

STANDARD TWO

EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Introduction

The College has a long history of providing educational programs that are designed to meet community needs. The goals of the educational program are to prepare students in its service area to transfer to four-year institutions, to provide skills-related training to those preparing to enter the workforce or update work-related skills to offer basic skills programs, and to offer community interest and community service courses.

Instructional programs at the College are characterized by three emerging themes.

First, a shift toward a more learner-centered educational institution is evident. At the program, department, and individual course level, the College has begun to move toward an experiential, participatory mode of instruction. Physics, chemistry, nursing, science, and engineering courses rely less on traditional lecture and more on experiential, hands-on laboratory exercises. Following a recommendation from the General Education Task Force, there are more work-based learning experiences for vocational students. The future direction of the educational programs will be toward these types of learner-centered activities because of the belief that students are more successful when they are the center of what takes place in the classroom.

The College also believes that the infusion of technology into the curriculum to accommodate the teaching and learning styles of instructors and students is desirable. Changes in course delivery, including on-line, computer conferencing, and hybrid courses have allowed instructors and students to take advantage of the benefits of technology while simultaneously improving access to College programs of study.

Finally, the College believes that service to the community is an integral part of its mission, and is consciously improving its ability to establish partnerships with other agencies in order to better serve our district. By expanding the continuum of learning services to include K-12, business, baccalaureate institutions, and public agencies, the resulting partnerships benefit all involved parties. The primary beneficiaries of these partnerships are the students.

The College meets the requirements of Standard Two. The College is confident that the current planning process (see Standard One) will result in a set of initiatives focused around the three themes described above. In addition, the educational program will be characterized by ongoing assessment of progress toward those goals and by increased use of assessment results for program improvement.

General Requirements

Human, Physical, and Financial Resources

Faculty

The College is fortunate to have a strong core of faculty. They have ensured the strength and coherence of academic programs and courses and maintained the College's reputation for excellence in teaching. As some reach retirement, the College is attracting new instructors with strong credentials and high energy, who bring new vision and ideas to complement the long view of those they join. However, like many community colleges in the state, the percentage of part-time faculty members who teach courses at the College has increased.

The College is committed to hiring full-time faculty when 100% of enrollment targets are met and additional funds become available. The ability to support more full-time instructors remains linked to future allocations from the state budget. In 1999-2000, growth positions were added in English, math, physical education, nutrition, and computer information systems. The college anticipates becoming eligible for increased state funding in 2001-2002.

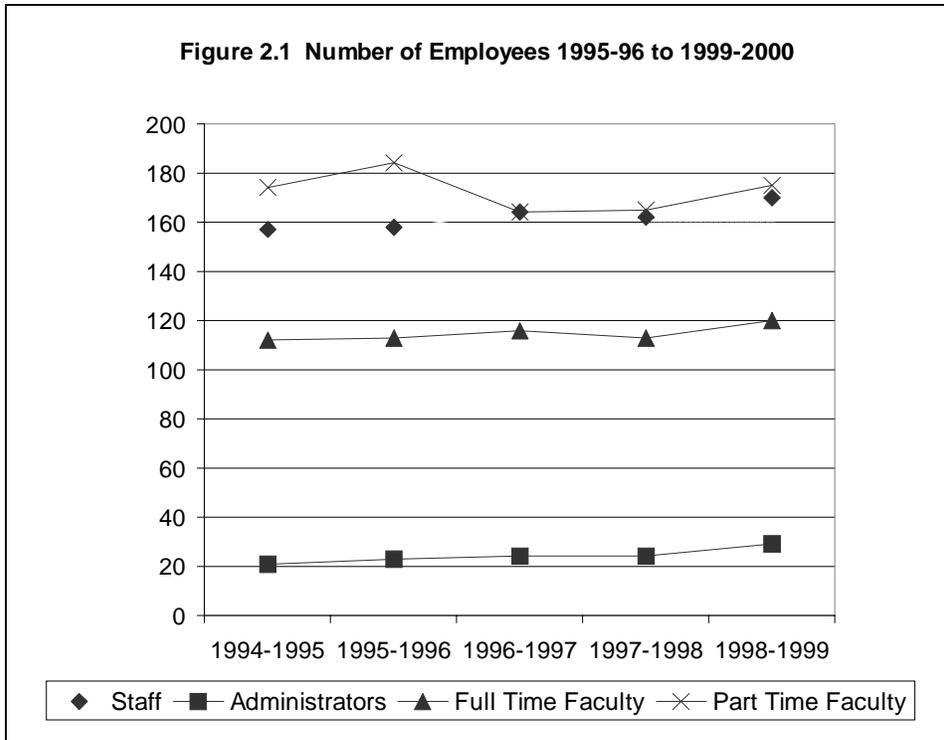
Administration

Administration over the past several years has been characterized by change. In 1996, as a result of a demonstrated need for a focused marketing effort, a full time Public Information Officer and an Enrollment Services administrator were hired. Since then, the College has hired a new President, Vice-President for Educational Services, Director of Human Resources, Coordinator of Institutional Research, and three academic deans (see Standard Six for more detail). At present, 10 of 15 senior administrators have been in their positions less than two years.

Classified Staff

At least partly due to the College falling below enrollment target for several years through 1997-98, growth dollars have not been available for significant staff increases. Therefore, Classified staff numbers have remained fairly steady for several years. One significant improvement was the addition of two curriculum advisors Fall Quarter 1998. These additions came about in part as a result of student surveys that identified a need to improve student advising.

Figure 2.1 details the classification and number of College employees since 1995.



There are strengths and weaknesses associated with the human resources at the College. Many employees have been here 20 years or longer, and this stability is a positive indication of commitment to the institution.

There exists a need for more full-time instructors; however, funding remains linked to future allocations from the state budget. Administrative positions that remained vacant for long periods of time placed additional work on the existing staff, as well as additional responsibility on the part of other administrators. The College would benefit from hiring replacements in a more timely manner.

Physical Resources

Physical resources of the college are designed to support the educational programs of the College. Strategic Initiative Seven states, "The EvCC campus, one of the oldest in the state, clearly reflects the consequences of underfunded and/or deferred maintenance. Existing space is nearly at maximum capacity, limiting the amount of potential growth in program offerings. Critical to the effective operation of the institution is the utilization of replacement/repair schedules, projection for renovation/retrofit, plans for the most efficient use of available space and proposals for the acquisition of additional facilities."

In order to make progress toward these goals, the administration in 1995 placed emphasis on improving the physical environment at the College. Significant improvements were made in the physical resources area, including construction of the Instructional Technology Center (ITC), remodels of existing facilities, and technology improvements in science and computer services. Standard Eight details these improvements.

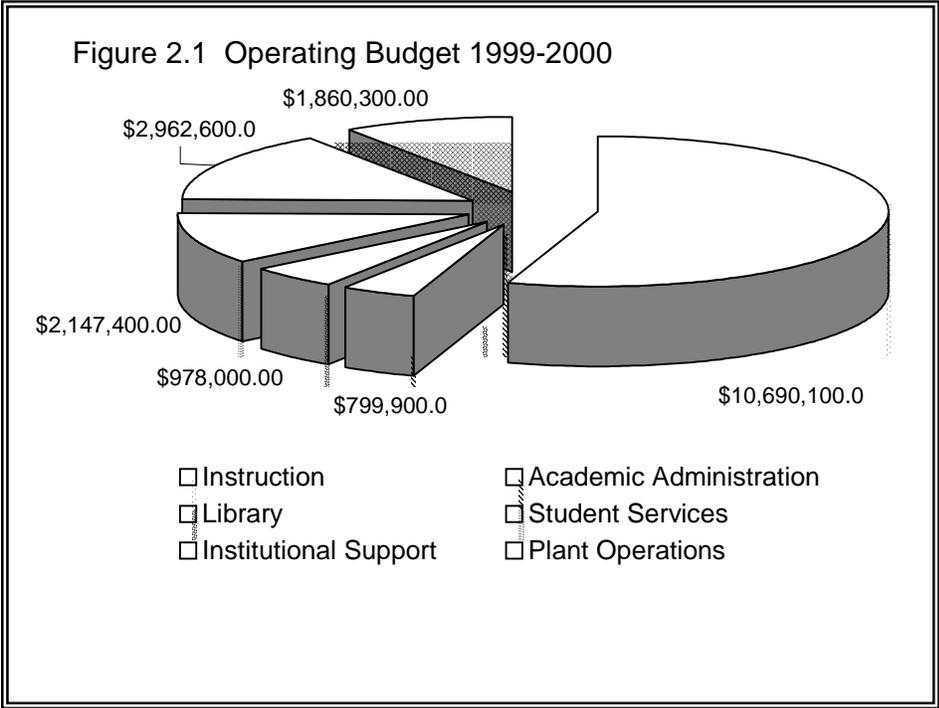
The Administrative Services team has begun a planning process that takes into account the needs of the College with regard to the physical resources available. This planning process began shortly after the completion of the ITC, which added nearly 20,000 square feet of instructional space to the campus. The completion of this building allowed computer and science labs to move from unsatisfactory facilities to state-of-the-art classroom and laboratories. As those programs moved, the space vacated was renovated for other programs that had facilities needs.

Consistent efforts have been made by the Office of Educational Services and Administrative Services to coordinate the use of physical resources in order to maximize utilization. While there has been some progress in scheduling of classrooms on campus for instructional use, there needs to be a more streamlined and centralized system for campus-wide room scheduling. The campus will benefit from an overall facilities plan that addresses the use of physical resources to support educational programs. This plan will include provision for efficient scheduling of facilities. (See Exhibit 8.4 for the facilities master plan).

