

Northwest Commission on Colleges and Universities

**A Full-Scale
Evaluation Committee Report**

**Bellevue Community College
Bellevue, Washington**

October 10 – 12, 2005

*A Confidential Report Prepared by the Evaluation Committee for the
Northwest Commission on Colleges and Universities*

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Table of Contents

Introduction.....	<i>i</i>
Eligibility Requirements	<i>ii</i>
1. Institutional Mission and Goals, Planning and Effectiveness.....	1
2. Effectiveness	3
3. Students.....	17
4. Faculty.....	22
5. Library and Information Resources	24
6. Governance and Administration	28
7. Finance.....	31
8. Physical Resources.....	35
9. Institutional Integrity	38
Commendations	39
Recommendations.....	40

INTRODUCTION

An evaluation committee of 10 members from the Northwest Commission on Colleges and Universities visited Bellevue Community College (BCC) from October 10 – 12, 2005. Dr. Sandra Elman, President, from the staff of the Commission, assisted the team.

BCC was granted initial accreditation in 1970. Prior to the current visit, the last full-scale evaluation took place in 1995. A progress report was accepted in June of 1997, and a regular interim visit was conducted in 2000. The college has kept the Commission staff informed of its proposed substantive changes and proposed new degree programs.

The evaluation committee acknowledges the considerable amount of work that went into the preparation of the *Self Study*. It was thoughtfully organized, clearly followed the standards, made it easy for readers to understand what the college sees as its strengths and challenges, and reflected honestly what the committee found when it arrived on campus. As BCC considers how it can improve its next *Self Study*, the committee proposes that the college attempt to make sure the analysis at the end of each standard relates to the narrative which preceded it and make it simpler for the reader to use the Appendices. They were often illuminating, but readers found it difficult to go back and forth between the two documents. Finally, BCC is encouraged to use fully its ongoing assessment activities to provide data on how the college uses information about student outcomes to improve instructional, student service, and administrative departments. The committee believes that the current *Self Study* meets the requirements of the Commission.

The evaluation committee met with members of the Board of Trustees, faculty, staff, administration, and student body in order to validate the findings in the *Self Study* and to confirm that BCC meets the eligibility requirements and the standards of the Commission. Individual, small group, and large group meetings were held. Documents were requested and reviewed.

Team members wish to thank the entire college community for our warm reception and the many kindnesses shown to us as we visited the campus, its departments, and their faculty and students. We appreciated the team room and its exhibits.

The evaluation committee commends Bellevue Community College for fostering a college climate where students, faculty, staff, and administrators thrive; respect, commitment, and collaboration are palpable. College strengths include constantly improving internal communication and vibrant shared governance. These systems permitted the entire community to collaborate successfully on difficult budget reduction decisions.

The evaluation committee commends Bellevue Community College for its mission driven, entrepreneurial spirit; it values, seeks out, and supports innovation.

Eligibility Requirements

The evaluation committee found that Bellevue Community College meets all of the Commission's 20 eligibility requirements.

1. BCC derives formal authority and the ability to offer degrees from the Washington Community College Act of 1967.
2. As part of strategic planning, BCC has reviewed and updated its mission and goals; they are approved by the college's Board of Trustees. BCC's purpose is to serve the educational interest of its students, and its principal programs lead to Associate degrees. Budgets follow planning, and income is used to support mission and goals.
3. BCC is governed and administered with integrity. Its policies honor individuals and foster a climate where all members of the community will be free from harassment or discrimination.
4. The Board of Trustees is the governing board for BCC. Its five members are appointed by the Governor, and they have no contractual, employment, or personal financial interest in the college.
5. The college president is a full-time employee, and she is appointed by the board.
6. BCC provides the administrative and support services necessary to achieve its mission and meet its goals.
7. BCC employs a core of full-time, professionally qualified faculty. Faculty are deeply involved in the formulation of institutional policy, and they participate in academic planning, curriculum development and review, academic advising, institutional governance and are evaluated in a periodic and systematic manner.
8. BCC offers educational programs leading to a number of Associate degrees. These programs are congruent with the college's mission, are based on recognized fields of study, are of sufficient content and length, are effective in the use of library and information resources, and are at appropriate levels of quality and rigor. Specialized programs leading to the award of professional/technical degrees are accredited by appropriate professional agencies.
9. BCC's transfer Associate degree programs require a substantial and coherent component of general education. The college's professional and technical degrees have a general education component, and certificate programs of a year or more in length require a core of related instruction.
10. BCC provides library and learning resources for students and faculty appropriate to its mission. The library provides access to extensive electronic resources and provides instruction on its use.
11. BCC adheres to the principles of academic freedom in its policies and in its practices.
12. BCC identifies and publishes the expected learning outcomes for each of its degrees and certificate programs. Further it demonstrates that students who complete their programs will achieve these outcomes.
13. BCC publishes its student admission policy. It is an open admission institution with selective eligibility and special admissions procedures for a limited number of programs. Adherence to the policies is monitored by faculty and administration.

14. BCC strives to publish in its catalog and on electronic sources accurate and current information describing its purposes; admissions requirements and procedures; academic rules and regulations affecting students; programs, course, and degree requirements; costs and refund policies; student rights and responsibilities including grievance procedures; and other items relative to attending or withdrawing from the college.
15. BCC has established and can demonstrate a stable funding base, a financial planning process tied to institutional mission and goals, a balanced budget, and a responsible level of debt.
16. BCC's financial practices and records are audited by the state auditor. College officials review recommendations or findings in the audit report and management letter and make adjustments as necessary.
17. BCC systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies.
18. BCC has offered educational programs since 1966, has been accredited since 1970, and has maintained that accreditation continuously.
19. BCC discloses to the Northwest Commission on Colleges and Universities any and all information which the Commission may require to carry out its evaluation and accreditation functions.
20. BCC states that it accepts the standards and policies of the Commission and agrees to comply with them. The college states that it understands and agrees that the Commission may communicate to agencies or to the public information pertaining to the college's accreditation status.

1. Institutional Mission and Goals, Planning and Effectiveness

Mission and Goals

Bellevue Community College has a mission statement and institutional goals which are widely understood by the campus community. They were developed as a part of the college's strategic planning process with wide input from members of constituent groups. They were adopted by the Board of Trustees in October 2003. The mission appears in appropriate publications, including on page 3 of the 2005-2006 *Catalog*. It also appears in the schedule of classes, in annual reports, and on the walls of many classrooms and offices around campus.

Individuals take great pride in sharing the college's progress on accomplishing its mission and goals. Examples include regular progress reports to the Board, reports to the President's Staff, electronic posts to shared folders, countless oral and written reports to stakeholders on and off campus, performance reports to the State Board for Community and Technical Colleges (SBCTC), and the annual report published by the Institutional Advancement area.

BCC's goals are consistent with its mission and with its human, physical, and financial resources. This is particularly important in light of the fact that the college has had to reduce its budget by millions of dollars in each of the last three fiscal years. Goals have been developed using language that makes them relatively simple to assess. Even in light of shrinking resources overall, the college decided to devote over \$100,000 to some of its most significant goals such as the pluralism effort, the technology goal, and the Center for Liberal Arts.

The mission and goals give direction to the college's educational activities including admissions policies, selection of faculty, the allocation of resources, and planning. Finally, BCC reviews with the Commission contemplated changes that would alter its mission or to offer a degree at a higher level than is included in its present accreditation. Consistent with the intent of the SBCTC, Bellevue Community College is currently seeking to add a bachelor's degree in radiologic technology, and it has informed the Commission of its entering into competition with other colleges in the system to offer the degree.

Planning and Effectiveness

BCC engages in long range planning to achieve its goals and evaluates how well and in what ways it accomplishes its mission and goals. Several committees exist in the elaborate, highly participatory shared governance structure to engage in using the results of the planning effort for broad based, continuous planning and evaluation. Outcomes are measured, and the results of these measurements lead to improvement of college programs and services.

Instructional programs, student services, and administrative areas all engage in ongoing planning and evaluation of their activities. Annual and long-term goals and objectives exist. These are reviewed by various committees and councils including the Planning Council, the Institutional Effectiveness Group, the President's staff, the Educational Services Cabinet, the All College Council, and the Curriculum Advisory Committee. Many of these groups contain representation from all campus constituencies including students.

BCC uses the results of its evaluation activities and ongoing planning processes to influence resource allocation and to improve its instructional programs, services, and activities. Each budget request to the Planning Council must be tied to a goal in the strategic plan. Even contract negotiations work to solve issues identified during planning and evaluation activities. “Interest based bargaining” has been used for several years, and the college has made great headway on several of its most complex issues using this format.

The Director of Institutional Research has tracked institutional performance indicators for almost a decade in 13 areas; examples include program degree completion, transfer student success, student retention, and employer satisfaction and career progress. Observing trends in these areas has given the college a useful tool to discover which need improvement and where successes exist and should be celebrated. The IR office provides data on these areas to the Board, the administration, and to academic departments. The college has also adopted and implemented a five-year schedule of instructional program review.

BCC provides the necessary resources for effective planning and effectiveness processes. Institutional Research provides regular and specially-requested reports to officers and departments. It provides an integral service to the many people engaged in the planning and assessment activities of the college. The college reviews its institutional research efforts, its evaluation processes, and its planning activities to document and to improve their effectiveness. As mentioned above, BCC uses information from its planning and evaluation processes to communicate evidence of institutional effectiveness to its public.

The evaluation committee commends Bellevue Community College for its outstanding planning and effectiveness processes. BCC engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad based, continuous planning and evaluation. Through its planning processes, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.

2. Educational Program and Its Effectiveness

The Standard Two report starts with a review of common findings for educational programs followed by short division reports that reflect the unique qualities of each unit. The Standard concludes with a discussion of the pertinent policies for educational programs.

General Requirements

Bellevue Community College (BCC) fulfills its mission and goals by offering collegiate level programs leading to four types of degrees: transfer, limited transfer, employment preparation, and degrees that do not transfer. BCC has three associate degrees that provide preparation for transferring to baccalaureate institutions: Associate in Arts and Sciences, Associate in Business, and two tracks for an Associate in Science. The college offers an Associate in Arts degree in 36 professional and technical program areas designed to provide students with the skills and knowledge necessary for employment in various areas, especially in the information technology and healthcare fields. The Applied Science – Technical degree is designed to prepare students for work while allowing a limited number of transfer degree programs to some baccalaureate institutions. An Associate in Essential Studies degree was approved by the Board in June, 2005 for availability beginning fall 2005. In addition, they offer 59 one-year or short-term certificates. Oversight for these credit degrees and certificates is provided by the seven instructional divisions at the college.

