

*Northwest Commission on Colleges and Universities*

**A Full-Scale  
Evaluation Committee Report**

**Everett Community College  
Everett, Washington**

**April 7-9, 2010**

*A Confidential Report Prepared for the  
Northwest Commission on Colleges and Universities  
That Represents the Views of the Evaluation Committee*

## **Evaluation Committee**

**Dr. Nancy C. Fair-Szofran, Evaluation Committee Chair**

Vice President of Research, Planning & Institutional Effectiveness  
Mt. Hood Community College  
Standards One, Six, Nine and Eligibility Requirements

**Dr. Sandra E. Elman, *Liaison***

President  
Northwest Commission on Colleges and Universities

**Dr. Ronald L. Baker, *Off-site Liaison***

Executive Vice President  
Northwest Commission on Colleges and Universities

**Mr. Don Brase**

Associate Dean of Humanities and Communications  
Chemeketa Community College  
Standards Two, Four and Policy 4.1

**Dr. Dale M. Bryson**

Dean of Instruction  
Umpqua Community College  
Standards Two, Four and Policy A-6

**Ms. Rolayne Day**

Professor  
Salt Lake Community College  
Standards Two and Four

**Dr. Michelle Fleck**

Interim Dean of Arts & Sciences  
College of Eastern Utah  
Standards Two, Four and Policy 2.6

**Mr. James R. Huckestein**

Vice President of Finance and Operations  
Linn-Benton Community College  
Standards Seven and Eight

**Mr. John W. Hughes**

Chair, Education Department  
College of Southern Idaho  
Standards Two, Four and Policy 2.1

## **Evaluation Committee (continued)**

### **Dr. Sue Justis**

Allied Health Division Chair  
Flathead Valley Community College  
Standards Two, Four and Policy 2.2

### **Mr. Wesley Lundburg**

Dean of Instruction  
Prince William Sound Community College  
Standards Two and Four

### **Dr. Edit Szanto**

Vice President of Student Services, Planning and Grants Development  
College of Southern Idaho  
Standard Five

### **Mr. Jason Wood**

Dean, Student Services  
Klamath Community College  
Standard Three and Policy 3.1

# Table of Contents

<b>Introduction</b>	6
Self Study	6
Eligibility Requirements	6
Scope of the Visit	7
<b>Standard One – Institutional Mission and Goals, Planning, and Effectiveness</b>	8
1.A – Mission and Goals	8
1.B – Planning and Effectiveness	8
<b>Standard Two – Educational Program and Its Effectiveness</b>	10
2.A – General Requirements	10
2.B – Educational Program Planning and Assessment	10
2.C – Undergraduate Programs	11
Policy 2.1 – General Education/Related Instruction Requirements	19
Policy 2.2 – Educational Assessment	20
Policy 2.6 – Distance Delivery of Courses, Certificate and Degree Programs	21
Approval and Purpose	21
Curriculum and Instruction	21
<b>Standard Three – Students</b>	24
3.A – Purpose and Organization	24
3.B – General Responsibilities	24
3.C – Academic Credit and Records	25
3.D – Student Services	25
3.E – Intercollegiate Athletics	27
Policy 3.1 – Institutional Advertising, Student Recruitment, and Representation of Accredited Status	27
Student and Recruitment for Admissions	28
Representation of Accredited Status	28
<b>Standard Four – Faculty</b>	29
4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development	29
4.B – Scholarship, Research, and Artistic Creation	31
Policy 4.1 - Faculty Evaluation	31
<b>Standard Five – Library and Information Resources</b>	33
5.A – Purpose and Scope	33
5.B – Library Information Resources and Services	33
5.C – Library Facilities and Access	34
5.D – Library Personnel and Management	35
5.E – Planning and Evaluation	36

<b>Standard Six – Governance and Administration</b> .....	37
6.A – Governance System.....	37
6.B – Governing Board .....	37
6.C – Leadership and Management .....	37
6.D – Faculty Role in Governance.....	38
6.E – Student Role in Governance.....	38
Policy 6.1 Affirmative Action and Nondiscrimination.....	38
Policy 6.2 Collective Bargaining .....	38
<b>Standard Seven – Finance</b> .....	39
7.A – Financial Planning .....	39
7.B – Adequacy of Financial Resources .....	40
7.C – Financial Management .....	40
7.D – Fundraising and Development .....	40
<b>Standard Eight – Physical Resources</b> .....	42
8.A – Instructional and Support Facilities .....	42
8.B – Equipment and Materials .....	43
8.C – Physical Resources Planning.....	43
<b>Standard Nine – Institutional Integrity</b> .....	44
Policy 9.1 Institutional Integrity .....	44
<b>Section A – Operational Policies Relating to Institutional Accreditation</b>	
Policy A.6 Contractual Relationships with Organizations	
Not Regionally Accredited .....	45
<b>Commendations and Recommendations</b> .....	46

## **INTRODUCTION**

A twelve-person evaluation team from the Northwest Commission on Colleges and Universities (NWCCU) visited Everett Community College (EvCC) from April 7–9, 2010, to conduct a full-scale comprehensive evaluation of its Self Study and to review reaffirmation of accreditation. The last comprehensive visit was conducted April 11-14, 2000, with focused interim evaluations in 2002, 2007 and 2008; a progress report in 2003; and a regular interim report in 2005. Every courtesy was extended to the evaluation team by board members, students, faculty, staff, and administration of EvCC. Assistance with interview scheduling, secretarial support, and computer access were exemplary. The evaluation committee wishes to express its sincere thanks.

Washington has thirty-four community and technical colleges that operate under the direction of the State Board for Community and Technical Colleges (SBCTC). Everett Community College is administered by a five-member board of trustees appointed by the Governor of the State of Washington. EvCC, founded in 1941, has grown from modest beginnings in a converted elementary school to become a regional state-supported center for education, serving university-bound students as well as a growing workforce seeking new skills for challenging careers. They moved its main campus to its present site in 1958, on twenty-two acres adjacent to Legion Memorial Golf Course in North Everett.

The College currently serves more than 20,000 students (7,035 annualized FTEs) at seven learning centers throughout Snohomish County and in online courses, with most students and faculty at the main campus in North Everett. The College employs 130 faculty, 250 part-time faculty, 68 administrators, and 196 classified staff. EvCC offers Associate Degrees in Arts and Sciences, Science, Business, Applied Science, Technical Arts, Fine Arts, and General Studies. EvCC offers more than thirty certificate programs.

### **Self Study**

The Self Study represented a comprehensive response to the nine standards, policies, and eligibility requirements of the NWCCU. The document addressed each standard and discussed each major program of the institution. The report would have benefited by a more comprehensive and thorough view of the institution. The Self Study acknowledged areas of strength as well as areas that need improvement. Documentation and exhibits provided in the committee's resource room were well-organized and convenient. The evaluation committee appreciated the openness of the college staff in sharing information with the committee members.

### **Eligibility Requirements**

In accordance with NWCCU, Policy B-7, the College provided evidence to support its compliance with each commission eligibility requirement in the Self Study document. The evaluation committee concluded the College was in compliance with all the eligibility requirements.

**Scope of the Visit**

The evaluation committee was able to interview three out of five members of the district's board, the college president, all of the major campus administrators, many of the full and part-time faculty and staff, and dozens of students.

## **STANDARD ONE**

### **Institutional Mission and Goals, Planning, and Effectiveness**

#### **Standard 1.A – Mission and Goals**

Everett Community College's (EvCC) mission statement reflects a deep commitment to the community it serves. The emphasis is on access and community, which is reflected in a college-wide commitment to provide services and programs that promote access to educational opportunities and community development.

The College has a strong history of planning. The current plan was approved by the Board of Trustees in 2009. The College has a variety of plans: Capital Master Plan, Information Technology Plan, and Strategic Enrollment Management Plan; however it is the Strategic Plan that has the most significant impact on program decisions and resource allocation. The Strategic Plan identifies six strategic initiatives, with each initiative supporting some aspect of the College's mission. Each strategic initiative is supported by a series of goals, benchmarks, and accountabilities. Many of the goals are supported by a specific budget allocation. The integration of assessment, planning and budget are evident; e.g., in implementing Initiative Two, "The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees with multi-cultural experiences and diverse background," the goal "The College will plan and implement recruiting efforts targeted toward expanding workforce diversity in all aspects of its definition resulting in an increase of diversity in our applicant pools." This goal is linked to the budget through an allocation of funds to support "job fairs and travel funding for candidates." Helping candidates pay travel expenses will expand the potential pool of applicants and assist the college in achieving a diverse workforce. Additional examples include investments in the Corporate and Continuing Education Center, International Education, Global Education Initiative, supporting programs of distinction, and the math preparation project with local high schools, Cascadia Community College and Edmonds Community College. The College's Strategic Plan clearly guides decision making in all college activities.

#### **Standard 1.B - Planning and Effectiveness**

The College uses a comprehensive planning process to achieve its mission and goals (diagram, Self Study, p. 6-7). The process is facilitated by the vice president of the University Center and Strategic Planning. A recent (2007) organizational change introduced a focal planning group, the College Council, whose role is to provide input to leadership and to disseminate information. The members are appointed by the president. At the first meeting of the academic year, members establish the topics for study and discussion for the year. Council members indicated no faculty attended the fall meeting, resulting in insufficient voice to effect decisions. Scheduling convenient meeting times may be a factor; however, it is essential that all groups be represented. This is a concern. The planning process should be participatory, involving all constituencies (Standard 1.B.3). Additionally, authors of Standard Six have recognized this deficit and recommended the formation of a faculty senate although there does not seem to be consensus on this approach amongst faculty.



The College routinely reviews and evaluates its planning processes as well as the plan itself. The Strategic Plan is an organic document, evidenced by the recent addition of a new initiative—sustainability. Assessment of the processes resulted in changes such as the introduction of the College Council. A cooperative relationship exists between staff in institutional research and strategic planning, facilitating data-informed decisions. The work of the College Council, as well as other groups, is informed by a variety of reports and analyses: Annual Plan Progress, Enrollment Profile, Fact Book, Environmental Scan, a variety of surveys, and ad hoc reports. Planning at the unit or department level is achieved through the systematic program review process. There is evidence that assessment, planning and budget are integrated. Program reviews are more fully discussed in Standard Two and Standard Three. The College would benefit from continued evaluation of the process' effectiveness, including the strengthening of the role of the College Council in both planning and assessment.

