policy 4150 Equal Opportunity in Education and Employment	http://www.bellevuecollege.edu/policies/4/4150_Equal_Opportunity_in_Education_and_Employment.asp
Policy 4050 Cultural Pluralism Policy	http://www.bellevuecollege.edu/policies/4/4050_Cultural_Pluralism_Policy.asp
BCAHE Faculty Contract	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/Forms/AllItems.aspx

2.A.29. Objectivity of Instructors

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Bellevue College expects that every employee, including instructional employees and faculty, uphold the highest ethical and professional standards. This expectation is established in [Policy 1200](#), College Vision, Mission and Goals, which references excellence, responsibility to society, and the imperative to honor creativity and innovation. [Policy 4250](#), Standards of Ethical Conduct, reinforces that expectation, stating that college employees are obligated to treat their

positions as a public trust, using their official powers and duties and the resources of the college only to advance the public interest. This policy 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;
- promote an environment free from fraud, abuse of authority, and misuse of public property.

The Preamble to the [Agreement between the Board of Trustees of Community College District Eight and Bellevue College Association of Higher Education](#) reiterates this message, stating that the provision of quality education and high standards of academic excellence are primarily dependent on the quality and morale of the professional staff. In Article Eight, professional fairness, accuracy, and objectivity are reinforced through inclusion of language stressing academic responsibility:

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 member considers relevant.

[Policy 3600](#), Copyright and the Right of Fair Use, establishes respect for individual initiative and the inventiveness involved in the creation of intellectual property. This policy states that access to information resources, the sharing of information, and the security of intellectual products all require that each and every user accept responsibility to protect the rights of the community.

[Policy 2050](#), Student Code, governs student-authored scholarship and specifically prohibits students from engaging in cheating, stealing, plagiarizing, knowingly furnishing false information to the college, or submitting to a faculty member any work product that the student fraudulently represents as his or her own, for the purpose of fulfilling or partially fulfilling any assignment or task required as part of a program of instruction.

2.A.29. Objectivity of Instructors URLs	
Policy 1200 College Vision, Mission and Goals	https://www.bellevuecollege.edu/policies/1/1200_College_Vision,_Core_Values,_Mission_and_Goals.asp
Policy 4250 Standards of Ethical Conduct	http://www.bellevuecollege.edu/policies/4/4250_Standards_of_Ethical_Conduct.asp
BCAHE Agreement 2011-13	http://bcahe.org/blog/wp-content/uploads/2013/01/BCAHE-2011-13-Agreement1.pdf
Policy 3600 Copyright and Right of Fair Use	http://www.bellevuecollege.edu/policies/3/3600_copyright_and_the_right_of_fair_use.asp
Policy 2050 Student Code	http://www.bellevuecollege.edu/policies/2/2050_student_code.asp
Writing Lab Web-based Resource	http://www.bellevuecollege.edu/asc/writing/essays-guides/default.asp

2.A.30. Financial Policies

The institution has clearly-defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

As a Washington State agency, Bellevue College complies with all financial regulations and policies established by the Washington State Legislature, Washington’s Office of Financial Management, the State Board for Community and Technical Colleges and the Bellevue College Board of Trustees. All accounting policies and procedures are established by the Washington State Office of Financial Management and are documented in the [State Administrative and Accounting Manual](#).

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. Financial functions of the college are organized under, and report to, the vice president for Administrative Services who reports directly to the president and is responsible for cashiering, budgeting, accounting, internal audit, grants, contracts administration, risk management, purchasing, and payroll. The president and his designated budget authorities have the autonomy to manage their individual budget plans in support of the college’s mission and goals.

2.A.30. Financial Policies URLs	
State Administrative and Accounting Manual	http://www.ofm.wa.gov/policy/

Human Resources

2.B.1. Sufficient Number of Qualified Personnel

The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Bellevue College (BC) employs qualified personnel to maintain its support and operations functions. Efforts have been made to increase the efficiency of operations through a variety of processes, which includes having a core group of college employees formally trained in LEAN Process Improvement.

Human Resources works closely with hiring managers to ensure that job descriptions clearly provide a job summary, essential functions and typical duties, as well as minimum and desired qualifications. Vacant positions are posted using an online job announcement and application software system accessed through the [BC website](#). Human Resources manages the site and monitors the hiring process. Equity and Pluralism training is provided to all members of selection advisory committees. Training is also provided to the chair of the committee and the hiring manager on their respective roles in the hiring process. Human Resources staff are encouraged to participate in national, regional and Washington State professional associations. These memberships allow staff to consistently maintain, review, and update recruitment and benefit policies and procedures, comply with federal and state law and ensure the use of industry-accepted best practices in human resources management.

Job descriptions are maintained in each individual employee's personnel file; the job description is reviewed and updated as necessary during the performance evaluation process.

2.B.1. Sufficient Number of Qualified Personnel URLs	
Job Application website	http://agency.governmentjobs.com/bellevuecollege/default.cfm

2.B.2. Staff Evaluations

Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Constructive and timely performance feedback is critical for maintaining high levels of employee satisfaction and essential for achieving mission fulfillment. Administrators at Bellevue College engage in a collaborative performance appraisal process each year. This process has been

continually improved and streamlined. Classified staff evaluations are prescribed through the negotiated agreement and are conducted annually.

Both exempt and classified performance review processes provide opportunities for employees and supervisors to reflect on accomplishments and plan innovation and development. Together, employees and supervisors analyze the previous year's work-related goals and develop achievable goals for the next year. Professional development opportunities and future employment goals are included in these conversations. Administrators receive feedback from peers and other college employees every three years through a 360-degree evaluation process. Employee satisfaction surveys are conducted to identify issues in the workplace; results are shared with the broader campus community and used to improve work conditions.

Evaluation development timeline			
2004/05	2008-09	2010	2010
Revised review plan developed	Revision of Review Plan	Employee Training on Review Plan	Revision to 360-degree Review process for Exempt staff

The evaluation process at BC covers all employees and is closely monitored by Human Resources, the president and college leadership. The president monitors the evaluation completion rate for each of the divisions in order to ensure maximum compliance. Factors for evaluation align with the core values of the college and reflect core competencies of leadership, communication, diversity and team building, supervisory and management skills, and institutional commitment, among others.

2.B.3. Professional Development

The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

Bellevue College provides a variety of training opportunities for all employees and collaborates with programs across the campus to develop and deliver professional growth support. In addition, the college funds various employee groups for training from outside vendors.

Classified staff training funds are coordinated by a committee composed of classified employees with assistance from Human Resources staff. Committee members identify training needs and programs and assist the vice president of Human Resources in implementing the Classified Staff Employee Development and Training Program. The committee develops a plan for spending program funds subject to the approval of the vice president of Human Resources.

Exempt personnel have access to professional development through The Association, an organization that supports administrative and exempt staff employed at Washington community and technical colleges. In addition, exempt staff are asked to identify specific professional development activities they want to pursue during their annual performance review with their supervisors.

BC provides substantial resources to faculty members for professional development, scholarship, research, and artistic creation. The faculty contract allocates resources in several professional development categories for both full- and part-time faculty, such as an annual professional development allocation distributed through academic divisions. BC also encourages and supports faculty members to keep current within their disciplines by providing opportunities for membership in professional organizations, travel to meetings and conferences, course and workshop tuition and fees, books, electronic media, subscriptions, other materials, and college-based professional development events. The Office of Instruction annually administers \$15,000 for faculty to update curricula and course materials requiring revision as a result of significant changes in course software or hardware. 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.

The college provides financial and administrative support to the [Faculty Commons](#), designed to encourage faculty-guided innovation for full- and part-time faculty members. Areas supported by the Faculty Commons include the curriculum as well as pedagogy and professional development that contributes to student success and the educational mission of the college.

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 and are available to full-time faculty members with three years of college service. 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 members' 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 return. Sabbatical leave requests include a rationale for review by faculty peers. A Sabbatical Leave Committee, with four faculty and two administrative members, reviews requests and submits recommendations. The vice president of Instruction presents these recommendations to the Board of Trustees, which has approval authority. The negotiated agreement authorizes eligible candidates to receive a stipend equal to 4 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 funds three FTE per year subject to available resources.

BC is a teaching college with research focused on the principles and practice of learning as well as 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.

2.B.3. Professional Development URLs	
Faculty Commons	http://www.bellevuecollege.edu/facultycommons/

2.B.4. Sufficient Number of Qualified Faculty

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately-qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

Bellevue College’s [mission](#) emphasizes teaching excellence, which is supported by hiring qualified full-time and part-time faculty to teach all courses. All instructors meet the [Washington Administrative Code standards](#) for community and technical college instructors, as well as the unique requirements of their disciplines and programs, which often go above and beyond the minimum standard.

A national search is required for the hiring of all tenure-track faculty members. All potential faculty members, whether full- or part-time and on campus or online, 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 the requirements of their positions. Faculty teaching in transfer academic disciplines must hold a master’s degree at a minimum. Professional and technical faculty must hold a discipline-appropriate credential along with relevant work experience. Faculty members teaching at the baccalaureate level must hold a discipline-appropriate credential along with relevant work experience to teach discipline-related courses, or an appropriate academic credential to teach transfer disciplines. State regulations specifically allow the substitution of professional expertise and training for teaching in professional programs; practical technical experience brings currency to students preparing for immediate work or advancement in some fields.

For full-time instructors, the tenure review process is both comprehensive and rigorous, serving to reinforce and enhance faculty preparation and qualifications. Full-time faculty members have primary responsibility for establishing and implementing departmental and divisional academic objectives and serving in program leadership roles. Each discipline area includes at least one full-time instructor or employee. Faculty program chairs oversee their discipline areas, ensuring the integrity and sustainability of each program.

As part of their responsibilities, full-time faculty members mentor and collaborate with part-time faculty to ensure that program goals and appropriate student outcomes are met. Due to budget constraints and enrollments that exceed the state's budget allocation, the college has increasingly relied upon part-time faculty to teach courses at all levels. The college recognizes the long-term need to increase the number of full-time faculty members, with responsibilities to teach and advise students and participate in leadership and service to the college, and has recently begun adding full-time and tenure-track faculty positions.

2.B.4. Sufficient Number of Qualified Faculty URLs	
Bellevue College's Mission	http://www.bellevuecollege.edu/about/goals/
Washington Administrative Code	http://apps.leg.wa.gov/wac/default.aspx?cite=131-16-091

2.B.5. Faculty Responsibilities and Workload

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The Bellevue College [faculty contract](#) stipulates that a full-time faculty member's required workload includes teaching as the primary responsibility with additional workload components of shared governance and college service, participation in campus initiatives, office hours, student mentoring and advising, and ongoing professional development.

Article Eleven of the faculty contract establishes the calendar and workload for full-time and annually contracted faculty. Typically, contracts require 169 faculty work days, with 160 to 162 instructional days and 7-9 non-teaching days assigned for governance, college issues, professional development, and instructional preparation. Generally, contact hours for full-time faculty range from 14 to 21 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 through a minimum of five office hours per week. The negotiated workload ensures adequate time for class preparation, advising, governance, and professional development activities. Full-time professional/technical faculty members, as well as instructors of lab and studio courses, may have schedules that vary from the typical lecture/discussion workload; overall load, however, remains the same.

As faculty members at a student-centered institution of higher learning, BC's instructors must seek professional development opportunities that allow them to remain current in their disciplines and develop increased competency in teaching diverse and changing populations. Faculty in professional/technical programs, must also develop and adhere to Professional Development Plans consistent with requirements in [WAC 313-16-094](#). BC has a long history of

supporting faculty professional development, including direct monetary support, sabbaticals, and multiple college-sponsored opportunities for participation in development activities. Since 2011, the [contract](#) has included, and the college has funded, the Faculty Commons, which is “designed to provide, facilitate and support faculty-guided innovation and adaptation of curriculum and pedagogy as well as other forms of faculty professional development that contribute to student success and to the education mission and goals of the college.” 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.

2.B.5. Faculty Responsibilities and Workload URLs	
BCAHE Agreement	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/Forms/AllItems.aspx
Professional Technical Instructors WAC	http://apps.leg.wa.gov/WAC/default.aspx?cite=131-16-094
BCAHE Agreement	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/Forms/AllItems.aspx

2.B.6. Faculty Evaluation

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Bellevue College’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. Faculty members are evaluated throughout their employment at the college. After the careful screening of candidates for full-time positions (screening procedures vary in hiring part-time faculty), evaluation occurs next through the tenure process which is intended primarily to provide assistance to the new tenure-track faculty member in acclimating to the college and in mastering the approach to the discipline. 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. Student evaluations, self-evaluation, peer

evaluations, administrative evaluations, class observations, review of course materials, participation in professional development, college and community service, and documentation of individual scholarship and governance contributions are among the bases for feedback to assist the candidate in identifying strengths and developing strategies for improvement.

Evaluation of tenured faculty, covered in Article 18 of the faculty contract, is intended to improve teaching and enhance professional development. Appendix A in the faculty contract identifies areas to be included in the post-tenure evaluation. Deans write a summary evaluation statement every three years, which documents areas of strength, areas needing improvement, and a developmental plan, if needed. An analysis of data from student evaluations is required as part of the summary evaluation. In the intervening years, deans continue to monitor faculty evaluations and improvement plans. If a pattern of frequent complaints 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.

Part-time instructors in basic skills, transfer, and professional/technical programs are evaluated using a performance review process that includes multiple evaluation measures, and provides for a 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. 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.

2.B.6. Faculty Evaluation URLs	
BCAHE Agreement	https://go.mybcc.net/hr/hr/BCCAHE%20Negotiated%20Agreements/Forms/AllItems.aspx

Education Resources

2.C.1. Programs Consistent with Mission

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly-identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The [Bellevue College Vision](#) approved by the Board of Trustees states, “Bellevue College is the region’s college of choice, based on its excellence, innovation, and national recognition for exemplary programs.” The college mission “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.” By regularly adding, reviewing, and adjusting both associate and baccalaureate level degrees, as well as certificate offerings and delivery modalities, the college demonstrates its responsiveness to community needs, and implements the vision and mission through four [core themes](#): Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment.

All proposed degree and certificate programs undergo a thorough vetting process, which includes research into program feasibility, applicability to student career and educational goals, analysis of community and workforce needs, and impact on college resources. Community members provide oversight for professional/technical programs through review by required advisory boards. Comprehensive proposals, including the research, program outcomes, course learning outcomes for individual courses, assessment measures, and [advisory board approval](#) are prepared, and vetted through a multi-level [approval process](#) culminating with BC’s vice president of Instruction and the State Board for Community and Technical Colleges (SBCTC). The SBCTC includes a peer-review process that invites comments from other colleges in the system. Only after SBCTC and NWCCU confer approval are programs offered publicly and made available to students. (Sample program website: [Medical Dosimetry](#)).