Financial Resources

The financial resources of the college are part of Strategic Initiative Eight. Decreases in the state funding for the College over the past ten years has affected the financial stability of all areas of the institution. As part of the strategic plan, the College seeks to identify new and alternate sources of revenue, use current resources more effectively and efficiently, and continue financial planning efforts in order to forecast future institutional revenues and plan for the expenditure of available funds.

The financial planning and budget development processes are clearly outlined in the current operating budget (see Exhibit 1.2.I). Overall, the college budget for 1999-2000 (See Figure 2.2 and Exhibit 1.2.L) was \$19,438,300 for all programs.



Educational Program Goals and Policies

As stated in the introduction, the primary goals of the educational program are to prepare students in its service area to transfer to four-year institutions, to provide skills-related training to those preparing to enter the workforce or update work-related skills to offer basic skills programs, and to offer community interest and community service courses.

In order to assess progress toward these goals, more specific initiatives were developed as part of the strategic planning process. The mission of the College is integrated well within the 1995 strategic planning goals of the educational programs. Strategic Initiatives One (Assuring Educational Effectiveness and Accountability) and Two (Programming for Student Retention and Success) are the initiatives directly related to the educational programs. The remaining strategic initiatives all work to enhance the educational programs wherever and however they are offered (see Exhibit 1.2.A.3).

In 1999-2000, the strategic planning process prompted the College to once again set new goals and more specific initiatives in order to chart the course for the next three years. At the time of this writing, the planning group was in the process of drafting initiatives and a vision statement. When these are completed, they will become the basis for the 2000-2003 Strategic Plan.

Instructional policies, methods, and delivery systems all fall under the purview of the Vice-President for Educational Services. This office is responsible for developing, approving, and evaluating the policies and procedures of the instructional divisions and the library/media center.

The Vice President for Student Services has responsibility for Diversity Services, Athletics, Student Development / Career Counseling, Student Financial Services, Student Support Services, Enrollment Services, and Student Activities. A detailed list of the instructional policies is found in the operations manual. (Exhibit 6.7)

There are several ways in which policies are created, reviewed, and updated on campus. Administrative review of policies, including Board of Trustees activity, is ongoing, as is the review conducted by the campus committees that are responsible for formulating, interpreting, and changing policies. Federal and state statute changes also impact existing campus policies. Contract negotiations with the faculty and staff unions result in improved policy as well. Each of these processes is used as appropriate in the assessment of educational policies at the College. Ultimately, the educational policies are the responsibility of the office of educational services.

One area of concern is the difficulty of ensuring that policies are kept up-to-date and that policies are communicated to the campus community in an easy-to-access fashion. In 1998 the College made an effort to pull together an operations manual that would keep all college policies in one location. This proved to be a more difficult and time-consuming task than originally thought, and the project remains partially complete.

The diversity of course offerings at the College, including classes in cosmetology, aircraft maintenance, criminal justice, American Sign Language, family life, welding, and a variety of Adult Basic Education programs, is compatible with the college mission of supporting lifelong learning.

Course locations and hours of presentation are also compatible with the college mission to provide equal access to education for all. The College offers a growing selection of distance learning courses (in telecourse, on-line, computer conferencing, and correspondence modes), operates off-campus centers for vocational programs in Marysville and at Paine Field; operates a mobile computer-training classroom, and offers courses in the evenings and on weekends in addition to traditional daytime scheduling. A reorganized Continuing Education department offers specialized training and courses for community members and organizations, and the Applied Technology Training Center does the same for business and industry.

The College's educational performance is also compatible with its mission statement's provision to collaborate with business, government and universities, as shown by agreements with all state universities to award full junior status to community college transfers who have earned transfer degrees, and by the college's record of attracting donations to the college foundation from industry sources (1.1 million in 1998-99).

Specific educational programs offered for credit at the College undergo an established review procedure before being offered as continuous curricula. Members within each academic department propose new courses or course alterations to their departments. When approved, the course proposal is forwarded to the Instructional Council, which is comprised of administrators, student representatives, faculty representatives from each division and the faculty union, and at-large faculty representatives. Instructional Council deliberates and approves new courses that are found to be well structured, appropriate and consistent with the College's mission and strategic initiatives. This course review process normally takes several weeks. The Instructional Council meets at least twice each quarter, during the regular academic year.

Instructional Program Design

The Vice President for Educational Services administers the College's instructional programs with the assistance of six academic deans.

The Vice President for Student Services has one instructional department under his administrative leadership (Human Development and Human Services courses). In addition, the Vice President for Student Services, is responsible for all student services including the Counseling, Advising, and Career Center.

The six academic deans are in charge of six instructional divisions, with one of these deans filling the role of Executive Dean for Instruction. The six instructional divisions are Business and Advanced Technology; Social Science and Communications; Science, Math, and Occupations; Learning Services and Physical Education; Nursing, Medical Assisting, and Vocational Education; and Library/Media Arts & Distance Learning.

Each division consists of between three and sixteen departments made up of faculty representing particular disciplines or areas of study. More than one discipline may be found in a department; for example, the social sciences department includes faculty from history, criminal justice, psychology, sociology, education, geography, anthropology, philosophy, and political science.

Academic Divisions (Including Vice-President for Student Services)

Administrator	Department	Disciplines / Comments
Vice President for Student Services	Human Development	Includes courses in Human Development and Human Services
Division Administrator	Department(s)	Disciplines / Comments
Dean of Business and Advanced Technology Additional responsibilities include Continuing Education, and the Applied Technology Training Center	Business	Disciplines include Accounting, Business Technology, Economics, Computer Information Systems, General Business, , Manufacturing Technology
	Aviation	Aviation Maintenance (Powerplant and Airframe)
	Engineering and Engineering Technology	
Dean of Library/Media/Arts and Distance Learning Additional responsibilities include Media Center and Distance Learning (DL courses are developed through academic divisions; delivery and service to students is coordinated by this administrator)	Arts, Media, Journalism	Disciplines include Art, Graphic Arts, Journalism, Media, Music, Multimedia, Theatre, Photography, and the Institute for Media and Creative Arts
	Library - Media Center	

Academic Divisions

Division Administrator	Department(s)	Disciplines / Comments
Executive Dean Communication & Social Sciences Additional responsibilities as Executive Dean of Instruction and ICRC representative	English	
	Early Childhood / Family Life	Disciplines include Early Childhood Education and Family Life
	Social Sciences	Disciplines include History, Criminal Justice, Psychology, Sociology, Education, Geography, Anthropology, Philosophy, and Political Science
	Speech	
	World Languages (includes Northwest Language Center and Nippon Business Institute)	French, German, Spanish, Lushootseed, Japanese, Russian, American Sign Language
Dean of Math / Occupations / Science	Science	Disciplines include Biology, Chemistry, Physics, Physical Science, Astronomy, Atmospheric Science, Botany, Environmental Studies, Geology, Natural Science, Oceanography, Nutrition, Zoology
	Mathematics	Mathematics
	Occupations	Disciplines include Cosmetology and Welding
Dean of Learning Services and Physical Education	Adult Education	ABE, GED, ESL
	Reading	
	Tutoring Center	
	Physical Education	
Dean of Vocational Education, Nursing, and Tech Prep	Nursing	
	Medical Assisting	
	Tech Prep	
	Vocational Programs	
Director of Workforce Development	Worker Retraining WorkFirst	

A full description of the College's instructional programs is found in Appendix E.

There are several factors involved in ensuring that each of the degree and certificate programs offered demonstrates a coherent design. Voluntary participation in the InterCollege Relations Commission (ICRC) has required that the College's transfer degree programs consist of courses that are rigorous and well organized. Students who graduate with an ICRC approved transfer degree from the College are qualified to enter a four-year institution with junior standing, having satisfied the general education requirements of this institution, and of the university.

The ICRC also ensures that College programs have a coherent and relevant design. Both in-house review (General Education Task Force - see Exhibit 2.) and the ICRC guarantee that programs have the breadth and depth necessary to give all students a broad range of skills and critical thinking abilities. The College has improved the quality of vocational and technical education by ensuring that students in these programs receive instruction in general education by instructors qualified to teach in those areas.

As part of the self-study process, a review of general education and related instruction requirements in vocational certificate and degree programs was conducted to ensure compliance with NASC standards. The appropriate division deans were notified of gaps, and courses were revised and/or added to ensure all degree-seeking students benefit from related instruction in order to supplement their vocational curricula. Instructional Council approved the instructional changes during Spring 1999.

Furthermore, staff members are working on meeting the goals set in the College's Strategic Plan. The initiatives most relevant to the educational programs are those titled, "Assuring Educational Effectiveness and Accountability" and "Programming for Retention and Student Success." Exhibit 1.2.A details these initiatives.

Depending on the program, the ordering of the courses taken by students is controlled by a traditional system of prerequisites and sequencing. Every course of study has published a curriculum guide detailing the courses students need. In some cases, the quarter by quarter sequence in which the courses should be taken is included.

Students are asked to synthesize their learning within many of the courses that they take. Bringing together a variety of educational disciplines is a skill that is also reinforced by the requirement that students in every program do coursework in a variety of areas. These distribution requirements are described in detail in the requirements for the Associate in Arts and Sciences (AAS, Option II) degree, as well as the Associate in Technical Arts (ATA), Associate in General Studies (AGS), and Associate in Fine Arts (AFA) degrees (see Exhibit 2.6).