Though the College has a strong record of broad consultation, increased communication with community entities would improve the planning process. It would be advantageous for the College to develop greater awareness of its vision, mission, and goals with both internal and external communities. Additionally the College would benefit from an integration of its multiple plans.

## **STANDARD TWO**

### **Educational Program and Its Effectiveness**

#### **Standard 2.A – General Requirements**

Everett Community College (EvCC) is organized into six divisions that offer a broad range of transfer, professional-technical, basic education, and corporate and continuing education programs that lead to Associate of Applied Science degrees and certificates. In many cases, courses beyond the certificate lead to associate degrees.

In spite of difficult financial times, the human, physical, and financial resources are sufficient to deliver high quality education. General program goals are consistent with the institutional mission and goals. Degree and certificate design is appropriate in breadth and depth. Program requirements are found in the college catalog, in program curriculum guides located throughout the college, and on program Web sites. Most programs make use of Web pages to advertise the program, the requirements, and a suggested course completion schedule.

EvCC has an established process for curriculum design and approval. Evidence shows that faculty play a major role in the design, integrity and implementation of curriculum. Faculty work with deans and advisory committees to determine the viability of courses and programs. Each program assesses its effectiveness annually and conducts a more thorough self-review on a three-year cycle. The College also conducts periodic viability studies on each program. Use of the library is integrated across most programs as appropriate for the program and course learning objectives.

The College has a process for approval of new offerings that includes input from faculty. Each academic area is represented on the Instructional Council that approves degrees and certificates. Transfer degrees follow Intercollege Relations Commission guidelines and those of the Washington State Board for Community and Technical College for two-year transfer degrees. Professional and technical programs are assessed and approved by that State Board. The College makes arrangements for students to complete terminated programs in a timely manner.

#### **Standard 2.B – Educational Program Planning and Assessment**

Everett Community College has made meaningful advances in educational assessment over the past several years. A strong example of assessment is the annual program self-reviews, cycled in such a way that two annual reports are followed by a three-year self-review and then the process begins again. The one-year reviews are evaluated by the appropriate dean, and the three-year reviews are evaluated externally.

In 2005, the College developed six student learning outcomes that apply to the degree and certificate programs. These core learning outcomes are widely published and used as a basis for the program self-reviews. While most faculty conduct course-level assessment that leads to curricular decisions for their own classes, there is little evidence in some departments that a common perspective has been reached on what to assess or how to undertake the process. Other

departments, however, have a clear plan in place that is already yielding useable data and that is guiding curricular decisions on a departmental basis.

Although an assessment coordinator is in place, the assessment data is not collected centrally nor used systematically nor consistently for improved teaching and learning or for planning. For most programs there is no evidence to show that graduates of the programs have achieved either core or program learning outcomes.

## **2.C – Undergraduate Programs**

### **Basic Skills and Adult Education Program**

The Basic Skills and Adult Education program offers multiple programs, courses, and services aimed at upgrading basic skills and at preparing students for college-level courses. These include Adult Basic Education (ABE), General Education Development (GED), Adult High School Completion (HSC), English as a Second Language (ESL), Youth Re-engagement Program (U3), Volunteer Literacy Program (VLP), Integrated Basic Education and Skills Training (I-BEST), Developmental Education, and Tutoring Center. Programs and services have well-defined goals, all of which support the college's mission statement and strategic plan. (2.A.2) Programs, courses, and services are offered at on-campus and off-campus locations and are taught by associate part-time faculty, senior associate faculty, and full-time faculty. Faculty members are well qualified and possess a master's degree in the appropriate discipline or related field. Faculty, including part-time, are evaluated per college policy, using multiple indices (peer, self, student, and supervisor evaluations). Interviews with division administration and faculty indicate a collaborative, innovative, and enthusiastic faculty who is genuinely concerned with student success.

Programs and services within the division employ student learning outcomes and assessment measures. At the course level, student learning outcomes and assessment measures are clearly stated on course syllabi. At the program level, relevant core learning outcomes are assessed as documented on annual program assessment plans and three-year instructional program assessment plans. Additionally, ABE, GED, and ESL student learning outcomes are assessed at both the course and program level as required by the Washington State Board for Adult Basic Education. Assessments include standardized CASAS tests. Assessment plans indicate that evaluation of assessment data takes place and is acted upon, and assessment results are used to improve student learning. Interviews with faculty indicate that program outcomes are tied to the budget and planning process as evidenced by annual and three-year assessment plans.

### **Business and Applied Technology Programs**

*Accounting, Business, Business Technology, Computer Information Systems, Computer Literacy, Economics, Medical Coding, Medical Transcription, School of Business Design, Tribal Enterprise Management*

The Business and Applied Technology Division at Everett Community College (EvCC) offers associate degrees, a transfer degree, and certificates in several technical and professional fields. The faculty show high commitment to teaching and learning that is reflected in the enthusiasm

and accomplishments of the students. Program goals are consistent with the vision, mission and goals of the institution (Standard 2.A.2).

Business and Applied Technology programs are logically designed with appropriate course curriculum, program depth and breadth, and course sequence (Standard 2.A.3). Programs are regularly reviewed according to institutional policies and procedures with input from faculty and administration (Standard 2.A.7). Courses are offered in a variety of formats including traditional, online, and short-term scenarios. Regardless of the format, evidence shows that students receive comparable curriculum (Standard 2.A.5).

The Tribal Enterprise Management program educates Native American students with a series of short-term certificates pertinent to tribal enterprises. These business courses help workers build skills and knowledge to move from entry level positions in hotel, restaurant and gaming services into mid-management and administration.

The College publishes the institutional core objectives for degrees and certificates in the college catalog, the student handbook, and online. Individual course learning outcomes are listed on syllabi (Standard 2.A.4). Some business and applied technology programs have defined program specific learning outcomes on the three-year reviews, but those documents are not available to students. It should be noted that the Medical Transcription program clearly outlines and publishes program learning outcomes on their website and on the program curriculum guide; Computer Information Systems and Medical Coding have a generic program outcome on their Web pages (Standards 2.A.4 and 2.B.2).

The assessment process is a concern. Assessment is being conducted and reported in the annual and the three-year cycle program reviews. However, only a few programs provide assessment data on those reports that support the findings. Results are often stated along with a plan of action, but there is no clear evidence to support those findings and no follow through or accountability from year to year (Standard 2.B.2 and Policy 2.2). Since there are no formal program specific outcomes for most programs, there is little evidence that students who complete the programs have achieved the desired outcomes (Standard 2.B.3).

Faculty maintain many excellent relationships with the business community. Several courses assign hands-on, real-life business projects and/or internships for local business or non-profit entities. Full-time and associate faculty bring an enormous amount of expertise to the programs. Students interact with real businesses through individual networks, real-life class projects, and advisory boards, although in some programs, the advisory boards need to be strengthened. Students especially were complimentary of the hands-on nature of many courses in the division, particularly the entrepreneurship courses where students write a business plan and create a small business one quarter, and then run that business the following quarter.

Courses are scheduled at optimal times for students, and faculty are flexible in that scheduling (Standard 2.A.9). Faculty are genuinely engaged in teaching and learning. They care about the students, and the students know and appreciate the value of the faculty. Several courses in the division utilize the library and other information resources to enhance student learning (Standard 2.A.8).

### **Business and Applied Technology Programs – Commendations:**

1. The business and applied technology programs are commended for the unique and creative hands-on and real-life projects and experiences that are included in several courses.
2. The business and applied technology programs are commended for dedication and service to their students, the community, and each other.

### **Business and Applied Technology Programs – Concern:**

1. It is recommended that the business and applied technology programs should determine how to fully and systematically assess the success of their programs and demonstrate that graduates have achieved the specified learning outcomes.

### **Communication and Social Sciences**

The College offers courses in Speech Studies, English, and the Social Sciences that are in keeping with similar institutions across the region. The division offers a substantial portion of the general education and Associate of Arts courses that are the core of the transfer program for students seeking to continue their studies at a four-year university, and there is clear evidence that these courses transfer to universities throughout the region. The faculty in this division are obviously committed to their disciplines, the general education mission, and the students they serve. The curriculum plans in each department clearly demonstrate a coherent design (Standard 2.A.3), the division's degrees use appropriate designators and reflect clearly defined objectives (Standard 2.A.4), and the courses are offered in formats consistent with the standard for a quarter-based institution (Standard 2.A.6).

The curriculum is managed, reviewed, and maintained by faculty, their chairs, and the division dean, who himself has a strong academic background and significant experience as a faculty member. The curriculum is planned for both optimal learning and accessible scheduling, with all courses offered during the day and evenings, and many in multiple formats (Standard 2.A.9). The Core Outcomes of the College serve as the outcomes for most of the Communication and Social Sciences departments, and these are widely published (Standard 2.B.2). Most departments are actively engaged collaboratively in educational assessment, although some have yet to achieve significant progress in the systematic gathering and analysis of data that track student achievement of course outcomes and, significantly, the college's core outcomes. While most faculty appear to be conducting course level assessment that leads to curricular decisions for their own classes, there is little evidence in some departments that a common perspective has been reached on what to assess or how to undertake the process. Other departments, however, have a clear plan in place that is already yielding useable data that is guiding curricular decisions on a department-wide basis. Departments that are struggling with their assessment efforts might consider enlisting the assistance of the other departments in identifying best practices and how they might be adapting to their own needs. The College should consider ensuring that there is a mechanism for coordinating these efforts across disciplines.

Of particular concern is the lack of a centralized effort to track student achievement of core outcomes, the backbone of the associate degrees' educational outcomes. There is no evidence of an ability to ensure that a student graduating with a degree from EvCC has achieved all the learning outcomes articulated by the published core outcomes. As a result, there is no systematic breakdown or tracking of how the degree is comprised of the college's stated outcomes. Of a positive note, however, is that there is evidence of progress within departments toward measuring the core outcomes at the course level, which could easily be aggregated and documented at the degree-level. Again, however, there needs to be a centralized coordination of such efforts to make clear to departments how their programs work together to bolster student learning, and to document what students – and consequently – the institution have accomplished. As a result, the institution is unable to provide evidence that its assessment activities lead to the improvement of teaching and learning at the program/degree level (Standard 2.B.3).