2.C.1. Programs Consistent with Mission URLs	
Bellevue College Vision	http://www.bellevuecollege.edu/about/goals/
Bellevue College Core Themes	http://www.bellevuecollege.edu/about/goals/
Advisory Board Approval Form	https://go.mybcc.net/workforce/proftech/Information%20and%20Data%20for%20All%20Programs/Program%20Approval%20Process%20and%20SBCTC%20Forms%20(PAR)/2012%20ADV_Advisory%20and%20Planning%20Committee.docx
Curriculum Approval Process	https://go.mybcc.net/instruction/curriculum/Archives/Curriculum%20Approval%20Steps_12-2013.pdf
Sample: Medical Dosimetry	http://www.bellevuecollege.edu/imaging/academic-options/specialized-concentrations/dosimetry/

2.C.2. Program Information to Students

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Bellevue College publishes all [course](#), [degree](#), and [certificate](#) outcomes on its public website. Among these are the college's general education outcomes, which function as the outcomes for all transfer degrees. Course, program, and degree learning outcomes can only be established and changed through the curriculum approval process. Course outcomes are maintained in the Curriculum Advisory Committee (CAC) [Learning Outcomes Database](#), which can be viewed by all BC employees, but only edited by site administrators such as the CAC secretary and chairperson. Faculty members are required to provide, at minimum, a link or URL in their course syllabus directing students to the published course outcomes. Many also include the full text of course outcomes within their syllabi.

2.C.2. Program Information to Students URLs	
Credit Classes and Descriptions	http://www.bellevuecollege.edu/classes/All
Degrees and Certificates	http://www.bellevuecollege.edu/programs/degrees/
Learning Outcomes Database	https://www.bellevuecollege.edu/cps/Proposals/lo.aspx

2.C.3. Credit and Degrees Reflect Achievement

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally-accepted learning outcomes, norms, or equivalencies in higher education.

Award of credit and degrees is based on documented achievement of student learning outcomes at the course and program level in accordance with [Policy 3000](#), Grading. This policy establishes that faculty determine the achievement of student learning outcomes and award course credit. Faculty also determine the award of certificates and degrees, subject to verification by the Evaluations Office.

To maintain the quality and appropriateness of student learning outcomes, the [Curriculum Advisory Committee \(CAC\)](#), whose membership includes faculty members, advises the vice president of Instruction on proposed changes to existing curricula and the development of new courses, certificates and degrees. CAC review ensures that instruction is appropriate for a lower division general education curriculum, either transfer or professional/technical, or for an applied baccalaureate. Degree-level learning outcomes are available on the public website and in the catalog. [Learning outcomes for each course](#) are available on the college website. Users can access detailed outcomes for any given course, by selecting a course from the list, for example ACCT 101, and clicking on [view details](#). Curriculum committee [agendas and minutes](#) document action taken by CAC.

2.C.3. Credit and Degrees Reflect Achievement URLs	
Policy 3000 Grading	http://www.bellevuecollege.edu/policies/3/3000_grading.asp
Curriculum Advisory Committee	https://go.mybcc.net/instruction/curriculum/default.aspx
Credit Classed and Descriptions	http://www.bellevuecollege.edu/classes/All
ACCT Ex: View Details	http://www.bellevuecollege.edu/classes/All/ACCT/101
Agendas and Minutes CAC	https://go.mybcc.net/instruction/curriculum/Webpages/Meetings.aspx?RootFolder=%2finstruction%2fcurriculum%2fMinutes%2f2013-2014&FolderCTID=%2f7BFB9187AB-3194-4512-965F-CF387B641B0F%7D

2.C.4. Programs Have Coherent Design

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Faculty members and program chairs lead the development and revision of degrees and certificates in accordance with [State Board policies](#). 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 committees, clinical and intern site employees, and other business and professional constituencies. Comprehensive policies and procedures related to curricula are clearly defined by the Curriculum Advisory Committee (CAC) in the [CAC handbook](#). 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. [Course and program proposals](#) specify outcomes and assessment methods and identify needed library and information resources. Instructional programs conduct an [in-depth program review](#) every five years, which includes a review of courses, outcomes, and student learning. These reviews are posted on the portal site.

Admission requirements, including requirements for selective admission programs, and all requirements for graduation are published on the Bellevue College website.

2.C.4. Programs Have Coherent Design URLs	
SBCTC State Board Policies	http://sbctc.edu/general/policymanual/_a-policymanual_4.20.aspx
CAC Handbook	https://go.mybcc.net/instruction/curriculum/Archives/cac_handbook.docx
Curriculum Proposal Site	https://www.bellevuecollege.edu/cps/Proposals/FormA.aspx
Program Reviews	https://go.mybcc.net/instruction/instructionoffice/insteffect/Program%20Reviews/Forms/AllItems.aspx

2.C.5. Faculty Authority

Faculty, through well-defined structures and processes with clearly-defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly-identified learning outcomes.

Bellevue College faculty members have responsibilities for curriculum, new faculty selection, and the assessment of student achievement. Faculty members and program chairs design and implement all curricula at BC. Working together, they develop content for new and revised courses, certificates and degrees using the processes documented in the [CAC handbook](#) and explained on the [Curriculum Advisory Committee \(CAC\) Curriculum Proposal Site](#). Deans collaborate with program chairs to review curricular and course proposals for appropriateness, accuracy, and resource availability. As explained by the [Curriculum Approval Steps](#), proposals must be reviewed and recommended by faculty program chairs, followed by the division

operations director, and the division deans, before going to the CAC. The CAC reviews all course and program proposals from a campus perspective and is responsible for making recommendations to the vice president of Instruction on all matters related to the college's curriculum. [CAC membership](#) includes a faculty chair and three administrators appointed by the vice president of Instruction, one student appointed by the Associated Student Government, and five faculty appointed by the faculty association president. Non-voting ex-officio members include the vice president of Instruction, and representatives from the Library Media Center, Enrollment Services, and Continuing Education.

As specified in the faculty contract, faculty members compose the majority on all faculty screening advisory committees. In collaboration with the division dean and guided by required [pluralism training](#) from Human Resources, faculty are responsible for drafting position descriptions, reviewing applications, and interviewing applicants. This process is illustrated by a [flow chart](#), introduced at initial screening advisory committee meetings. Criteria for evaluating candidates at each stage are reviewed and approved as appropriate, including separate reviews for equity and inclusion. Once interviews are completed, screening advisory committees recommend finalists for the position to the vice president of Instruction for consideration.

Responsibility for assessment of student learning outcomes, whether at the course, general education/transfer, professional/technical, associate's or baccalaureate level, resides within each academic program. A faculty-led [Faculty Assessment Coordinating Team](#) (FACT), with representatives from all academic divisions, monitors and assists with the assessment process. FACT offers individual assistance to faculty peers and also maintains an [informational website and the college's database for assessment results](#). Program faculty members assess outcomes for all currently-offered courses in a three-year cycle, and post the results in the database. The transfer program is assessed via the college's general education outcomes, which are embedded within specific course outcomes as documented in the curriculum approval process. Professional/technical and baccalaureate programs monitor degree outcome achievement through a variety of methods including, but not limited to, licensure exams, review of work-based learning, portfolios, and capstone projects.

2.C.5. Faculty Authority URLs	
CAC Handbook	https://go.mybcc.net/instruction/curriculum/Archives/cac_ha ndbook%202009-2010.doc
Curriculum Advisory Committee	https://go.mybcc.net/instruction/curriculum/default.aspx
Curriculum Proposal Site	https://www.bellevuecollege.edu/cps/Proposals/FormA.aspx
Curriculum Approval Steps	https://go.mybcc.net/instruction/curriculum/Archives/Curricul um%20Approval%20Steps_12-2013.pdf
CAC Membership	https://go.mybcc.net/instruction/curriculum/Webpages/purp ose.aspx
Pluralism in the Selection Process Training	https://go.mybcc.net/effectiveness/accreditation/drafts/Docu ments/C,%20Education%20Resources%20evidence/Pluralism %20in%20the%20Selection%20Process%20Training%20- %20Module%201- %20v4%20%20Final%20document%20392014%20docx.pptx
Faculty Hiring Process Flow Chart	https://go.mybcc.net/effectiveness/accreditation/drafts/Docu ments/C,%20Education%20Resources%20evidence/Faculty%2 0Hiring%20Process%20Flow%20Chart%20V6.docx
FACT maintained page	https://go.mybcc.net/instruction/assessment/default.aspx
Student Learning Outcomes Assessment webpage	https://go.mybcc.net/instruction/assessment/default.aspx

2.C.6. Library and Information Resources Learning Integration

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Faculty, librarians and Information Resources (IR) staff work together on a regular basis to integrate library and information resources into the learning process. Providing access, resources, and services to support instruction is at the core of Library Media Center (LMC) activities. Librarians partner with discipline faculty to develop critical thinking and information literacy through assignments. Online tutorials, posted on the LMC website, provide demonstrations on the use of online resources. Librarians also raise faculty awareness of LMC resources through workshops.

Librarians serve as liaisons to the five academic divisions; and the Collections Development Coordinator is a voting member of the Curriculum Advisory Committee. Discipline faculty

consult with librarians on all course proposals to ensure that appropriate library resources are available to support the instructional needs of proposed course offerings. Librarians are members of the LMC Advisory Committee, whose membership includes a volunteer faculty representative from each division. The Advisory Committee provides input regarding library resource collection and management, as well as effective integration of these resources into the curriculum.

IR partners with LMC staff to provide LMC-distributed classroom technology. This coordination strongly supports technology in the classroom, as does training and troubleshooting for instructors on the use of computers, projectors, and software, and delivery of materials via technology. IR has placed a direct link to the LMC on the learning management system (Canvas) toolbar, so faculty and students can easily access LMC media and content. IR provides a “one number for all” [helpdesk](#) for students and faculty, which also includes electronic and walk-in support, for all standard software and tools. At the beginning of each quarter IR conducts “[Tech Café](#)” where students can take short one-on-one training on how to use the services provided.

2.C.6. Library and Information Resources Learning Integration URLs	
Information Resources Help Desk	http://depts.bellevuecollege.edu/helpdesk/
Tech Café	http://depts.bellevuecollege.edu/helpdesk/news/tech-cafe-is-back/

2.C.7. Prior Learning Credits

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately-qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.

[Prior learning credit](#), sometimes called non-traditional credit, is credit earned outside of mainstream or [Alternative Options for Earning Credit](#). Prior learning credit is awarded upon completion of a faculty or program-approved assessment and aligns with both NWCCU and State Board for Community and Technical Colleges (SBCTC) policies. The award of such credit is covered in [Policy 3110](#), Award of Non-traditional Credit, as well as a recently-adopted [SBCTC procedure](#) on awarding credit for non-traditional learning. Credit awarded for learning that has occurred outside the postsecondary education setting can be awarded in three ways: transfer—successful completion of commonly accepted higher education equivalency exams like

AP that are documented via a transcript or other official record; prior experiential learning—knowledge and skills acquired through experience alone, evaluated (subjectively) by faculty through the evaluation of a work compilation, often in the form of a portfolio or other agreed upon equivalent; and extra-institutional learning—knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing/training, crosswalks, or objective assessments (individual course challenges) administered by Bellevue College. In all cases, faculty members in the appropriate discipline evaluate the student product or documentation and determine the number of credits to be awarded.

Credit for prior experiential learning is coded with a unique section identifier and noted on transcripts as awarded for prior learning but not calculated into the student's GPA. 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 25 percent of the total for the degree.

[Prior Learning Assessment Tabulations](#) are submitted annually to the Washington Student Achievement Council.

2.C.7. Prior Learning Credits URLs	
Non-Traditional Credit/Prior Learning	http://www.bellevuecollege.edu/enrollment/academic/nontraditional/
Alternative Options for Earning Credit	https://www.bellevuecollege.edu/enrollment/academic/earning/
Policy 3110 Award of Non-traditional Credit	http://www.bellevuecollege.edu/policies/3/3110_Award_of_Non-Traditional_Credit.asp
SBCTC Policy on Awarding Non-traditional Credit	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/C,%20Education%20Resources%20evidence/Credit%20for%20Non-Traditional%20Learning%20-%20Final%2005022014.docx
Prior Learning Tabulations 12-13	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/C,%20Education%20Resources%20evidence/MASTER%20PLA%20%20campus%20tabulation%20document%202012-13.docx

2.C.8. Transfer Credit Policies

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

As the receiving institution, Bellevue College retains the authority to determine courses acceptable in transfer. In general, BC accepts transfer credits earned at regionally-accredited institutions provided the credits have been earned for college-level courses that are applicable to the student's program at BC, according to [published guidelines](#). BC transfer practices follow guidelines of the Intercollege Relations Commission (ICRC) and the American Association of College Registrars and Admissions Officers. Approval is granted by the Instruction Commission for community and technical colleges and by the Inter-Institutional Council of Academic Officers for the baccalaureate institutions. Related policies have been formulated to ensure smooth transfer and acceptance of credit to fulfill degree requirements and cover credit earned through mainstream and [alternative methods](#). These include Advanced Placement, International Baccalaureate, College-Level Examination Program, Military Credit, Tech Prep, College in the High School, Running Start, Year Up, and state reciprocity agreements.

The [Joint Transfer Council](#) in Washington includes multiple State Board for Community and Technical Colleges (SBCTC) members, mostly instructional vice presidents, and serves as a forum to address statewide transfer issues and recommend policy strategies. In an effort to facilitate transfer by identifying equivalent community and technical college courses with common course labels, a [common course numbering system](#) was adopted for many of the general education courses taught throughout the Washington community and technical college system. Credit equivalency is validated by credentialed evaluators who review online sources and physical sources and consult with lead faculty and subject matter experts to arrive at a determination.

In addition to upholding the state Direct Transfer Agreement, appropriate articulation agreements with other two- and four-year institutions are created and maintained by the Office of Instruction in order to provide aligned pathways. These program-related pathways facilitate ease of transfer-in to BC two- and four-year programs, as well as transfer-out to other colleges and universities. Instruction and Academic Advising work closely together to promote articulation transfer opportunities; to scan for new, viable articulation opportunities; and to review transfer data in order to better understand student transfer patterns.

Occasionally there may be extenuating circumstances that warrant a student request to alter BC's certificate or degree requirements. The procedure to petition for an exception is outlined in [Procedure 3150P](#), Exceptions to Degree or Certificate Requirements.

2.C.8. Transfer Credit Policies URLs	
Acceptable Transfer Credits	https://www.bellevuecollege.edu/enrollment/transfer/accept/default.asp
Alternative Options for Earning Credits	https://www.bellevuecollege.edu/enrollment/academic/earning/
Joint Transfer Council	http://www.sbctc.edu/college/g-jtc.aspx
Common Course Numbering	http://www.sbctc.ctc.edu/college/e_commoncoursenumbering.aspx
Procedure 3150 P Exceptions to Degree or Certificate Requirements	https://www.bellevuecollege.edu/policies/3/3150P_Exceptions_to_Degree_or_Certificate_Requirements_(Procedures).asp

2.C.9. Policies for General Education Credits

The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment.

Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

Bellevue College has designed its programs to ensure that students receive a comprehensive liberal arts education, one that develops the skills and abilities of effective learners, introduces them to a variety of intellectual perspectives, and acquaints them with the knowledge and skills associated with the liberal arts. To accomplish this, BC has identified three broad areas of general education outcomes—Creative and Critical Thinking, Communication, and Connections—with multiple outcome areas within each. The college's curriculum review and approval process includes documentation of how these outcomes are addressed in each of its courses and programs.

Washington State has established statewide agreements to ensure that transfer among community colleges and four-year colleges and universities is as smooth as possible for students. BC's associate degrees all meet or exceed [state requirements for general education](#), and include an additional [Cultural Diversity requirement](#) not mandated by the state.

The Associate in Arts and Sciences Direct Transfer Agreement ([AAS-DTA](#)) meets Washington State requirements for acceptance with junior standing at all Washington public colleges and universities. The AAS-DTA degree includes the specified number of credits in Written Communication, Quantitative/Symbolic Reasoning, Humanities, Natural Sciences, and Social Sciences. These traditional distribution areas are covered by the [BC general education requirements](#). Associate of Science Degrees ([AS-Transfer](#)) prepare students for various upper-division science majors. General education requirements in these degrees include fifteen credits in Written Communication and Quantitative Reasoning, with additional general education distributed according to the focus of the intended upper-division major. The Associate of Applied Science-Transfer ([AAS-T](#)) degree is intended to prepare graduates for employment while simultaneously meeting some of the requirements for transfer. These degrees include a minimum of five credits each of Communication, Quantitative Reasoning, Natural Science and either Humanities or Social Science.

BC's Applied Baccalaureate degrees ([BAS and BAA](#)) meet [state standards for general education within the applied baccalaureate](#). Over the four years of the degree, each provides 60 credits of general education distributed among Written and Oral Communication, Quantitative/Symbolic Reasoning, Natural Science, Social Science, and Humanities, according to the focus of the degree.

Professional/technical certificates of 45 credits or more include related instruction or integrated general education to meet outcomes in communication, computation and human relations. Documentation of how these outcomes are met is available on the college's [Curriculum Advisory Committee portal](#).

2.C.9. Policies for General Education Credits URLs	
DTA Associate Degree Guidelines	http://www.sbctc.edu/college/studentsvcs/DTA_assoc_degree_guidelines-may2011.pdf
Cultural Diversity Requirement	http://www.bellevuecollege.edu/programs/degrees/culturaldiversity/
Transfer Associate Degrees	http://www.bellevuecollege.edu/programs/degrees/transfer/
BC General Education Requirements	http://www.bellevuecollege.edu/programs/degrees/gened/
Associate of Science Degrees	http://www.bellevuecollege.edu/programs/degrees/transfer/
Associate of Applied Science Transfer	http://www.bellevuecollege.edu/programs/degrees/transfer/aas/
Bachelor's Degrees	http://www.bellevuecollege.edu/programs/degrees/bachelor/
General Education Requirements for Applied Baccalaureate Degrees	http://www.sbctc.ctc.edu/college/studentsvcs/DTA_Assoc_Degree_Guidelines-Aug2013.pdf
Curriculum Advisory Committee Portal	https://go.mybcc.net/instruction/curriculum/default.aspx

2.C.10. General Education Learning Outcomes

The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Bellevue College's general education program is designed to advance "the life-long educational development of its students" ([BC Mission](#)) by providing exposure to and acquisition of general education knowledge.

Effective summer 2012, faculty subsumed 18 general education outcomes into 3 overarching ones:

- Creative and Critical Thinking (critical thinking, creativity and problem-solving; quantitative and symbolic reasoning, research information literacy, scientific inquiry, and aesthetic awareness)
- Communication (writing, reading, listening and speaking, visual, computer literacy)
- Connections (self-assessment/life goals, group process, ethics, global citizenship, historical and intellectual perspectives, cultural diversity, science and the natural world)

Courses claim these outcomes when a substantial portion of the course addresses the outcome. In this way outcomes are infused across the curriculum.

Students demonstrate achievement of the outcomes in courses in the humanities and fine arts, sciences, math, and the social sciences, areas which make up the distribution requirements for the Direct Transfer Agreement (DTA) associate's degree. In addition, each degree, whether Associate in Arts, Associate in Arts and Science or Bachelors of Applied Science, has [general education requirements](#), published in the college catalog and on the college's public website. Associate transfer degree outcomes are not linked to program outcomes because the departments are not "programs" as they would be in a 4-year institution; at BC the general education requirements are considered "program outcomes" for the DTA. All BAS degrees are built upon a required associate's degree that contains some or all of the required general education courses. Upper-division general education courses complete the required number of general education credits for each baccalaureate degree.

2.C.10. General Education Learning Outcomes URLs	
Bellevue College Mission	http://www.bellevuecollege.edu/about/goals/
General Education Requirements	http://www.bellevuecollege.edu/programs/degrees/gened/

2.C.11. Applied Learning Outcomes

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly-identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Certificates of Achievement (45 or more credits) require related instruction in communication, human relations, and computation, as do associate and baccalaureate applied degrees. A list of courses that fulfill these general education requirements and their learning outcomes are documented in the [Related Instruction Worksheet](#), which is managed and stored with the Office of Instruction's program manager. All professional/technical and some transfer divisions update this information, including adding information on new baccalaureate degrees, course revisions and new or revised credentials. Changes are posted upon approval by the Curriculum Advisory Committee, which meets monthly during the academic year.

Each applied science program has identified program learning outcomes for its AA degree and certificate(s). Most of the technical program learning outcomes are articulated separately from the related instruction components that students acquire in the program. Identifiable and

assessable learning outcomes are also specified in the courses. [Annual reports of learning outcomes assessment](#) are available by program. Annual reports of course and general education outcomes assessment are available on the Student Learning Objectives Assessment portal site. Oversight reports of assessment activity are stored by the Office of Instruction's program manager.

2.C.11. Applied Learning Outcomes URLs	
Related Instruction Worksheet	https://go.mybcc.net/effectiveness/accreditation/drafts/ layouts/xlviewer.aspx?id=/effectiveness/accreditation/drafts/Documents/C,%20Education%20Resources%20evidence/Related%20Instruction%20Worksheet_July%202014.xlsx
Student Learning Outcomes Assessment	https://go.mybcc.net/instruction/assessment/default.aspx

2.C.16. Continuing Education Programs Compatible with Mission

Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

[Bellevue College's Continuing Education Division](#) (BCCE) fulfills the college's commitment to "teaching excellence, that advances the life-long development of its students while strengthening...economic, social and cultural life." The division offers a wide range of Business/Professional and Community Programs that address the workforce and life-long learning needs of the community. Continuing education programs further contribute to the mission goals of flexibility and accessibility and the core theme of community engagement and enrichment, serving students from teens to mature adults in multiple locations—North Campus, Main Campus, and off-site venues. Most courses are face-to-face, but BCCE's delivery options also include online training provided through nationally respected training partners and online training developed in-house. Most continuing education offerings are non-credit and self-supporting, with BCCE contributing indirect funds, general operating funds, and net income to the college.

BCCE offers short-term, skill-based courses that are open to the general public; non-credit certificates; and on-site corporate training to more than 9,000 individual students enrolled annually. In 2012-13, BCCE offered [1,837](#) distinct classes with a total of [17,327](#) class registrations. [Course evaluations](#) of registered students demonstrate a high degree of engagement and satisfaction. BCCE instructors receive high marks in professional expertise, with the vast majority of students indicating that they would return to BCCE North Campus for additional classes. BCCE has a very strong response rate for student evaluations. Evaluations are completed by course while a market survey is sent to an overall population not specific to a course. A

market research [survey](#) of former and current BCCE students conducted in 2012-13 found that overall student satisfaction is 91 percent.

In addition to community programs, professional programs and corporate on-site training, the college provides additional special learning programs that may grant credit and have their own funding sources, through federal and state grants or as FTE allocation:

Program	Description
Tech Prep College Connections	In high school
Career Education Options (CEO)	Main campus
Running Start	Main campus
College in the High School	In high school
WorkFirst	Support
Basic Food Stamp and Employment Training	Support
English Language Institute	Support / ESL
Experiential Learning	Credit previous experience
Adult Basic Education	
Occupational & Life Skills (OLS) Program http://olsatbellevuecollege.com/	North Campus

The vice president of Instruction, with recommendations from the [Curriculum Advisory Committee](#) (CAC), grants curriculum approval for credit-bearing and non-credit certificate courses. Non-credit certificate programs are reviewed by the CAC, which bases its recommendations on the college's academic policy and consistently and equitably applied standards. The dean of CE is responsible for selection of CE faculty and program offerings.

BCCE maintains high academic quality for all its classes. This area of the college employs more than 350 highly-qualified part-time instructors, many of whom worked or continue to work as active professionals in industry or their area of expertise (e.g., art, photography, translation). BCCE instructors are published authors, recognized artists, successful business people, experts in their field, and professional presenters.

All BCCE certificate programs and courses undergo an application review process; a proposed certificate is submitted to the BCCE administrative leadership team to assess market need and a well-constructed curriculum. New instructors are interviewed prior to employment by two BCCE program staff, with an emphasis on identifying candidates with a significant depth of knowledge in their field based on experience, training, and/or education. Instructors are regularly evaluated according to their knowledge of the subject matter, professionalism, organization of course content, and ability to engage students and produce strong outcomes. BCCE staff regularly reviews course content, instructor qualifications, and financial viability of all courses and certificates.

BCCE currently offers [14 certificate programs](#): Business Management, C# Programming, C# Web Development, Database Administrator, Database Business Intelligence Developer, Encaustic Art, Graphic Design, Human Resources, IT Project Management, Project Management, Software Testing and Quality Assurance, Technical Writing, Translation and Interpretation, and Web Design and Development. The viability of a certificate program is based on the employment market, adjacent course enrollments, advisory committee recommendations, and cost and competition analysis. CE defines course objectives and learning outcomes, recruits instructors, and test markets a single course. Potential certificate programs are then taken through the CAC approval [process](#), allowing review and input from full-time credit program faculty.

In the case of the special learning program College in the High School, BC exercises control over the instructional program by reviewing and approving instructors. Instructors must possess appropriate credentials, and course materials are reviewed to ensure comparability in content, learning outcomes, and assessment methods. College coordinators also visit and observe classes, providing feedback to participating high school faculty. Study abroad opportunities are offered through the [Washington State Community College Consortium for Study Abroad](#) (WCCCSA). WCCCSA is made up of 16 member institutions, each having NWCCU accreditation. 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 also partners with Year Up Puget Sound.

2.C.17. Institution Responsible for Continuing Education Instruction URLs	
Curriculum Advisory Committee	https://go.mybcc.net/instruction/curriculum/default.aspx
WSCCOSA	http://wccosa.com/
Certificate Programs	http://www.bellevuecollege.edu/ce/certificate-programs/
CAC Approval Process	https://go.mybcc.net/instruction/curriculum/Webpages/directions.aspx#nclt20plusnew

2.C.18. Continuing Education Course Credit Policies

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally-accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Bellevue College Continuing Education (BCCE) grants Continuing Education Units (CEUs) for courses in accordance with guidelines from the [International Association of Continuing Education and Training](#) (IACET). BCCE awards one CEU for every ten hours of instruction for courses taught by instructors employed by the college.

An exception is the awarding of credit through the special learning program [Year Up Puget Sound](#). BC partners with Year Up to deliver a certificate program in information technology. Through a [memorandum of understanding](#) and articulation agreement, students enrolled in the Year Up program are co-enrolled and receive 20 credits from the college, approved by BC faculty. Year Up students are assessed by Year Up instructors, and grades are included on the students' BC transcripts.

2.C.18. Continuing Education Course Credit Policies URLs	
Calculate CEU's per IACET	http://www.iacet.org/news-a-events/announcements?id=131
Year Up Puget Sound	http://www.yearup.org/about-us/our-locations/puget-sound/
Memorandum of Understanding BC and Year Up	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/C,%20Education%20Resources%20evidence/Continuing%20Education%202.C.16%20and%202.C.17/Year%20Up%20MOU%20and%20Attachment%20A%202012.pdf

2.C.19. Records of Continuing Education Courses

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Complete records for non-credit instruction offered by Bellevue College Continuing Education (BCCE) are maintained in the Office of Instruction and managed by a staff member assigned to

the Curriculum Advisory Committee. Records include the title, level, and location of all courses. More detailed records are maintained by the appropriate program management office. Records related to faculty load and compensation are maintained in Human Resources and appropriate business offices. The college maintains enrollment, payment and other student records for all BCCE courses, including assigning appropriate course identification and fee codes.

BCCE maintains records for all its courses in the State Board for Community and Technical College (SBCTC) Student Management System (SMS). BCCE student records are maintained in SMS and the Financial Management System (FMS) in compliance with the [Family Educational Rights and Privacy Act \(FERPA\)](#).

An ongoing relationship with [CampusCE](#), a database software vendor, allows BCCE to catalog course history, instructor information and student enrollment records. The majority of BCCE registrations are initially processed through CampusCE's online registration system and then transferred into SMS and FMS. The college maintains ownership of all data, and CampusCE agrees to secure confidential information, to report information breaches upon discovery, and to third party non-disclosure. In the event of contract termination, CampusCE has agreed to remove all of the college's information from the company's systems.

2.C.19. Records of Continuing Education Courses URLs	
FERPA	http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
CampusCE EMS Service Plan	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/Misc%20evidence%20file/CampusCEServPlan2014.pdf

Student Support Resources

2.D.1. Effective Learning Environments, Programs and Services

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Bellevue College (BC) provides learning environments appropriate to its mission by maintaining safe and functional facilities, developing an up-to-date technological infrastructure, and supporting programs and services for a range of students and needs. Administrative Services (AS) collaborates with students, faculty and staff to design appropriate spaces, including classrooms, individual and group study spaces, and attractive outdoor areas. AS is responsible for managing the construction of new facilities, such as the T Building, a 70,000 square foot health science facility, scheduled to open in 2015. AS also remodels spaces as needed and maintains the physical plant. Considerations for new and repurposed spaces include the need for multiple types and sizes of spaces and flexible configurations. Facilities are also designed with a view to sustainability and to be in compliance with the Americans with Disability Act. In keeping with the college's mission of open access, spaces must address the needs of all students, with, for instance, the inclusion of gender-neutral bathrooms.