In general, human, physical and financial resources are sufficient to support the programs. Specific information on suggestions from divisions and departments are provided in the division reports which follow.

The educational programs and courses offered by BCC address the college's goals by providing well-designed degrees, programs, and courses. All degrees and certificates have a coherent design with clear student learning outcomes. Faculty design and develop new courses and programs in response to community needs, transfer requirements, advisory committee recommendations, business/employment needs, or student needs. All programs and courses are reviewed in a curriculum process where faculty have a major responsibility for the design, integrity, and implementation of curriculum. The process for curriculum and program design is well documented and easily available on the college's website.

BCC is committed to affording access to its educational programs and courses. The college uses a variety of means of delivery of courses including distance learning, weekend scheduling, intensive courses, and late start courses. To ensure that the quality of instruction is consistent across the various formats of instruction, the divisions and departments retain the final approval for all matters pertaining to the educational programs (e.g., design of courses, selection of instructors, and decisions regarding the appropriate format for individual courses).

Educational Program Planning and Assessment

A culture of assessment for making continuous improvements to courses and programs is part of the climate of BCC. Faculty routinely use hard data from a variety of resources, especially

student evaluations and surveys, to make improvements to enhance student learning. However, it is difficult to find systematic documentation of how hard data are used to make improvements.

There are three features common to all educational programs that illustrate the commitment to effective program planning and assessment. These features are the identification of student learning outcomes for all programs and courses, the implementation of a systematic program review process that links planning and assessment, and the use of both direct and indirect measures of student learning. Specific examples of assessments done by individual divisions are covered in those reports. Details about the assessment plan are addressed in the section on Policies at the end of this chapter.

Undergraduate Program

BCC's strong commitment to the importance of general education is demonstrated by the time and labor that has gone into the development and implementation of a general education program. The college has developed five clusters of 18 competencies that are infused throughout the curriculum. All courses have been reviewed and evaluated to determine which contain sufficient substantive material and assessments of learning to warrant acceptance as fulfilling the college's general education program. Additionally, the college has maintained the use of the distributive credits for all transfer degrees to continue to promote seamless transfer of BCC students to baccalaureate institutions.

Details about the general education and related instruction components are included in the section on Policies at the end of this chapter.

The evaluation committee commends the Bellevue Community College faculty for their commitment to the development of innovative academic programs and for their many efforts to improve pedagogy and refine curriculum.

Business Division

The Business Division offers AA degrees in General Business, Marketing Management, Office Manager, Accounting, Database Administration, Network Services, Programming and Technical Support. BCC also provides 27 specialized certificates in the business and computer technology/services areas.

Resource support is adequate for the program due in part to various grants the division has received over the years. Adding instructional podiums including computers with internet access and multi-media projection systems into existing classrooms would assist in maintaining the quality of instruction. All degrees and certificates have program outcomes. Program design coherency is regularly reviewed by faculty and by the advisory committee. The review also includes assessment information on current students and graduates, as well as on industry trends. The recent survey of employers of graduates is another example of assessing student skills after graduation. This review leads to curriculum and program revisions as evidenced by the addition of BTS 144 Personal Information Manager (Outlook) to the Administrative Assistant certificate to replace BTS 104 Keyboard & Speed Review. In addition, ACCTG 172 Computerized

Accounting Systems (QuickBooks) was added to the AA Office Manager degree. The division has found it more challenging to assess transfer students' performance in their discipline at the university level. However, anecdotal evidence from conversations with university faculty suggests BCC students are well prepared.

The programs have increased student access through online and hybrid instruction while maintaining the same standards as traditional instruction. This also includes self-paced Microsoft Office modular one-credit courses that allow students to enroll at varying number of credits and times during the term.

The Business Division faculty have a central role in program planning and assessment. Outcomes are published for all courses and programs. Assignments are linked to outcomes. Evidence shows the faculty to be well connected to their respective industries, using these relationships to stay current in industry needs as well as to revise their programs. Their advisory committees meet on a regular basis and are another source of program review and revision.

The Business Transfer program at BCC provides an Associate in Business DTA (Direct Transfer Agreement) and an Associate in Arts and Sciences degree that are designed to meet requirements allowing students to transfer to a university with junior standing. This is the largest business transfer program in the state with over 1000 students. While most students successfully transfer to the University of Washington, other major universities across the country including Stanford, Columbia and USC have accepted BCC business transfers. The degree meets the general education requirement for transfer degrees. Clear articulation and advising materials are available for all students. Because of the strong relationship the BCC Business faculty have with UW, they regularly meet with and receive information on the success of their students after transfer.

Human Development Program

The Human Development program provides instruction in basic success skills for students along with career and counseling courses. While there is no degree or certificate in this area, some of the courses do meet the general education competencies. The program provides advising and counseling for students as well. The program is staffed with counselors who are also members of the faculty. Recent reductions have reduced staff from eleven to six full-time and two part-time. This reduction has made it difficult to provide the level of service the program has delivered in the past, especially with the increase in service requests as enrollment has grown. Since faculty are off contract during the summer, it becomes more challenging to provide services during that time. The Star Project services students at risk and does so through summer. It currently is staffed by faculty "exchanging time" during the traditional academic year.

Science Division

The Science Division consists of four program areas: Engineering, Math, Physical Science, and Life Science, all of which have competent, dedicated faculty, and students who succeed in their educational goals, especially transferring to four-year institutions.

In general, the educational programs in the Science Division seem to be excellent and to be running smoothly under able administrative leadership. The students are very complimentary about the teachers and the instruction.

While in a period of successive budget cuts, it appears that resources are generally adequate to support the educational programs. However, space continues to be an issue—especially for student consultations with part-time faculty members and student study spaces. The part-time teachers are often relegated to cubicles where there is no privacy and where consultations can disturb others nearby. These space needs will be somewhat alleviated when the library moves to its new home, and further alleviated when a new science building is finished in 2009—to be home to Life Sciences and Chemistry. The quality of current classroom and lab space is adequate for the immediate future. A new greenhouse and an excellent planetarium also enhance student learning.

The Science faculty are very committed to meet the needs of the students wherever they may be, physically and intellectually. This means everything from a full line-up of developmental math courses to many courses being offered online for students who need or prefer them. There is no evidence that students perform significantly differently in online courses than in traditional classroom courses. The tests are the same or at least equivalent to the ones in traditional classes.

The part-time faculty are valued and capable. However, one issue of interest is the ratio of part-time faculty to full-time faculty. BCC has increasingly relied on part-time faculty during the recent budget cuts, and the ratio of the number of sections taught by part-time faculty vs. the number taught by full-time faculty is about opposite what BCC would like to see. Currently, almost 60% of the sections are taught by part-time faculty, and the Science Division would like to see it closer to 40%. The large number of part-time faculty increases the burden on the full-time faculty for student advising and college governance.

Both full-time and part-time faculty have access to significant faculty development opportunities and the money to pay for them. They feel free and encouraged to be innovative and creative.

The Science faculty repeatedly expressed appreciation for support staff, both within their own division (such as lab techs, advisors, and secretaries) and from other areas of the campus, such as IT and library staff. The Math Lab and Science Study Center as well as the Academic Tutoring Center seem well staffed and very helpful and available to students.

The success of BCC science and math graduates at transfer institutions is attested to anecdotally. There is some evidence that students who transfer from BCC to a university generally maintain a similar GPA and are well prepared for their upper division course work. However, of approximately 350 declared engineering majors, about 10% finish the program at BCC and fewer still attain a BS in engineering. Those who do so do well, but BCC could continue to improve student success in the future. Students feel they are very well prepared for upper division course work—even better in many cases than students who started at the 4-year universities. BCC should attempt to improve its ability to track the success of transfer students.

It would be helpful to students if the faculty would enumerate the desired learning outcomes and competencies on their course outlines.

While the faculty at BCC have bought into the need for and benefits of assessment, at least at the course level there is not enough documentation that the loop of assessment and improvement is being closed; that is, there is no systematic method of documenting how course assessment data leads to the improvement of teaching and learning. Faculty are very innovative, but the documentation that connects the assessment data to the innovations is hit and miss. There are some specific cases where assessment has led to improvements in the learning environment, but the use (or at least documentation of the use) of such assessment data to improve instruction does not seem to be ubiquitous or regularized at the individual teacher/course level.

This is not to say that instructional improvements are not being made as a result of assessment—quite the contrary. For example, the Math department gives a common final exam in the developmental math classes; the department then collectively examines the data to make sure that rigor and quality are comparable across sections (including the online sections), and to make curricular changes. But the documentation of the link between the assessment and the changes is often lacking.

The Science Division members feel that they have an unusually high level of collegiality and participation in college governance in their division, and the data bear that out. They are also actively involved in institution and community service; for example, they run a summer science camp for fifth and sixth graders, and the planetarium is often used for community and school groups.

Health Sciences, Education and Wellness Institute

The Health Sciences, Education & Wellness Institute is a unique division comprised of state-funded programs and courses and self-supported programs and courses. The Institute offers degrees, certificate programs, courses, and professional continuing education. The Director is the academic leader with responsibilities that mirror those of the academic division chairs. There are, however, expanded responsibilities because of the emphasis on the growth and development of a variety of self-funded programs such as Alcohol & Drug Counseling, Diagnostic Ultrasound, Fire Service programs, Nuclear Medicine Technology, Parent Education, Radiation Therapy, and advanced imaging certificates.

Because of the unique characteristics of nationally accredited health related programs and of those which must comply with certification/licensing regulations, there tends to be a need for more administrative support. Faculty must devote considerable time arranging affiliation agreements with health facilities, child care centers, fire services departments, and developing other community partnerships. Those in self-funded programs participate in the recruitment and marketing process. These activities depend on administrative support for them to function efficiently. Faculty feel they have expanded their workload with the loss of classified personnel.