The majority of faculty in the division advise students, but the degree to which they do varies from faculty member to faculty member, and increased pressure on the faculty resulting from increased workloads threatens their ability to effectively participate in this important educational activity. Departmental advising for majors is neither centralized nor systematized, and while individual faculty may be tracking the progress of students they advise, the advising function on the institutional level appears ineffective (Standard 2.C.5).

### **Health Sciences and Public Safety Division**

Programs in the Health Sciences and Public Safety Division consist of five associate degrees (Physical Education/Health and Wellness, Nursing, Medical Assistant, Fire Science, and Criminal Justice), and two certificates (Fire Science and Phlebotomy). Courses can also be taken for Nursing Assistant, Medical Terminology, Medical Interpreting-Spanish, and Healthcare Risk Management, and it is possible to earn an AAS degree in Radiologic Technology from Bellingham Technical College on the EvCC campus. Much effort has been made to establish a variety of articulation opportunities for students to seamlessly transfer to other programs after beginning their coursework at Everett Community College.

There are sufficient facilities for the various programs to function at a high level but only because of a well-documented commitment to cooperation and creativity in the sharing of older buildings and limited space. The Physical Education department is in temporary facilities until the opening of a new building currently under construction. Faculty in the Allied Health and Nursing programs are patiently waiting the anticipated construction of a dedicated building which will allow them to have labs separate from didactic classrooms, upgrade their equipment and expand their program offerings (Standard 2.A.1).

Support of the institution's mission to (1) provide equal access to educational opportunities for all students and (2) maintain high standards of excellence in instructional programs is apparent throughout this division (Standard 2.A.2). Each program is commended for their tireless commitment to the community. This is reflected in the innovative ways they serve more students, maintain low attrition rates, and see high percentages of successful program completion without compromising high standards of achievement in their respective areas.

Faculty are well qualified (Standard 2.A.1) and are major stakeholders in each of the departments of this division in the design and implementation of the curriculum (Standard 2.A.7). Each program (with the exception of Physical Education) has a highly functioning advisory board, which meets at least twice a year. These boards provide information, support, and guidance in the evolution of each of the programs. Their contributions are noted and they are commended for their cooperation and input to the EvCC community.

The use of assessment of program objectives to drive program decisions can be tracked throughout the one- and three-year program reviews. There is some evidence that assessment of the campus-wide core outcomes is being done, but it is uneven across the division, and some programs are further along in the process than others. It is important for all programs to provide evidence that its assessment activities lead to the improvement of teaching and learning (Standard 2.B.3). Both the Nursing and Health Science departments are commended for their incorporation of the EvCC core outcomes into their curriculum and the use of assessment results to influence curriculum “tweaks.”

A concern is the lack of publicized, program-specific student outcomes in each of the departments. There may be specific competencies required of all students in all departments, but these are not being articulated as program outcomes in the annual reviews (Eligibility Requirements 12; Standard 2.B.1) or in the catalog.

It is also unclear whether or not assessment results have had an impact beyond the specific program. There was no evidence that the results of assessment of the six core outcomes are used beyond the department level. There does not seem to be any effort to gather the results of assessment of these outcomes campus-wide in order to ascertain whether or not the EvCC students are successfully achieving any of these outcomes before they complete their programs at EvCC.

Overall, the Health Sciences and Public Safety Division (including the Dean, faculty, and support staff) is commended for its professionalism, its commitment to student learning, and its vision for the significance of the role it plays in the well-being of the community at large. Members of this division are models for taking students of great diversity (culturally and academically), providing them with the tools they need for success, and preparing them for the workplace or for transfer to another institution.

### **Library/Media, Arts and Distance Learning**

*Art, Distance Learning, Graphic Arts, Journalism*

The Arts at Everett Community College (EvCC) are vibrant. New facilities, an arts and science building called Whitehorse Hall, has helped the art programs focus on providing students with a dynamic learning experience. Strong leadership from administrators and faculty has resulted in curricular offerings that are well designed and interwoven in the degree offerings (Standard 2.A.3).

The Arts and Learning Resources Department has nine full-time, tenured faculty, five librarians, and approximately ten associate faculty. Both the full-time and part-time instructors are highly

qualified in their subject areas and, in many cases, as artists and professionals (Standard 2.C.7). In addition to Art, Graphic Arts, Journalism, Music, Photography, and Theatre, this department oversees Library and Media Services, the Russell Day Art Gallery, the Everett Chorale, and the Teaching and Learning Cooperative (TLC). The eLearning Program (Distance Education) is also housed in this department.

Library and Media Services meet the requirements outlined in Standard Policy 2.6. Students have access to and can effectively use appropriate library resources (2.6.j). The library facilities are adequate and EvCC provides appropriate equipment and laboratories (2.6.l). Faculty work collaboratively with library and media personnel to ensure that the use of library and information resources is integrated into the learning process (Standard 2.A.8). The students on campus are well served by the dedicated staff in media services; these staff support the new instructor stations, run video conferencing, order media materials, and do video production. Students have access to a library collection of approximately 53,000 volumes and 20 databases. As well, they can check out one of the 450 netbooks for a term from the library.

The eLearning program at EvCC is active and growing. Its purpose is clearly defined and congruent with institutional mission and purposes (Policy 2.6.a). EvCC had approximately 600 web-enhanced classes in the fall term 2009. In spring term 2010, ninety to one-hundred hybrid classes were being offered. Two degrees are offered online: Associate of Arts and Sciences – direct transfer and the Associate of General Studies. A Healthcare Risk Management Certificate is also offered online. The eLearning program ensures that appropriate technology and software are in place to support the course offerings (Policy 2.6.e). Appropriate training is provided for the faculty. New faculty are required to complete training and receive a stipend after teaching their first course online (Policy 2.6.i).

#### **Library/Media, Arts and Distance Learning – Commendations:**

1. Visual Communications Design, Photography, and Studio Arts have developed concurrent courses for first-year students so that student work can be evaluated according to performance outcomes and students can be advised before embarking on the second year of their program of study. These Foundation Portfolio Review courses are ART195, Photo195, and Graph 195 (Standard 2.A.3).
2. The Teaching and Learning Cooperative (TLC) has created teaching labs where faculty learn the pedagogy behind learning communities. This has led to linked courses where the interrelationships between major fields of study can be studied (Standard 2.C.3).

#### **Library/Media, Arts and Distance Learning – Concerns:**

1. While outstanding assessment is happening at the program level in the Arts, there is no indication that degree level assessments and data are being compiled and utilized at the college level (Standards 2.B.1, 2.B.2, and 2.B.3). The three-year Instructional Program Assessments have incorporated assessments as part of the reports, but measurements and statistics indicating that students have met the outcomes at the degree level need to be collected and analyzed in a centralized location for comparison.



2. Evaluation of online faculty and classes is being utilized, but there is some question on the response rates of student evaluations online. At least one instructor has incorporated the student feedback forms onto the eLearn system; so this is being worked on. The staff needs to continue its progress on assessing student learning online.

### **Math, Science, Engineering**

In order to validate the information presented in EvCC's Self Study on the college's Mathematics, Science and Engineering programs, data was gathered on-site from the following sources: Standard Two exhibits describing college policies and summarizing pertinent data; meetings with fourteen full-time faculty members; meeting with the Dean of Math and Science division; program review reports, samples of course syllabi, tour of the Math, Science and Engineering classrooms and laboratories.

Assessment of Student Learning: The six Student Core Learning Outcomes are listed on page six (6) of the 2009-2010 Everett Community College Catalog, and learning outcomes specific to the Associate of Arts and Science degree are listed under each departmental heading in the catalog. These same learning outcomes are generally referenced in the departmental annual review documents and course syllabi.

The NWCCU evaluator found inconsistency in the structure and detail of the programs' assessment methods. For example, the Chemistry Department uses the American Chemical Society's standardized exam as an assessment tool for students completing the three-quarter General Chemistry and lab sequence. The ACS exam is nationally normed; therefore, it provides quantitative, statistically meaningful data which indicate how well the EvCC chemistry students have learned the material. The Mathematics Department uses mandatory placement tests as a preliminary assessment instrument. The Physics Department quantifies student learning with a standardized "Force Concept Inventory" as a pre-test/post-test in the algebra-based physics courses, and a capstone project in the final quarter of the year-long physics sequences. However, other assessment tools were more subjective, typically using open-ended or essay questions which are analyzed qualitatively.

Most Mathematics, Science and Engineering faculty who were interviewed generally perceived educational assessment as a "work in progress." Many departments have made significant improvement in the assessment of student learning since the last NWCCU review, but faculty members suggest that more data should be routinely collected, analyzed and used to improve the curriculum. Several faculty recommended that departmental data be reviewed by a central administrator or team to maintain consistency in the procedures and to assure a coherent plan for improvement of curriculum and efficient allocation of college resources.

The NWCCU evaluator suggests more linkage between the core learning outcomes and the specific objectives of individual courses. EvCC should consider requiring that learning outcomes be listed prominently in each syllabus. The college's administration should continue to provide training so all faculty will understand and efficiently implement the assessment process.

Faculty and academic administrators appear to be highly committed to teaching and learning, and are enthusiastic and student-focused. Instructional facilities are relatively new, and the equipment is adequate, well-maintained and well-organized. The evaluator was not made aware of any problems with insufficient human, physical or financial resources (Standard 2.A.1).

The Math, Science and Engineering programs' instructional policies, methods and delivery systems are compatible with the mission of EvCC—"to maintain high standards of excellence in instructional programs..." (Standard 2.A.2).

Degree programs are well designed and appear to be consistent with the other public colleges and universities in Washington. The Math, Science and Engineering departments are acutely aware of the needs of students transferring to state universities, and it appears that transfer articulation issues have been addressed. According to the available class schedules, courses are conveniently sequenced for developmental and transfer students (Standard 2.A.3).

The objectives for the Associate of Arts and Sciences and the Associate of Science degrees are clearly defined. The courses and programs described in the EvCC Catalog were congruent with the information gathered during the site visit (Standard 2.A.4).

All courses offered in Math, Science and Engineering are assigned credit in quarter hours, and all courses carry appropriate credit. Course fees are reasonable and appropriate (Standard 2.A.6).

The department chairs and dean indicated that the faculty carefully plans the annual course schedules so that students can complete sequences in a timely manner. Online courses are being developed in many of the disciplines, and these e-courses allow for increased accessibility for students (Standard 2.A.9).