Each course offered has a course information sheet associated with it that lists course outcomes. In 1999, academic deans asked instructors to ensure that these outcomes are clear, relevant, and communicated to students at the beginning of each term. The Instructional Council has developed guidelines for writing outcomes statements, and has circulated these to the faculty. Instructors also utilize a wide variety of assessment techniques in order to best measure their students' progress. Furthermore, each program is also involved in a process to assess whether or not students are meeting the learning outcomes established by instructors and divisions. The Comprehensive System for Measuring Educational Effectiveness (MEE) has been designed to evaluate how well students are meeting learning outcomes. This plan is outlined in the "Educational Program Planning and Assessment" section below.

All degree designators are consistent with program content. The content of each field of study and technical program is outlined in curriculum guides and the college catalog. Course information forms detail the objectives, content, and competencies required for course and program completion.

Students awarded the AAS (II), Direct Transfer degree have a pound sign (#) affixed to their transcript next to the name of the degree. This designation indicates to a college or university that the degree meets the articulation guidelines of the InterCollege Relations Commission.

Courses Offered in Concentrated Timeframes

The College offers a handful of courses in concentrated timeframes--that is, classes which are completed in fewer days, but have the same number of contact hours as the traditional course. Courses are offered in these time frames in the Business and Advanced Technology area and in the World Languages department.

In Fall 1999, the College designed "Fast Track" classes in order to meet increased student demand. These courses take place over a five to six week period rather than the traditional ten week period, but include the same number of hours of instruction. Late start classes in Accounting, College Chemistry, Introduction to Computers, Beginning Grammar & Writing, College Composition, Environmental Science, Basic Math, Elementary Algebra I & II, Preparation for Algebra, Geometry, Intermediate Algebra, and Trigonometry were offered in Fall 1999.

Business Technology courses offered in abbreviated time frames include both laboratory and lecture courses. The courses that have been offered include Electronic Calculators, Document Formatting, Introduction to Microsoft Word, Advanced MS Word, Legal Theory and Transcription, and Modern Office Procedures. Courses take place over a four-week period in the summer rather than the standard eight week period, but last twice as long each day. Since the contact hours are the same, instructors have established the same course objectives and expect the same mastery of program goals. While course outcomes and mastery of skills was equivalent, students found it harder to coordinate a schedule that included both four-week courses and standard eight-week courses.

The lab classes work well in this format, since many students need more time than the fifty-minute class time to work with applications, become familiar with the programs and concepts, and interact with the instructors. The four-week timeframe has not worked as well for beginning keyboarding and speed and accuracy classes, since students need a longer time span to develop comfort and accuracy at the keyboard.

The Business Technology Center has some individual study courses that are self-paced, allowing the student to cover content in an accelerated time frame. These courses have worked well for the motivated students who can keep pace without the instructor-imposed deadlines found in a traditional course. Course outcomes are identical in these classes as well.

The World Languages department has offered five sections of Intensive Spanish since 1995. One has been offered each year, with two sections offered in 1998. As of Fall 1999, 155 students have enrolled in Intensive Spanish classes. During Summer 1998, an intensive German course was offered using Intensive Spanish as a model. Fifteen enrolled in Intensive German. Instructors covered the content equivalent of one quarter in only fourteen days. Therefore, students need to be highly motivated

and hard working in these courses; instructors emphasize this during advising sessions and in the first week of class. In Summer 1999, Intensive French and Intensive Japanese were offered.

The goals and objectives for the Intensive Language courses are the same as the traditional courses. The mastery level outcome is tremendous. The number of students who received A's in the traditional Spanish 101 in Fall 1998 was six, compared to ten students who received A's in Intensive Spanish Summer 1999. Comments from students enrolled in Intensive Spanish classes indicated positive views of accelerated language acquisition.

Some sample comments:

- *I would like to do a condensed version of Spanish 207, 208, 209!*
- *This is one of the best classes I've ever taken in my long career as a student. If you ever teach an intensive 200 level class, I'm there.*
- *You did an excellent job of creating an environment for fast learning. It was nice to have the chance to earn language credits so quickly. The rapid pace also tended to force learning. When I took SPAN 101 at the usual pace there was little pressure to learn. The accelerated pace seemed to enhance the process, however painful.*

One department goal is to stabilize the intensive language course offerings and to expand them to include other languages, such as Japanese and French. This was begun in Summer 1999. The department has also done more marketing to high school and college students. Intensive three-quarter language sequences during summer terms are attractive options for transfer students, since they can complete the foreign language admission and graduation requirements of most colleges and universities and concentrate on completing other general university requirements during the regular academic year.

Since Fall 1997, telecourses for Spanish have been offered. So far, 200 students have registered for these courses. In Spring 1998 two Spanish instructors tested students enrolled in both traditional Spanish courses and the telecourses. The test covered both oral and written skills such as vocabulary, grammar, speaking, listening, reading, and writing. They found that the telecourse students had more advanced grammar skills, slightly better writing, reading, and listening skills, and similar speaking skills when compared to the students enrolled in the regular courses.

Credits, Program Length, and Tuition

The College follows normal practices in assigning credits to classes. One credit is normally generated for a minimum of ten contact hours per term in the lecture format, and for a minimum of twenty contact hours for the lab format. For both the lecture and lab formats, concomitant outside assignments and preparation are also expected. Clinics, internships and other types of field experiences are calculated on a 1:30 ratio. These practices are additionally guided by instructions in the procedures manual, Chapter 5, issued by the State Board for Community and Technical Colleges. All new courses, and revisions to existing courses, are reviewed by the College Instructional Council; lecture/lab/field work are evaluated in terms of the amount of credit designated for the course.

The length of certificate and degree programs varies based on expected outcomes and the material that needs to be covered to achieve those outcomes. The College evaluates the appropriateness of endorsements, certificates and associate degrees based on industry standards in the case of technical programs, and according to statewide transfer guidelines in the case of transfer degrees. All new programs, and revisions to existing programs are reviewed by the College Instructional Council with particular attention paid to the appropriate amount of coursework needed to achieve the outcomes desired.

Tuition and fees cost parameters are set by the Legislature. The Board of Trustees makes decisions within those parameters, and the costs are published at least three to five months in advance of implementation.

The Associate Dean for Enrollment Services has issued guidelines to each division regarding the calculation of credits to be awarded for lecture, lab and clinic hours. Quality control of this matter is continual. In the most recent state audit, no discrepancies were found.

Instructional Council

The Instructional Council is the campus group responsible for approval of individual courses and the design of specific programs of study. This council meets twice quarterly throughout the regular academic year. Nine administrators representing all instructional areas are members of the Instructional Council. The faculty members elect nine representatives who serve two-year terms on this body. Faculty members represent the federation, the membership at-large and the instructional divisions. The Associated Student Body president, or designee, represents the students of the college. Instructional Council is chaired by the Executive Dean of Instruction/Dean of Communications and Social Sciences. All members have equal voting rights. Decisions of the Instructional Council take the form of recommendations that are forwarded to the Vice President for Educational Services.

Instructional Council has authority and oversight responsibility for individual courses, programs, certificates and degrees offered by the College. In essence, all curriculum matters flow through this standing organization. New course proposals, changes to existing courses, program and degree requirements and related issues are brought before Instructional Council for review, discussion and approval. A three page matrix, "Everett Community College Curriculum Development Procedures" (Exhibit 2.7), explains in detail the various curriculum actions for which Instructional Council is responsible.

Faculty members have the primary responsibility for individual course development. New course proposals are initiated at the faculty level, discussed and approved at the department level and forwarded to the broad instructional divisions for discussion and action. Items adopted at the division level are then placed on the agenda of Instructional Council for action. Instructors proposing new courses or revisions to existing courses or curricula complete the Course Action Request and Course Information Forms (see Exhibit 2.7). When completed, these documents provide the basis for discussion and action by the various groups involved in the course/curriculum process.

Instructional Council also receives reports and recommendations from various internal and external groups. The Task Force on General Education, which met during the 1996-1997 year, forwarded several recommendations to Instructional

Council for review and action. Changes in the general education requirements of vocational/technical degree programs were ultimately adopted by the Council. The InterCollege Relations Commission (ICRC), an external state-wide organization that deals with transfer issues and the general education requirements of the Associate in Sciences Direct Transfer Degree, also provides input to Instructional Council. The chair of Instructional Council has been the college representative to ICRC for the past ten years. All changes affecting the direct transfer degree, as negotiated by the InterCollege Relations Commission, are brought to Instructional Council for implementation.

Both faculty and administrators view the Instructional Council as an integral part of the educational program. No other forum on campus brings representatives from faculty and administration to discuss issues and make decisions about the academic programs and courses on campus.

Integration of Library Resources

Library and information resources are well integrated in many courses and programs. Faculty members participate in development of the library collection to ensure that appropriate material is available in support of student research. This procedure is dealt with in detail in Standard Five. Students are expected to acquire a minimum level of research skills as a result of completing a formal library research assignment combined with at least a minimum of instruction in how to conduct library research. Individual instructors create activities that bring students into the library as part of the learning process.