New classrooms and other spaces are also designed to include robust infrastructure to accommodate current and future instructional technologies (digital access, projection, multi-media capability, etc.) and connectivity. Information Resources (IR) provides technology services for classroom instruction as well as other uses, such as lecture delivery or video conferencing, and services, such as technology support. In AY 2013-2014, IR conducted focus groups with faculty and students to determine the next steps in developing innovative and responsive educational technologies.

In addition to infrastructure for the physical plant and technological needs, BC supports student learning through a range of programs administered through Student Services.

Support Unit	What Program Does	Who Program Serves
Academic Success Center	Tutoring, workshops, classes	All students
Advising Center	Academic advising and orientations	All BC students
Athletics	Intercollegiate athletics and academic support	All eligible students
Career Education Options	Academic, career and life skills	Students aged 16-20 not graduated from high school
Center for Career Connections	Career planning, job-search and personal assistance	All students and the community-at-large
Counseling Center	Personal/career counseling and life skills classes	All students
Disability Resource Center	Accommodations and advocacy	All eligible students
Early Learning Center	Child care and family support	BC students/staff, COSTCO employees
Enrollment and Registrar Services	Admission, registration and records	All students
Evaluations/Graduation	Transcript evaluation and degree conferral	All BC students
Financial Aid	Loans/grants/work-study	All eligible students
High School Programs	Running Start/CEO/HS Enrichment	High school students
International Student Programs	Admission and support services	International students
Multicultural Services	Academic and support services	All BC students
Student Programs	Student government, clubs, leadership training	All students
Tech Prep	Professional/technical college credit	High school students
Testing Services	Proctoring and placement testing	All students
TRiO	Academic and personal support	First generation, low-income or students/w disabilities
Veterans Center	Veterans benefits	Veterans
Workforce Education	Funding and support services	Veterans, low income and unemployed students

2.D.2. Safety and Security

The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Bellevue College provides a safe environment for students, faculty, staff and visitors. Safety measures are clearly and widely available. [Emergency response instructions](#) are posted in every classroom, and the Student Handbook has an [emergency response and procedures section](#). Public Safety employs eight full-time officers, five part-time officers, and an Emergency Operations Officer. Public Safety observes all Family Education Rights and Privacy Act (FERPA) regulations; organizes a Community Emergency Response Team (CERT) that trains and updates volunteer staff leaders on evacuation processes; and maintains a radio communication system allowing for direct contact with the Bellevue Police Department and emergency medical services. Public Safety is staffed 24/7; its services include escort service to vehicles, formal investigation of car-prowl type thefts, and assistance with stalled vehicles. Calls to Public Safety or 911 from pay and emergency phones can be made without depositing money and can be traced to an exact location. Campus safety is also addressed by Human Resources through training and awareness campaigns and by campus operations staff who provide “safe at work” training, ensure safety compliance, and monitor hazards, such as toxic materials on campus. A [Safety Committee](#) with representatives from across campus helps to ensure that safety is the responsibility of all departments and employees.

The college utilizes an emergency text messaging system (Rave Alert) to describe threats and provide short instructions. To augment the system, the college installed a campus emergency alert system that sounds a siren followed by a short audible emergency communication. The college is also working with the Bellevue Police and Fire Departments as well as King County Health Department and other responders to develop a comprehensive emergency response and recovery program. Information on weather-related campus closures is provided to students: in handouts for classroom announcements by instructors; on the BC website; and on service area television and radio stations. The campus hotline number and information about [campus closures](#) are published in the Student Handbook. An [emergency text messaging system](#) alerts students to emergency college closures.

Information required by the [Student Right-to-Know and Campus Security Act](#) (Public Law 101-542) is provided on the college website. The public disclosure section includes information on crime statistics, requests for public records, FERPA, HIV/AIDS, policies directly affecting students, and other items related to health and safety. Public Safety complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by posting [campus crime statistics](#) on its webpage.

2.D.2. Safety and Security URLs	
Emergency Response Instructions	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/BC_EmerProc_2014.docx
Student Handbook Emergency Procedures	http://www.bellevuecollege.edu/stupro/handbook/emergency/default.html
Safety Committee	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/ErgoSafetyComm.docx
Campus Closure Details-Student Handbook	http://www.bellevuecollege.edu/stupro/handbook/emergency/details7.html
Information on Emergency Text Alerts- Student Handbook	http://www.bellevuecollege.edu/stupro/handbook/emergency/details7.html
Student Right to Know Act	https://www.bellevuecollege.edu/legal/publicdisclosure/#studentrights
Bellevue College Campus Crime Statistics	https://www.bellevuecollege.edu/publicsafety/reports/

2.D.3. Recruitment, Admissions and Orientation

Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Bellevue College is an open access institution of higher education, welcoming high school graduates and adult learners 18 years of age or older as well as selective programs for high-school aged students. The college's admission policy and procedures are stated in [Policy 2200](#), Admission Rules, and [Procedure 2200P](#) on the college's website.

The [admissions webpage](#) provides comprehensive admissions, orientation and advising information. There are separate sections for [selective admission programs](#) and the [Adult Basic Education](#) and [English as a Second Language programs](#). [Quarterly class schedules](#) also contain admissions information. Academic [transfer requirements](#) and BC [graduation policies](#) are published on the Advising website, and links to that information are included in the [admissions acceptance email](#) from the registrar.

BC has [mandatory assessment](#) procedures for initial placement into English composition and mathematics courses, which properly identify students' current skill levels and ensure that they enroll in appropriate courses.

English and mathematics faculty reviewed Compass cut score data in 2011 to analyze the correlation between Compass scores and student success. The Compass Writing Skills test was eliminated as a result of this analysis because no correlation was shown between test scores and success in the placed course. The Compass Reading Skills test showed a positive correlation, and it is now the measure used for placement into English classes. The college has developed multiple to place students more accurately.

For the general student population, all first-time college students enrolling in ten or more credits must enroll in [First Year Experience](#) or the [Comprehensive Success Initiative](#), one-credit student success and orientation programs. An average of 2000 students per year learn academic requirements and how to access degree, program, major, and transfer policies through these programs.

[Outreach](#) efforts are primarily focused on meeting the college's mission of equity and access for all area high school students. Student leaders accompany the outreach coordinator's visits to high schools, churches, community centers, and fast food restaurants. A popular BC [information session](#) is held weekly for the general public, with an average of 25 participants per session. Student Programs offers campus tours on a daily basis. In addition, 40 to 70 specially-trained [student volunteers and mentors](#) are stationed at key locations around campus for the first three days of the quarter to welcome, assist, and orient both new and returning students.

2.D.3. Recruitment, Admissions and Orientation URLs	
Policy 2200 Admission Rules	http://www.bellevuecollege.edu/policies/2/2200_Admission_Rules.asp
Procedure 2200P Admission Rules	http://www.bellevuecollege.edu/policies/2/2200P_Admission_Rules_(Procedures).asp
Bellevue College Admissions	http://www.bellevuecollege.edu/enrollment/admissions/
Selective Admissions Programs	https://www.bellevuecollege.edu/enrollment/admissions/apply/selective/
Adult Basic Education	http://www.bellevuecollege.edu/deved/adult-basic-education/
English as a Second Language	https://www.bellevuecollege.edu/classes/All/ESL
Quarterly Class Schedules	https://www.bellevuecollege.edu/about/publications/schedule/
Major Transfer Guides	http://depts.bellevuecollege.edu/advising/guides/
Degree and Certificate Completion Worksheets	http://www.bellevuecollege.edu/worksheets/
BC Acceptance Email	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/BC_Acceptance_Email_REVISED_01-28-14.docx
Mandatory Assessments	http://www.bellevuecollege.edu/enrollment/assessment/
First Year Experience	http://www.bellevuecollege.edu/fye/
Comprehensive Success Initiative	http://www.bellevuecollege.edu/mcs/for-students/comprehensive-success-initiative/
Outreach and Recruitment	http://www.bellevuecollege.edu/outreach/
Information Sessions	http://www.bellevuecollege.edu/enrollment/admissions/orientations/
Student Programs Volunteers and Mentors Programs	http://www.bellevuecollege.edu/Stupro/mentor/default.asp

2.D.4. Program Elimination

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Proposals for program eliminations are submitted to the [Curriculum Advisory Committee](#) (CAC), whose members discuss the impact on students, faculty, administration, and the community. The CAC sends a recommendation to either eliminate or keep a program to the vice president of Instruction, who makes the final decision. Upon elimination, program information remains in the [archived course catalogs](#) for former students who may need it for transfer institutions or employers. Once a program is approved for elimination at the institution level, the college requests that the program be end-dated on the State Board for Community and Technical College's [inventory of programs](#). The end-date is three years from the request, and all [continuously enrolled students](#) seeking that degree or certificate must complete the program within that time. Following SBCTC approval, the program is removed from the catalog for the next academic year.

Program staff notify affected [students](#) and [faculty](#) of the intent to eliminate a program when the vice president of Instruction approves the decision. This notification is to maintain transparency, as well as give the students and faculty as much notice as possible. Notification is done through multiple means such as a [posting on the department's website](#), direct mail to students and faculty, and through Academic Advising. If necessary, the program substitutes courses in order for students to complete the program in a timely manner.

2.D.4. Program Elimination URLs	
Curriculum Advisory Committee	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/CAC Handbook-program elimination extract 2014.docx
Course Catalogs	https://www.bellevuecollege.edu/about/publications/catalog/
Inventory of Programs	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/BC Inventory 12-24-13.doc
Enrollment Restrictions	https://www.bellevuecollege.edu/enrollment/academic/restrictions/
Example Notice Letter-Students	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/Fire%20ScienceProgram%20Closure%20letter.doc
Example Notice Letter-Faculty	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/Fire%20Science%20Faculty%20closure%20letter.doc
Example Website Notification	http://www.bellevuecollege.edu/fire/2013/11/06/fire-science-program-closure/

2.D.5. Current and Accurate Information Provided

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information.

Regularly updated and accurate information is available to students and the public on the Bellevue College website. Course information is published annually in the course catalog, which can be found on the website as a PDF. The [Student Handbook](#) is also posted as a PDF. The Continuing Education quarterly schedule, a separate publication, lists all non-credit courses, registration information, and non-credit certificate programs.

a	Institutional mission and core themes. https://www.bellevuecollege.edu/about/goals/
b	Entrance Requirements and procedures. http://www.bellevuecollege.edu/enrollment/admissions/eligibility/
c	Grading policy. http://www.bellevuecollege.edu/policies/3/3000_grading.asp
d	Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings. http://www.bellevuecollege.edu/programs/nontraditional/#academicinternships
e	Names, titles, degrees held, and conferring institutions for administrators and full-time faculty http://s.bellevuecollege.edu/wp/sites/108/2014/05/BC-Course-Catalog-14-15-WEB.pdf
f	Rules, regulations for conduct, rights, and responsibilities. http://www.bellevuecollege.edu/policies/2/2050P_Student_Code_(Procedures).asp
g	Tuition, fees, and other program costs. https://www.bellevuecollege.edu/enrollment/tuition/
h	Refund policies and procedures for students who withdraw from enrollment. https://www.bellevuecollege.edu/enrollment/tuition/
i	Opportunities and requirements for financial aid. http://fa.bellevuecollege.edu/apply
j	Academic calendar. http://www.bellevuecollege.edu/enrollment/calendar/

2.D.6. Publish Information Regarding Educational Programs

Publications describing educational programs include accurate information on

- National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
- Descriptions of unique requirements for employment and advancement in the occupation or profession.

Baccalaureate and professional/technical programs publish state and federal legal eligibility requirements for licensure or entry to occupations or professions where they are applicable. This information is found in the college catalog, print materials (located in Academic Advising and division offices), and program webpages on the Bellevue College website. Programs with credentialing requirements include Diagnostic Ultrasound, Neurodiagnostic Technology, Nuclear Medicine, Nursing, Nursing Assistant, Radiologist Assistant, Radiologic Technology, and Radiation Therapy. Typically, any status that would disqualify an individual from entry into or advancement in a profession will be identified in the application process, and applicants will not be accepted if they would be unable to progress. For example, healthcare programs all require an initial national background check prior to acceptance, as well as documentation of immunizations. Details can be found on program webpages within the [Health Sciences, Education and Wellness Institute](#).

Business and information technology certificates and degrees often prepare students to test for professional certification, which is noted on the program websites for [Information Technology](#) and the [Institute for Business and Information Technology](#) (IBIT). For example, programs within the IBIT include Cisco Support Technician, Business Software Specialist, and Network Support. Individual courses whose outcomes map to external certification credentials include:

TECH215/217: Analysis & Configuration 1 & 2 – CompTia A+
IT103: Networking Basics – CompTia Network+
IT128: Information Security Essentials – CompTia Security+
NSCOM 220: Implementing Client Operating Systems – MCTS 70-680
NSCOM 221 Implementing Server Operating Systems– MCTS 70-643
NSCOM 223: Managing a Network Environment– MCTS 70-642
NSCOM 227: Implementing Directory Services – MCTS 70-640

2.D.6. Publish Information Regarding Educational Programs URLs	
Health Sciences, Education and Wellness Institute	http://www.bellevuecollege.edu/health/
Information Technology	http://www.bellevuecollege.edu/prog/ns
Institute for Business and Information Technology	http://www.bellevuecollege.edu/ibit/

2.D.7. Student Records

The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Bellevue College protects the right to privacy for all students and strictly maintains the security of student records. Critical student data, such as transcripts, admission, registration and financial transactions, are stored in Washington's statewide student management, financial aid and finance databases. Data are secured by daily remote backups at the State Board for Community and Technical Colleges (SBCTC)-IT in Olympia, recoverable in case of an emergency on the BC campus. Student records such as transcripts and financial aid applications are scanned and stored on a local server, which is secured in compliance with [Policy 5250](#), Information Technology (IT) Security.

Records are maintained according to the SBCTC's [retention schedule](#). The [destruction](#) or [archiving](#) of records is processed through Administrative Services according to state regulations. Paper records required by Enrollment Services, Financial Aid, and the Diversity Resource Center are kept in secure areas with employee access only. [Policy 6900](#) and [Procedure 6900P](#), Records and E-mail Retention, address the secure retention of records in both paper and electronic form.

All records are confidential and access is restricted to authorized employees according to the [Family Education Rights and Privacy Act](#) (FERPA). All employees requesting access to electronic student data must first study FERPA training modules and then pass an exam. No student information, other than student directory information, is released to a third party unless specifically allowed under FERPA. Students may request in writing that no disclosure of their information, including directory information, may be released. Students who request no disclosure are flagged on pertinent documents to alert staff that no disclosure of records information is allowed. FERPA information is published in every quarterly class schedule, on the [college website](#) and in the student handbook.