### **Workforce Education Programs**

*Aviation, Computer Aided Design (CAD), Composites, Precision Machining, Welding & Fabrication, Cosmetology*

Each of these programs provides a comprehensive curriculum which directly supports the overall College mission. A sense of pride and commitment to quality instruction consistent with the College mission is reflected in these program areas. The Advanced Manufacturing and Cosmetology programs at Everett Community College are strong, soundly developed programs with talented and dedicated faculty that are well qualified and versed in their fields of expertise.

There are adequate facilities available to meet the needs of these programs. The classrooms and labs are well equipped and clean. The faculty has excellent office space and support services. Financial resources in direct support of instruction (supplies and equipment) appear to be adequate for the size and scope of the programs. Most of the programs are heavily dependent on donations from industry to provide necessary equipment needs of the program.

The technical core courses appear to be sequential and cover the necessary skills for job entry. All course outlines are current and clearly indicate the objectives for each course in the curriculum. All programs use quarter hour guidelines prescribed for higher education. Length of

programs (credit hours) is comparable to similar institutions within the northwest region. All Certificate and Associate in Technical Arts degree programs include the required related instruction. The college catalog clearly indicates which courses satisfy the related instruction for human relations, composition and computation.

Outcome assessment at the course and program level is well documented. All courses are assessed by faculty quarterly using a variety of assessments. All programs have published outcomes and measured results. The outcomes are clearly used during the program review resulting in curriculum changes, resource allocation, staffing and upgrading equipment. Strong evidence indicated the utilization of advisory committees in assessing and making program revisions.

The procedures for hiring faculty are well outlined and meet approved affirmative action guidelines. Faculty members participate in the screening and interviewing process. Teaching loads are equitable and are clearly outlined in the faculty bargaining agreement. Faculty members are proud to be part of Everett Community College. They enjoy what they are doing and they believe in the mission of the College. They share responsibilities of student advising and serving on college committees. The faculty evaluation process is well outlined. Discussions with faculty members indicate they understand the current policy and it is being followed.

#### **Workforce Education Programs – Commendations:**

1. Having active advisory committees.
2. 100% of the cosmetology passing the Washington State license examination.
3. A high percentage of the aviation students passing the FAA license examination.
4. Revision of the welding curriculum and a significant increase in student enrollment.
5. Adding the Composite program as a certificate or degree option and working collaborating with the Snohomish School District.

#### **Policy 2.1 – General Education/Related Instruction Requirements**

Everett Community College (EvCC) offers associate degrees in both university transfer and technical and career areas. These include Associate in Arts and Sciences—Option I and II, the Associate of Applied Science—Transfer, Associate in Business, Associate of Science, Associate in Technology, Associate in Pre-Nursing, Associate in Technical Arts, Associate in Fine Arts, and Associate in General Studies. The College, as required by Policy 2.1, publishes in its catalog its philosophy statement and requirements on general education and related instruction.

EvCC requires all associate degree programs to include general education courses in their core programs of study. These include communication skills, quantitative skills, humanities, social sciences, natural sciences, and diversity education. Courses are of collegiate level and are taught by well-qualified faculty. Degree requirements are published in the college catalog and on curriculum guides. To ensure ease of transfer, EvCC has agreements with most four-year colleges and universities in the state of Washington for direct transfer of its students under

guidelines developed by the Inter-College Relations Commission of the Washington Council on High School-College Relations. A similar agreement has been made with several colleges and universities in Oregon as well.

The College offers several certificates that require one academic year or longer to complete. As required by Policy 2.1, these degrees and certificates include general education courses in communication, computation, and human relations. Although the curriculum requirements for certificates are published on curriculum guides, they are not published in the college catalog.

## **Policy 2.2 Educational Assessment**

Everett Community College has made meaningful advances in educational assessment over the past several years. A strong example of assessment are the annual program reviews (Standard 2.B.1; Policy 2.2d), cycled in such a way that two annual reports are followed by a three year review and then the process begins again. The one-year reviews are evaluated by the appropriate dean, and the three-year reviews are evaluated externally. These reviews provide opportunities for self-examination of such things as enrollment, staffing, curriculum, student performance, analysis of the core learning outcomes, program specific outcomes, actions taken since the previous report, program objectives for the next annual cycle, and projected needs (equipment, technology, facilities, and staffing). There are many examples in both occupational and transfer programs of reviews reporting the results of assessment and actions taken in response to those findings. More difficult to find was evidence of the data analyses supporting the assessment measure.

In 2005, the College developed six student learning outcomes which are well publicized and an important part of each program review. There is ample evidence that assessment of these core learning outcomes is being done across the curriculum although in varying degrees of thoroughness. Any program exists to provide a specific piece in the achievement of the college's mission and goals. Therefore, all programs should have specific outcomes unique to that program (Eligibility Requirement 12; Standard 2.B.2). Although the six core outcomes are highly visible, what are less apparent, and even optional, are these program specific outcomes. There are programs (a few examples being English, Medical Transcription, Nursing, and Welding), which have well defined and clearly written program specific outcomes. Some programs have them, but they are not published outside the program reviews. Other programs have failed to define any program specific goals which tie back to the institutional mission and goals.

Although the prevailing attitude toward doing assessment is at least acceptance, and in many cases, excitement; and although there are good examples of assessment being done at both the course and program level, some are very limited in scope. Thus, the campus as a whole is not benefiting from the results due to a failure to centralize the data—especially from assessment of the core learning outcomes. Because these results remain limited to the program reviews, there is no evidence of a complete picture of how successfully these outcomes are being met campus-wide. Likewise, with the exception of some of the occupational degrees, there is no evidence of accountability as to whether or not individual students have successfully met any of the six core outcomes or the program outcomes (Standard 2.B.2; Policy 2.2b).

Although there is some indication that employer and graduate satisfaction surveys are being done, many times information about graduate preparedness is informal and anecdotal with no actual data (Policy 2.2e).

Everett Community College has demonstrated its commitment to student learning by the development of the Teaching and Learning Cooperative, staffed by a full-time coordinator. The TLC has provided a variety of opportunities for faculty to expand their teaching styles and to engage with other faculty in meaningful conversations about educational issues. This has translated to improved teaching and learning in the classroom. An important aspect of what the TLC has done is in the area of assessment. Since in the past few years, the assessment conversation has evolved from “Do I have to do it?” to “How do I do it?” more faculty are seeking help with how to implement assessment in the classroom to identify strengths and weaknesses in student learning within a particular course or a particular discipline (Standard 2.B.3). The use of IDEA has helped faculty receive more applicable information from the students as they assess the individual courses.

An important challenge is how to inform and train part time faculty in the assessment process. Because of the high number of courses taught by these individuals, a large gap exists in the assessment of both the core learning and program outcomes across campus.

## **Policy 2.6 – Distance Delivery of Courses, Certificate and Degree Programs**

### **Approval & Purpose**

- a. EvCC’s eLearning program is congruent with its Mission Statement, providing opportunities for students to complete the Associate of Arts & Sciences and Associate of General Studies degrees from a distance. Online certification programs in Medical Transcription and Medical Coding are also available.
- b. The courses and programs offered online are equivalent in content to the traditional “face to face” courses. Therefore, the evaluators assume that all online courses have been approved through established institutional program approval mechanisms.

### **Curriculum and Instruction**

- c. Programs provide for timely and appropriate interaction between students and faculty, and among students.

With the exception of two telecourses, all of EvCC’s distance courses are offered via online and hybrid programming. Courses representing each General Education category for the Associate of Arts and Science and Associate in General Studies degrees are offered online each quarter. The “Washington Online” consortium also offers a variety of online General Education courses to supplement EvCC’s schedule.

Students and faculty are generally pleased with the online program, as it offers flexibility for academic and work schedules.

- d. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of education.
- e. The institution ensures that the technology used is appropriate to the nature and objectives of the programs.
- f. The institution ensures the currency of materials, programs and courses.
- h. The institution provides appropriate faculty support services specifically related to distance education.
- i. The institution provides appropriate training for faculty who teach in distance education programs.

Online courses are approved and evaluated by the same procedure as are traditional courses. If an existing course is slated to be offered in an online format, it does not need formal re-approval by the Instructional Council. The academic deans screen faculty who wish to teach online courses, and those faculty are required to complete a three-week online training program offered by Washington Online. The Director of eLearning also provides extensive (and highly regarded by faculty) training opportunities for instructors. The "Quality Matters" rubric is used as a guideline for the development of online curriculum at EvCC.

Until recently, online courses at EvCC were delivered via Blackboard. However, after collaboration between the Director of eLearning and the faculty, the college opted to use ANGEL. EvCC faculty appear pleased with the performance of the ANGEL online delivery tool.

NWCCU evaluators interviewed about fifteen EvCC online instructors. These instructors are enthusiastic and dedicated to offering rigorous and high quality online courses. The faculty described innovative ways of delivering lectures and encouraging active student participation. Some science courses include laboratories, for which students purchase lab kits containing exercises they can conduct at home without face-to-face supervision by college faculty.

Online courses taught by probationary and part-time faculty are subject to student evaluations each quarter, using the IDEA instrument. Tenured faculty are evaluated less frequently, in accordance with college policy. The Director of eLearning posts an internet link to the student evaluation form on the web page of each course to be evaluated, and it is up to the individual students to complete the evaluation prior to the end of the term. The completed surveys are relayed to an off-site company for processing. The summary data are sent to the division deans, who subsequently forward the information to individual faculty. Several faculty and staff noted that the student response rates for the IDEA surveys are relatively low. Some of the faculty who were interviewed recommended that the eLearning advisory board develop methods to increase and enforce student participation.

Academic deans are attentive to students' concerns regarding the accessibility and responsiveness of online faculty. On occasion, deans have denied permission for certain faculty to continue to offer online courses if too many student concerns are raised or if the dean feels the curriculum is substandard.

## **STANDARD THREE**

### **Students**

#### **Standard 3.A – Purpose and Organization**

Everett Community College (EvCC) student programs and services effectively support the institutional mission and contribute to the educational development of its students. Each unit has an established mission statement and corresponding annual goals. Units follow a three-year program review process that influences policy and practice.

There has been significant organizational restructuring over the past two years and the department has relied on interim appointments during that time period. In addition, numerous positions have remained vacant due to state mandated hiring freezes and budget concerns. EvCC recognizes that they have been challenged by recent staffing patterns. Effective this summer, they have determined to restructure the department with two deans instead of one vice president.