Programs utilize instructional policies, methods, and delivery systems which are compatible with the institution's mission. Periodic evaluation under established institution policies and

procedures are clearly defined. Because of the nature of national/state professional licensing/certification standards, most programs within the Institute are familiar with and use periodic evaluations which have been expanded and enhanced by the college's institutional policies and procedures. Many faculty expressed an appreciation for their inclusion in the college's effectiveness and assessment initiative as they felt a heightened sense of community through participating in the process.

Degree and certificate programs demonstrate clear and defined objectives with content applicable to career competencies. The appropriateness of program objectives is supported by input from employers/clinical affiliates and advisory committee members.

Programs are very involved in the assessment process on a continual basis. This frequently has been a process linked to national professional accreditation or state licensing/certification which has been expanded to integrate with the college's planning and assessment initiatives. The constituents involved include students, advisory committees, employers, faculty, accrediting, licensing/certifications agencies, and college committees to name a few.

Programs and courses which are not involved in the rigor of licensing requirements tend to have less knowledge of the continual program and course assessment processes. Some faculty in these areas, while familiar with assessment concepts, couldn't articulate evidence of their implementation in their specific disciplines.

The faculty in all areas participate in the assessment process, but the role it plays in course revisions appears to be less well documented than does the clearly documented program evaluation process. Faculty, however, are making course revisions based on a variety of assessment methods.

The programs which require licensing and the passing of a national test clearly are designed to provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge. Some of the programs unregulated by licensure/national testing usually have general education competencies embedded within the curriculum.

All faculty are knowledgeable concerning the identified 18 rubrics in 5 clustered areas of general education. They continue to be involved in the implementation of the general education competencies. Universally there is high praise for the concept and the process, especially for the opportunity to become associated with the college community beyond their respective disciplines.

The Director received high praise for her leadership in supporting faculty and programs. Faculty are very talented in fostering student learning and success as documented by the exceptionally high pass rate on national professional exams and by outstanding student retention.

Social Sciences Division

The Social Sciences Division consists of nine departments, each with its own department chair: Administration of Criminal Justice, Anthropology, Economics, Ethnic and Cultural Studies,

Geography, History, Political Science and International Studies, Psychology, and Sociology. The division's primary focus is providing courses needed to meet the general education requirements of all degree programs at BCC. The division currently has one program, Administration of Criminal Justice, to allow students to complete a professional technical degree (Associate in Arts). The Administration of Criminal Justice program is completing work on a second, transfer degree program. The psychology department is also preparing articulation agreements to provide a concentration in psychology to allow BCC students to seamlessly transfer to baccalaureate programs in Washington.

With the exception of the newly created Ethnic and Cultural Studies program, all programs completed a preliminary program review in 2004. Data from the program reviews indicated that the college provides the adequate physical, budgetary, and human resources to support the programs, especially in light of the budgetary reductions of the last few years. Faculty members have the appropriate degrees and experience for teaching and scholarly activities within their fields, and programs ensure that the highest standards of professionalism are adhered to. The increasing enrollment in the division indicates that the programs provide accessible scheduling. The division has responded to the need for online instruction by creating online versions of existing courses that maintain the high standards used for campus-based instruction. New courses and programs in the division are reviewed using the college's curriculum policies and procedures.

The Social Sciences Division is committed to offering programs, courses and related learning activities to support the college's mission and strategic goals. Students are provided with a wide selection of courses across the social sciences needed to complete the distribution requirements for social sciences and the newly created general education student learning outcomes at BCC. The division is particularly strong in offering courses and related activities directed to the college's initiative in diversity and pluralism. Two specific efforts within the division, the Ethnic and Cultural Studies program and the creation of the quarterly *Coffee, Tea, and Politics* student-faculty gatherings, exemplify the innovative and collaborative approaches used by the Social Sciences Division to meet the college's pluralism goal.

One of the strengths of the division is its commitment to using innovative teaching practices that foster life-long learning opportunities. Academic Service Learning has recently become part of the division, and several programs in Social Sciences have service learning components in courses and programs. Faculty from the division regularly participate in Interdisciplinary Studies to allow students to become members of learning communities, both within the division and across divisions.

Programs in the division completed an assessment of their changes since the last accreditation visit. There was clear evidence that information from the review led to changes to the program's curriculum and individual courses. A system for a full program review was established, with two programs to be reviewed each year. Three have completed the review in the first year, and two are in the draft stage for the second year of formal program review.

Arts & Humanities Division

The Arts & Humanities Division offers a vast array of courses under the broad headings of academic transfer education, professional/technical education, and general studies. More specifically, the various instructional programs include American Studies, Applied Linguistics & Language, Art, Communication, Dance, Developmental Education (Adult Basic Education, English as a Second Language, General Education Development), Drama, English, English Language Institute, Experiential Learning, Humanities, Individual Development, Interdisciplinary Studies, Interior Design, Music, Philosophy, Speech, and World Languages (American Sign Language, Chinese, French, German, Italian, Japanese, Spanish). Furthermore, related areas and activities include an art gallery, dedicated learning labs, performing arts groups, student organizations, and student publications.

Programs in the Arts & Humanities Division are supported by sufficient human, physical, and financial resources. Leadership is provided by an experienced division chair and a cadre of hard-working program chairs, with support from a committed staff. Full- and part-time instructors possess strong credentials and a wealth of academic and practical experience. It is noted that the balance of full- to part-time faculty often poses challenges in terms of covering a myriad of non-instructional duties. Classrooms, labs, offices, rehearsal rooms, studios, and theatres generally meet the needs of the various programs. In many instances renovations and expansions to campus buildings in recent years have resulted in highly-functional, well-equipped facilities. In other cases program success has resulted in space concerns; in this regard, it is hoped that short- and long-term plans for additional renovation and expansion will be realized. Funds from a range of sources support instructional programs that are of consistently high quality.

In keeping with the college's mission, programs in the Arts & Humanities Division prepare students for transfer, employment, or college-level study. General education and majors courses articulate well with four-year institutions. The Interior Design Program provides professional/technical instruction for students preparing for work in that field. A full range of courses in Developmental English and English as a Second Language is also offered. In all program areas, there is evidence of coherent curricular design, appropriate sequencing of instruction, and effective coordination among faculty.

Degree programs in the Arts & Humanities Division are of traditional length, with the exception of Interior Design. In this program, a three-year Associate of Arts degree has been implemented in accordance with the standards of the Foundation for Interior Design Education and Research.

Faculty in the Arts & Humanities Division are consistently supported in their efforts by library and information resources personnel. Library holdings are considered by faculty to be sufficient to support instruction in the respective program areas.

Courses in the Arts & Humanities Division are available at times and in formats that are accessible to students, including day, evening, late-start, online, and telecourse offerings.

The Arts & Humanities Division subscribes to the college's assessment processes. A number of departments have completed the Five-Year Program Review, with others slated to complete this work according to a prescribed cycle. Furthermore, the Program Effectiveness Process is conducted by academic support areas on an annual basis. There is evidence of departments using data to affect program improvements, and it is expected that assessment efforts will be advanced over time as structures are refined.

The Arts & Humanities Division provides students with exposure to broad domains of knowledge. Innovative and stimulating curricular offerings are supplemented by various non-curricular programs organized and promoted by the Center for Liberal Arts.

Non-credit Developmental Education programs in the Arts & Humanities Division extend opportunities to students in Adult Basic Education, General Education Development, and English as a Second Language. The Basic Skills Lab and the Volunteer Tutor Program provide important support for these programs.

Continuing Education and Special Learning Activities

Bellevue Community College offers an extensive and exhaustive selection of continuing education offerings in response to the diverse needs of its service district. Continuing education faculty, staff, and administrators have a passion for their work, are committed to excellence, and dedicated to their students. They value collaboration, pluralism and diversity and are an integral part of the institutional mission. The result is a dynamic selection of market-driven offerings designed to meet the alternative education, professional development, life-long learning and enrichment needs of area residents.

Anchored firmly in the BCC Mission Statement, CED and other BCC department and divisions offer a wide diversity of credit and non-credit educational programming. The vast majority of continuing education and special learning activities at BCC are located in the Continuing Education Department (CED) of the Workforce Unit.

Several credit-based special learning programs are located in the Office of Instruction (OI) within the Instructional Unit. Specific credit programs offered by OI include Career Education Options, a program designed for students aged 16-20, without a high school diploma, to receive education and job skills at BCC; Tech-Prep; and College in the High School.

CED and OI play distinct roles in the organization and are housed in clearly discernable departments at an appropriate level within the organization. Both programs are led by a dean-level administrator reporting to a vice-president in the case of CED and an executive dean in the case of OI.

Continuing education offerings can be found in other parts of BCC. Highly specialized continuing education for healthcare professionals is offered in the Health Sciences, Education & Wellness Institute. The Life Science Informatics Center, located in the Workforce Division, provides learning opportunities in the field of biomedical informatics for members of the emerging, incumbent and displaced workforce. Specialized continuing education services for

dislocated workers and recipients of the State of Washington's "Work First Program" can be found in the Workforce Division.

BCC continuing education programs are delivered in various formats, at varying times and in numerous locations including the Main Campus, the North Campus, the Factoria Campus and in various community and workplace locations as well as on-line. The vast majority of BCC continuing education programs are offered at the North Campus.

CED's offerings are very comprehensive and designed to meet the professional development, life-long learning and enrichment needs of area residents. Numerous courses are provided in a variety of topic areas including the arts, business, computers & technology, health & medical, languages & travel and personal enrichment. CED continuing education offerings also contribute substantially to the ongoing training needs of area employers, enabling them to access quality training for their employees at an affordable price.

The Continuing Education Division's annual program offerings represent a substantial amount of the total enrollments at BCC and the vast majority of continuing education offerings at the college. In 2003/2004 CED enrolled 14,610 students in a variety of credit and non-credit programs. CED program enrollments are still substantially down from a few years ago when the dot.com economy was at its zenith. The resulting downturn in the local and national economy resulted in substantial reductions in staff and program offerings within the Continuing Education Division. Despite these recent cuts faculty and staff are very upbeat and positive about the future of the division. Many staff and faculty credited the leadership of the Dean of Continuing Education for his outstanding efforts during the program reduction process.

The majority of programs offered by CED are non-credit; however, several credit programs are offered as well. Examples include Real Estate, Fast Track (intensive training programs in a variety of information technology specialties), and Translation and Interpretation Certificates. CED credit programs are managed and delivered in a fashion that is consistent with the same academic standards found in credit programs offered by traditional departments at BCC.