2.D.7. Student Records URLs	
Policy 5250 Information Technology Security	http://www.bellevuecollege.edu/policies/5/5250_Information_Technology_Security_Policy.asp
SBCTC Retention Schedule	http://www.sbctc.ctc.edu/docs/general_retention_schedule.pdf
Preservation and Destruction of Public Records	http://apps.leg.wa.gov/RCW/default.aspx?cite=40.14
Preservation of Electronic Public Records	http://apps.leg.wa.gov/WAC/default.aspx?cite=434-662
Policy 6900 Records and Email Retention	http://www.bellevuecollege.edu/policies/6/6900%20Records%20and%20Email%20Retention%20Policy.asp
Procedure 6900P Records and Email Retention	http://www.bellevuecollege.edu/policies/6/6900P%20Records%20and%20Email%20Retention%20(Procedures).asp
FERPA	http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
Student Handbook- FERPA	http://www.bellevuecollege.edu/legal/publicdisclosure/#ferpa

2.D.8. Financial Aid—Availability and Communication

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Consistent with Bellevue College's mission, the Financial Aid (FA) office provides comprehensive services to degree- and certificate-seeking students. Financial aid information regarding student eligibility, application deadlines, and satisfactory academic progress requirements are provided in print at the FA office and on the public [website](#). FA staff conduct presentations at new student orientations and host four tax preparation/Free Application for Federal Student Aid (FAFSA) completion workshops annually.

The 77 percent increase in applications received and reviewed from 2009 to 2013 at times overwhelmed the office's ability to serve students during peak times each quarter; staff members responded by reviewing and streamlining practices and processes wherever possible.

Several new student communication processes were established to provide improved and timelier dissemination of information that reduced front counter and telephone traffic. Starting in 2010-11, the college began a conversion from paper documents and forms to email alerts and website communications. Current and potential students listing BC on FAFSA applications are directed

to the new BC [student financial aid portal](#) to verify that their FAFSA information has been received, to view financial aid requirements, to verify when the college received and accepted required forms, to view their financial aid awards, and to access their credit balances, disbursements, and refunds.

FA also developed several new [file review processes](#), which reduced manual work and improved processing time. A process now automatically compiles critical information from each student's FAFSA, the BC financial aid application, and the student's admission record. FA also collaborated with Information Resources staff to create new reports, including one that significantly reduces the amount of time needed each quarter to check satisfactory academic progress.

2.D.8. Financial Aid –Availability and Communication URLs	
Bellevue College Financial Aid	http://fa.bellevuecollege.edu/
Bellevue College Student Financial Aid Portal	http://fa.bellevuecollege.edu/status
File Review Processes	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/D,%20Student%20Support%20Resources%20evidence/Financial Aid Flowchart 2014.pdf

2.D.9. Financial Aid—Repayment, Obligations, Default

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Bellevue College complies with federal requirements for entrance and exit loan counseling. Students are notified via email, phone and in-person to go to [StudentLoans.gov](#) to complete the counseling process. The college transitioned to the Direct Stafford Loan program in 2010 to eliminate problems previously encountered with US Department of Education loan counseling.

The college carefully and regularly monitors its loan programs and the loan default rate. The BC Stafford [official three-year cohort default rate](#) for the past two years was 10.1 percent for 2009 and 7.5 percent for 2010. The college has a relatively low cohort default rate compared to comparable institutions in the state and is well below the national official cohort rate for 2010 of 14.7 percent.

The following factors could significantly influence BC's future default rate: (1) variable economic conditions that may affect a student's ability to repay their loans; (2) the increase in loan dollars borrowed compared to the number of students with loans (average loan indebtedness for students in 2011-12 was \$8217.00); and (3) the cohort default rate has been changed from a

two-year rate to a three-year rate, which more negatively impacts a two-year versus a four-year institution.

2.D.9. Financial Aid- Repayment, Obligations, Default URLs	
Student Loans	https://studentloans.gov/myDirectLoan/index.action
Student Loan Default Rate	https://www.nslds.ed.gov/nslds_SA/defaultmanagement/search_cohort_3yr2010.cfm

2.D.10. Academic Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Bellevue College has a well-coordinated advising plan to serve both general population and program-specific students, employing professional advisors in Academic Advising and in each academic division. Faculty members, including faculty counselors, also advise students. Program-specific advising also occurs in areas such as TRiO, Multi-Cultural Services, Economic and Workforce Development, International Student Programs, and in the bachelor's of applied science programs. Advising requirements for college or university transfer programs, including [major guides](#), and for all [BC degree and certificate programs](#) are available in print, on the [advising website](#), and on the websites of each academic division.

The eight professional advisors on staff are well-prepared to fulfill their responsibilities. Most have master's degrees and those with bachelor's degrees have several years of supervised experience in academic advising. All professional advisors are required to participate in onsite training prior to each registration period. They attend statewide and regional conferences relating to transfer issues, best practices in student services, and technology applications for student access and success. They also meet with faculty chairs and university admissions representatives to correctly advise program-specific students. Advisors meet once a week to exchange information and discuss best practices. Academic Advising has created a checklist that ensures all advisors are properly trained. The professional advisors staff the Advising Committee, which meets monthly to train representatives of other staff and faculty groups that are involved in student advisement. These representatives then share their knowledge to their constituent groups.

Advising prior to enrollment is mandatory for first-time college students through the [One Stop Matriculation Program](#). Each of these students has a one-to-one, thirty-minute meeting with a trained faculty advisor. One-Stop and [First Year Experience](#) (a mandatory one-credit college-success orientation course in which students learn how to create an educational plan) courses

undergo continual program assessment using a variety of tools and methods, including student intake and exit evaluations.

Academic advisors provide monthly and weekly [information sessions](#) that provide group advising to students about specific majors. BC also offers three [transfer fairs](#) per year, at which students can meet with representatives from up to 40 colleges and universities.

2.D.10. Academic Advising URLs	
Advising Guides	http://depts.bellevuecollege.edu/advising/guides/
Degree and Certificate Completion Worksheets	http://www.bellevuecollege.edu/worksheets/
Advising Website	http://depts.bellevuecollege.edu/advising/
One Stop Matriculation Program	http://depts.bellevuecollege.edu/advising/files/2011/04/Spring2014_new.pdf
First Year Experience	http://www.bellevuecollege.edu/fye/
Academic Advising Information Sessions	http://www.bellevuecollege.edu/enrollment/admissions/orientations/
Winter Transfer Fair	http://depts.bellevuecollege.edu/advising/files/2011/04/Transfer-Fair-Poster-1-14-PRF5-2.pdf

2.D.11. Co-curricular Activities

Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Bellevue College offers a wide array of vibrant co-curricular clubs, programs, and events that support the college's mission to "strengthen the economic, social, and cultural life of its diverse community." More than 100 [student clubs](#) and programs are active during any given quarter. Student organizations are encouraged to build relationships beyond their membership, engaging the community-at-large and partnering with other student organizations. Student clubs organize more than 350 events annually (see [Student Programs events](#) and [college events](#)) including International Night, the Japanese community's annual [Aki Matsuri](#) festival (with more than 15,000 people in attendance), trips to Washington D.C. to lobby for student issues, and a weeklong [Earth Week](#) celebration.

Students can apply to establish an organization using the [Student Programs Program Application Form](#). To gain approval for an event, student organizations must submit a [project plan](#) with clearly articulated outcomes to the Office of Student Programs. Seven professional [staff](#)

[members](#) monitor student organizations and related budgets to ensure adherence to all [Student Programs policies and procedures](#), including those related to student-led allocations of the Services and Activity fee that all students pay when registering for classes.

2.D.11. Co-curricular Activities URLs	
Student Clubs	https://www.bellevuecollege.edu/stupro/club/default.asp
Student Programs Events	https://www.bellevuecollege.edu/stupro/events/default.asp
Bellevue College Events Calendar	http://www.bellevuecollege.edu/events/
Aki Matsuri Festival	http://www.enma.org/
Earth Week	http://www.bellevuecollege.edu/sustainability/we/earthweek/
Student Programs Program Application	https://www.bellevuecollege.edu/stupro/pdf_doc/STUDENT%20PROGRAMS%20PROGRAM%20APPLICATION.pdf
Student Project Plan	https://www.bellevuecollege.edu/stupro/pdf_doc/project_plan.pdf
Student Programs Staff	https://www.bellevuecollege.edu/stupro/office/default.asp
Student Programs Policies and Procedures	http://www.bellevuecollege.edu/stupro/pdf_doc/Student%20Programs%20Manual%202012-13.pdf

2.D.12. Auxiliary Services

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Bellevue College provides auxiliary services through food service, bookstore, and pre-school operations. Food service operations, which include the cafeteria, three campus coffee shops, catering and vending machines, operate in accordance with established 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. Catering services support and participate in campus activities by providing appropriate menus and atmosphere, often providing authentic cuisine for ethnic events. An advisory committee and regular surveys provide feedback and suggestions for food service planning.

The bookstore supports academic and continuing education programs by coordinating, ordering, and selling textbooks, reference books, lab and art supplies. The bookstore coordinates and promotes the campus-wide BC Reads! program by stocking and displaying the current book. It contributes to college life by selling college logo clothing, incidentals, and school supplies. The bookstore director 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 All College Council (ACC) for review. Student interests in the bookstore are represented through the voting membership of students on the ACC. The bookstore 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 was a demonstrated success according to a Board of Trustee review. A textbook advisory committee, also initiated by the director, consists of students, staff, and faculty, who discuss additional methods of reducing textbook prices. These include the use of open source materials, promoting buybacks, and negotiations between publishers, faculty and the bookstore.

Created through a collaborative effort between BC, Costco Wholesale Corporation, and private donations, the Early Learning Center (ELC) is a large and very successful program. Its \$2 million annual budget includes a federal grant, and a city block grant. The center, which operates year-round, employs 37 professional staff, numerous students, interns, and English as a Second Language volunteers. The ELC serves 190 children and their families in a diverse, inclusive environment dedicated to social justice and equity. ELC staff members collaborate closely with the BC Early Learning & Teaching Education faculty to provide a model program and learning site for students. As a designated federal Head Start program, the ELC contracts with the Puget Sound Educational Service District to provide early learning and family services to low income student families. The ELC provides resources for college students with young children, such as an adult library with current, best practice materials on child development and parenting.

In lieu of a campus health center, the college supports a [Wellness Center](#) through the Health Sciences, Education & Wellness Institute, which offers classes on wellness, nutrition, yoga, parenting, and other topics. Faculty and staff who become aware of a student's mental health or disability concerns are encouraged to refer students to the Counseling Center for short term counseling support or to the Disability Resource Center in cases of a documentable disability. College faculty and staff often refer students to outside agencies for long-term assistance.

BC does not currently provide student housing. International students are referred to external home-stay programs. The home-stay network is monitored by International Student Programs, which offers support in resolving home-stay issues.

2.D.12. Auxiliary Services URLs	
Wellness Center	http://www.bellevuecollege.edu/pe/wellnesscenter/

2.D.13. Intercollegiate Athletic and Co-curricular

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Bellevue College Athletics offers several [intercollegiate sports programs](#) for student athletes. The department's [mission statement](#) establishes the goals of increasing the number of student-athletes transferring to four-year institutions and promoting skills relevant to both athletic competition and personal development. The athletic director, individual coaches, and athletic staff members regularly monitor student-athletes to verify progress toward successful degree completion and compliance with eligibility requirements. They draw on faculty response reports, as well as academic record reviews at the beginning and end of each quarter.

The Board of Trustees reviews periodic updates on the philosophy, goals, and objectives of the college's athletics programs. The Athletic Department adheres to standards for financial aid, work-study, academic eligibility and participation established by the [Northwest Athletic Association of Community Colleges](#) (NWAACC), an organization that reviews BC on an annual basis. NWAACC regulations, and other information, is listed in the [Student-Athlete Handbook](#). 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. Athletic-related financial aid is limited in the number of grants-in-aid allowed per sport as mandated by NWAACC and is subject to annual reporting.

2.D.13. Intercollegiate Athletic and Co-curricular URLs	
Intercollegiate Sports Programs	http://www.bellevuecollege.edu/athletics/
Athletic Department Mission Statement	https://www.bellevuecollege.edu/athletics/department/mission-statement/
Northwest Athletic Association of Community Colleges	http://www.nwaacc.org/compliance.php
Student Athlete Handbook	https://s.bellevuecollege.edu/wp/sites/23/2013/12/BCC-Student-Athletes-Handbook-2008-09.pdf

2.D.14. Distance Learning Identity Verification

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Bellevue College maintains an effective identity verification process for students enrolled in distance education courses. Students new to the community and technical college system are given a distinct system identification number (SID) along with a personal identification number (PIN) upon admission. Students who have previously taken courses at other community and technical colleges in Washington State have already been assigned a unique SID and that is the one used. Students then use their SID and PIN to create a unique Net ID—login password—used for campus email, access to campus technology, and for accessing their online course sites through the Canvas learning management system. The student alone has access to their personal [NetID password](#). Students can manage their NetID account through the [Technology Help Desk](#) website.

Faculty design their courses to reflect individual, departmental and division expectations. There are several programs, including business transfer, math, and science, that require proctored exams, either on-campus or via an approved proctor or [testing center](#). Due to current space restrictions, BC offers limited [testing services](#) on the main campus. There is an official Pearson VUE and Certiport Test Center located at North Campus. Other than regular admissions fees, there is no charge assessed for identity verification.

2.D.14. Distance Learning Identity Verification URLs	
NetID password	https://www.bellevuecollege.edu/netid/Default.aspx
Technology Help Desk	http://depts.bellevuecollege.edu/helpdesk/students/accounts-passwords/
Testing Center	http://www.bellevuecollege.edu/ce/test-center/
Testing Services	http://www.bellevuecollege.edu/enrollment/assessment/

Library and Information Resources

2.E.1. Access, currency, depth and breadth of library and information resources

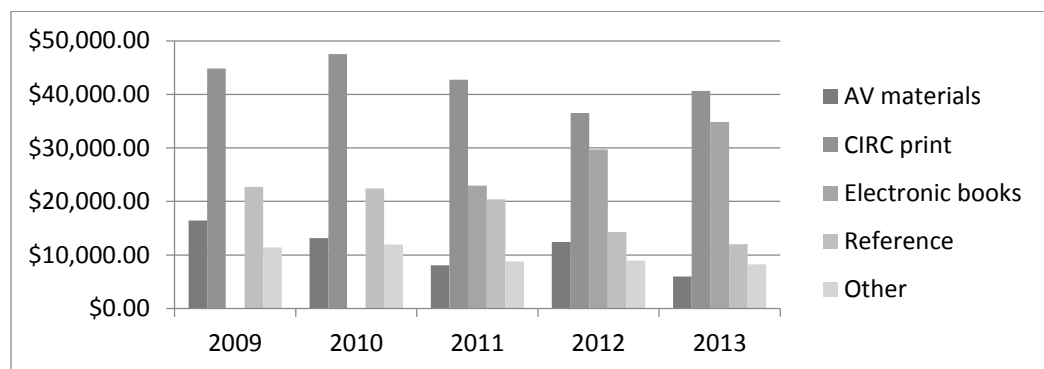
Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The Library Media Center (LMC) plays a central role in accomplishing Bellevue College's mission and goals by being student-centered and committed to teaching excellence. In order to advance the lifelong educational development of students, the LMC continually strengthens its collections and services in breadth and depth, supporting increased curricular offerings and varied instructional modes of delivery.