As part of the self-study, librarians were asked to identify how improvements in integration of library resources into the learning process might occur. Their recommendations are:

- *The present process of curriculum development needs to be adjusted to ensure that LMC personnel are consulted. While the course information forms do include a section about LMC support, it is often ignored or improperly filled out. Library personnel should be consulted and should initial the form prior to submission to Instructional Council.*
- *In addition, all new courses should be undertaken with the automatic assumption that a minimum of at least \$1000 will be needed for basic LMC support materials, in addition to the on-going materials budget of the LMC.*
- *Not all disciplines utilize LMC information resources and services to develop student research skills. Minimum skills should be identified and various methods investigated that could help develop those skills. Librarians would like to see a minimum skill level identified and accepted as a requirement by the College, to be completed in a variety of ways including infusion into at least one course in a program, linking courses with a bibliographic instruction section, and/or a variety of self-study methods including on-line tutorials.*
- *Closer liaison between the librarians and the faculty could help librarians identify discipline-specific information needs, both for instruction and for collection development. In order to accomplish this, some added public service library faculty might be required.*

As part of the self-study process, instructors were asked to give examples of how integration takes place. The following is a partial list taken from their responses.

- *Students in introductory physics are required to use library resources to prepare a brief summary of the life and works of a not-so-famous physicist.*
- *After the mailroom and coffee shop, I find the Library Media Center my most used campus resource. Print media needed by the students are placed on reserve for easy and reliable access. Each day I have well maintained computer projection equipment delivered and set-up in my accounting classrooms. The collection in support of Business and Accounting is comprehensive and current. I regularly use the services of the resident media experts for assistance in the design and construction of my world wide web pages.*
- *Students in my BT115 class (Records Management) use materials on reserve. These materials include class lecture videos and homework assignment answer keys.*
- *For my English 102 Research Paper course, each quarter David Rash gives the class a library orientation in which he gets them on-line and introduces them to the wonders of Pro-Quest. They get a hands-on orientation in the library classroom, and learn how to do searches on-line. Throughout the term, I take the class to the library on numerous occasions, and David especially, as well as the rest of the staff, is an immense help to the students.*
- *Whenever I teach English 102 (The Research Paper), we go to the library, have the library personnel teach research strategies, and write papers based on library research.*
- *Each quarter my students use the library to complete assignments, and I have them attend a presentation by David Rash on how to use the world wide web for job search information. The students are given a brief introduction on how to use the web and allowed to explore various job search sites. The students are appreciative of this service and the presentation meets one of the objectives of the class.*
- *My students go to the library and read a 2-page (or more) article of interest from a recent issue of one of the following journals: Science, Scientific American, Earth, Oceanus, Geology, Journal of Geology, Sea Frontiers, Science News. They type a 1-2 page review, including all of the following: A brief summary of the article, an opinion of the soundness of the arguments posed, the most interesting aspects of the article, and questions and/or issues that the article raises.*
- *As well as using the library for general research, checking out materials and the like, I have the librarian give my students a short class on how to use the Internet. As part of their coursework the students then have to research and evaluate three sites on the Internet which deal with topics we are discussing in class. I incorporate this into most classes that I have. The part of the librarian in this is crucial for initial instruction, support as the research is being done, and general familiarity with the whole library information system. This also helps*

meet another goal of mine which is to just get my students comfortable with using the library.

- *One of the ways we in nursing "...ensure that the use of the library and information resources is integrated into the learning process" is by requiring the students to write annotated bibliographies following a content area we teach. For example, I teach a class on anemia. Following this class the students go online at the library and search on CINAHL or ProQuest or in professional and scholarly nursing journals the college subscribes to and find related articles. They are required to read two articles related to anemia (in this example) and submit an annotated bibliography on each. We have received positive feedback on this assignment from students. In nursing it is critical for us to teach our students to link their practice to theory and research. Moreover, they must use their writing and critical thinking skills to develop the bib and learn to reference their citations correctly.*
- *My Natural Science 100 class (Strategies for Success in Science) goes to the library for two presentations each quarter - one on using online search types and the other on using the Internet. They also have an assignment to return to the library on their own and carry out a search on a topic of their choice using the search methods they learned about. In addition to this class, when I teach Biology 102 - non-majors biology, I often have the students do a project on a current biological issue that involves finding at least one current journal article in the library.*

Course Scheduling

An annual schedule is published each fall detailing Fall Quarter classes and providing basic information on upcoming Winter and Spring Quarter classes. This enables students to plan ahead, yet no formal assessment of how students are making use of this information is available. Individual advisors report positively on using the annual schedule to provide more comprehensive advising, yet students still ask questions about what classes will be offered in the future. As the annual schedule becomes more utilized by students, the number of these questions should go down. More students are now providing anecdotal information that they depend on the projected class schedule for future term planning.

During Winter 1998, the College conducted a survey in order to find out ways to improve services to students in terms of accessible class offerings. Surveys were distributed to students in both day and evening courses. The College Vice President for Educational Services and academic deans viewed all possible schedules and styles of offering classes, including early morning courses, evening courses, weekend courses, distance learning courses (telecourses, correspondence, computer conferencing, and on-line courses), and short, one to five-week courses.

In the survey, many students showed an interest in evening courses. More early evening classes were added in order to appeal to students wanting classes immediately following the work day. The College reviewed current evening course schedules against transfer requirements of the AAS (Option II) degree and determined ways to offer courses in order to provide students multiple options so that students are able to complete AA requirement taking only evening courses.

Accessible scheduling was enhanced by College promotion of the various schedule options. For evening classes, the College featured "highlights" of evening classes

offered in the schedule and promoted the theme of "Prime Time" in order to draw students' attention to the evening, weekend and distance learning classes. "Prime Time" classes are designed for people who want to continue their education, but need to fit courses in-between job, family, the commute or other community activities. The "Prime Time" publicity campaign that accompanied this effort included a brochure, newspaper advertisements, internal memos, advertisements on the local cable channel, on public transit, and in the college newspaper (see Exhibit 9.4).

Self-paced courses in the Business Technology Center allow students to work at their own pace to attend the open lab in the early evenings to complete their work and obtain instructor assistance, but attendance is optional. The advantages of this option are 1) classes can be offered every quarter. 2) Students can take classes in the evening in order to complete certificates and/or an ATA degree, and 3) courses do not need to be canceled due to low enrollment. These features provide a high degree of flexibility and convenience for students and should allow many more students to complete their course of study than has been possible in the past.

Distance learning courses have been successful, with significant increases in enrollment. Weekend courses have not seen success yet. "Prime Time" is expected to help promote evening, weekend and distance learning courses.

The science department added a program of science study skill courses into regular courses during the Fall 1998 and Winter 1999. This new program teaches students critical thinking and problem solving skills designed to enhance their success in science courses.

Program Development

Courses added to the college curriculum must be approved by Instructional Council (see Exhibit 2.7). New courses may be introduced by faculty and offered one time prior to approval of Instructional Council. The Course Action/Information forms need Instructional Council approval prior to any new course being offered a second time.

Instructional Council approves the removal of courses from existing programs. Normally, the college prints a new College Catalog every two years. As part of the revision/editing process of Catalog development, courses that have not been taught during the previous two years come under department/division scrutiny. If a determination is made that the course is no longer needed to satisfy program or degree requirements, it is dropped from the Catalog and Instructional Council is notified of that action.

New programs are typically developed at the division level. Once discussion of a new program has begun, the appropriate administrator notifies the Vice President of Educational Services. A memo detailing program courses and requirements or a draft curriculum guide are forwarded to the Vice President, who schedules the proposal for Instructional Council deliberation and action. Prior to implementing any new program, Instructional Council needs to approve the entire curriculum, including new courses developed for the program. Recently, the College has added several programs (see Appendix B / Exhibit 2.3) and has plans to add firefighting and veterinary technician programs.

One criticism of the existing program development process is that program development has not historically been done as part of strategic planning. Often,

individual departments will initiate new programs without significant involvement on the part of the entire strategic planning group. While this informal process has resulted in new programs that serve the community, it has the potential to be fragment instruction. The College has addressed this issue in administrative discussions regarding the overall direction the educational programs will take over the next three years. This will be evident in the new strategic plan.

Instructional Council is informed by memo, at least one quarter prior to discontinuance, if a program is to be discontinued. No action by the Council is taken on matters of program elimination or discontinuation. Program elimination decisions are made by the Office of Educational Services following extensive analysis of program enrollments, costs, employment opportunities, advisory board recommendations and other factors.

Discussion of program development and termination occurs during the development of the College operating budget. All programs and academic areas undergo annual reviews where costs per student, student/faculty ratios, student success rates and other factors are analyzed. Recommendations for added resources and improvements are part of the annual program review process. Additionally, all programs and academic areas do a major review every five years.

A formal program approval process for professional / technical programs is found in Exhibit 2.7.B. This is a State Board for Community and Technical Colleges policy, and includes guidelines for both program approval and program termination. The Office of Vocational Education uses these guidelines for program development and program termination decisions. Faculty and staff have had in-service training on the policy.

Three programs have been eliminated in the past ten years. Culinary Arts was eliminated in 1990. There were seven students remaining in the program at the end of Spring Quarter. The faculty stayed on through Summer Quarter and worked with some students as they worked toward completion of the program. Other students had the option of finishing the program at Skagit Valley Community College, Edmonds Community College, or South Seattle Community College. The faculty members were offered job search assistance or retraining.

The Automotive program was terminated during the summer of 1998. Some students were given special projects to complete their training. The instructor is undergoing retraining.