The program review process has been followed fairly consistently and contributes to recommendations for human, physical, and financial resource allocation. Program reviews are conducted by college employees outside of the unit being evaluated. This has fostered an increase awareness of campus resources while also providing an outside perspective on ways to improve services. There were several examples of recommendations being successfully implemented.

Policies and procedures are established and periodically reviewed. Revisions are requested by the individual units and approval follows a chain of command similar to the organizational structure. There is evidence that the program reviews influence policy and procedure which indicates that data is used to influence continuous improvement. Examples include the establishment of a veterans' lounge, transition to mandatory advising, and revisions to new student orientation.

#### **Standard 3.B – General Responsibilities**

EvCC's Office of Institutional Research provides data that is published in an Environmental Scan, EvCC Fact Book, and the Annual Report. These documents contain student demographic information that is used internally and externally. Internal uses include program reviews and departmental planning. The documents are used externally for recruitment and advocacy.

The College is recognized for their efforts to include students in institutional governance. Students actively participate in board meetings, college councils, various committees, and on faculty tenure appointments. Students also engage in advocacy initiatives with the state legislature. In 2009, the student government authored a position statement that was selected as one of a few that went to the state legislature. They are engaged in authoring position statements again this year with more students participating. In visiting with students, being involved in the state legislative process has increased awareness of state issues that affect local students. Students have a substantial budget generated by student fees. They actively participate in a



rigorous budget process that supports institutional efforts. It is evident that involvement in the governance process enhances student learning and development.

Student Rights and Responsibilities are addressed in the Student Handbook which is given to new students and located on the website. The policy is reviewed regularly and published consistently. While students were not generally aware of the policy, they universally reported success with addressing problems and issues through the student government. The College is scheduled to implement mandatory new student orientation in the summer of 2010 – this will be an avenue to ensure that all new students have copies of the handbook.

EvCC annually publishes a catalog and makes it available to both prospective and enrolled students. The catalog includes the college mission, admission requirements and procedures, students' rights and responsibilities, academic regulations, degree-completion requirements, credit courses and descriptions, tuition, fees, and other charges, refund policy, and other items relative to attending or withdrawing from classes.

Information regarding tips for on-campus student safety is publicized on the website and in college print materials. The Office of Campus Safety, Security & Emergency Management is responsible for ensuring overall safety of the campus. Coverage is provided 24 hours a day, seven days a week. In addition, the vice-president for student services formed a behavioral intervention team (BIT). This committee meets weekly to coordinate information on students of concern and identify intervention strategies. In discussions with students and staff, it was evident that this committee is functioning well to prevent threatening situations as well as bring awareness to faculty, staff, and students regarding appropriate ways to handle potentially volatile situations.

### **Student 3.C – Academic Credit and Records**

Evaluation of student achievement, and the award of credit, is based upon clearly stated and distinguishable criteria. The grading system is clearly defined in the catalog. Credit and related terms are defined clearly in the catalog glossary. Staff are appropriately trained and work closely with instructional personnel to ensure accuracy of student records.

Grade definitions for evaluating student performance and achievement are defined. Distinction between degree and non-degree credit is demonstrated in written publications, e.g. catalog and course schedule. Transcript procedures clearly note when any credit awarded is non-degree credit. Clear policies regarding accepted transfer credit are posted in the catalog and provide adequate safeguards to ensure high academic quality and relevance to the students' programs. The institution determines its own policies and practices related to the transfer and award of academic credit and reviews them periodically to ensure they accomplish goals and treat students equitably.

### **Standard 3.D – Student Services**

The admission policies of Everett Community College are consistent with its mission. Admission practices follow admission policies. EvCC is increasingly turning to online options

for admissions and registration. Efforts are being made to educate and assist students with new technology options. Kiosks have been strategically positioned to ensure students have access to computers for admissions and registration purposes. Competent staff are available to assist students who have questions about technology. EvCC has thoughtfully addressed the needs of special student populations. One example is placing a “doorbell” on the registration line for veteran students making it easier for them to access one-on-one assistance.

Minimum placement cut-off scores have been established and are periodically reviewed ensuring a reasonable probability of success. Students who do not reach the minimum placement scores are referred to the Adult Basic Education program.

It is recognized that EvCC makes exceptional efforts to promote success for diverse student populations. The college’s commitment to diversity can be found in its mission, vision, and institutional priorities. Programs and services are provided to students from diverse demographics including age, ethnicity, sexual orientation, and gender as well as special populations of students including student athletes, veterans, low-income, and first-generation college students. The College has actively pursued grants to serve these students. In addition, student government has provided support to online learners, evening students, and people at the branch campuses. There is evidence that EvCC is evaluating these programs and that student success indicators are improving for the students served. In addition, the evaluation of college employees includes a diversity component. Staff reported this as a positive aspect of their evaluations.

Academic support services are provided to students who have disabilities. College personnel authorize auxiliary aids, academic adjustments, and other services. They engage faculty and staff by conducting trainings and workshops. Students reported feeling comfortable and appreciative of the physical environment as well as with the staff members.

There is concern that academic advising is not implemented consistently from a systemic perspective. Students may be advised by instructional faculty, non-instructional faculty, classified staff, or exempt staff. Students reported inconsistent access to program advisors – there is evidence that some faculty have a large number of advisees while other instructors may not be advising very many students. The College is encouraged to clearly delineate who is responsible for advising and implement a comprehensive advising program that clearly articulates the types of advising offered. It is recognized that the college is implementing mandatory advising – EvCC will require students to meet with an advisor prior to their third term. Appropriate training and coordination should ensure that all students receive high-quality academic advising. There is a concern that specific advisor responsibilities are not defined, published, or made available to students.

Counselors deal with academic, career, and crisis issues. Counselors are highly qualified with master’s degrees. They do teach some classes related to student development. Counselors maintain confidentiality of records and discussions through private office environments. Students are able to drop in for assistance or schedule an appointment. The counseling department has participated in program reviews, but noted that recent budget shortfalls have hampered efforts to implement recommended strategies.

Graduation requirements are published on curriculum guides and in the college catalog. Student services works closely with academic departments to ensure that published graduation requirements are accurate. Students can access their degree audit to determine which requirements still need to be met.

EvCC students enjoy a vibrant student life program. There is an active student government, numerous clubs, well-coordinated events, and a variety of activities that supplement classroom learning and meet the needs of a variety of student populations. EvCC is to be commended for their efforts to engage students in events and activities that support cognitive, social, and personal development beyond what is provided in the classroom. The student government is actively planning support and development initiatives for evening students as well as those taking classes at remote sites off campus. In addition, there is strong evidence of meaningful assessment and purposeful planning to address future student needs.

Financial aid is an important component for student success at EvCC. A new financial aid director is scheduled to begin work shortly. Meanwhile, it was apparent that financial aid staff work diligently to provide timely resources to students. Financial aid information is readily available on campus, on the website, and in the class schedule. Loan default rates are carefully monitored and efforts made to inform students of their responsibilities. The student government provides jobs to roughly 85 students, which indicates a strong effort to support students financially.

### **Standard 3.E – Intercollegiate Athletics**

EvCC offers a variety of intercollegiate athletic opportunities to their students which include: men's baseball, men's basketball, men's soccer, men's and women's cross country, men's and women's distance track, women's basketball, women's softball, women's soccer, and women's volleyball. They are a member of the Northwest Athletic Association of Community Colleges (NWACC). EvCC is in the process of completing construction of a new athletic facility that will house indoor sports. Outdoor sports will continue to work with community groups to obtain space for practice and competition. The athletic department participates in the program review process as well as the institutional budgeting process. While most financial needs are met through the institutional process, student-athletes still raise funds to support their travel budgets.

### **Policy 3.1 - Institutional Advertising, Student Recruitment, and Representation of Accredited Status**

Advertisements, publications, promotional literature, and recruitment activities give primary emphasis to educational programs and services offered. It is noted that the marketing department works closely with academic departments to develop individual marketing plans on an annual basis. Statements and representations of the college are clear, factually accurate, and current. The catalog gives clear and accurate information about additional requirements for eligibility for certification or entry into an occupation or profession.

**Concern:**

1. The institution should depict faculty (full-time and part-time listed separately) with degrees held and the conferring institution. (Policy 3.1, A.3.e)

**Student Recruitment for Admissions**

Student recruitment is conducted by well-qualified employees and adheres to appropriately professional practices.

**Representation of Accredited Status**

Appropriate and consistent use of accreditation status was found in college publications.

## **STANDARD FOUR**

### **Faculty**

#### **4.A – Faculty Selection, Evaluation, Roles, Welfare, and Development**

Everett Community College (EvCC) employs professionally qualified faculty with primary commitment to the institution and representative of each field and program in which it offers major work (Standard 4.A.1; Eligibility Requirement 7). Full-time faculty in professional and technical fields require appropriate certifications to the field taught and are certified in compliance with the Washington Administrative Code (WAC 131-16-080; WAC 131-16-094). Full-time faculty who teach transfer courses, or who work in librarian or counseling roles, are required to hold a master's degree in an appropriate field.

There is evidence that the faculty participate in academic planning, making recommendations through the Instructional Council process to the Vice President of Instruction. The core curricular planning is in the hands of the faculty, beginning at the department level and continuing through the Instructional Council, comprised of nine academic administrators, nine faculty, and one student representative. Faculty also participate on the Academic Appeals and Regulations Committee. Faculty participation in Institutional Governance (Standard 4.A.2) is an area of potential concern, as it is not clear to the evaluation team that participation in this area goes beyond Instructional Council and what is negotiated into the AFT Collective Bargaining Agreement. The Self Study states (p. 68) that they also participate in Institutional Governance through “existing college committees, and informally through conversations with administrators and staff members.” There is no clear evidence that faculty are directly and formally included in administrative decisions affecting the entire college except as occurs through departmental budgetary requests or through Instructional Council regarding academic issues. It is not clear how the faculty are involved in larger academic policy issues, except those guided through the Collective Bargaining Agreement.