Beginning in fall 2007 when the Bachelor of Applied Science in Radiation and Imaging became the first baccalaureate degree offered by the college, library resources have been acquired to support higher level courses. The same is true for the Bachelor of Applied Arts in Interior Design and the Bachelor of Applied Science in Healthcare Technology and Management. The [positive comments](#) about library resources from the [Council for Interior Design Accreditation](#) (CIDA), which evaluated the Bachelor of Applied Arts Degree (BAA) for the Interior Design program in 2012 reflect the ability of the LMC collection to support program needs. As with all LMC resource acquisition, collaboration between library and discipline faculty has been key.

Supported by its [budget allocation](#), the [LMC collection](#), including books, media materials and subscriptions, has grown. This growth includes a nineteen percent increase in the [circulating print collection](#) and the addition of new [online databases](#) that bring the total to fifty-five. Institutional site licenses to several online databases are acquired through [Orbis Cascade](#), a consortium of higher education institutions in Oregon and Washington. Database use statistics are reviewed annually by librarians and faculty members before renewals. Four new online tools (LibGuides, Reference Universe, Choice, Serials Solutions) allow librarians to facilitate resource use. An inter-library loan (ILL) system expands access to print and media materials; and a [reciprocal agreement](#) allows the LMC to borrow and makes LMC materials available for loan to other institutions. [LMC records](#) show that among Washington community and technical colleges, BC lends more than it borrows. [Guidelines](#) for mailing print materials have been established to expand hard copy book access for distance education students.

Growth in collections



Access to information resources within the LMC is coordinated with Information Resources, which supports computers and wireless Internet access across the campus. Thirty-three [computer workstations](#) are available in the LMC. Two additional LMC workstations are equipped with American's with Disabilities Act software and peripherals acquired in consultation with the Disability Resource Center. In fall 2009 a Title III grant provided funds to purchase 24 laptop computers that are loaned for the entire quarter to students unable to purchase a personal computer. Students in the [Laptop Lending program](#) are identified by Multi-Cultural Services and referred to the LMC. An additional 20 laptops are available for students to check out for the day. The Media Center is the central point for the distribution of Microsoft Developer Network Academic Alliance software used in Information Technology classes and the media equipment used in field work for the Digital Media Arts classes. E-readers are also available, providing an alternative format and access to course related and leisure reading content.

[LMC facilities](#) are designed with flexibility and access in mind. The library building includes a smart classroom equipped with 36 computer workstations; and 18 study rooms used for group and individual work. The LMC is open 66 hours per week (38 hours per week during the summer quarter). The [Media Center](#), housed within the LMC provides two media rooms equipped with VCR-DVD/monitor setups and audio recorders. A 40-seat viewing room, equipped with video conferencing equipment, is the college's main facility for webinars, web conferences, hiring interviews using Skype, and Interactive Television (ITV). Classes offered by Eastern Washington University use regularly scheduled ITV sessions. [Circulation statistics](#) show increased use of equipment monitored by the Media Center for use by students, particularly the use of laptop computers which have increased by 28% since 2010-11

Access to LMC resources is available through the [LMC website](#). Voyager, the online catalog, contains information on all holdings and provides user authentication. A subscription to [QuestionPoint](#) provides students with 24x7 virtual reference service. LMC librarians also create online tutorials and tools explaining the use and special features of electronic resources. Increasingly, LMC has selected online materials with goals of immediacy and wider accessibility. Acquisition of materials in all media, including site licenses for online databases is

guided by the [LMC Collection Development Guidelines](#) in alignment with the technology expertise and infrastructure provided by the college.

Number of searches in most popular databases, fiscal years 2010-13

Number of Searches						
Source	FY 2010-2011		FY 2011-2012		FY 2012-2013	
	Number of searches	Full text articles retrieved	Number of searches	Full text articles retrieved	Number of searches	Full text articles retrieved
EBSCOHost	568,650	121,024	595,012	129,975	705,022	457,917
Gale Virtual Research Lib	8,217	9,286	7,332	11,211	16,885	119,179
Art Index	1,570	799	9,374	3,182	19,343	44,866
Science Direct	6,121	4,607	7,068	5,226	8,298	3,777

2.E.1. Access, currency, depth and breadth of library and information resources URLs	
CIDA Report	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/CIDA_report_excerpt.docx
Council for Interior Design Accreditation	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/CIDA_Report_2012.pdf
Budget Allocation	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/LMC_budget_expenses_2013.xlsx
LMC Collection	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Growth_in_collections_09-13.xlsx
Circulating Print Collection	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Growth_in_circulating_print_collection.xlsx
New Online Databases	https://collegechannel.tv/lmc/periodicals.html
Orbis Cascade	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Orbis_Cascade_Agreement_09.doc
Reciprocal Borrowing Agreement	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/LMDC_reciprocal_borrowing.doc

LMC Records	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage%20Print%20Materials%20and%20Services%202013.xlsx
Community Borrower Form	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Community_borrower_form.docx
Usage of Media Equipment and Services	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage%20of%20Media%20Equipment%20and%20Services%202013.xlsx
Laptop Lending Guidelines	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Laptop_lending_guidelines_2012.pdf
LMC Facilities	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/LMC_Brochure_13-14.pdf
The Media Center	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage_media equip events.xlsx
Circulation Statistics	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage%20of%20Media%20Equipment%20and%20Services%202013.xlsx
Library Media Center	http://www.bellevuecollege.edu/lmc/
Question Point	http://www.questionpoint.org/crs/servlet/org.oclc.ask.AskAQuestion?oclc_symbol=UKWIR
Collection Development Guidelines	https://s.bellevuecollege.edu/wp/sites/35/2014/01/CDGuidelines.pdf

2.E.2. Planning, Feedback, and Constituencies

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Resource planning for the Library Media Center (LMC) is guided by surveys; focus groups; statistical data; interactions with and suggestions from the campus community; professional resources; and advice from the Library Advisory Committee (LAC), whose members are volunteer faculty from the five academic divisions. The LAC meets quarterly with librarians and the LMC dean, discussing how to integrate information literacy into courses and develop the

library collections in depth and breadth. [Librarian liaisons](#) encourage direct faculty involvement in LMC planning by participating in division meetings. Librarians also conduct workshops through the Faculty Commons and provide leadership in [BC READS!](#), a campus-wide reading program.

In a 2013 survey, which informed decisions for changes and improvements, [students expressed satisfaction](#) with the quality of LMC resources and services. The [survey](#) showed that students find what they need in the collections and that staff members are polite and quick to assist in locating information or materials. It also indicated that computers, copiers, and media equipment are kept in good condition; study rooms are tidy and easy to find; and signage around the library is informative and helpful. An earlier [focus group](#), for students in a winter 2011 Cultural Studies class, also showed positive results. Some suggestions from that group were implemented, such as the ability to pay fines over the phone with a credit card. Other surveys include one for the [Laptop Lending Program](#) in 2013, which circulated 60 laptops, and a [survey of faculty members](#) integrating the use of library resources in their courses for the first time.

In spring 2012, librarians gathered input about the content and redesign of the LMC website through a small [usability test](#) conducted with five faculty members and students. LMC staff, working together with Information Resources (IR), has begun to implement major changes to the webpage. This project includes scheduled system work on Voyager, the LMC online catalog, which performs user authentication and is the main hub for access to online resources, and will add Primo software, used with Voyageur to enable a single search to yield information on all resources in print, online, image etc., owned or licensed by the LMC, regardless of format.

Computer purchases and plans for technology use are implemented in consultation with IR. The technical services librarian works closely with network staff in IR on access to the increasing number of electronic periodicals, books and search tools available. Policies for improved service are discussed and approved at LMC staff meetings that occur at least once a quarter.

2.E.2. Planning, Feedback, and Constituencies URLs	
Library Liaisons	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Librarian Liaisons 13-14.docx
BC READS!	https://www.bellevuecollege.edu/lmc/bc-reads/
Student Survey Responses	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Student%20Survey%20Responses%20(raw%20data)%202013.xlsx
Student Survey Comments	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Student%20Survey%20Responses%20Comments%202013.docx
Student Focus Group Questions and Responses	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Student%20focus%20groups%20questions%20and%20responses%202011.docx
Laptop Lending Program Survey Responses	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Laptop%20Title3%20survey%20results%202013.xlsx
New Faculty Library Survey	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/New%20to%20library%20faculty%20survey.docx
Usability Survey Questions	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Website%20usability%20survey%20questions%20-2012.docx

2.E.3. Instruction and Support

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Library Media Center (LMC) provides direct instruction to students in several ways: [drop-in individualized instruction](#) at the reference desk; instructor-initiated course specific [library instruction sessions](#); [online tutorials](#); class guides; and through virtual reference and QuestionPoint, a nationwide virtual reference service. Many of these resources can be accessed through the [“Ask a Librarian”](#) tab on the LMC website.

Library instruction sessions can be requested by discipline faculty and range from an overview of library collections to in-depth use of specific resources or a research process on a particular subject area. These sessions are designed by librarians in partnership with discipline faculty. In addition to providing instruction in classes, librarians hold individual consultations and conduct workshops for faculty in the use of library resources. LMC librarians also work with Eastern Washington University (EWU) faculty to provide introductory sessions during fall student orientation for EWU students, including effective library instruction for Bellevue College and EWU online resources. In order to fully support relatively-new baccalaureate programs at BC with collection growth and library instruction, the college hired a fulltime temporary baccalaureate librarian in 2014. To determine whether library instruction is targeted to the assignment being addressed, librarians conduct evaluations at the end of instruction sessions using class [evaluation form L](#) as specified in the faculty contract. Instructors who request library instruction for a class are asked to fill out the [Library Instruction Session Faculty Feedback form](#).

In 2011 the college acquired an institutional account to Turnitin.com, a plagiarism detection service that checks the originality of research papers. Librarians train faculty and students in creating accounts and submitting papers. As of spring 2012, 112 faculty created class accounts and there were 9,400 student submissions to Turnitin.

Because of varying delivery modes of teaching, the LMC website has become a significant conduit between the LMC, the faculty, students, and staff. Online resources are accessed without need for passwords if the computer used is connected to the BC network. BC librarians have created online tutorials and video tutorials on using specific databases. Teaching tools such as [LibGuides](#) have provided students access to handouts and learning objects that were used during library instruction for a particular class. Faculty teaching online or hybrid classes provide just-in-time learning for [specific databases and resources](#) through LMC-designed tutorials and guides. The Media Center produced a [video](#) for faculty on how to use equipment in an electronic classroom. Instructional tools include those prepared for specific baccalaureate courses.

2.E.3. Instruction and Support URLs	
Drop-In Individualized Instruction	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Transactions%20at%20the%20Reference%20Desk%202013.xlsx
Library Instruction Sessions	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Library%20Instruction%20Sessions%202013.xlsx
Online Resources-Tutorials	https://www.bellevuecollege.edu/lmc/bc-reads/
Ask a Librarian-Question Point	http://www.questionpoint.org/crs/servlet/org.oclc.admin.BuildForm?page=frame&institution=13150&type=2&language=1
Evaluation Form L	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Eval_form_L.pdf
Library Instruction Session Faculty Feedback Form	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Ins_faculty_feedback_form_2013.pdf
LibGuides	http://bellevuecollege.libguides.com/index.php
LMC Research	http://www.bellevuecollege.edu/lmc/research-guides/
Faculty Resource Videos	http://www.bellevuecollege.edu/lmc/faculty-resources/

2.E.4. Evaluating Quality of Information

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Library Media Center (LMC) ensures the quality and adequacy of resources through its relationships with the campus community and through the strategic use of cooperative agreements. LMC staff responds to faculty needs with formally-established and continuing [division liaison relationships](#). In partnership with discipline faculty, librarians review and analyze the collections in their assigned liaison disciplines and update the materials as needed based on curricular requirements. A librarian assigned as the Collections Development Coordinator (CDC) tracks recommendations and organizes activities to review, weed, and update collections. The CDC also coordinates the development of resource collections to support new or changed course offerings or new programs. As needed, the LMC makes [arrangements](#) for

interlibrary loan (ILL) with other institutions throughout the United States. Most often, ILL is conducted with institutions in Washington State.

[Use of library resources and services](#), [including use of media equipment and services](#), are tracked on a daily basis and data is compiled for statistical reports compiled quarterly. These reports guide decisions for areas of growth in the print and online book collections and periodical subscriptions. Statistical reports also show the use of specific online resources upon which subscription renewals are based. Traffic and service patterns from these reports influence staffing levels within the LMC

The security of online materials, in compliance with site license agreements, is maintained through stringent user authentication. Using Voyager, the LMC online catalog system; EZProxy software; and information provided by the college's Student Management System and Personnel Management System, the LMC allows only students and employees to access online materials. Students are not allowed to register for the next quarter if they have outstanding library accounts, which includes overdue fines, and books or equipment that have not been returned.

The use of Tattle-Tape security tape and security gates protects the print and media collections. Continuous shelf-reading ensures the proper location of materials. Yearly reports are generated to identify missing items, and the LMC then determines whether to purchase a replacement. The imposition of fines for overdue, lost and damaged items helps deter theft. In 2012, the LMC purchased a video surveillance system that was installed in the public areas, concentrated in the reading rooms where students are studying.

Media equipment used by students in the digital media classes is stored and tracked by the Media Center. Access to the media equipment vault is limited to Media Center staff. Data projectors and computers in classrooms are equipped with locks and security chains to deter theft. When students borrow [e-Readers](#) and [computer laptops](#), they sign a borrower's agreement.