In 1999, the College eliminated the Pharmacy Technician program. An outside evaluation of the program by an independent firm found that despite extensive advertising, program enrollment remained at fewer than ten students. The faculty member resigned and is working as a pharmacy technician. Of the four students in the program, two completed their externships and were issued certificates of completion. The other two students changed their program of study to medical assisting. The College arranged for any other interested students to continue with their program at North Seattle Community College, but no students availed themselves of that option. The equipment was put on the state surplus list or distributed among various campus programs such as Nursing, Medical Assisting, and Chemistry.

Major Accomplishments and Future Directions

The College has maintained high quality educational programs during periods of declining financial resources. Now that enrollments are growing, the College will need to shift its focus from operating educational programs during periods of declining numbers to designing programs in an era of growth.

Creative course offerings, including courses offered in concentrated time formats, attract students in increasing numbers, especially for foreign language instruction.

Instructional Council is the group that is responsible for ensuring the quality of the programs and courses that exist at the College. The Council provides quality control as administrators and instructors propose new courses, revisions to existing courses, and various other proposals (including the diversity course graduation requirement proposal, and the prior experiential learning credit proposal, among others). This group is to be commended for their time-consuming efforts in this area.

Course scheduling has improved in the past five years. The College pays more attention to the needs of the students by offering courses at convenient times, in a variety of formats, and in a variety of course delivery systems.

Educational Program Planning and Assessment

The primary assessment measure for the College's educational programs is the Comprehensive System for Measuring Educational Effectiveness. This plan is a clearly defined, multi-faceted, comprehensive plan that encompasses the entire range of instructional activities on campus. It was developed as a key part of Strategic Initiative One, "Assuring Educational Effectiveness and Accountability" (see Exhibit 1.1). The three levels of this plan are designed to work independently of each other, yet there is some overlap between measures and data sources used in each of the three areas.

Comprehensive System for Measuring Educational Effectiveness

The College has been reviewing, assessing, and evaluating its students, programs, staff, and services in numerous ways throughout its existence. In the late 1980s, however, various influences began to converge which would place the college on a path toward combining those assessment efforts into a comprehensive, ongoing, and systematic plan to measure its educational effectiveness. In addition to a host of generic societal and governmental forces pressing for the increased accountability of educational institutions, three other significant factors propelled the College in this direction.

First, the 1988-90 NASC Commission on Colleges accreditation self-study and ensuing evaluation report identified the need for improved strategic planning and assessment. Second, in its 1991-93 biennial budget, the Washington State Legislature provided the college with categorical funding for the development and pursuit of educational outcomes and assessment activities. Third, as part of the college-wide strategic planning process, begun in earnest during early 1993, both the planning committee and the campus community at-large came to realize the importance of systematic evaluation and assessment to the planning cycle and became committed to producing such a system at the College.

Purpose

The plan is the product of nearly two years of concentrated effort by numerous college groups and individuals; as such, it is reflective of the mission, character, and priorities of the College. It is designed to serve not only as a stand-alone information gathering and assessment system, but also as an integral part of the College's various planning and budgeting activities. This systematic plan is also intended to be a dynamic document, purposely subject to review and revision in the normal planning and evaluation cycles.

The purpose of the Educational Effectiveness Measurement System is threefold:

- To provide a comprehensive, systematic, and ongoing framework for determining the degree to which the College is effective in achieving its stated mission;
- To provide a system of data gathering and analysis which generates information to support and encourage the College's efforts of continuous evaluation, planning, and improvement;
- To provide information from which the Board of Trustees, faculty, classified, and administrative staff of the College can make informed decisions with respect to the operation and improvement of its various programs and services.

The Educational Effectiveness Measurement System is divided into three independent levels, each of which contains specific measurable elements related directly to a mission statement, set of goals, or other stated purpose, and each of which is used to provide feedback for various planning and decision-making activities throughout the college (see Figure 2.3).

**Figure 2.3
Comprehensive System for Measuring
Educational Effectiveness -- Three
Independent Levels**

**Level One -- Institutional Indicators of
Educational Effectiveness**

Global, aggregate measures keyed to mission statement

Defined by specific, measurable benchmarks with data sources for each.

Benchmarks assessed and revised annually in Winter Quarter

**Level Two -- Programmatic Indicators of
Educational Effectiveness**

Program Review process (5-year cycle for student services and instructional units)

Program Profile process done annually by instructional and student services units (except for those programs doing a five-year review).

**Level Three -- Targeted Indicators of
Educational Effectiveness**

Flexible set of ad hoc research and assessment activities

Eight primary areas of activity (including five new areas since 1995)

Level I

Level I, Institutional Indicators of Educational Effectiveness, addresses the overall mission of the college and contains global, aggregate measures of effectiveness.

A Level I Report of Educational Effectiveness is prepared annually in Winter Quarter. Complete copies of the report are housed in the Office of Educational Services, the Institutional Research Office, and each of the division offices.

In addition to presenting a statement of the degree to which the College is achieving its stated mission, results of this report are designed to be used in the following ways:

- To aid in selecting the initiatives to be targeted for strategic planning efforts;
- To help set priorities for budgetary commitments;
- To assist divisions and operational units in determining where to focus growth, improvement, and/or redirection;
- To recognize exemplary or model programs and services for possible adaptation or replication elsewhere in the college;

- To identify areas for additional research and follow-up.

There are seven institutional-level indicators of educational effectiveness, all keyed directly to a section of the College mission statement. Institutional indicators are, of course, related to individual programs and services, but measure educational effectiveness and student success in the aggregate.

Each indicator is further defined by specific, measurable benchmarks designed to assess the extent to which the College is effective in satisfying that portion of its mission addressed by the indicator. The set of benchmarks used at Level I was identified in 1995 by a College committee comprised of faculty, classified, and administrative staff; the Institutional Research Team, also comprised of a cross section of college employees, further refined and expanded the benchmarks. Each

benchmark contains a performance level determined in advance through review of a combination of resources. These performance levels are dynamic and are adjusted as part of the College's regular planning processes and/or as a longitudinal data base is developed which may further define acceptable levels of achievement. The adjustments are made by the Vice-President for Educational Services in consultation with the Office of Institutional Research and other impacted departments.

A specific data source is identified for each benchmark. The College institutional research, records and various division offices provide much of the benchmark data; however, the College is dependent upon a variety of state and local entities to obtain some of the data; still other data must be generated through specialized computer programs. Given these circumstances, not all data sources were available for the first issue of the Level I reports. The second report addressed these problems by revision of the benchmark, data source, or both.

Two Level I reports have been completed (see Exhibit 2.2.C). When the College finalizes the 2000-2003 Strategic Plan, the Level One benchmarks will be revised and assessed beginning Winter 2001.

Level II

Level II, Programmatic Indicators of Educational Effectiveness, (commonly known as "Program Review") addresses the individual programs and services of the college and consists of a number of separate evaluation and review efforts; results of Level II reports are intended primarily for internal users, but occasionally coincide with the demands of state, federal, and professional accrediting agency reports.

At least once each five years, according to a pre-determined schedule (see Exhibit 1.4.B.1), every distinct program of study (degree, certificate, award), instructional support service, and student support function at the college is scheduled for a comprehensive evaluation. The results of the review are presented in a written report, complete copies of which are housed in the office of the Vice President for Educational Services and in the office of the Vice President for Student Services. Depending upon the area reviewed, the report may be housed in division offices as well.

In addition to presenting a statement of the degree to which the unit or program is achieving its stated goals and is contributing to the mission of the College in general, the results of Level II reports are designed to be used in the following ways:

- To identify areas in need of growth, improvement, and/or redirection;
- To assist in identification of initiatives to be addressed through strategic planning;
- To respond to specialized state and national accrediting agencies;
- To provide information in support of targeted grant and fund-raising efforts;
- To provide the elements of a longitudinal program profile;
- To recognize exemplary or model programs and services for possible replication or adaptation elsewhere in the College.

There are three Program Review models; all were developed internally and are reflective of the resources, priorities, and character of the College. These models

are made available on the College shared network "S" drive, and are included in Exhibit 1.2.A.4.

One is entitled "Student Services Evaluation Model" and is designed specifically for student services functions such as registration and admissions, disabled student services, student activities, and financial services.

The second is entitled "Program Evaluation Model" and is designed for evaluating instructional programs which have a distinct, "stand-alone" curriculum such as Aviation Technology, Criminal Justice, the Associate in Science Option I in Business, and High School Completion.

The third model, which may be applied to actual organizational departments or units within the instructional area is called the "Instructional Unit Evaluation;" it provides a mechanism for reviewing instructional efforts which are not organized into distinctly identifiable programs of study described in a curriculum guide, for example: extended learning, developmental studies, computer services, and selected academic departments. As such, it corresponds closely to the Student Services Evaluation model.

Level III

Level III, Targeted Indicators of Educational Effectiveness, is the most flexible and dynamic level. Although continuous and systematic, its focus may shift from year to year. Level III includes all of the College's ad hoc research and effectiveness activities. In 1995, four primary areas were identified:

- a) faculty assessment projects conducted through the Outcomes Committee,
- b) assessment of the goals and expected outcomes identified through strategic planning,
- c) compilation of Board of Trustees Data Reports and quarterly issues of *Insight*, and
- d) targeted follow-up assessment projects resulting from analysis of the prior year's Level I, II, and III reports.