Another concern is the role of faculty in academic advising (Standard 4.A.2). While the Self Study states (p. 67) that all full-time faculty serve as advisors, it also identifies this as an area of Challenges and Recommendations (p. 77), characterizing it as “more a ‘constellation of services’ than an integrated system,” and notes that faculty “advising loads vary significantly between departments and individual faculty.” It goes on to note that “The College should adopt the recommendations of the faculty advising task force, including mandatory advising, and should develop a process that more equitably distributes advising loads. . . .” (p. 77-78). Discussions between the Evaluation Team members and college faculty affirm the Self Study's recommendation that EvCC “more closely monitor and enforce the contractual requirement that full-time faculty participate on at least one committee, board, or council of the college” (p. 78). Adoption of these recommendations would appear likely to alleviate the concerns raised by these issues. Further discussion of advising can be found under Standards 2.C.5 and 3.D.10 in this report.

Within departments and programs, assessment activities occur at the classroom levels and are conducted by the faculty. Clearly, faculty are the primary keepers of the curriculum. There is

also evidence that faculty are involved in institutional governance bodies, including the Curriculum Advisory Council, and various task forces.

Faculty workloads (Standard 4.A.3) are consistent with workloads at similar institutions, with the standard full-time faculty load at three 5-credit courses per quarter. Parameters for exceeding this workload are specified through the Collective Bargaining Agreement. Faculty are assigned classes according to their discipline areas, and in larger departments, their areas of expertise; some chairs are attentive to the “best fit” for class assignments based on student feedback and faculty interests. There was concern expressed among several faculty that recent lay-offs in the faculty counselors, coupled with a state-mandated hiring freeze, was indicative of a potential reduction in full-time faculty numbers in the future. Should this occur, an impact on the effectiveness of educational delivery could be realized; further, such an occurrence could result in decreased involvement of faculty in areas such as shared governance, committee service, and availability to students.

Policies on salaries and benefits (Standard 4.A.4) are clearly articulated through the Collective Bargaining process and appear equitably administered in keeping with the Standard. The College has done an excellent job of affirming part-time faculty, establishing a special rank with privileges for “Senior Associates,” part-time faculty with history and solid evaluations. There is concern, however, that the full-time faculty salaries are in the lower 25% of Washington while the institution states that “[t]he selection, development, and retention of sufficient numbers of qualified faculty to conduct high quality educational programs . . . is of paramount importance to Everett Community College” (Self Study, p. 65).

There is evidence that a good number of faculty are engaged in professional development activities, many of which benefit the college directly through increased knowledge bases in faculty, honing of teaching skills, and scholarly activities that benefit the profession and which reflect well on the college. There is evidence that faculty are encouraged to take advantage of professional development opportunities appropriate to one’s discipline.

Processes have been developed and implemented by the college for regular and systematic evaluation of faculty performance, including tenure review and promotion, post-tenure review, and the evaluation of part-time faculty, including the new designation of “Senior Associate” part-time faculty (Standard 4.A.5). The evaluation process and forms are uniform, emphasizing continuous improvement of teaching, and encourage equitable and helpful evaluation of part-time faculty. For further discussion of faculty evaluation, see discussion under “Policy 4.1, “Faculty Evaluation,” below.

The College’s policy on Academic Freedom is clearly articulated in the Collective Bargaining Agreement. The policy is robust in its support of and commitment to academic freedom, and meets Commission Eligibility Requirement 11. The College clearly embraces the policy and the faculty feel supported by administration in how they choose to approach teaching their classes. (Standard 4.A.7)

The hiring of part-time faculty is the responsibility of the division deans with input from the department chairs. It is a requirement that the part-time faculty meet the same credentialing

requirements used for full-time faculty, and a handbook has been published and is made available to new hires. Hiring practices are consistent with the college's mission (Standards 4.A.8 and 4.A.9).

The College assesses institutional policies concerning the use of part-time and adjunct faculty on an annual basis at the departmental level (4.A.10). Of particular note is the implementation of a new category of part-time faculty, "Senior Associates," which provides preference for class assignments, salary increases, and some job protections.

#### **4.B – Scholarship, Research, and Artistic Creation**

While EvCC, as a community college, emphasizes teaching as the primary aspect of a faculty appointment, a survey of faculty conducted by the college indicates faculty appear to be actively engaged in an array of scholarship, research, and creative endeavors that are consistent with Standard 4.B and the institutional mission and goals. Institutional policies are in place that address ethical considerations (Standard 4.B.2). Although the Self Study states that faculty "took the lead in developing the IRB procedures and they participate on the IRB" (p. 74), the Evaluation Team was unable to locate evidence to substantiate current activity of the IRB or the role of the faculty (Standard 4.B.3).

While it is clear that the institution has been committed to the support of faculty scholarship, research, and artistic creation, and reflected this in the assignment of faculty in the form of providing leave for such activities (Standard 4.B.5), this support was suspended this academic year due to budgetary concerns. Academic freedom, however, remains a strength of the institution at all levels (Standard 4.B.7).

##### **Policy 4.1 - Faculty Evaluation**

Everett Community College (EvCC) administration and faculty have collegially developed an evaluation process for faculty. The policy is outlined in the ATF Agreement 2008-11 (EvCC Documentation 4D.4a). As required by accreditation standards, the evaluation process provides for a comprehensive evaluation of associate, pre-tenure, and tenured faculty member in a regular and systematic manner. Once faculty reach tenure status, they are evaluated at least once with each five-year period of service. Associate faculty have the opportunity to become senior associates at the college and an evaluation process for that status is outlined as well.

Interviews with human resources, deans supervising faculty, and the faculty indicate that internal plans and procedures regarding the evaluation of faculty are being referenced and followed throughout the college. While there are occasional lapses in completing evaluations in a timely fashion, Human Resources retains a table demonstrating that evaluations occur on a continuing basis.

In addition to the clear policies on evaluation, EvCC has established a policy on obtaining tenure at the college. Committees for pre-tenured faculty evaluation involve administrators, faculty, and students. While changes to the process of obtaining tenure have occurred in the past three years, faculty are aware of those changes.

**Commendations:**

1. One of the strengths of the evaluation process at Everett Community College is its incorporation of peer observations for both part-time and full-time faculty. These observations contribute greatly to the campus-wide faculty dialog about quality instruction and help ensure the quality and effectiveness of the educational programs.
2. By incorporating faculty from within programs as well as faculty from other programs on the pre-tenure evaluation committees, the college is assuring that subject matter experts and those with pedagogical knowledge substantively contribute to faculty performance evaluation.

**Concern:**

1. While there is a systematic process of performance evaluation for full-time faculty, there is no centralized tracking methodology, which was cited as a concern in the college's Self Study (p. 72). Human Resources has a table/spreadsheet which tracks completion; however, the need for a systematic and comprehensive data collection process for evaluations remains an issue.



## **STANDARD FIVE**

### **Library and Information Resources**

#### **Standard 5.A – Purpose and Scope**

EvCC provides library and information resources and services to its college community through the Library Media Services (LMS) department, the Information Technology (IT) department, eLearning, and the Teaching and Learning Cooperative (TLC). In addition, the Washington State Board for Community and Technical Colleges - Information Technology Division (SBCTC-ITD) provides information technology services to Washington Community and Technical Colleges (WCTC), including EvCC. SBCTC-ITD administers mission-critical administrative applications for Everett Community College.

A review of the resources and services offered, and feedback received from students, faculty, and staff presented evidence that EvCC provides access to library and information resources with sufficient quality, currency, diversity, and depth to support the institution's mission and goals; and the core collection and resources are sufficient to support the curriculum. Through interviews and open forums, committee members found that faculty and students are generally satisfied with library and information resources and services.

#### **5.B – Library Information Resources and Services**

The committee found evidence that faculty and students have opportunities to provide input into planning for library and information resources. For example, the Library's Collection Development Policy provides collection development input through a variety of channels, both formal and informal.

Library personnel provide training and support to help students and faculty access and use library and information resources and services effectively and efficiently. Information literacy at EvCC has been infused across disciplines and curricula - while librarians offer bibliographic instruction, various aspects of information literacy have also been incorporated into various courses in different departments.

Faculty work closely with librarians to ensure that use of library and information resources is integrated into the learning process. The type and level of use vary from subject matter to subject matter, instructor to instructor. Some faculty have assignments that specifically require students to use library and information resources, and those assignments are tied to specific learning outcomes. Others bring their students to the John Terrey Library Media Center (LMC) for tours or bibliographic instruction sessions, or refer students to library materials and services. Some courses emphasize the development and/or reinforcement of information literacy skills. Library personnel provide tutorials, handouts, and training sessions for faculty and students on accessing and using library and information resources.

The Library website provides useful information and tools such as online access to the library catalog, online databases, ebooks, research guides, tutorials, etc. Students and faculty reported satisfaction with the Library website.

Challenges reported to the committee include the legacy state system that community colleges in the State of Washington, including EvCC, are required to use yet it is not user-friendly and in several ways it does not meet users' needs. This is not a new issue, but one that has gone unresolved for several years. Colleges do not have the option to choose a different system, yet the State has not been able to modernize the system and ensure that it meets the needs of its users. Staff voiced frustration and a sense of helplessness regarding the lack of control over state-wide decisions and systems. However, EvCC provides library and information resources and services that are under its direct control that meet the needs of the college community and are at the appropriate level for the degrees and certificates offered. In general, students, faculty, and staff are satisfied with the support provided by the IT department.

Faculty librarians, with input from faculty and students, select materials to add to the collection. Students, faculty, and staff have opportunities to request materials and to provide feedback about library and information resources and services. Students actively participate in the allocation of technology fee dollars through the E-Tech committee. Employee and student surveys, interviews and open forums indicate an overall satisfaction with library and information resources and services.

The mission of the IT department is to provide a campus technology environment that promotes and expands access to learning and services for not only the students and staff but also for the college's region at large. The committee found evidence that students and staff are satisfied with the resources and services offered through the IT department.

The eLearning office administers the college's learning management system (LMS), Angel and provides training and consultation to faculty. Faculty participated in the selection of the LMS and they feel ownership in the system.

The Teaching and Learning Cooperative was developed to provide an opportunity for "a community of scholars working together to share information, techniques and support which enable all faculty to live up to the contemporary standards for excellence and to be drawn to those emerging possibilities within themselves and within education." Faculty interviewed expressed satisfaction with the Teaching and Learning Cooperative.

## **5.C – Library Facilities and Access**

Feedback from students, faculty, and staff showed that the college provides adequate facilities for library and information resources, equipment, and personnel.