2.E.4. Evaluating Quality of Information URLs	
Division Liaison Relationships	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Librarian_Liaisons_13-14.docx
Reciprocal Borrowing Agreement	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Reciprocal%20Borrowing%20Agreement.doc
Usage Print Materials and Services	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage%20Print%20Materials%20and%20Services%202013.xlsx
Usage of Media and Services	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Usage%20of%20Media%20Equipment%20and%20Services%202013.xlsx
e-Readers	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Kindle_circ_policy.doc
Regular Laptop Checkout	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/E,%20Library%20and%20Information%20Resources%20evidence/Regular%20Lap%20Top%20Check%20Out.pdf

Financial Resources

2.F.1. Financial Stability

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

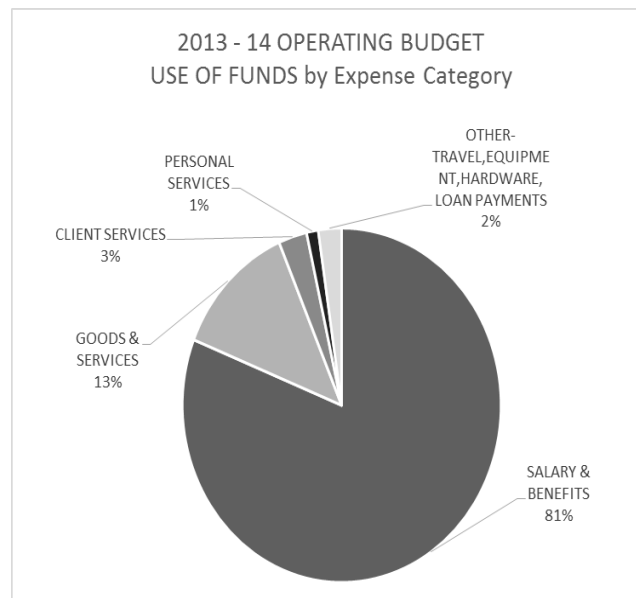
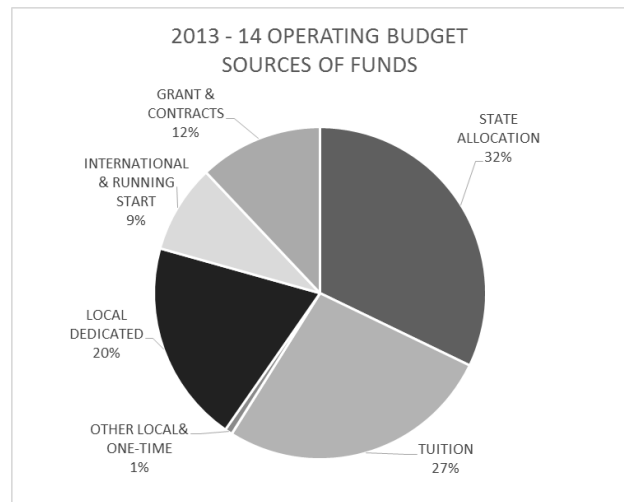
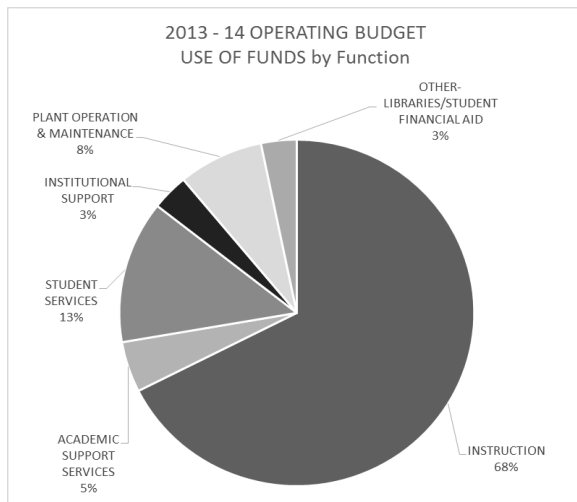
The Finance Division of the State Board for Community and Technical Colleges (SBCTC) has general accounting responsibility for the system and manages the collection, preparation, and reporting of Washington's two-year college enrollment information to state and federal agencies and the college system.

Management of Bellevue College's (BC) financial resources—including financial planning and monitoring of operating and capital budgets, reserves, investments, cash management, debt management, and transfers between funds—is delegated to the vice president for Administrative Services, who in turn assigns these duties to the directors for finance and budget. The financial practices of the college are dictated by the [State Administrative & Accounting Manual \(SAAM\)](#) and audited regularly by the State Auditor's Office.

The college maintains sufficient cash flow to meet its ongoing operational demands throughout the fiscal year. Operations are not dependent upon any one source of funding. Revenues for the [2013-2014 operating budget](#) are comprised of state allocated funds; tuition and fees; contracted learning; and locally generated, proprietary funds from self-supporting operational units, including bookstore sales and facility rentals.

The college maintains adequate financial reserves to meet reasonable unforeseen demands arising from interruptions in revenue or unexpected expenses during the fiscal year. The Board of Trustees mandates 15 percent of the operating budget as a minimum emergency reserve and 3 percent of the operating budget as a contingency reserve. Strong enrollments have allowed the college to maintain a higher reserve balance, providing protection against enrollment decline and economic downturn. At current levels, the college could function during a catastrophic interruption of up to three months. Reserve funds are, by law, held in pooled investment accounts managed by Washington's Office of Financial Management.

The college maintains prudent expenditure practices, strict internal controls, and thorough budget oversight. It is these controls, in addition to healthy contingency reserves and the proper alignment of expenditures with revenue, that have kept the college financially solvent—able to meet current obligations, as well as implement new initiatives. [Financial ratios](#) developed by the State Board for Community and Technical Colleges are distributed each year; comparisons with colleges of comparable size demonstrate that the college has adequate reserves and is prudently managed.



2.F.1. Financial Stability URLs	
State Administrative and Accounting Manual	http://www.ofm.wa.gov/policy/default.asp
SBCTC Financial Ratios	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/SBCTC_FinRatioAnalysis_BC.xls

2.F.2. Resource Planning

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

With one of the lowest ratios of state operating allocation to total operating budget among Washington's community colleges (32 percent for FY 2013-2014), Bellevue College has had to leverage resources and diversify funding sources. The college has sustained and expanded its services with local operating funds derived from student tuition; local fees from international, Running Start and continuing education students; local funds from excess enrollment; and receipts from auxiliary services, grants, contracts, and philanthropy. Building the annual operating budget is an iterative process that begins in December. With campus-wide input, and in consultation with the Planning Council, the President's Cabinet prioritizes budget proposals consistent with the institution's mission and goals. Simultaneously, the finance department estimates future revenue, primarily analyzing state allocations, enrollments, and tuition levels. A final budget is presented to the Board of Trustees for adoption at their June meeting.

BC's auxiliary services are expected to cover all operational costs. These services include the bookstore, food services, Early Learning Center, facility rentals, events and catering, and parking services. The college also collects course and lab fees designed to recover costs associated with in-class instruction for a class or program. These fees are reviewed annually by each department; in recent years, BC has been able to hold these fees constant and in some cases to reduce them.

Enrollment management has become critical as state allocations have dwindled and budgets have been reduced. Enrollment management strategies are a common topic at meetings of the Instructional Cabinet, Planning Council, and President's Cabinet. Revenue producing strategies include admission policies, retention strategies, financial aid awards, and outreach and marketing targeted at potential students. The vice president of Instruction coordinates with staff members and division deans to review enrollments and manage schedules for efficiency. This work includes setting and reviewing annual targets and a quarterly analysis of enrollments. By identifying unmet demand or under enrolled classes, the college can add or subtract classes, a process that serves students and maintains overall budgeting efficiency.

Revenue from grants and contracts is growing and has become a key component of the college's fiscal health. [Grants and contracts revenue for FY 2013-14](#) is expected to surpass \$16 million. Running Start and International Student Programs, also contribute revenue, nearly 8.6 percent of college operating funds. The college manages grant activities under the leadership of the vice president for Economic and Workforce Development, working to strategically prioritize and balance college resources with grant opportunities. BC has committed financial resources to the grants office to improve support for new programs and activities.

Gifts to support the college are solicited by the Bellevue College Foundation, which observes state and federal law, proper accounting standards, and donor wishes. Many contributions are designated by donors for scholarships and specific educational or student programs; advancement staff and the foundation board coordinate closely with administration and donors to secure gifts that will address the goals of the college, including current and future student financial needs. The college recognizes the increasing role philanthropy will play in its resource planning and development, and the [foundation's strategic planning](#) correlates closely with that of the college overall.

2.F.2. Resource Planning URLs	
Grants and Contact Revenue 13-14	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/List%20of%20Grants%20and%20Contracts%202013-14.xlsx
Bellevue College Foundation Strategic Plan	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/List%20of%20Grants%20and%20Contracts%202013-14.xlsx

2.F.3. Financial Policies

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Bellevue College uses an accounting model common to institutions participating in the Washington State Board for Community and Technical Colleges system. The financial practices of the college are dictated by the [State Administrative & Accounting Manual \(SAAM\)](#), and college financials are audited annually by the state auditor's office as part of the statewide single audit. The SAAM clearly defines policies, guidelines, and processes for financial planning and budget development. The finance department regularly reviews internal controls and compliance with BC policies and procedures.

A thorough and collaborative budget development process is conducted before a recommendation is made to the president. Steps include the development of annual planning

assumptions and priorities, review by the Planning Council, discussions with educational leadership, solicitation from employees for funding requests, discussion of budget priorities, several all-campus forums, and posting of a draft budget. The president forwards a balanced budget proposal to the Board of Trustees, which considers it for adoption at its June meeting.

2.F.3. Financial Policies URLs	
State Administrative and Accounting Manual	http://www.ofm.wa.gov/policy/default.asp

2.F.4. Accounting

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally-accepted accounting principles and through its reliance on an effective system of internal controls.

Bellevue College accounting processes are administered using accounting policies and procedures established by the Washington Office of Financial Management. The state-wide single audit and consolidated financial statement are in compliance with Generally Accepted Accounting Principles for governmental entities. Appropriate college investments are governed by the Revised Code of Washington. State accounting guidelines are also provided by the State Board for Community and Technical Colleges (SBCTC) in the [Fiscal Affairs Manual](#).

Accurate accounting is assisted by the use of specialized software developed for and used by institutions within the SBCTC system. This integrated financial management system supports customized local reports, which can be used to alert fiscal services staff to potential problems. The SBCTC performs monthly reconciliation and identifies errors for college staff so corrections can occur quickly.

BC policies, internal controls, staffing, and established procedures ensure timely and accurate financial information for external reporting and for college staff with budget responsibility. Finance office staff maintain desk procedures and participate in training provided by SBCTC. Finance staff also collaborate with SBCTC-guided efforts to revise and maintain the Fiscal Affairs Manual and use procedures to ensure daily transactions are compliant with state and college policies and procedures. Procedures include redundancies and built-in checks and balances, which help to detect potential fraud and material mistakes early.

2.F.4. Accounting URLs	
Fiscal Affairs Manual	http://apps.sbctc.edu/FAM/

2.F.5. Budgets Reflect Mission

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Minor repairs, [small capital improvements](#), and a preventive maintenance schedule are reviewed weekly by the vice president of Administrative Services and staff. Projects are scrutinized for value to the institution, total cost of ownership, and viable alternatives. For larger capital projects (more than \$100k but less than \$1m), formal requests, which must be tied to the institutional mission and core themes, are submitted by members of the campus community. These requests are considered at Planning Council and President's Cabinet meetings.

Major capital projects (more than \$1m) are carefully considered as part of the institution's master planning process. A [ten-year capital plan](#) provides a rolling schedule of potential projects. Major projects are also reviewed both internally and externally during the biennial request for state funding during which projects compete through a rigorous application and [submission process facilitated by the State Board](#) for Community and Technical Colleges. A [facility condition survey](#) is conducted annually by a third party. Analysis of the resulting data helps guide college decisions about significant investment in renovations, replacement, and repairs.

[Policy 7120](#), Debt Service Limit, restricts annual debt service to no more than 7.5 percent of the operating budget. This policy follows the state's Article 6, RCW 28B.40.140, specifying the procedures of the Office of the State Treasurer on capital debt issuance. Capital debt is reviewed by the Board of Trustees and reported in the college's annual budget plan. A [capital budget](#) is maintained in the finance department. All capital acquisitions require approval by the Board of Trustees, the SBCTC, and the legislature, prior to the Office of the State Treasurer bond issuance.

The college maintains [debt service schedules](#) for three years and reviews them annually. The vice president of Administrative Services and the executive director of finance and auxiliary services monitor debt service and schedule of obligations that extend over the life of the bonds.

2.F.5. Budgets Reflect Mission URLs	
Small Capital Improvements	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/Small%20Capital%20Improvements%20and%20Repairs%203%2005%2014.xlsx
Ten-Year Capital Plan	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/Ten%20Year%20Capital%20Plan.xlsx
Facility Condition Survey 2013	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/Facility%20Condition%20Survey.pdf
Policy 7120 Debt Service Limit	https://www.bellevuecollege.edu/policies/7/7120%20Debt%20Service%20Limit%20Policy.asp
Capital Budget 2013-15	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/Capital%20Budget%20Sheet.xlsx
Debt Service Schedules	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/F,%20Financial%20Resources%20evidence/Debt%20Schedule.xlsx

2.F.6. Auxiliary Operations

The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Bellevue College auxiliary enterprises do not require funding beyond their revenues to balance their budgets, and the college is not dependent on these services to balance its general budget. Auxiliary services—BC bookstore, food services, Early Learning Center, events and catering, facility rentals, and parking services—are budgeted and monitored on the same basis as state-funded operations and are charged an overhead amount by the college for operations and facilities. While auxiliary services are expected to be financially self-supporting, an enterprise may, on occasion, fail to earn revenues sufficient to cover its costs. If an auxiliary service continually demonstrates an inability to meet operating expenses, Administrative Services staff will review the operation and make a recommendation for continued institutional support.

2.F.7. External Audit

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally-qualified personnel in accordance with generally-accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Because Bellevue College is a division of the state government, college financials have been included in an annual statewide single audit, which has met all federal grant audit requirements. Where the college's financial results are material to the state's results, the state auditor's office has conducted on-site audits for these balances. Several federal, state and private grants require program audits by their granting organizations at various times. Annually the State Board for Community and Technical Colleges (SBCTC) provides performance and compliance reviews for programs it oversees. 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 Bellevue College Foundation, a separate 501(c)(3) organization, conducts an annual independent audit, which it shares 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.

BC follows the Washington Office of Financial Management guidelines for internal control and safeguarding assets. The guidelines require an annual assessment to identify areas of concern or potential risk. Because the college has not had a dedicated internal auditor to conduct internal audits, the accounting manager and staff from the finance department have performed annual internal control reviews and cash counts for high risk departments. The college plans to hire an international auditor. In addition, BC participates in a regular annual external audit operations review, performed by qualified personnel from the SBCTC. Their charge is to "ensure consistency in record keeping and reporting and to assure adherence to State Board policies and guidelines as well as compliance with federal laws, regulations and grant provisions."

2.F.8. Ethics of Fundraising

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Bellevue College has a formal relationship with the [Bellevue College Foundation](#) for fundraising activities. The relationship between the college and the foundation is governed by a [written](#)

[agreement](#) that covers the purpose and goals of the foundation and defines how it supports the college's vision, mission, and goals.

The foundation regularly aligns its fundraising activities with the mission of the college. The college president and key staff share the strategic direction for the college at the foundation's annual retreat so that fundraising activities advance the college's mission and current objectives. The Foundation Board adopts a strategic plan that supports BC and is consistent with the college's own strategic initiatives. A college trustee serves as liaison to the foundation, and the trustee and college president are invited to all meetings of the foundation board.