Since 1995, these original four areas have been revised. The assessment of strategic planning goals was moved from Level III, as it is more appropriately done as part of the overall strategic planning process (see Standard One). Board of Trustees Data Reports and quarterly issues of *Insight* were separated into two areas, since these activities are now done by two different offices on campus. Targeted follow-up assessment projects are now considered part of Outcomes Assessment Committee reports.

Five additional areas have been added to Level III. These are:

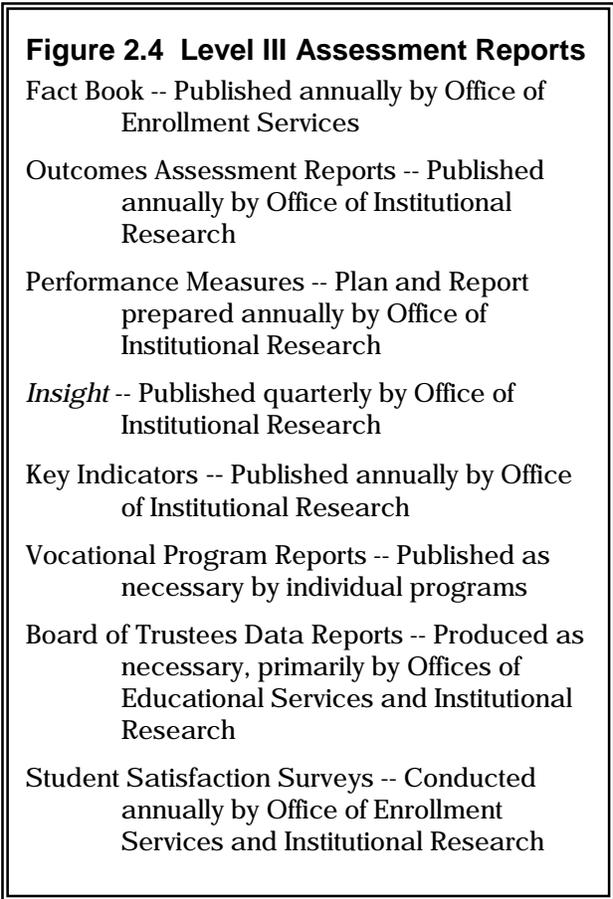
- a) Key Indicators, a set of statistical measures including enrollment, retention, and use/cost of resources;
- b) Fact Book, another compilation of enrollment data;
- c) Survey of Student Satisfaction, conducted by the Offices of Enrollment Services and Institutional Research;

d) Performance Measures, a legislatively mandated plan and report on College progress toward three performance goals related directly to the mission of the statewide system of community and technical colleges;

e) vocational program reports prepared for local, state and federal agencies, and reports required by specialized accreditation associations.

The result of these modifications is shown in the current Level III set of measures (see Figure 2.4)

Preparation of Level III reports is the responsibility of the individual or group conducting the evaluation. The frequency with which the reports are prepared varies according to their intended purpose. Copies of finished reports are housed in the Office of Institutional Research, the Office of Educational Services, the Vice President for Student Services' office, the LMC and/or the Faculty Outcomes and Assessment Office.



Analysis of the MEE Plan

Level I

The first report on the Level I measures (Fall 1997) was incomplete. In order to fully implement the assessment component of the plan, it became apparent that the College lacked the institutional research support necessary to accurately and effectively report on progress. The revision of the benchmarks that took place in 1998 was facilitated by the presence of a full-time institutional researcher.

As a result of this benchmark assessment, the following changes in data gathering were made:

- Student surveys were administered more effectively in order to improve reliability and response rate. The student survey instrument was changed to a locally developed, shorter, and more relevant instrument.
- Benchmark levels that were significantly missed (high or low) were revised.

- Data sources that were not easily accessed were replaced with more manageable sources.

Evidence of improvement in teaching and learning at Level I is found by looking at the progress (or lack thereof) toward the benchmarks established in the plan. Updates reveal progress, achievement, or areas for improvement in a number of areas, including:

- The College has met the benchmark of 75% percent of students being satisfied with the services of financial aid.
- Minority representation as a percentage is higher at EvCC than in the county with the exception of African Americans. In this case, enrollments are slightly lower than their numbers in the community (two-tenths of one percentage point difference). The enrollment of all minorities, however, is considerably higher at EvCC (14.9%) than in the county (10.2%).
- Students were asked to respond to the five point Likert scale in relation to the statement: "The quality of classes at EvCC is preparing me for my career." Slightly more than 71% of students agreed with the statement, 21.3% were neutral, and 7.6% disagreed.
- The number of contracts in effect for Continuing Education increased slightly in 1997-98 from the 1996-97 academic year, from 21 to 23. Additionally, while the number of persons trained was down, gross revenue increased.
- The percentage of students indicating that the classes in Continuing Education met their expectations is slightly below the stated benchmark, although by only 2 to 5 percentage points.
- Students were asked directly about satisfaction with advising services, utilizing a five point Likert scale. Slightly less than 13% of students were not satisfied with advising, while more than 63% reported that they were satisfied. Twenty-four percent gave neutral responses.
- The Office of Student Activities organizes the Artists and Lecture Series and makes estimates of the crowds that attend each event. The estimated headcount for the 1996-97 year was 1,065. In 1997-1998 attendance at these events was estimated at 1,275. This represents an increase of approximately 20 percent.

Utilization of the research was not as widespread as it should have been. Level I benchmarks were designed to help administrators and faculty members make program decisions based on global, aggregate data. However, much of the decision-making was done without reference to Level I reports. To address this problem, the College began improving the dissemination of Level I reports by sending it to all division deans. The College needs to continue efforts make faculty and administrators more aware of the Level I data. The Vice President for Educational Services has facilitated this effort, including leading a discussion of the MEE system with his direct reports and giving a presentation on the MEE system to the Board of Trustees in January 2000.

Also, there is no direct link between the budget development process and the results of Level I research. This problem is not unique to this level, and will be more fully discussed below.

Level II

The College is currently in the fifth year of the Educational Assessment plan, and feels that the strength of the plan is in the program review process, which essentially asks each educational unit on campus to conduct a thorough assessment of the unit every five years (Program Review) and a smaller-scale assessment annually (Program Profile).

A strength of the Program Review process is that it closely mirrors the NASC accreditation standards. Each program is asked to examine its mission, its educational program, faculty, student outcomes, facilities, administrative support, strengths, weaknesses, and future direction.

The following list details the process improvements that have been made during the past five years.

- Program review documents were revised in order to make the programs address the strategic initiatives of the College more specifically.
- Feedback from administration regarding program review recommendations was improved. In order to "complete the loop" it was necessary to institute a formal mechanism for publishing the recommendations and the action taken on those recommendations. This gave the participants more confidence that the process was indeed leading to improvement at the program level.
- The timing of program review was moved up in order to make a closer connection between program review and the budget development cycle.

Level II remains the cornerstone of assessment at the College. However, there were problems in the mechanics of the program review process that have been resolved as a result of self-study. The major problem was that not all program reviews were completed on schedule. One result was that programs that had not completed the reviews were inadvertently omitted from the schedule for the following year. This was resolved by scheduling all "missing" program reviews for 1999-2000.

Like the Level I measures, there needs to be a stronger link between the recommendations found in the Program Review and Program Profile reports and the budget development process. While certain recommendations may make it to the budget development process through other channels (equipment requests, additional faculty requests, etc.), the College has an opportunity through the strategic planning process to make the connection more direct.

Level III

Level III indicators remain flexible and informative. The eight areas continue to provide information that leads to improved student learning. Additionally, the College has an increased understanding of student enrollment patterns and other institutional level data that are being utilized in the current strategic planning process. Some examples of improvements made based in part on Level III results include:

- More effective placement of students into the appropriate math and English courses, including revision of math and English placement tools in order to improve placement.
- Change in the nature of placement testing from voluntary to mandatory for new students;

- Expansion of testing center hours and testing dates;
- Clearer reports to students about placement tests & related policies regarding mandatory assessment;
- Numerous course-level improvements as detailed in the outcomes assessment year-end reports and performance measures initiatives.

An analysis of each of the eight areas of Level III follows.

Fact Book

The Fact Book is a collection of student enrollment and demographic information, primarily in spreadsheet form, that can be used as a detailed reference for statistics gathered by the Enrollment Services Office. It is utilized primarily by staff in Enrollment Services, College Relations, and Student Services. (See Exhibit 1.7.D)

Outcomes Assessment Committee Reports

The Outcomes Assessment Committee, comprised of a majority of faculty members with consulting ex officio members from administration and staff, sponsors faculty research and evaluation projects related to improving student outcomes. All outcomes projects are directly related to assessing and improving student performance with respect to one or more of the skills and/or competencies outlined by the committee (see Exhibit 2.2.B). Typical outcomes projects include an ongoing follow-up of students who leave or complete the transfer program in engineering, an analysis of the mathematics and English basic skills assessment and placement process with respect to student performance, and a tracking project of students who received summer tutoring in the Writing Center. Results of outcomes projects are generally used at the program or department level. Summaries of findings are published in the annual outcomes assessment reports (see Exhibit 2.2.B).

The Outcomes Assessment projects on campus experienced a decline in participation beginning in 1995-1996. The numbers of participants leveled off in 1997-1998, and the committee made its budget plans accordingly. The College experienced a shift in focus from classroom-based research and assessment to institutional assessment, and the state allocation for assessment activity was used to support the institutional research function as well as the faculty projects.