All new credit offerings utilize the BCC course approval process including review and approval by the college's Curriculum Advisory Committee (CAC). CED administrators also consult with traditional departments and the CAC in the creation of new non-credit programs. All CED professional technical programs are part of the Annual Professional Technical Review. The Continuing Education Division is an active participant in the "Program Effectiveness Process" review process, with several goals adopted each year. Outcomes appear to be in place for all credit programs, and continuous improvement and student responsiveness are dominant themes throughout the instructional unit.

Faculty, instructional managers and administrators review both credit and non-credit programs on a frequent basis to ensure quality and responsiveness. Although the CAC does not approve non-credit programs, the CED Dean regularly informs the CAC of all new non-credit program offerings developed by CED. Full-time credit faculty often participate on the advisory committees of non-credit certificate programs, and significant efforts are made to coordinate with traditional departments.

Credit based continuing education course offerings are consistent with other credit offerings in the institution. Continuing education courses follow the same approval and modification standards as other credit programs utilizing the NWCCU standard of one-quarter hour of credit for thirty instructional hours.

Credit for prior experiential learning is offered at BCC via a portfolio-based credit course that was offered for the first time in 2005. Faculty will play a pivotal role in assessing the relationship between this experience and the course content for which credit will be offered.

Students evaluate all CED offerings and instructors. A standardized evaluation is administered, and the resulting data entered into an intranet database which allows for comparisons of all course sections and multiple courses/sections taught by individual instructors. Some program administrators do in-person interviews with program graduates to determine relevancy and effectiveness.

Evaluation of part-time continuing education faculty seems to be somewhat limited within the Continuing Education Division. Although an extensive effort is undertaken to collect student input on courses and instructors, this appears to be the only index that is utilized in the evaluation of part-time faculty. CED should review the current evaluation process of part-time faculty in order to ensure compliance with accreditation standards regarding faculty evaluation.

Continuing education at BCC is comprehensive in scope and effectively and efficiently managed. Staff and faculty are very much engaged, and the result is a wide selection of diverse offerings that are responsive to the local communities' needs; it is a model for effective continuing education.

The evaluation committee commends Bellevue Community College for its robust continuing education program. It is an extensive selection of offerings, responsive to the diverse needs of the community. Continuing education faculty, staff, and administrators are committed to excellence and dedicated to their students.

POLICIES

General Education/Related Instruction Requirements

Bellevue Community College is clearly interested in assuring that recipients of academic or transfer associate degrees receive a substantial core of general education instruction. Degree objectives are clearly defined and published in the catalog, and the campus community is actively involved in assessing how well students have acquired the general education competencies and in using the assessment data to improve the program and instruction.

Transfer degrees continue to require written communication and quantitative reasoning as well as traditional distribution requirements in humanities, social science, and natural science, in accordance with the state Direct Transfer Agreement.

However the new general education program requires that BCC students entering Winter Quarter 2005 or thereafter also take courses that address the five categories of general education: Reasoning, Communication, Responsibility, Cultural Traditions, and Science & Environment. A total of 18 specific competencies (or areas) are identified within the five groups, and students must acquire some of the competencies in each group, with the specific number determined by the specific transfer degree sought (the AS degree, tracks I and II, do not require any competencies in the Responsibility area). Thus, this is an infusion model where specific general education competencies can be acquired in a wide variety of classes.

All courses on campus have consequently been rated by the faculty on a 0-3 scale on the degree to which they address each of the 18 competencies or areas. A student is considered to have been exposed to one of the competencies by completing a class rated 3 in that competency, or by completing two classes rated as 2. These ratings were reviewed by other faculty members to determine if assignments and assessment activities in the courses in fact support the ratings they were given. Faculty frequently commented on the benefits of this process. From gaining a better understanding of other programs, to increased communication and stronger relationships with other programs, to the generation of additional ideas for assignment and course exercises, faculty genuinely were pleased with the knowledge gained from their efforts.

Each of the 18 areas has an associated assessment rubric, currently in development by the faculty, which is applied to actual student class assignments. When the faculty have worked on the rubrics and improved them to the point they believe the assessment data they provide is valid, then further assessment data collected under the 18 rubrics will be used to inform and propel curricular and instructional change and innovation. Student work is collected during the Winter quarter and then there is an assessment day, generally in the Spring quarter, where the faculty use the rubrics to evaluate the student work.

The infusion model of embedding the 18 general education areas (or competencies) within and across the curriculum seems viable, although it is new enough that its success is not yet known. Even so, one faculty member has remarked that, "This process has strengthened the culture of teaching and innovation at the college." A strong case can be made for the model, but there is a minor worry about using the general education course rating system (0, 1, 2, 3) to advise students what courses to take, and about whether it will shift the balance on which classes are high-demand. The course rating system is in the catalog, but most students do not understand it or even know about it yet. This will need to be remedied for new students in some way; however, students may not even need to know about the numerical aspects of the course rating system if they are simply presented lists of courses and told they need "one of these or two of those."

It is hoped that with proper advising this new layer of general education will not require students to take more classes than before, maybe just a few different ones. Preliminary statistical evidence seems to indicate that this is possible.

Another method of assessing general education is the CAAP test. BCC students do well on the CAAP test (at or slightly above the national norm), and the faculty feel that it adequately assesses the outcomes they use it for. "Value added" by BCC is not known exactly since a pre-, post-test scheme is not employed; were such to occur, it would provide valuable data. However

at least one faculty member saw no significant difference on CAAP test scores between students who came to BCC straight from high school vs. those who already had a bachelor's degree and had come back to school for other training; this lends credence to the contention that BCC is responsible for the commendable performance on the CAAP test.

In regards to related instruction, it appears all programs in this area have computation and communication either in stand-alone courses or as imbedded instruction. However, in some computer science courses where the human relations component is imbedded, it is unclear which outcomes relate to this component and how this component is actually assessed.

Educational Assessment

The Evaluation Committee recognizes the comprehensive, campus-wide effort Bellevue Community College has made to embrace the culture of assessment. The college has a systematic plan to collect data on program effectiveness in a variety of ways. Starting at the course level, student evaluations, peer visits, and information on student success are used to revise courses and assessment activities. Course fill rates are used to assist in scheduling courses at varying times to meet the needs of students. Common exams are given across multiple sections of a course to insure consistency in meeting outcomes.

The college has developed and published outcomes for its degrees and certificates. It has identified core competencies for general education requirements. Faculty have mapped those general education competencies and are now in a review process to determine how course assessment activities address these competencies.

Programs are reviewed annually through the Program Effectiveness Process (PEP). Most of those participating in this annual process are from professional-technical programs. All programs are on a five-year rotating basis in the program review process. Program effectiveness is tracked using a variety of methods. Retention rates by course are used to evaluate sequencing of instruction. Surveys have been used to compare online instruction to traditional instruction. In Political Science success data was used to restructure the Comparative Government courses. The Psychology program worked to strengthen elements of the courses to improve student performance upon transfer. The tracking of students after transfer found them to have a 3.2 GPA. The History program determined the writing component was not strong enough so it developed a writing guide for history courses. The professional technical programs use advisory groups, student completion and success rates, as well as graduate surveys and employer surveys to help insure student success in the workplace.

Distance Delivery of Courses, Certificate, and Degree Programs

Distance education has changed dramatically since the 1995 visit. The program has continued to evolve in the area of telecourses, although this type of delivery is no longer the dominant format. The growth in the use of online teaching, as both stand-alone courses and in conjunction with on-campus teaching, has been dramatic. All indications are that the trend of diminishing telecourses and increasing reliance on online resources will continue.

As the self-study documents, BCC meets all of the standards for this policy. What makes this program exceptional is that it is the result of a collaborative effort. The department of Distance Learning, the Distance Learning Committee, academic departments and divisions, and the Faculty Resource Center are partners in ensuring that high quality programs and courses make the best use of online resources. While there is an administrative push to expand the number of online course offerings, the departments and division retain the final authority on determining what courses and programs are suited for online learning, the instructors appropriate for each course, and the structure for online courses.

A key player in making the online program successful is the Faculty Resource Center. Although the Center has a small staff, it provides the technical and curriculum help for any faculty member who wants to design an online course. The Center has developed many exceptional training modules on best practices in instruction for online courses and continually adapts its training to meet the needs of faculty.

Another area of the exemplary practices in distance education has been the use of assessment to make improvements to retention and student success. A series of studies, including telephone surveys of online students, has driven review of courses, instruction, and registration procedures. The ongoing reviews have resulted in an increase in the retention of students and their successful completion of online courses.

The evaluation committee commends BCC faculty, academic departments, distance learning leaders, and the staff of the Faculty Resource Center for their collaborative work in the creation of a model program of online instruction.

3. Students

Bellevue Community College is proud of the progress made in support and delivery of student services since the last accreditation visit. Programs in many areas have been enhanced by planning, goal setting, reorganization and facility renovation. Staff gathers feedback often and uses it to inform changes, and improvements. They work closely and cooperatively with each other and put the needs of the students first. Although BCC is an older facility, student service staff and student leaders have worked to create inviting spaces for students to study and socialize. Students are engaged in college activities and serve on a variety of committees and work groups.

Purpose and Organization

There are wide arrays of student services which effectively serve the college's mission of providing accessible, high quality services in a nurturing, supportive environment. The dean is a strong advocate for student programs, and the caring staff advise, mentor, and coach students daily. The core values of pluralism and shared decision making are reflected in actions taken to work collaboratively within student services and with faculty advising liaisons and students. Pluralism is evident in supportive programs such as Multicultural Services, Disability Support Services, TRIO, and International Student Programs. Special orientations are designed for students of color, and a variety of student clubs support religious and ethnic diversity. Multiculturalism is clearly evident in student leadership and student service staff. Students report that campus pluralism is one of the primary reasons they choose to attend BCC.

Staff are well-qualified and experienced in many areas of student development. Student leaders also play important support staff roles working in student service areas. Some of the programs visited by the committee report having adequate staffing and budgets to support the services and programs offered. Other program's human, physical and financial needs were stretched thin because of recent staff or budget cuts and a growing demand for expanded services. In some of these areas staff are resigned to finding creative ways to do more with the limited resources available. Staff themselves, staff peers, or students report personnel or resource deficiencies in advising, counseling, multicultural services, financial aid, and disability services. Student services incurred a very large proportion of the recent budget cuts.