The foundation files a license for charitable solicitation each year with Washington State. Its bylaws are regularly reviewed and updated, and it operates under the suggested ethical policies of the Association for Fundraising Professionals. The foundation complies with all governmental requirements and follows standard procedures for not-for-profit organizations. The foundation is classified as a 501(c)(3) charitable organization and files an IRS Form 990 annually to maintain that status.

Additionally, the Foundation Board commissions an annual audit performed by an external firm of licensed certified public accountants to ensure compliance with rules and regulations and to confirm that the organization is upholding professional and ethical expectations set forth by the board of directors, the college, and state and federal laws, rules, and regulations.

2.F.8. Ethics of Fundraising URLs	
Bellevue College Foundation	http://www.bellevuecollege.edu/foundation/who-we-are/
Written Agreement between BC and BC Foundation	https://go.mybcc.net/ia/foundation/Accreditation%20Documents/Foundation%20Agreement%20with%20Bellevue%20College%20-%20signed%20by%20Shay%20in%202005.pdf

Physical and Technological Infrastructure

2.G.1. Physical Facilities

Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Bellevue College (BC) operates and maintains physical facilities that serve the needs of the institution's educational programs, support services, and other mission-related activities. Qualified staff members are charged with the responsibility of planning, constructing, renovating, and maintaining the college's physical facilities. Goals and objectives for the physical campus are developed through a master planning process and articulated in a [Ten-Year Capital Plan](#). The plan, spanning 2013-2023, describes active and future construction projects in excess of \$64 million, including the construction of a new Health Sciences Building (70,000 square feet) and development of a new campus, the [Issaquah Center](#).

Physical Plant Operations, reporting to Administrative Services, provides a clean, safe, and attractive environment for all members of the college community. In recent years, BC has addressed both environmental and safety issues. The college has increased focus on sustainable development and has adopted principles of sustainability as part of building objectives. A number of actions, both major and incremental, have been taken to reduce injuries, adding up to a noticeable improvement in working conditions. Physical facilities are maintained, inspected, and evaluated regularly by in-house employees, contracted services, and professional consultants, and a [Facilities Condition Survey](#) is conducted on a regular basis by the State Board for Community and Technical Colleges. A budget of approximately two percent of the replacement value of the physical plant is set aside annually to be spent on facilities renewal. Approximately 20 percent of that budget is spent on ongoing improvements such as roads, parking, roofs, plumbing, etc.

At the onset of a major project, a building or planning committee is formed under the leadership of a senior staff member and made up of future users, facilities and/or Information Resources staff, financial staff, and other campus representatives. Committees define the programmatic needs that projects are meant to satisfy and work with architects, construction managers, and facilities staff to realize those needs within the college's financial plan. Physical Plant Operations is responsible for the day-to-day details of all construction projects, including budget, permits, legal requirements, and sustainability criteria.

In-house personnel within Physical Plant Operations coordinate regular operations, such as: administration and administrative support, carpentry, electrical, plumbing, keys, and locks.

Custodial and grounds services are also in-house. Pest control, waste removal activities, specialized landscaping, large scale painting, carpet installation, and major renovations are contracted out. Consultants are also regularly utilized for architectural, engineering, and construction-related matters.

Routine maintenance is scheduled through general observation. Preventive maintenance is monitored to extend the life expectancy of the college's infrastructure. Scheduled work entails several categories including work orders based on hours of use, mileage, or periodicity; emergency or service work orders due to malfunctioning elements; and specific, assigned work ranging from minor renovations to support services. This type of work is completed by a combination of outside contractors and BC's in-house workforce. Physical Plant Operations tracks maintenance items through the Database of Deferred Maintenance, prioritizing according to status and availability of funds.

2.G.1. Physical Facilities URLs	
Ten Year Capital Plan	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/Ten%20Year%20Capital%20Plan.xlsx
Issaquah Center	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/Issaquah%20Center%20SDP.pdf
Facilities Condition Survey	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/Facility%20Condition%20Survey.pdf

2.G.2. Manage Hazardous Materials

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The vice president of Administrative Services is responsible for safety and environmental compliance. A staff member who reports to the executive director of Physical Plant Operations is responsible for safety, including Occupational Safety and Health Administration (OSHA) compliance. Chemical, biological, and radiation safety is the responsibility of a faculty member in the Chemistry Department. The Safety Committee, convened by the executive director of Physical Plant Operations, meets regularly. Its purpose is "To work toward a safe and healthful environment at the college for all faculty, staff, students, and visitors; and to oversee health and safety issues for the campus."

The college's trades personnel hold bi-weekly safety meetings. When an incident occurs, the employee(s) involved immediately completes an Accident or Injury Report for either [employees](#) or [students/visitors](#), which is submitted to Human Resources. Within three days of the incident, a supervisor must complete an [Accident Investigation Report Form](#), which ensures that the matter is addressed in a timely manner. The form, submitted to the executive director of Physical Plant Operations, describes the incident, safety issues that may be raised, and possible corrective action. Use of this form has increased awareness and improved responses to safety issues.

Physical Plant Operations provides extensive safety training, including training under OSHA guidelines. In 2013, all trades personnel received OSHA "general industry" training for which they received their ten-hour OSHA card. Facilities employees typically receive three to four hours of OSHA-related training each year, which addresses hazardous materials, communications, fire extinguishers, blood-borne pathogens, and general safety, and includes regulatory compliance training for universal waste, and for spill prevention, control, and countermeasures. In addition, facilities personnel annually receive training for confined space and lockout/tagout procedures. Additional training is periodically provided for back safety and ergonomics.

All buildings are equipped with fire suppression systems and fire alarms wired to the Public Safety Office, which is staffed around the clock. The college conducts annual fire alarm confidence and fire extinguisher testing.

2.G.2. Manage Hazardous Materials URLs	
Accident Investigation Report	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/Accident%20Investigation%20Report%20Form.pdf

2.G.3. Facilities Master Plan

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Washington's State Board for Community and Technical Colleges requires each member institution to submit a master plan that addresses long-term building and planning needs. Bellevue College's [master plan](#) was most recently updated in 2008.

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 should be 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.

2.G.3. Facilities Master Plan URLs	
BC Master Plan 2008	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/Master%20Plan%202008-18.pdf

2.G.4. Equipment

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

Academic and non-academic departments assume primary responsibility for ensuring equipment meets the needs of programs, students, and employees. Equipment requirements are incorporated into facilities construction projects, new program development, and as new employee positions are created. Equipment upgrades and replacements are considered and prioritized during the annual budget process.

The technology infrastructure is monitored, maintained, and upgraded by Information Resources staff on an ongoing basis. This includes the platforms for delivering instruction at a distance as well as classroom equipment, software, and network connections.

In selected cases, instructional programs requiring specific equipment needs may utilize direct fee charges to students who benefit directly from such equipment.

2.G.5. Technology Systems

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

Priorities for the development of technology at Bellevue College are based on the goal of increasing student success. Information Resources (IR) has developed a strategy to build and strengthen the campus's technology infrastructure, adapting to available resources and preparing for the post-PC era. IR has adequate capability to meet the college's mission. Students have

access to more than 1,200 computers located in the Library Media Center (LMC) and in 54 computer labs across campus, including the writing, reading, and math labs. The largest of these, the Open Lab, is equipped with 250 computers. These facilities, along with a wireless network that students can access with their own devices, provide Internet connectivity.

Every full-time employee who needs a computer is provided with one. Currently, more than 1,000 computers are assigned to college employees. Part-time faculty members have access to computer stations in division offices or part-time faculty offices. IR manages 250 servers and 3,000 computers, 150 network switches, and 100 smart classrooms. Computer labs and smart classrooms are dispersed across campus to provide the widest access to students. Labs and smart classroom locations are determined by the program utilizing them, based on available space. Computer labs and smart classrooms are designed and implemented with faculty and staff input; and software needs are determined by faculty members. All computer labs meet Americans with Disabilities Act and Section 508 accessibility requirements, with compliant workstations available in the Open Lab and the LMC. BC has taken a strong stand in allowing only accessible technology services to be acquired by the college. All vendors and service providers must provide proof of their compliance with Section 508 federal guidelines. Students have access to campus computers seven days a week with extended hours during finals week. All buildings and open areas between buildings have wireless access.

IR has worked closely with the director of the [Faculty Commons](#) and the Faculty Commons Council to develop an exploration lab where faculty can test new technologies and, in collaboration with IR, design ways to infuse technology into classrooms. In 2012, IR worked alongside faculty to migrate from the previous learning management system (LMS) to Canvas, a more accessible system. The college has reduced fees charged to students using the LMS and no longer charges for hybrid and web supported classes. Only courses conducted 100 percent online have an attached fee.

Television Services manages a television studio, editing suites and cable distribution of the college channel. [Channel 28](#) can reach more than 550,000 homes through the Comcast system. [KBCS](#), the radio station, moved its broadcast antenna to the top of Cougar Mountain which will potentially add more than one million new listeners. KBCS complies with Equal Employment Opportunity requirements, established by the Federal Communications Commission, by participating in job fairs, offering internships, and other activities.

2.G.5. Technology Systems URLs	
Faculty Commons	http://www.bellevuecollege.edu/facultycommons/
BC Television Channel 28	http://collegechannel.tv/
BC Radio KBCS	http://kbcs.fm/about/

2.G.6. Technology Instruction

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Information Resources (IR) supports the [Technology Learning & Connections Center](#), which offers a variety of instruction in computer-related technologies for faculty and staff. Class formats range from informational seminars to hands-on training in classrooms to technology workshops that offer the opportunity to actively explore software. Classes include topics in Canvas, Windows, Microsoft Office, Adobe applications, and web content management. IR staff also provides additional help, testing, and evaluation for all supported computer applications. The Technology Learning & Connections Center maintains walk-in support at a dedicated space—the training lab in A109. Current class listings are found on a [training calendar](#).

IR subscribes to several services that provide ongoing professional development opportunities. The Microsoft IT Academy and Lynda.com are two examples. Training opportunities are selected based on the strategic direction of the college. Emphasis is placed on skills and technologies that enhance student success and strengthen the pluralism commitment of the college. Office self-guide tutorials and other educational resources are available on the [Technology Resources](#) website.

All student computing, administrative computing, servers, networks, phone systems, data and web integration services, audiovisual, television services and the KBCS radio station are part of IR. Collaboration and communication between IR units are strengthened through the coordinated work of unit leaders under the direction of the vice president of IR. Critical communication between IR and other campus divisions and units is facilitated by the vice president of IR, who serves on President's Cabinet and Educational Services Cabinet. Cross-campus committee membership by staff members ensures that IR provides services essential to meet the college mission and goals. The vice president of IR maintains strong ties to the community college system as well as national organizations such as Educause.

2.G.6. Technology Instruction URLs	
Technology Learning and Connections Center	http://depts.bellevuecollege.edu/helpdesk/training/
Technology Training Calendar	http://depts.bellevuecollege.edu/helpdesk/training/training-calendar/
Technology Resources Website	http://depts.bellevuecollege.edu/helpdesk/kb/technology-resources/

2.G.7. Technology Planning

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

All Information Resources (IR) staff participate in the planning process based upon the vision and [strategic plan](#) proposed by the vice president of Information Resources. Planning is linked to the college's mission and the Bellevue College strategic plan with an emphasis on providing user-centric services. The IR plan is based on three foundational layers: infrastructure, information, and interaction. The infrastructure layer, which includes network services, supports the other two. Information architecture encompasses all methods of providing information, web services, applications, television and media services, and radio broadcast services. The interaction, or data architecture, layer runs between the two and facilitates research, transactions, and the provision of services.

The State Board for Community and Technical Colleges (SBCTC) completed a request for proposals in 2012 to replace the aging administrative system used by the 34 member colleges. The new Enterprise Resource Planning (ERP) system, named ctcLink, is a component of the state's strategic technology plan, which aligns with the college's plans. Implementation will occur in waves over the next four years; BC's implementation is [scheduled](#) for spring 2017. The ctcLink project provides an entirely new set of integrated software tools for student administration, academics, student finance, college financials, HR/payroll and data/reporting. As the 30+ year-old legacy software is retired and replaced with the new system, all 34 colleges will need to redesign and align current business processes with streamlined, standardized practices. The college has begun [active planning](#) for the project by hiring a full-time project manager and establishing both a core team, with a sponsor and policy stakeholders; and a subject-matter-expert team to address the many functional and process area improvements that will be necessary for a successful transition. In order to effectively and consistently respond to those needs, BC is focused on developing competency and experience in the discipline of process improvement itself. The college has adopted the Lean Process Improvement framework, which includes oversight and operational teams.

All IR departments participate in an annual continuous improvement process as part of the division's planning. IR conducts open forum sessions, surveys, 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 Advisory Committee](#) (TAC). The committee meets once a quarter to review new [technology requests](#) and update students, faculty and staff.

IR offers a wide variety of opportunities for employees and students to participate in the planning and development of resources and services. The following committees provide advice and recommendations to IR:

- TAC—students, faculty, staff and administrators advise the vice president of IR on technology strategies
- 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.
- Educational Services Cabinet
- President’s Cabinet

IR is working on a Service Catalog, which will list services provided to the campus and will be available online. The Service Catalog will outline types of service, availability, eligibility, and mode of request. Requests for existing services are routed through the Technology Help Desk. Requests for new services are routed through the office of the vice president of Information Resources.

2.G.7. Technology Planning URLs	
Strategic Plan	http://www.bellevuecollege.edu/ir/strategic-plan/
ctcLink Implementation Schedule	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/IR%20ctcLink%20Timeline.png
ctcLink College Team Roles	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/IR%20ctcLink%20TeamRolesDocument.docx
Technology Advisory Committee	https://go.mybcc.net/ir/committees/tac/default.aspx
Technology Requests	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/IR%20STF%20Request%20Form.docx

2.G.8. Updates and Replacements

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Information Resources (IR) has primary responsibility for the acquisition, distribution, and support of technology resources on campus. This organization ensures interoperability between technology resources deployed on campus, maximizes purchasing power for campus units, and encourages consultation with technically knowledgeable support personnel.

The college provides technology hardware sufficient for each campus user to accomplish individual work tasks, including computers and computing devices, telephones and access to the college network and wider Internet. Campus users may [request upgrades](#), changes, additions to

or enhancements of their telecommunications hardware and software at any time through their supervisor.

2.G.8. Updates and Replacements URLs	
Capital Refresh Plan	https://go.mybcc.net/effectiveness/accreditation/drafts/Documents/G,%20Physical%20and%20Technological%20Infrastructure%20evidence/IR%20-%20Desktop%20Computer%20Capital%20Refresh%20Plan%20for%20Students,%20Faculty%20and%20Staff.docx