This shift enabled the institutional researcher to support faculty members who conducted assessment projects. In addition, the institutional researcher serves as the assessment liaison to the State Board for Community and Technical Colleges. This allows the researcher to become part of a network of people interested in assessment at the state level.

Reports on faculty projects continue to serve individual faculty members best; however, the "best practices" projects are shared with other faculty during lunch meetings, state assessment conference participation, and via the state assessment newsletter. The College would like to see more faculty members involved in the outcomes assessment projects.

For a detailed account of the statewide assessment initiative see "History of the Assessment Initiative" below, and Exhibit 2.2.B.

Performance Measures

The State Board for Community and Technical Colleges, in conjunction with many institutions of higher education, developed a number of measures that were deemed acceptable for use. The formal system, Accountability for Improvement, is more commonly known as Performance Measures. Individual colleges were permitted to select from these measures. In 1997-1998, two percent of the state budget (\$69,000) was withheld, the release of which was contingent upon the ability to: a) file a timely report detailing which measures the College would use and why; and b) demonstrate a sufficient degree of improvement on the selected performance measures. The College received the funding upon completion of both these elements. In 1998-1999, the process and measures were modified, and there was no funding attached to the process.

The goal of performance measures was to demonstrate to the legislature that colleges are directly engaged in the process of improving student learning in measurable ways. The Office of Educational Services worked with the Office of Institutional Research and various departments to select four areas for improvement. In the past two years, the College has focused on improvements in the following areas:

- completion rates in core English and mathematics courses
- work-based learning
- tutoring and advising

The performance measures system is assessed and revised annually, and has motivated the College to address those areas where improvements should take place. The College anticipates continuation of this legislative program, and believes the process has been beneficial. Details on the specific strategies used and assessment of the success of those strategies are included in Exhibit 1.2.H.

Insight Research Reports

As part of the publication of *Insight*, a newsletter from the Institutional Research office, the office completes a special research or analysis project each quarter. The results of the project are presented in summary form, along with any other interesting research findings. This publication is distributed to all college employees. Past *Insight* analyses have focused on student persistence (retention) and progression rates, the mathematics and English assessment/placement system, and the performance measures plans. *Insight* research reports were published on a less-than-regular basis between 1996 and 1998, and more continuously beginning in August 1998. The reports are seen as a good vehicle for informing the campus about institutional research, and should continue to be done quarterly.

Board of Trustees Reports

Board of Trustees reports have remained part of the overall assessment plan. These are perhaps the most flexible of the Level III measures, and often are combinations or summaries of reports done for other pieces of the planning process. Since the Board membership changes over time, so do the reporting needs of the Board. The reports do a good job of keeping the administration aware of assessment of selected areas within the educational program.

Board of Trustees data reports have been prepared on the following aspects of the College: a) student demographics and enrollment trends, b) program costs, c) facilities utilization, d) faculty and staff demographics, and e) fiscal status. Information from the reports is typically used by Board members in supporting requests for specific state-level actions to improve student success and for Board level decisions related to institutional direction and improvement (see Exhibit 1.7.H).

Key Indicators

In 1998-99, the college began to gather information regarding the state of the institution in a comprehensive, easy-to-read document entitled "Key Indicators." This report, published by the Office of Institutional Research, is intended to give the reader a snapshot of the health of the institution as measured by a list of indicators developed by senior administrators. (See Exhibit 1.7.F) This report will continue to be used by senior administrators in order to assess trends and College performance.

Vocational Reports

The Office of the Dean of Vocational Education houses vocational reports prepared for federal, state, and local agencies as well as internal assessment measures used to do program planning. The reports include specialized accreditation reports for the Nursing, Medical Assisting, and Early Childhood Education programs. Program assessments in the areas of curriculum, facilities, advisory boards, and OCR review are included here, along with reports required by the Carl Perkins legislation (see Exhibit 1.2.D).

These reports are valuable assessments of the health of our vocational programs. A significant amount of effort goes into each of the specialized accreditation reports, and the College devotes sufficient human and financial resources to ensure the thoroughness of these measures. Local, state, and federal requirements also motivate the College to improve in areas found to be inadequate, and the College will continue to respond to the feedback from these regulatory agencies.

Degree and Certificate Program Outcomes

In addition to Program Review, each instructional program identifies and publishes a curriculum guide that lists the course requirements for the degree/certificate. Each course has a set of student learning objectives/outcomes listed on the course information form, available from the appropriate division dean. Each course information form was updated in 1999 as part of self-study.

Instructors are responsible for ensuring that the course provides the opportunity for students to achieve these outcomes. Instructors are also responsible for determining the assessment systems used in the classroom. This is most often a combination of exams, assignments, and papers, but can include portfolios, peer assessment, presentations, internships, externships, and performance assessment.

Along with the regular and systematic grading that takes place, instructors also take part in the overall assessment of courses and programs in several ways:

- At the course level, students assess courses and instruction through frequent course evaluations. The assessment instrument used is part of the negotiated agreement between the College faculty and administration. It has been modified in response to NASC recommendations, and takes about fifteen to

twenty minutes to complete. A copy of the course evaluation instrument is included in 2.9.A, and full description of that process is found in the response to Standard Four.

- An instructor is also responsible for keeping current in the field of study he/she teaches. As part of that requirement, assessment of course content and methods is completed as a normal part of the curriculum development. Evidence of change is found by looking at course content, grading procedures, and other information in the course syllabi, which are kept on file in the offices of the division deans.
- A course-level assessment is completed each time a new catalog is written. The most recent revision of the College catalog included examination of all course catalog descriptions.
- Revision of course outcomes or confirmation of existing course outcomes took place in 1999-2000 for all college-level courses. These revisions became part of the published material regarding course offerings. Decisions regarding adding new courses and/or eliminating outdated courses were made during this process. This was viewed as a significant form of assessment of both courses and programs by College faculty, staff, and administrators.
- Course level assessment is also completed as a part of outcomes assessment committee projects. These projects are funded by the allocation from the state legislature mentioned earlier, and a history of that initiative on campus follows.
- Instructors completed a campus-wide revision and updating of course information forms. The student learning objectives were updated, analyzed at the Instructional Council level, and provided to students for each course taught on campus. This was completed in Spring 2000.

History of the Assessment Initiative

Efforts to improve the development and communication of student learning objectives to the students began in earnest in 1991-1992. At that time, the state legislative allocation earmarked for outcomes and assessment activities resulted in discussion on campus about how to set, measure, and refine student learning outcomes on campus (see Exhibit 2.2.B).

Unlike many other states, Washington resisted the temptation to impose standardized, institution-wide assessments at the end of the sophomore year. Instead, the legislature implemented a system that allowed each baccalaureate and community college to design its own assessment program. These frequently emphasized qualitative rather than quantitative data. At the state level, the quantitative reports issued by the State Board for Community and Technical Colleges (SBCTC) served as system-wide assessment measures.

At the community college level, assessment plans were developed and coordinated by campus committees; most of these committees were directed by faculty members. Again, since many of the faculty members were not trained institutional researchers, much of the assessment activity was undertaken in the qualitative research mode.

Each community college has an assessment liaison who is responsible for directing the assessment efforts and meeting with the liaisons from the other community and

technical colleges on a quarterly basis. A statewide assessment conference is held each year that allows faculty to share assessment ideas with each other.

This grassroots effort spawned a number of creative classroom-based assessments. The beginning of the assessment movement in the state was a time of experimentation and education in an attempt to define exactly what "assessment" is. Colleges were encouraged to design programs that best suited their own students and faculty.

The Outcomes Assessment Committee at the College was formed in 1992, and was charged with coordinating faculty activity in this area. Opportunities for training and application were provided for faculty who wished to develop more effective assessment instruments.

This effort led to a number of activities, as outlined in the year-end reports of the outcomes assessment committee (see Exhibit 2.2.B). Most of the activity came in the form of small mini-grant projects that were designed to improve student learning in a particular instructor's classroom. Several program level projects were undertaken as well. A list of the significant projects follows:

- Instructor David Utela's Engineering Alumni Survey provides input from former students regarding the engineering program. The survey keeps track of where former students have gone on to college, where they are working, and how they would improve both the engineering and math portions of the program. Utela reports that there are "a number of items which have been influenced directly or indirectly by returned surveys." These include:
 - The thermodynamics text was changed from Popik to Cengle and Boles;
 - The amount of time spent on computer applications and choice of software have been changed;
 - Emphasis is placed in Engineering Graphics and attention to "details" rather than just covering the concepts;
 - Hands-on projects such as the robot kits in Engineering 110 were implemented and will probably be expanded ;
 - Additional time is spent on team activities and student presentations because of workplace needs outlined by previous graduates.
- English and math placement procedures have been the focus of minigrant activity. Refinements and recommendations regarding the placement process have resulted from this work.
- New faculty members have been provided with a copy of the Tom Angelo / Pat Cross book Classroom Assessment Techniques each year since 1994. The goal is to get new faculty to think about and practice assessment techniques early in their tenure at the College.
- Placement and exit exams were developed for international students in the intensive English Writing Lab course.
- Over fifty faculty members have taken part in the travel grant program, which allows participants to attend conferences that are outcomes assessment-

related. Course or program level improvements have resulted and are briefly outlined in the year-end reports.