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

General Responsibilities

The institution knows much about its students through data collection and the demographic report published by the Office for Institutional Research. The annual document, "BCC Student Profile" is distributed to a wide range of college areas, and summary data taken from the report are included in the broadly distributed one-page report, "Students at a Glance." Although BCC has not used the same student satisfaction tool on a regular basis, it has regularly surveyed students. The most recent, the CCSSE Student Engagement survey was administered in winter

2004. In comparison with the national norms, results showed students most satisfied with job placement and computer labs and less satisfied with academic advising, career counseling and childcare. In the future using the same tool in subsequent years would provide valuable comparative information.

Individual student service departments also collect opinions from their customers/students and use these data to inform goal setting and program changes. Examples of modifications in response to these surveys include implementation of the schedule planner function for advising, development of a database for business outreach, development of labor market scanners (shared in newsletter format with students, faculty and staff), and logistical changes for the job fair.

Student leaders work in many of the student service areas and are active participants in over 15 policymaking committees on campus. Student leaders reported that college administration and faculty leaders were responsive, including them in these committees and accommodating their availability so they did not miss class.

Policies around student rights and responsibilities are published in the catalog, student handbook, and on the college website. Students should be applauded for their design of an excellent interactive CD version of the student handbook (also available in hard-copy and on-line). There are clear avenues for disciplinary actions, disputes, filing grievances and complaints. Resolution and mediation choices include the department, the dean of students or the student-lead Justice Board. The dean of students and campus safety work closely together to provide a safe learning environment for students and support each other in dealing with disciplinary actions. Campus safety meets federal reporting standards and posts Cleary Act statistics and other public disclosure information on its webpage.

The student services division has integrated planning and goal setting into each program. They are almost mid-way through their 2003-2008 strategic plan and supplement those goals with the shorter, one-year PEP (Program Effectiveness Process). When asked by the evaluation committee about PEP, each program or department was able to readily identify its goals for the year.

Academic Credit and Records

BCC follows the criteria in the State Board for Community and Technical Colleges' Policies and Procedures Manual in the awarding of credit. The grading system and standards for academic progress are clearly defined in the catalog as are degree and transfer requirements. Transcripts provide clear and accurate information including: grades, withdrawals, credits attempted and completed, quarterly and cumulative GPA, and degrees and certificates awarded. Transfer credit is accepted only from accredited institutions, and trained transfer credit evaluators determine transfer credit applicability, seeking assistance from program faculty when needed.

Safeguards have been put into place to insure that records are confidential and safely stored with off-site backup capabilities in case of emergency or disaster. BCC goes to great lengths to insure FERPA regulations are enforced. Each staff member in student services who handles student

records has received training about FERPA rules, and a helpful guidelines sheet has been prepared and is posted in staff workstations across campus. BCC provides students with the ability to determine that no directory information will be released about them.

On line-registration services are used by up to 87% of the students, and those who choose not to use the computer may register in person. When students come to registration and do not know how to register on-line, staff assist them at nearby kiosks so students will be able to register themselves next time. The front reception area is a modified “one-stop”, and all employees in the area are cross-trained to work at the intake desk. BCC also has a call center so information and referrals are available at one number. Computer server overload problems were identified by staff and students. Staff are experimenting with staggered log-in/registration times in an attempt to mitigate the problem.

Student Services

BCC provides a full package of comprehensive student services which work in concert to serve the diverse student population. Many of the programs provide after hours or on-line services to meet the needs of the evening, weekend, and distance students.

BCC is an open-door institution, and all students are admitted under one of two policies: general students or early, underage students. Both policies are consistently and strictly enforced. Assessment and placement is provided on a drop-in basis in a large open computer lab using the COMPASS placement test. Prerequisites are mandatory for entry-level writing and math courses but recommended for most other courses. It was estimated by assessment staff that only about 10% of the courses have “enforced” prerequisites. Assessment and Disability Services share testing space. Disability Services staff work as advocates and counselors for students with documented disabilities. A variety of accommodations including increased time for test-taking, readers, scribes and interpreters are provided to over 350 students. Disability Services has seen an increase in students with psychiatric and learning disabilities.

Financial Aid is seeing increased demand from students, and dollar awards have doubled in the past five years. Financial aid advisors have worked hard to automate many of their tasks to serve the increased demand. Although several students voiced concerns about the processing speed of applications, standing in lines and overall bureaucracy/paperwork, Financial Aid staff have implemented processes to fully inform students about procedures, requirements, and expected processing time. Staff are committed to continuous improvement and team building and meet weekly to analyze performance and student issues. There are goals in place to decrease review time and increase the number of applications processed by deadline. BCC adequately monitors its student loan program and boasts of a low default rate of 4.8%.

Much work has been done to make improvements in advising and orientation, and a BCC Intake and Advising Plan was developed with the support of Title III funds. With limited full-time advising staff, the college has developed group orientation/advising sessions for prospective, new, and continuing students. Both day and evening sessions were scheduled for Fall, but the evening sessions were omitted from the quarterly schedule.

The Online Student Credit Audit Review (OSCAR) has been implemented to enable students to review requirements for certificates, degrees and transfer. The evaluation committee talked with students who were familiar with OSCAR, and they reported that it was informative and easy to use. Advising and other services provided by staff at the Education Planning Resource and Transfer Center are supplemented by faculty advising. Faculty advisors attend advising training and are given a comprehensive, well-written Advising Resource Handbook developed to provide detailed information about working with students, degree audit, and educational planning resources. The Transfer Center brings counselors and advisors from four year schools on-campus to work with transfer students. The Center also provides computer access and written information about popular transfer programs and institutions.

Counselors at BCC see a growing number of students battling grief, depression and mental health issues. In addition, student headcount has increased at the college, and staff report a rising demand for evening and summer counseling services. In this time of increased need, the number of counselors has been reduced from 11 to 6, and a director was recently let go and not replaced. Counseling staff believe they are undervalued at the institution and that a disproportionate number of recent budget cuts were made in student services, with counseling bearing the majority of the burden.

Student programs have experienced great success in recent years. BCC students are assessed the maximum allowable student activities fee of \$82 per term which provides student programs with an ample budget to offer programs and support for students on campus. Student programs space is visible, inviting, and fosters cooperation with student government and several fee-supported programs. Staff are enthusiastic, supportive and student-centered.

Student leaders receive initial preparation at their summer retreat and on-going training in a leadership class, HD 210. Club development expanded from fewer than 20 to over 50 active clubs in the past three years. Student leaders sponsor orientations and mentoring programs and host numerous campus events, many honoring pluralism and diversity. Students publish two well regarded publications -- the student newspaper, *The Jibsheet*, and a literary magazine, *Arnazella*. A money-making business center run by student government provides services to students including parking permits, bus passes, student ID cards and pictures, discount tickets, stamps, and FAX/copy services.

There are comfortable, well-used student spaces throughout the campus, most with wireless access. A student lounge with a coffee shop has comfortable couches, chairs, and a new electric fireplace. A well-equipped fitness center offers workout opportunities for students and staff. Books can be purchased on-line or at the campus bookstore. Students may pick up the on-line orders on campus or have them shipped to their homes.

The Career and Women's Center have recently formed a new partnership, sharing space and leveraging combined resources to better serve students. The staff described a sometimes difficult, but ultimately rewarding team-building process to bring the two groups together. Working through issues, this new team found a way to capitalize on individual strengths. Together they now provide improved career and life planning classes, the Women in Transition program, non-

traditional careers program, expanded evening hours, and internships with businesses and community organizations. Future plans include job-shadowing and professional mentoring opportunities.

The evaluation committee commends Bellevue Community College for exemplary student leadership and co-curricular student programs.

Intercollegiate Athletics

BCC has made important strides in the area of intercollegiate athletics. The athletic department supports 10 athletic teams with approximately 125 students. Policies are clearly outlined in the handbook distributed to staff and coaches. This document includes procedures, coaching job descriptions, and the mission, vision and goals for the program. The policies and rules should also be shared with athletes, prospective employees, and interested members of the college community. The athletic programs are fiscally sound and have received support from student government and fundraising efforts. The program has been able to return dollars to the college general fund. They have increased scholarship offerings and are proud of the caliber of the coaches now serving students. Coaches are pleased with their expanded role as mentors and advisors to students. Frequent progress reports from faculty about the athlete's attendance and class performance has made it possible to provide better advising and has resulted in greater student retention.

The athletic program has shown a commitment to the fair and equitable treatment of both male and female athletes and has made improvements to women's locker room and practice facilities. Recruiting efforts by the coaches has paid off in all sports, and the roster size for women's teams has significantly increased. Attendance at games has improved for several reasons including quality coaching, elevated team performance (competitiveness), and expanded coverage of sports and sport schedules in the student newspaper. In addition, a cheer club has been formed to provide opportunities for students with interest or experience in cheerleading to perform and support BCC teams.

Institutional Advertising, Student Recruitment, and Representation of Accredited Status

BCC advertising and promotional literature is colorful, creative, and truthful in its representation of the college and its mission. Programs are accurately described in recruiting and viewbook pieces -- information included is factual and helpful to students for planning. Special publications have been designed to appeal to selected target groups including high school students, older students, younger students, and students of color. The college catalog has some omissions and inaccuracies but overall includes required items and outlines career information as well as program and course descriptions. Appropriate accreditation acknowledgements are made in college catalog, promotional publications, and on the website.

4. Faculty

Faculty Selection, Evaluation, Roles, Welfare, and Development

Bellevue Community College has noticeably energetic, enthusiastic, and committed faculty who seek to promote the highest quality educational experience for their students. The fact that a large number of faculty has remained employed at BCC for many years is one proof of their satisfaction in being members of the academic and college community.

Faculty are pleased to be teaching at BCC. Many have taught at other colleges but prefer BCC. A striking number of full-time faculty started out as BCC's part-time faculty, further indicating satisfaction with teaching at BCC.

The college has at times faced challenges in recruiting faculty. Students also commented on the desire for a more diverse faculty. These challenges are in part because salaries are not competitive with industry. Some believe the late posting of positions also contributes and may limit the applicant pool.

Faculty generally meet or exceed the minimum standards of qualifications; almost all have a master's degree in their field of instruction or a closely related one. The very few exceptions are extremely seasoned, excellent teachers.