The Library Media Center is housed in an older building, in the basement, with aging furnishings. The building holds the print and media collections, computer stations, computer lab, group study rooms, a classroom for instruction, quiet study areas, and some staff offices. Computers in the library and in the open computer lab are often used to full capacity. Although the library is located in an older facility and some of the furniture and fixtures are also aging, the building is currently going through some renovation/reconfiguration, and the dean and library personnel continue to look for ways to improve the utilization of the existing physical space. The Library is implementing plans geared towards better space utilization, replacement of some

old furniture, and equipment upgrades. Student Senate has been involved in developing the plan, and student input has been carefully considered.

Library personnel expressed concerns over space limitations, the age and condition of facilities and furnishings. The College does have a plan to build a new library with a projected completion date of 2019. The planning document describe the proposed building as a 70,000 square foot LEED certified facility that will be “a dynamic center of teaching and learning to promote intellectual inquiry, active group learning and independent learning and innovation.”

The library provides laptops for students for library use. With the help of technology fees, 450 netbooks were purchased and made available to students to check out for the quarter. The laptops and netbooks have been very popular with students and are heavily used. EvCC provides wireless access, further expanding access to technology and online resources.

In order to supplement the resources offered through the LMC, the library also entered in cooperative agreements. Formal agreements are on file.

### **5.D – Library Personnel and Management**

Students, faculty, and staff praised Library and IT personnel’s expertise and their ability and desire to provide information resources and services in support of teaching and learning. Several faculty and students commented on how knowledgeable and helpful Library and IT personnel are. Users also applauded the library’s efforts to increase access to information resources by investing in electronic resources. Circulation statistics show a decrease in grate count, book, media, periodical browse, reserves, and reference questions answered, while a significant increase in database usage and laptop checkout. Both the Library and the IT department operate with dedicated personnel who are committed to helping students, faculty, and staff. A significant strength is the collegial relationship, and close communication and collaboration within and among departments.

A link to library resources is embedded into every Angel course template, further increasing the accessibility of information resources and services. The committee did not find evidence of the existence of a registered copyright agent or copyright warning signs posted by computers, printers, or copiers, etc. These factors may limit distance learning faculty’s ability to take full advantage of the provisions of the “Technology, Education and Copyright Harmonization (TEACH) Act” and may impact the limitations on the liability of online service providers for copyright infringement (Digital Millennium Copyright Act).

The College uses a variety of methods to let students, faculty, and staff know about library and information resources and services. The EvCC website is a very important tool in providing information and access. A link to the EvCC Library is right on the main college website.

The Library Media Services department, the IT department, eLearning, and the Teaching and Learning Cooperative provide opportunities for faculty training and professional development. Training sessions and consulting is offered on a variety of topics.

Collaboration is used both within departments and among the various departments. Library and information services staff serve on various college committees which provides them an opportunity for input in various processes and decisions.

Budget constraints are impacting LMC, eLearning, and the IT department. Although the needs of students, faculty, and staff are being met, library and information services personnel do feel stretched. There are also concerns over rising electronic resource costs and Library and IT staff emphasize the importance of a solid plan and appropriate budgeting for equipment maintenance and replacement.

### **5.E – Planning and Evaluation**

Library and information services staff participate in the college's overall planning process. They also conduct planning for their own departments. These plans are driven by the institution's mission and goals. The IT department developed an Information Technology Plan.

Librarians perform collection analysis, track usage statistics, solicit input from faculty on collection development, and make changes accordingly in order to maximize the benefits derived from limited resources. The SERVQUAL survey administered to students covered their expectations and experiences as they relate to a number of service areas, including the EvCC Library. The results of the survey helped identify performance gaps (positive or negative).

The IT department established detailed Service Level Agreements (SLAs) with corresponding metrics and performance goals – e.g. percent of calls answered within 45 seconds, percent of callers that are unanswered, and calls closed on first contact, etc. The department can run reports that show the performance of individual technicians on all of these SLAs.

Some evaluation processes are in place to assess the use of and satisfaction with the library and information resources and services, their quality, adequacy, accessibility, and effectiveness. In some areas learning outcomes are identified and tied to library and information science courses, assignments, or activities. The Library has a completed Program Review, but the IT department does not have a Program Review. Assessment of the library and information resources and services needs to be further strengthened.

Library and information resources and services at EvCC support teaching and learning, and are sufficient to support the curriculum. The quality of staff and the collaborative relationship within and among departments are the main strengths. Weaknesses include the state-wide legacy system, aging library facilities, limited funding, and assessment.

## **STANDARD SIX**

### **Governance and Administration**

#### **Standard 6.A - Governance System**

Everett Community College (EvCC) is one of thirty four community and technical colleges regulated by the Washington State Board for Community and Technical Colleges which disperses legislatively allocated state funds to the institutions. The president reports to a five-member board of trustees who are appointed by the Governor of the State of Washington. Occasional remarks about effective communication methods (Self Study, p. 110) may reflect a phenomenon identified by the authors of the Self Study, “Many of the college’s administrators, including the college president, are relatively new to their positions or have been appointed as ‘interim’.” The College has taken advantage of this situation to sharpen the duties and responsibilities as well as performing some re-organizational activities, i.e. restructuring. One outcome may be a lack of understanding, if not confusion, as to roles and responsibilities. The College would benefit from faculty and administrators defining and fulfilling their respective roles so that the views and judgments in matters of reasonable interest are honored.

#### **Standard 6.B - Governing Board**

The Board of Trustees for EvCC is responsible for selecting the chief executive and making other appropriate governance decisions including decisions on programs, institutional mission, and institutional budget.

The Board has a set of policies that guide their conduct as a board. The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board are clearly defined in board policy. The self-study process revealed a challenge; these documents are not always readily available, clearly organized, or regularly updated. Some documents are in print form while others are posted on the S: drive, the intranet, or on the college Web site. It would be beneficial if EvCC were to organize documents related to governance and administration in one central location with easy access by the campus community.

The Board regularly reviews and approves the mission of EvCC. The Board does not routinely evaluate its performance. Additionally the Board should regularly review and revise, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner.

#### **Standard 6.C - Leadership and Management**

The EvCC president’s full-time responsibility is to the institution. The president reports to the Board of Trustees regarding the administration of the college. Administrators have many years of relevant training and experience and all are qualified to provide effective leadership and management to their respective areas of responsibility. The aforementioned restructuring has allowed effective use of individual talents.

### **Standard 6.D – Faculty Role in Governance**

The College currently has no faculty governance organization other than its faculty union. The union represents faculty in enforcing the terms of the collective bargaining agreement but not with respect to other issues of concern to faculty.

### **Standard 6.E - Student Role in Governance**

Students' role in governance is well defined, public, and supported by the administration and staff. Associated Student Body (ASB) officers and the ASB Senate take an active leadership role on campus.

### **Policy 6.1 Affirmative Action and Nondiscrimination**

Everett Community College has a written policy on affirmative action that ensures equal opportunity for employees, applicants for employment and students with respect to employment and educational opportunities.

### **Policy 6.2 Collective Bargaining**

The College has two collective bargaining agreements: one with the Washington Federation of State Employees Higher Education (classified staff union); and one with the American Federation of Teachers (AFT). There is no evidence that either agreement impeded participation in the self-study process.

## **STANDARD SEVEN**

### **Finance**

Everett Community College (EvCC) is one of thirty-four public community and technical colleges in the State of Washington and part of the Washington State Community and Technical College System. As part of a state system, it receives significant oversight from the state through a series of policies and procedures and utilizes a centralized administrative system for financial and information reporting. The College is audited by the Washington State Auditor's office on a biennial basis.

#### **7.A -- Financial Planning**

Financial planning is relatively centralized at EvCC, while budgeting is a more distributed process. The Board of Trustees reviews and approves a summary operating budget; however, the initial budget details are crafted through a process in which the administration proposes new initiatives linked to the strategic plan and programs define needs through the program review process. The next stage of the process occurs when requests are reprioritized at the college level by the president and vice presidents and the funding decisions incorporated into the decisions on balancing revenues and expenditures with available resources.

The College utilizes a one year projection of revenues and expenditures rather than the three-year projection required by Standard 7.A.2. The College is encouraged to incorporate a three-year projection into the budgeting process. A three- to five-year financial plan is reportedly under development by the newly formed long-term financial planning committee. Developing multi-year projections will maximize the projections utility and allow for earlier recognition of budget shortfalls or enhancement opportunities.

The Everett Community College Board of Trustees does not have a written policy on the use and limit of debt as required by Standard 7.A.4. The policy requirement to insure debt for capital outlay purposes is carefully controlled and justified so as not to create an unreasonable drain on resources available for educational purposes. The College has incurred debt in the form of Certificates of Participation for both the construction of the Health Education and Fitness Center (\$20.4 million) as well as the acquisition of furniture and equipment for Whitehorse Hall and other campus facilities, with a projected balance as of June 30, 2010 of \$21,691,452.58.

#### **7.B -- Adequacy of Financial Resources**

The College demonstrates a commitment to seek and utilize different sources of revenue to augment its primary sources of funds which are state appropriations, and tuition and fees. In particular an agreement with the students will provide a substantial portion of the funding for the Fitness Center through additional fees. While State appropriations have undergone a single year of loss in the last five years, EvCC has had to seek budget reductions and savings in order to balance the revenues and expenditures over the same period. Unrestricted fund balance has increased over the last few years, from \$1.99 million in 2006-07 to \$3.8 million at the end of 2008-09, in response to a board policy on funding reserves. Facing a projected \$1.2 million dollar deficit in FY06-07, the College imposed several fiscal controls to eliminate the deficit and

was successful in ending the year with a small surplus. Controls have been strengthened since then and a reserve target of 8% of initial operating budget has been achieved for FY2008-09. Some moderation of the controls has begun where the administrative burden to enforce the controls is greater than the perceived savings.

### **7.C – Financial Management**

The Vice President of Administrative Services serves as the CFO of the College and reports directly to the President. The Accounting Services and Budget Departments are adequately staffed and the personnel are qualified for the positions they hold.

While the college does not prepare unaudited financial statements since they are not required to as part of the Washington State Community and Technical College System, it does have a regular system of reporting the financial condition of the institution to the Board of Trustees which provides information on the financial stability of the institution.

The Everett Community College Board of Trustees does not have a written policy on investments as required by Standard 7.C.4. The College had cash and investments in excess of \$16 million at June 30, 2009.