The college actively supports faculty development in a variety of ways. This includes annual development funds available to both full- and part-time faculty, along with professional development days held during the year. Faculty regularly attend seminars in their discipline, as well as participate in other research activities.

Faculty consensus among the various divisions and programs is that they have a very positive relationship among their colleagues, administration, and support staff. When asked to briefly summarize the aspects of their faculty membership they valued most, they quickly enumerated a comprehensive list. One faculty member expressed what appeared to be felt by most when he said "we are extraordinarily proud of our institution" to which another added a comment about the tolerance for individuality. Several mentioned that the college fosters and protects academic freedom and encourages innovation.

Faculty are very involved in shared governance as evidenced by their active support for and participation in the academic planning process. Their endorsement of the college's focus on program evaluation, the assessment process, and the development and implementation of the identified general education competencies indicates their participation and commitment.

Funding reductions have widely impacted the college. Faculty expressed concern that their workload has increased because of reductions in the support staff as well as concern over the part-time to full-time faculty ratio.

Hiring procedures appear to be appropriate, with strong attention paid to individuals' educational background and direct experience. Most new part-time hires have previous teaching experience

and/or specialized vocational or avocation experience. Part-time faculty seem to enjoy teaching at BCC, and many have selected it as their “home institution” for the purposes of the state-mandated benefits cumulative hours system. BCC has a strong cadre of part-time faculty members who have taught part-time at BCC for a substantial period of time. Some members have taught part-time at BCC for as long as 15 to 35 years.

Faculty Scholarship, Research, and Artistic Creation

Faculty at Bellevue Community College are engaged in an impressive array of activities related to scholarship, research, and artistic creation. Faculty express that there is strong college support for these endeavors. It is also noted that these pursuits have been funded from a range of internal and external sources.

Scholarship, research, and artistic creation by BCC faculty include presentations at professional conferences, participation in panel discussions and poster sessions, articles and reviews in professional journals, textbooks and textbook chapters, art exhibitions, multimedia productions, musical compositions and performances, and play writing and direction. Faculty also report that development of new course material allows them to pursue scholarly interests in ways that are of direct benefit to their students.

Faculty Evaluation

Policies and procedures are in place for the regular evaluation of tenure-track and tenured faculty members; using multiple indices is specified in the faculty contract. During the tenure process, faculty members are evaluated by themselves, their peers, administrators, and their students. The student evaluations are done every term for full-time faculty before they are granted tenure. These student evaluations are shared with their department chairs and Tenure Evaluation Subcommittees. Many faculty frequently commented on the supportive nature of the process with their Tenure Evaluation Subcommittee playing a key role. Some faculty felt that after they were given tenure, the evaluation process was not so rigorous and did not delineate between levels of performance for faculty.

While the process for full-time faculty is clear and consistently followed, part-time faculty are evaluated mostly by student evaluations along with peer reviews when they first come to the college. After initial class visits, many commented that student evaluations were the only evaluation method used in subsequent terms. Part-time continuing education faculty evaluation seems to be somewhat limited. Although an extensive effort is undertaken to collect student input, this appears to be the only index that is used in the evaluation of part-time faculty.

The evaluation committee recommends that Bellevue Community College provide for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution’s policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis. Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance. (4.A.4 and Policy 4.1.c)

5. Library and Information Resources

Although Standard Five combines library and information resources, they are reviewed separately under each of the five standard elements.

Purpose and Scope

Library Media Center

The Bellevue Community College (BCC) Library Media Center (LMC) has created a mission statement which reflects the college mission and provides purpose and scope for the LMC operations and collections; evidence within the *Self Study* and upon review indicates that the LMC collection holdings are not sufficient to support teaching and learning in ways consistent with and supportive of the institution's mission and goals. While the LMC has entered into cooperative arrangements and purchased access to online resources, faculty and students report a continuing need for basic core collections to be expanded and updated. Evidence in the *Self Study* indicates at least one-third of the current book collection was purchased before 1970, and the overall collection remains, by faculty report, inadequate in depth to support their academic programs. Further, the college was advised in 1995 as part of its last full scale review that funding for the LMC's collection was inadequate. The LMC staff report that additional funding for materials are included in grant requests, and one-time special funding from college resources has been secured on occasion, but sustained funding increases within the LMC materials budget has not been instituted by the college.

The Evaluation Committee recommended that the College core collections and related information resources be sufficient to support the curriculum. (5. A. 2)

Information Resources

The mission of the Information Resource (IR) department supports the BCC mission, and evidence indicates that a sufficient amount of equipment and support is available to support the teaching and learning needs of the college staff and students. Computer labs are dispensed throughout the main campus and access to these resources are also available at the North Campus. The department also supports administrative computing needs, college network and server equipment, software applications, and other electronic learning formats such as television production and electronic classrooms. While some problems with network capacity as well as the need for additional electronic classrooms was indicated, generally technology needs at BCC are being met at the present, and the college and the department are doing an adequate job of planning for future needs.

Information Resources and Services

Library Media Center

Currently the LMC is in a temporary location while its permanent location is being renovated and expanded. This situation has had a negative effect on access to some of the LMC materials

as indicated by circulation statistics and patron reports. Nevertheless the LMC staff has provided to the degree possible access to stored materials during this interim period. Evidence indicates that within funding restrictions, materials are thoughtfully selected and well organized and maintained. Faculty are consulted and participate in development of LMC collections, and policies and procedures for development and management of collections are in place and up to date. While somewhat limited because of its temporary location, access to computing and communication services within the library and media services remain adequate to student and faculty needs.

The evaluation committee commends the BCC Library Media Center staff for creating a library instruction program which contributes to developing the ability of students, faculty, and staff to use information resources independently and effectively.

The approach to library instruction adopted by the LMC staff has been collaborative, working closely with faculty in developing instructional sequences which fit student needs within courses and programs. The 1998 Critical Thinking and Information Literacy Across the Curriculum grant provided funding and focus for these efforts. Additionally, the inclusion of an information literacy outcome within the General Education component is a significant development and has helped continue the focus on library use and instruction.

Information Resources

Information Resources' equipment and services are organized and maintained to maximize access by faculty, students and staff. Plans are in place to update both software and equipment as needed, with computer labs used by students given highest priority when upgrades are implemented. Policies and procedures as they relate to equipment and services are available to campus users and up to date. Policies and regulations are posted on the Information Resources website, in the College catalog, as well as on other online locations. Participation of IR staff on various College committees, including the i-BCC committee, the Technology Advisory Committee, the Technology Oversight committee, and the Distance Education Committee, insure faculty, student and staff input into IR planning and operations, including the development of the IT Strategic Plan. Training and education support are provided to the campus community through the Faculty Resource Center, the HelpDesk, and the Technical Assistance Center. IR staff indicate the need for dedicated training space for staff as administrative software is updated and newer equipment is adopted.

Facilities and Access

Library Media Center

When the current renovation and expansion of the LMC facility is completed, planned for June 2006, the LMC will occupy approximately 40,000 square feet and provide more group and quiet study space for students. Staff work space and Media Services access areas will be updated. Centrally located on campus, the newly renovated space will provide good access to the LMC collections and services. The LMC has established a number of formal cooperative or reciprocal

borrowing arrangements with other library agencies. This access to additional information resources benefits the faculty and students.

Information Resources

BCC's Information Resources department provides good access to computing and other electronic resources for students, faculty and staff, with over 1,200 computers for students and another 900 computers for faculty and staff. Access for students is through both dedicated and open labs, and e-mail accounts are provided for all students as well as faculty and staff. Cooperative agreements for access to administrative software and other services have been formalized and implemented by the department.

Personnel and Management

Library Media Center

The LMC is adequately staffed with well trained, committed and dedicated staff in all areas. The staff as a whole is offered opportunities for professional development to keep their skills and knowledge current, with the majority of staff development funding coming from the college. There is a clear commitment by the college to its LMC staff in the area of professional development.

Reporting to the Executive Dean of Instruction, the LMC is placed within the college under the Office of Instruction. Evidence indicates this provides the LMC staff with opportunities for input into curriculum planning and has been instrumental in the development of the LMC's successful instructional program.

While funding for staffing and operational needs appear to be adequate in the LMC budget, continuous, on-going funding for its various collections is not adequate to provide for sufficient support of the College's instructional programs.

Information Resources

The college employs a sufficient number of staff in the Information Resources areas. Evidence indicates that the staff members are extremely well trained and very committed and dedicated to their work and the college. Because of the high cost of IT training, staff development opportunities and skills updating for the IR staff is somewhat limited. Since this is an important element in maintaining department services and retaining quality staff in IR, it is suggested that the college provide additional support for these activities as funds are available.

The student technology fee allows IR to maintain a three-year replacement cycle for computer lab equipment and software, but the budget limits replacement in other areas to approximately every five years. Although adequate, budget also limits the number of new electronic classrooms that can be implemented and the number of user applications and web development projects that can be completed in a timely fashion.

Planning and Evaluation

Library Media Center

The LMC staff participates in planning and assessing library and media services through their work on various all-campus committees, and staff members have the opportunity to participate in campus wide planning. LMC planning activities are integrated into the overall campus planning process. Further, the LMC reviews its operations through a variety of methods such as surveys, focus groups, and observation/analysis. The LMC staff is encouraged to continue and to strengthen these efforts, using the gathered data to make improvements, and documenting the improvements which result.

Information Resources

A number of technology related, campus wide committees (TAC, i-BCC, Distance Education Committee, Technology Fee Oversight) as well as the Educational Services Cabinet work with the department in its planning activities. This collaborative approach has produced a campus wide technology plan, the IT Strategic Plan, which is thorough in its coverage of campus technology needs. The Strategic Plan is a well crafted document which should provide guidance for the future for technology implementation for the college. The planning activities of the IR department are well integrated into the campus-wide planning process.

The IR department participates in the PEP evaluation process activities and evaluates its operations by user satisfaction surveys as well as regular, direct faculty and student feedback on computer labs and electronic classroom needs. The department is encouraged to continue and to strengthen these efforts, using the gathered data to make improvements, and documenting the improvements which result.

6. Governance and Administration

Governance System

The system of governance at Bellevue Community College is highly participatory; staff, students, administrators, and faculty are all invited to apply for and join into the decision-making process. Participation by each group is ensured because explicit representation is codified in governance documents and committee membership lists.

The authority of various groups and committees and the relationships among them is clearly articulated in committee documents and charges. Administrators and board members encourage input from all groups in almost every area of decision. Although a single administrator or the board may be responsible for the final decision, wide input is solicited and used. Many individuals on campus told members of the evaluation committee that the request for this input was authentic; a few individuals thought it was not really wanted or used. At a large gathering of faculty, a few people chastised those who expressed this view and said it was possible they were confusing “not getting the decision they wanted” with not being heard.

Administrators are making a concerted effort to close the feedback loop, to tell people who have contributed ideas what is finally decided and why. Although committees meet, much input is solicited electronically. The amount of input sought and given can be vast, and BCC continually struggles between “information overload” and a desire to include all appropriate people in governance activities.

Governing Board

Members of the evaluation committee were able to meet with three of the five members of the BCC Board of Trustees. Board members are appointed by the Washington Governor. These board members were clear on their policy setting role. The BCC board approves the annual budget and monitors spending through the year. They receive audits. The board evaluates the president annually, and it engages in evaluation of its own activities on an annual basis.

The BCC board has written policies, including an ethical conduct statement, and these policies are reviewed and updated periodically. The board is very engaged in planning as it establishes, after a great deal of input from the campus community, institutional mission, goals, and priorities.

The board approves all programs of study, certificates, and diplomas as well as major substantive changes to mission, policy, and programs. Board members are involved in and knowledgeable about accreditation. It approves the academic and administrative organization. The members of the board who met with the evaluation committee were knowledgeable and enthusiastic about BCC. They are proud of its accomplishments, and they work hard to see that the college is a positive force in the community.

Leadership and Management

BCC has a leadership and management team which is well respected by others on campus. Individuals are praised for their hard work and dedication to the college. Many, including the president, have served the institution for many years. The evaluation committee was impressed to learn that faculty and administrators have established an atmosphere of mutual respect, one in which good working relationships flourish.

The evaluation committee commends the BCC Board of Trustees, president, and senior administrators for their outstanding leadership to support the teaching and learning environment, resulting in the achievement of the institution's mission and goals.

Managers are viewed as qualified for their position. They are seen as men and women who work hard and stimulate others to participate in creating a college where innovation is rewarded and people are encouraged to try new things.

BCC policies call for administrators to be evaluated in writing annually. In the last few years, administrators have adopted the same evaluation process used by the classified staff. Although some managers do evaluate the administrators who report to them, this is not universally true. While it appears that most administrators, including the president, are willing to share their oral perceptions of people's strengths and areas for improvement, college policy calling for a written annual evaluation is not universally followed.

The evaluation committee recommends that administrators be evaluated according to college policy. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly. (6.C.3)

Faculty Role in Governance

The faculty role in governance is clear and made public. Faculty are encouraged to participate as individuals, members of academic departments, and members of divisions. The collective bargaining unit is active, and its officers support the college's desire for excellence. Faculty at large report great satisfaction with their collective bargaining unit and its officers and activities.

Student Role in Governance

Students are encouraged to be active in governance. The student government is invited to appoint students to college committees, and it does so. Considering the fact that BCC is a commuter campus made up of mostly adult students, it is commendable that many students take advantage of the college's desire to include the student point of view in decision making. The student voice is sought out and listened to. Student leadership training is available, and students who do take advantage of it and of leadership opportunities learn a great deal about college issues.

Affirmative Action and Nondiscrimination

BCC adopted an Affirmation of Inclusion in 1992. It is posted in many classrooms and offices and on the college website. As reported elsewhere, members of the college community pride themselves in the college's emphasis on pluralism. Employees receive training in appropriate laws; many decide to go beyond this and join others in discussion groups relating to cultural competence and inclusion as well as to understanding the many "isms" in our society.

BCC uses affirmative action in its hiring procedures. The college has clear, written complaint procedures which are open to people in both the internal and external communities.

Collective Bargaining

As noted above, the collective bargaining unit is a positive force on campus. It appoints faculty to committees, gives reports to the governing board, and works closely with administration. Both the college and the bargaining unit have adopted "interest-based bargaining", and both say that this system has fostered collaboration and respect.

The classified staff has had a bargaining unit in the past, but members voted to decertify it within the last year. By law, a new unit cannot be formed for one year after a vote to decertify.

7. Finance

Financial Planning

Bellevue Community College has autonomy for the financial planning and budgeting within the standards as established by the State Board for Community and Technical Colleges (SBCTC). State law and administrative code assign budget and planning authority to the college president. The annual operating budget is submitted to the BCC Board of Trustees for approval in June of each year.

The college implemented a strategic plan in 2004; with the adoption of this plan, the FY 2005 and FY 2006 budgets were developed based on the institutional mission, vision, goals and values. BCC engages in a comprehensive, collaborative budget process which includes participation from the President's Staff, Planning Council (comprised of all-college representation), administrative units, and the campus community. The institution prepares a multi-year forecast of income and expenditures consistent with the *2004-11 Strategic Plan*.

Over the past several years, the college has needed to make budgetary reductions to address declining, limited fiscal resources. This has been further exacerbated by enrollment demands and increasing, unfunded enrollments. BCC has accomplished this difficult task through campus-wide inclusion, communication, and participation of constituents. The efforts to engage, inform, and involve the campus during this time is commendable.

BCC has expanded outreach efforts on campus to ensure campus-wide distribution of the annual operating budget. The institution has focused on this issue as a means of ensuring inclusion as well as to address faculty and staff concerns previously noted regarding lack of knowledge of the budgeting process. The college publishes the budget in hard copy format and posts the document on the employee portal.

Throughout the course of the year, the annual budget is modified as necessary to reflect revisions to state allocations, new or revised local fees, grants and contracts, and salary adjustments.

The state of Washington has statutory and constitutional limitations on the issuance of debt for state purposes, including the activities of BCC. The process includes approval by the local board, SBCTC, legislature, and governor prior to the issuance of capital-related debt. The college does not have specific board policy relative to debt issuance, since debt regulation is under the purview of the state with specific authority defined under the state.

Adequacy of Financial Resources

BCC has experienced declines in funding support over the course of the past several years. The institution is dependent on four primary funding streams to support operations including: state allocation (41%), local operating fund (student tuition and interest 19%), local dedicated fund (Continuing Education, class and lab fees 24%), and grants and contracts (16%). Funding from state allocations has not kept pace with the institution's growth and enrollment demand.

The college has enjoyed successful international student and Running Start programs which have contributed to additional revenues for the campus. In addition, the Continuing Education program has been successful and in fact is the largest program of its kind in the state. The international student and Running Start programs provided essential fiscal resources to BCC during the downturn in operating resources experienced after September 11, 2001. While enrollment in the international student and Continuing Education programs has not continued to increase, the campus has been successful in retention in these areas.

BCC has adequate resources to meet debt service. Resources generated through student dedicated fees, operating fees, local capital funds, and printing services (for machinery in the printing area) are sufficient to satisfy the debt.

Through review of the operating budgets and tables associated with the *Self Study*, the college illustrates that it is financially stable. The institution does not have an operating deficit, and the college maintains a positive financial condition. Budgets are carefully monitored and revised accordingly. Managers receive budgetary reports to ensure compliance with expenditure authority.

Students are eligible for four types of financial assistance: need based grants; scholarships; loans, and work study support. All scholarship funds are coordinated and distributed through the Office of Financial Aid; the Director of Financial Aid is responsible for oversight of all funding. Financial aid resources are reported, verified, and internally audited on an annual basis. The state of Washington conducts comprehensive audits for state and federal financial aid.

BCC has established a practice to set aside approximately three percent of the general fund for reserve. The reserves are expended based on the authority of the president to cover emergency needs, unanticipated demand, compliance with ADA, and other appropriate expenditures. The institution experienced challenges in FY02 as a result of the economic downturn that was realized on a national level; it called upon its reserves at that time. The institution has adopted fiscal controls and accountability measures to ensure appropriate reserves, and funding is available to balance funding uncertainties. As a part of the annual budget revenue process, BCC ensures that revenue projections are consistent with expenditure levels to maintain fiscal balance. The institution is committed to ensuring expenditures are maintained within the revenue production.

BCC understands the relationship between its educational and general operations and its auxiliary enterprises. Auxiliary enterprises are assessed an overhead administrative fee to support operations, but the College is cognizant of maintaining the balance between overall operations of the institution and does not use auxiliary generated funds to fund ongoing expenses. Some Auxiliary programs directly support the academic mission; for example the Early Learning, Family, and Childcare Center is not assessed the institutional overhead fee because it provides the student lab component for the instructional program.

Financial Management

The president reports regularly to the board on the financial position of the institution. Budget reports are provided to the board during regular meetings. On an annual basis the college submits the operating budget for board approval in June of each year. BCC also provides quarterly financial reports to the Board of Trustees that illustrate the ongoing status of the college's fiscal status. At the conclusion of each fiscal year, a comprehensive report is provided summarizing budget to actual reporting, budget modifications, fund balance, income statements for auxiliary enterprises, and enrollment figures. The Board of Trustees is kept informed of the college fiscal operations and provides guidance as needed.

During FY04, BCC revised the reporting mechanisms for the Board of Trustees and developed comprehensive reporting practices. These practices illustrate a broader range of data reporting that provides board members with quantitative assessment of all aspects of financial position for the institution. The revised reports include not only initial budgets but are updated to include relevant transfers, fluctuations in revenues and expenditures, and trend analysis to guide and support decision making.

There has been turnover in the position of the chief financial officer over the past several years. Staffing within the financial department is adequate to meet the needs of an institution of this size and complexity. The knowledge, skills, and experience of the leadership within the division are effective to coordinate and manage these essential college-wide functions. The organizational structure is appropriately aligned to ensure that division of responsibilities and segregation of duties are effectively distributed.

Responsibility for cash management and investments is assigned under the purview of the Vice President for Administrative Services. This function has been assigned to the Director of Finance. Activities operate within limitations imposed by the Public Deposit Protection Act, which provides guidelines on the types of investments for public agencies. Internal control policies and policies for the handling of cash are also in place.

The accounting system used by BCC adheres to generally accepted accounting principles. Financial statements are prepared annually by the SBCTC and consolidated with the State of Washington as established by statewide policies. Staff indicated that prior to the current period annual audits were performed by the state of Washington; however, the audit period will be changed to every second year because the state does not have the personnel to perform annual audits. The prior year audit was available for review by the evaluation committee, and there were no prior audit concerns presented. The committee is concerned about the future absence of the annual audit and suggests that BCC consider paying for its own audit in the year that the state does not perform one.