The College has recently demonstrated that recommendations in the auditor's management letter accompanying the audit report have been adequately considered (Standard 7.C.12). While the 2004 recommendation regarding cash management was followed by the same finding in the 2005-07 audit, the recent results of the audit for 2007-09 indicated no findings.

### **7.D -- Fundraising and Development**

Fundraising activities are governed by institutional policies and are conducted in a professional and ethical manner. Foundation endowments and their investments are administered by a foundation finance committee. College endowments are invested in a similar fashion as other college cash and investments, and there are no college policies specifically covering investment of endowment funds. Both organizations maintain complete records concerning these funds.

The Foundation has adhered to its investment policies throughout the market downturn and partial recovery, and its net assets have rebounded as well, allowing it to continue to provide contributions to the programs and students of Everett Community College.

### **Findings and Conclusions**

The College has a budget development process that has been modified as budget difficulties have intensified. New initiatives linked to the strategic plan come primarily from the President and Vice Presidents and are presented to the college community for feedback. In the current climate, expectations for investments in programs and services are low, and that is limiting participation in the development and discussion of budget priorities. In addition, the college does not publish and distribute the final board approved budget as required by Standard 7.A.3. Currently, only a single copy of the budget is available in the library. The financial projections of revenues and



expenditures are limited to one year, which does not meet the standard established in Standard 7.A.2. Unrestricted financial reserves have increased to \$3.8 million at the end of 2008-09, and appear adequate to meet fluctuations in operating revenue and expenses. The Board of Trustees does not have a written policy on the use and limit of debt as required by Standard 7.A.4, nor does it have a written policy on investments as required by Standard 7.C.4.

**Concerns:**

1. The evaluation committee is concerned that the EvCC demonstrate that its financial planning includes a minimum of a three-year projection of major categories of income and specific plans for major categories of expenditures (Standard 7.A.2).
2. The evaluation committee is concerned that EvCC publishes its annual budget and distributes it to appropriate constituencies (Standard 7.A.3).
3. The evaluation committee is concerned that the institution develops a governing board policy guiding the use and limit of debt (Standard 7.A.4).
4. The evaluation committee is concerned that the institution develops a governing board policy regarding cash management and investments (Standard 7.C.4).

## **STANDARD EIGHT**

### **Physical Resources**

The main campus of Everett Community College is located in Everett, Washington. It is comprised of nineteen buildings on a thirty-nine acre site. Two satellite locations are located at Paine Field on four acres in proximity to the Everett Boeing plant, and just north of Paine Field in an office park. The three largest buildings were constructed between 1988 and 2008. The College recently completed the exchange of its nine acre, athletic-facility property for a seventeen acre College Plaza Shopping Center, which also provided funds for construction of a Student Fitness and Health Center. As tenant leases expire, the shopping center property will provide both additional parking and space to expand the campus in addition to its temporary use for fitness and athletics.

#### **8.A -- Instructional and Support Facilities**

The College has successfully addressed the replacement of a number of its most deficient structures and provided for growth in the last ten years. However, the assessment by the State Board for Community and Technical Colleges by independent engineering firms ranks college facilities in a continuum from “needs replacement or renovation” to adequate or superior in condition. The 2009 facility condition survey indicates three building are superior, five are adequate, four buildings are in the replace/renovate status, and the rest are in the “needs improvement” category.

The College has been successful in securing funding for a new 50,000 square foot Student Fitness and Health Center now under construction through a real estate exchange and student fees. In the last three years, the construction of an 85,630 square foot arts and science building and 77,000 square foot classroom building has upgraded the campus and its programs significantly. At the same time, renovation and expansion of the Early Learning Center provided capacity to double enrollment in the childcare center.

While the Master Facilities Plan has more projects in the pipeline, state funding for capital projects was suspended for the 2009-2011 biennium. The design phase of the Allied Health Building will be completed in 2007-2009. The College has responded by developing smaller projects funded in part with student fees.

As a part of the construction and renovation projects were completed in the last seven years, furnishings have been added as components of the projects. This has significantly improved the overall condition and use of the furnishings in these areas. Overall, the college’s campuses are adequately furnished and equipped to meet the needs of students and staff.

While new and remodeled construction is built to current accessibility codes, not all facilities are fully accessible to persons with disabilities. The College has been able to make reasonable accommodations.

## **8.B – Equipment and Materials**

As construction and renovation projects have been completed in the last seven years, both instructional equipment and equipment required to meet administrative requirements has been markedly improved. Overall, the EvCC's campuses are adequately equipped to meet both educational and administrative requirements. However, without a college-wide equipment replacement plan, faculty express concern that the currency of instructional equipment and therefore the ability of programs to meet industry needs will deteriorate. Administrative staff members have similar concerns, particularly for computers and related infrastructure.

## **8.C – Physical Resources Planning**

Everett Community College has a master facilities plan that is consistent with the mission and the long-range educational plan of the institution and is periodically updated as needs or circumstances change. The plan has been implemented well over the past ten years, and continues to provide a roadmap for future growth, although the funding mechanisms may no longer be realistic given the states recent financial troubles and announced delays in the funding related to construction and pre-planning. Planned development indicates this is a living document and an effective tool for both garnering construction funds and executing the development of future programs or expanding service areas. Governing board members and affected constituent groups involvement, particularly student input, is evident in the plan document.

## **Findings and Conclusions**

There have been significant improvements to functionality, capacity, and condition of the Everett campus and its equipment as well as the creation of new facilities in Everett since the last full accreditation. The Master Facilities Plan has been well crafted, updated and implemented throughout this period, and continues to set the stage for improvements to the facilities of the college. The improvements to the facilities have been well executed, with significant benefits to the services delivered to students.

## **STANDARD NINE**

### **Institutional Integrity**

#### **Policy 9.1 Institutional Integrity**

The College and its Board have adopted policies that identify the major ethical standards that govern institutional behavior. The College has a comprehensive ethics policy that was approved by the Board of Trustees and the Washington State Ethics Board. The Statement on Civility and Community, adopted by the College Council, articulates core values shared by the entire campus community.

EvCC represents itself accurately and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and official statements. The College recently upgraded its Web site and intranet sites, making information about the college more readily available to employees, students, and the public.

The College generally demonstrates through its policies and practices its commitment to the free pursuit and dissemination of knowledge consistent with its mission and goals.

## **SECTION A**

### **Operational Policies Relating to Institutional Accreditation**

#### **Policy A-6 Contractual Relationships with Organizations Not regionally Accredited**

- Joint Apprenticeship and Training programs
- Aerospace Apprenticeship Training

In visiting the contracted educational programs listed above, it was determined that the primary purpose of the offerings was educational. All of the programs are consistent with the College's mission and goals. The courses offered in the aerospace apprenticeship programs were in accordance with the College's institutional procedures and meet the institution's usual mechanism of review.

Four apprenticeship programs are sponsored and managed by Joint Apprenticeship and Training Committees (electrician, carpenters, pipe trades, and public utility sectors). All programs are governed by a set of standards approved by the Washington State Apprenticeship Training Council. All instructors in the apprenticeship programs are part-time and are supervised by apprenticeship coordinators employed by the Joint Apprenticeship and Training Committees. Everett Community College does not impose core learning outcomes in these programs, but as part of the contractual obligation ensures that apprenticeship contractors follow provisions of instruction as set forth by the State Department of Labor and Industries.

Outcomes for apprenticeships consist of all of the skills and abilities essential to perform at the journey level standard in a given trade. Apprenticeship requires proven success both in the application of skills on the job, as measured by supervisors, and in the actual performance of work.

All of the contracts for the programs formerly mentioned are executed by the appropriate Dean or Director for the programs. The contracts have established a definite understanding between the institution and contractor regarding the programs offerings. The contracts clearly establish all of the responsibilities of the college and contractor regarding the necessary items required by policy A-6.

It is suggested that the college maintain copies of all approved apprenticeship course outlines and instructors evaluations on file in the Dean's office (Policy A-6, d).

## **COMMENDATIONS AND RECOMMENDATIONS**

### **Commendations:**

1. The College is commended for its clear commitment to and support of academic freedom.
2. The College and the students are commended for cultivating an environment where students actively participate in governance and advocacy. This environment enhances student learning and development.
3. The College is commended for a high level of student satisfaction with the quality of education and the college's focus on student success.
4. The College is commended for developing innovative programs in response to community needs.
5. The College is commended for implementing programs and services that demonstrate its commitment to diversity.

### **Recommendations:**

1. The Evaluation Committee recommends that Everett Community College implement a systematic program of academic advisement. Structures need to be established that encourage meaningful participation of faculty and staff in a collaborative effort to strengthen advising support to students. A system that facilitates two-way communication between faculty and staff and an improved alignment of advising loads is recommended. The Committee further recommends that specific advising responsibilities are defined, published, and made available to students (Standards 2.C.5, 3.D.10, 4.A.2).
2. The Evaluation Committee recommends that administration and faculty define and understand their respective roles in governance and that they demonstrate participation in institutional planning and the formation of policy. (Standards 1.B.3, 4.A.2, 6.A.2, 6.A.3, and Eligibility Requirements 7).
3. The Evaluation Committee recommends that the governing board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner (Standard 6.B.6).
4. While much progress has been made in assessment, Everett Community College has not provided sufficient evidence that its assessment activities lead to the improvement of teaching and learning. The Evaluation Committee recommends that Everett Community College provide evidence of program effectiveness by using the results of its instructional assessment process in a comprehensive manner. The Committee recommends that Everett Community College fully implement a complete, comprehensive, and systematic educational outcomes assessment program, with a focus on utilizing assessment results as a basis for making educational program improvements. This is a long-standing issue as

noted in the 2000 Self Study, and Interim Reports in 2002, 2003, 2005, 2006, and 2008 (Standard 2.B.3 and Policy 2.2).

5. The Evaluation Committee recommends that Everett Community College demonstrates that its financial planning includes a minimum of a three-year projection of major categories of income and specific plans for major categories of expenditures (Standard 7.A.2).
6. The Evaluation Committee recommends that Everett Community College publishes its annual budget and distributes it to appropriate constituencies (Standard 7.A.3).
7. The Evaluation Committee recommends that Everett Community College develops a governing board policy guiding the use and limit of debt (Standard 7.A.4).
8. The Evaluation Committee recommends that Everett Community College develops a governing board policy regarding cash management and investments (Standard 7.C.4).