The committee did not find evidence of formal internal audits. While a prior year external audit performed by the state of Washington was available, no formal process of internal audit is performed.

Fundraising and Development

The Bellevue Community College Foundation functions in support of the college and seeks external funding support of college operations in support of the BCC strategic goals. The Vice President of Institutional Advancement serves as the Executive Director of the Foundation. The Foundation files an annual license for charitable solicitation with the state of Washington and has a Bellevue business license. Foundation policies and procedures are reviewed and updated to ensure compliance with national standards for fundraising. The BCC Foundation Board meets regularly throughout the year as do its various subcommittees including the Board Development and Finance Committee.

The Office of Institutional Advancement coordinates annually a board retreat for planning. The college strategic goals and objectives are reviewed, priorities assessed, and policies and activities are discussed. There is consistency between the performance of the Foundation and college activities.

The Foundation is a separate 501(c) (3) nonprofit corporation. It exists solely and exclusively for the purpose of soliciting and obtaining charitable contributions to provide financial support to the college.

BCC Foundation investment practices are coordinated through the Vice President for Institutional Advancement and comply with institutional policies. Policies are effective to balance investment strategies for various types of funds including endowments. The Foundation contracts with an external investment firm to ensure strategies are effective in light of market adjustments.

BCC and the BCC Foundation have an operating agreement that clearly articulates the relationship between the entities, including purpose of the Foundation, roles and responsibilities, accounting practices, and audit standards. This agreement is approved by the President of the Bellevue Community College Foundation and the Chair of the Bellevue Community College Board of Trustees.

8. Physical Resources

Instructional and Support Facilities

BCC serves more than 35,000 students annually covering a 1,400 square mile area. The institution supports the areas of Lake Washington to the crest of the Cascades, from Newcastle to Kirkland, including Mercer Island, Bellevue, Newcastle, Issaquah, Sammamish, Preston, Snoqualmie, and North Bend. The campus sits on a 96-acre site. In addition to the main campus, the college leases space for the North Campus, which houses Continuing Education programs, and the Factoria location which is home to the Finance Department.

The college has highly specialized facilities including a planetarium, “green” building, weather station, tropical greenhouse, theatres, and large open computer labs. Over the past 10 years the college has expanded and improved campus facilities. It is a challenge to have sufficient and adequate facilities to meet student enrollment demand. The campus is currently undergoing a major renovation of the “D” wing, which will house the renovated library and Faculty Resource Center. Design and pre-design efforts are in process for a new Science and Technology Facility and a new Allied Health Facility.

The majority of faculty, staff, and students interviewed agreed that the facilities and furnishings are adequate for the effective operation of the institution. Campus constituents express desire to increase the use of technology in classrooms and labs, specifically multi-media technologies. New facilities are requested based on enrollment projections.

The evaluation committee observed that facilities are well utilized and a majority of space is well maintained. However, the cleanliness and support of the space in the student common area, in particular the food service space, is not maintained at the same level as the remainder of the campus. This concern was also observed by student groups.

Space has been created and existing space modified to meet the emerging needs of the campus environment and programs. The campus has engaged in major renovation projects including student services building, student union, gymnasium, and A & D buildings. In addition to these renovations new facilities have been added and include a maintenance facility, parking structure (supported through student fees), Early Learning, Family, and Childcare Center, green house, and several residential houses adjoining the campus.

The campus has addressed accessibility for disabled students. Because of the age of facilities, not all campus buildings provide for accessibility for disabled students. The College’s Disabled Support Services department works collaboratively with facilities staff to address specific student needs as they arise. Buildings have automatic doors, and restrooms are ADA accessible. Labs and classrooms have ADA stations. The DSS department monitors the growth of enrollment of disabled students and ensures needs are met and if necessary adapts services for this segment of the college. Accommodations may be required on a case by case basis if necessary; for example, the athletic coach offices are not accessible for students or families requiring wheelchair accessibility, and alternate meeting locations are identified as needed.

Campus facilities and equipment are adequate to meet the educational goals and objectives of the institution. Specialized equipment for programs is maintained under the purview of the departments.

The BCC main campus is a beautiful campus with mature trees and inviting campus common areas and landscaping. The college has struggled to maintain adequate staffing to address janitorial and maintenance issues. This is a result of limited fiscal resources. Each custodial staff member is assigned in excess of about 27, 000 square feet to maintain.

The evaluation committee commends the Bellevue Community College staff for maintaining an aesthetically pleasing, beautifully landscaped campus; it is an inviting environment for students, faculty, staff, and the community.

Equipment and Materials

Equipment for instructional programs is seen as adequate by the majority of faculty and students. The institution has made significant investments in educational technology. Because of the age of the facilities, network wiring has presented challenges. The ability to provide students with wireless access at all campus locations has not been fully realized.

As the instructional computers are replaced, the used computers are placed with faculty, staff and others. The campus strives to rotate computers every three years; however, this is depends on funding availability.

BCC manages hazardous waste material disposal through the department of Campus Operations. The campus is classified as an “exempt generator” due to limited production of waste levels. The main producers of waste materials are the science, health, and art programs. Needles utilized in the health programs are disposed of using “sharp boxes”. Waste disposal is coordinated with an external contracted commercial company. The college maintains policies relative to infectious disease and ensures compliance with Occupational Safety Health Administration (OSHA) policies and Department of Health regulations.

Physical Resources Planning

BCC has a Capital Master Plan that includes maps and locations of current facilities as well as future campus development. The plan is developed in concert with projected facility needs as identified by enrollment growth and projection models provided by Institutional Research. The plan is updated as needed; the most recent update occurred in June 2005, within five years of the last revision. The BCC Board of Trustees is involved in the planning process and is presented with ongoing revisions of the plan.

The college recently procured several residential houses; they have been essential in meeting space demands as a result of campus renovation efforts. In addition to the houses, the institution constructed a parking structure supported by funding generated as a result of the addition of a parking fee and supplemental budget allocations. As new facilities are added to the college’s

inventory, facilities are constructed in compliance with ADA requirements and built to ensure access for special needs faculty, staff, and students.

In the development process for solicitation of funding from the state of Washington, the SBCTC requires each college to submit a master plan for facility needs. The SBCTC has a comprehensive evaluation mechanism for the establishment of priorities for capital funding. This evaluation provides for scoring based on established criteria.

9. Institutional Integrity

Bellevue Community College adheres to the highest standards of institutional integrity. College leadership makes every effort to ensure that respect for others is a major institutional value; the evaluation committee noted that faculty, staff, and students all spoke of this as a major value which they have incorporated into their lives on campus.

BCC regularly reviews and revises its policies, procedures, and publications to ensure their integrity. The BCC Board of Trustees and the administration assume responsibility for these reviews.

There is a clear conflict of interest statement, and it is widely circulated.

BCC encourages and supports the freedom of faculty and students to pursue and disseminate all forms of knowledge. The college supports the academic freedom of those on campus to pursue evidence and truth in their disciplines and to communicate them within the mission and goals of the institution.

For the most part, the college represents itself accurately in print and in official statements, including those delivered electronically. The *Catalog* does not list all full-time academic administrators and faculty along with up to date information on their academic credentials. It omits at least one instructional, credit program. In the course of the evaluation, the committee discovered examples of omissions, inconsistencies, and inaccuracies.

The evaluation committee recommends that Bellevue Community College represent itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements.

Commendations—Bellevue Community College

1. The Evaluation Committee commends Bellevue Community College for fostering a college climate where students, faculty, staff, and administrators thrive; respect, commitment, and collaboration are palpable. College strengths include constantly improving internal communication and vibrant shared governance. These systems permitted the entire community to collaborate successfully on difficult budget reduction decisions.
2. The Evaluation Committee commends Bellevue Community College for its mission driven, entrepreneurial spirit; it values, seeks out, and supports innovation.
3. The Evaluation Committee commends Bellevue Community College for its outstanding planning and effectiveness processes. BCC engages in ongoing planning to achieve its mission and goals. It also evaluates how well, and in what ways, it is accomplishing its mission and goals and uses the results for broad-based, continuous planning and evaluation. Through its planning process, the institution asks questions, seeks answers, analyzes itself, and revises its goals, policies, procedures, and resource allocation.
4. The Evaluation Committee commends the Bellevue Community College faculty for their commitment to the development of innovative academic programs and for their many efforts to improve pedagogy and refine curriculum.
5. The Evaluation Committee commends Bellevue Community College for its robust continuing education program. It is an extensive selection of offerings, responsive to the diverse needs of the community. Continuing education faculty, staff, and administrators are committed to excellence and dedicated to their students.
6. The Evaluation Committee commends the BCC faculty, academic departments, distance learning leaders, and the staff of the Faculty Resource Center for their collaborative work in the creation of a model program of online instruction.
7. The Evaluation Committee commends Bellevue Community College for exemplary student leadership and co-curricular student programs.
8. The Evaluation Committee commends the BCC Library Media Center staff for creating a library instruction program which contributes to developing the ability of students, faculty, and staff to use information resources independently and effectively.
9. The Evaluation Committee commends the BCC Board of Trustees, President, and senior administrators for their outstanding leadership to support the teaching and learning environment, resulting in the achievement of the institution's mission and goals.
10. The Evaluation Committee commends the Bellevue Community College staff for maintaining an aesthetically pleasing, beautifully landscaped campus; it is an inviting environment for students, faculty, staff and the community.

Recommendations—Bellevue Community College

1. The Evaluation Committee recommends that the human, physical, and financial resources for student services and programs be allocated on the basis of identified needs and be adequate to support the services and programs offered. (3.A.4)
2. The Evaluation Committee recommends that Bellevue Community College provide for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. The institution's policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis. Multiple indices are utilized by the administration and faculty in the continuing evaluation of faculty performance. (4.A.5 and Policy 4.1.c)

The evaluation committee recommends that administrators be evaluated according to college policy. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly. (6.C.3)

3. The Evaluation Committee recommends that Bellevue Community College's core collection and related information resources be sufficient to support the curriculum. (5.A.2)
4. The Evaluation Committee recommends that Bellevue Community College represent itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. (9.A.3)