- An assessment of learning disability programs around the state resulted in improvements in the College's resources and programs for the learning disabled, including a program to conduct Irlen screening. Irlen screening is designed to assist students with reading disabilities, and nearly 30 identified students reported improved reading skills as a result of the project.
- Funding was provided for the institutional research position. This greatly enhanced the overall ability of the College to conduct assessment, and also provided faculty members a resource person to contact for assistance in designing and/or measuring minigrant projects.
- In 1996-1997, it became apparent that the system-side quantitative measures used at the state might be adapted and utilized at the college level to improve student learning. The College became interested in improving the institutional research function in order to add more quantitative data to the assessment plan. This became more important as the Level III measures were developed and refined.

Details on each of these accomplishments are found in Exhibit 2.2.B.

Assessing Assessment

Despite the success of these projects, the outcomes initiative did not spread campus-wide. As was the case in many schools around the state, there was some initial confusion about the assessment process. Efforts were made to educate and clarify the goals of the assessment initiative, and a slow increase in the number of faculty participants took place between 1992 and 1995. That number seems to have reached a plateau, and it is clear that more involvement from faculty in the assessment process would benefit the College.

Instructors were not consistent about providing students with the course outlines that include learning outcomes. Instead, many provided a syllabus that did not have any specific outcomes or objectives listed. Exemplary syllabi that did provide the student with the learning outcomes and the means used to assess progress toward those outcomes was the focus of the Office of Educational Services. As a result, instructors were notified by the appropriate division dean that student learning objectives / outcomes must be provided to students in more deliberate fashion.. Existing course information forms for all courses were updated in 1999-2000 to include language that made connections between the course and the program goals, as well as between the course and the College mission and strategic initiatives. All new course proposals must now address these outcomes.

The vocational programs on campus have well-established learning outcomes that are assessed before certificates or degrees are granted. As part of the reporting requirements for various federally funded and state-funded programs on campus, the outcomes and the assessment of those outcomes must be done in a very systematic fashion at the program level.

The academic transfer degree has been the focus of many discussions regarding the identification of learning outcomes and the means to assess whether a student has achieved these outcomes. The outcomes assessment committee gathered faculty together to produce a list of outcomes statements in 1992. These were intended to become the basis for any outcomes assessment projects done by

faculty, and all applications for funds were to address one or more of the outcomes on that list. However, the broad nature of the academic transfer degree made it difficult to pinpoint how a student, with so many options for fulfilling the requirements for a transfer degree, would be assessed on these outcomes in their entirety.

One method for addressing this issue was a college-wide survey to determine how different courses offered instruction in one or more of the general education outcomes. This survey was intended to give the outcomes committee an idea about which courses would contribute to the general education outcomes on the list. Results were disappointing as less than 50% of the faculty returned the survey. However, the instrument was used to help advisors pinpoint courses that would help a student achieve a particular outcome.

Resolution to this discussion came with the formation of the Task Force on General Education. Convened in 1996, the Task Force's mission included consideration of assessment of general education outcomes, including the addition of computer literacy, community service, multicultural studies, writing across the curriculum, and speaking across the curriculum requirements. Task Force recommendations did not include adoption of any of these requirements. However, it was strongly recommended that instructors continue to address these areas in their programs of study.

Overall, the strength of the college's assessment plan lies in its variety. By incorporating institution-wide, program-specific, and classroom-based assessment, the scheme is a model for other colleges who wish to develop a multi-faceted approach to assessment.

The College will continue to work on improving the opportunities for faculty members to become engaged in assessment activities in hopes of increasing the number of people actively involved in ongoing assessment.

Major Accomplishments and Future Directions

Since 1995, the College has greatly improved its ability to assess educational programs. The system in place is inclusive, informative, and multi-dimensional. It involves faculty as the primary evaluators of program content, and requires administrative follow-up on each of the recommendations offered. It encompasses the entire range of instruction at the College, and has produced changes in the way instruction is delivered on campus.

The plan is clearly integrated into the overall strategic initiatives of the College. The five-year cycle of program review, combined with the yearly program profiles, allows the college to conduct assessment of each program within a reasonable time frame.

The problems in the early stages of implementation of the plan seem to have been resolved due to a commitment on the part of the College to continuously assess the plan at each level. Changes in data gathering in Level I, improvements in the program review process, and additions to the Level III indicators all point to ongoing assessment of the plan.

In the future, the College will require that assessment be more fully integrated into the budget development process. As part of the current strategic planning activity, initiatives are being developed that will make this integration more visible and meaningful.

GENERAL EDUCATION

During the 1996-1997 academic year, a Task Force on General Education was convened to analyze the general education components of all certificates and degrees offered by the College. A philosophy of general education was also adopted (see Figure 2.3). The task force recommended changes to the general education requirements for certificates and technical arts degrees, all of which have been incorporated in the latest college catalog. The rationale behind requiring sixty credits of general education in the direct transfer degree is externally imposed via the articulation agreement on transfer of the InterCollege Relations Commission.

In order to satisfy the freshman/sophomore general university requirements of the state private and public baccalaureate institutions, the College must require sixty credits of general education in proscribed areas and an additional minimum of fifteen college transfer courses as part of the ninety-credit degree. Students have numerous options to meet these requirements by selecting courses within the distribution areas. This rationale, that all transfer degree students need exposure to Basic Skills, Humanities, Social Sciences and Natural Sciences, ensures that EvCC graduates transferring to a baccalaureate institution will have received instruction in the liberal arts/general education areas comparable to native university students. These requirements also address the college philosophy statement on general education (see Figure 2.3).

The general education requirements for Technical Arts, Fine Arts, General Studies and Certificates, while not as extensive as those for the direct transfer degree, are based on similar principles. The College believes all students need exposure to general education and those pursuing technical areas also need liberal arts courses to supplement their technical learning in order to function well in the workplace.

The Instructional Council determines the placement of courses within specific general education areas. When new courses are proposed, the Council refers to published lists of the InterCollege Relations Commission which describe appropriate coursework for each distribution area and a list of courses not accepted in transfer. These external guidelines effectively direct the council when it deliberates the appropriateness of individual courses as part of the general education requirements.

The college requires students to take courses in the humanities and fine arts, the natural sciences, mathematics, and the social sciences to meet the general education requirements of all degrees offered. The number of credits required varies among the direct transfer, technical arts, fine arts and general studies

Figure 2.3

Philosophy Statement on General Education

"At Everett Community College, we believe that all people have both a right and a responsibility to find out who they are, what they can become and how they relate to others. We further believe that societies, and communities within them, can neither sustain themselves, nor flourish without people who understand themselves and the world in which they live. General Education is the life-long process through which people accumulate the knowledge, skills, and understanding necessary to function more completely in complex and diverse societies. As an institution of learning, we acknowledge that we contribute to this process, and we commit ourselves to providing an environment within which people will have the opportunity to further their growth as individuals and members of society."

degrees. These requirements are outlined in the college catalog pp. 31-36, in the individual curriculum guides available and the AAS (Option II) curriculum guide.

The College's transfer credit acceptance policies and practices are described on page 15 and 16 of the 1999-2000 Catalog. Policies state that only credit applicable to the certificate or degree requirements may be used, and that only lower-division coursework will be accepted. Any exception to these two general directions requires the approval of a Dean.

The College subscribes to the Inter-College Relations Commission (ICRC) guidelines relating to transfer credit, and to the rights and responsibilities of students and institutions to have fair and ethical practices. The College is also an active participant in the ICRC sponsored statewide transfer agreements. The designated transfer agreement, the Associate of Arts and Sciences – Option II, meets the ICRC guidelines. The College has also sought, and received approval for, agreements with institutions such as Washington State University, the University of Washington, Central Washington University and The Evergreen State College for the transfer of specific courses and programs in areas as diverse as engineering and nursing.

To meet the challenge of enabling students to understand and benefit from College policies, the Enrollment Services Office is considering the publication of a Guide to Transfer Practices.

Academic Advising

Though the College has a strong interest in providing advising services to students, a student is not required to go through advising in order to enter or to maintain his/her status. In other words, advising is voluntary, not mandatory. To attract students to advising services, the College has implemented a complex array of practices and opportunities, and aggressively promotes them to students. These are described below.

- Two offices in particular provide opportunities for prospective and new students to receive initial guidance and referral: Enrollment Services, and the Counseling, Advising and Career Center (CACC.) The CACC also provides services to continuing students. Trained counselors and advisors render these services.
- All prospective students are invited to College information sessions, such as Parents Night, Career Tracks, Getting Started sessions, and the High School – College Conference, which provide an orientation to the school, its programs and services.
- All new students who gain formal admission to the College are scheduled for a “TOAR,” a one-stop day-long battery of Testing, Orientation, Advising and Registration services. Students can either participate in the entire TOAR in one day, or do it in pieces. TOARs are offered periodically throughout the school year, and intensively as a new term draws near. The advising portion of the TOAR is staffed by a representative group of faculty and a cadre of trained staff.
- Testing is mandatory for new students seeking enrollment in math and/or English courses, or who will be taking 7 or more credits. Each test score report provides placement information and a guide to further advising services.

- Printed Curriculum Guides provide information to new and current students about certificate and degree requirements, with names of faculty able to advise in each area.
- Enrollment Services maintains a list of all faculty members by subject/area. Students are referred to the appropriate faculty advisor when they state their specific interest and request advising services. Students who have general advising needs, or preliminary questions, or need to make a transition to a faculty advisor, can obtain advising services from Enrollment Services or CACC. Students may request a formal advisor assignment at any time.
- Most technical programs provide quarterly information sessions aimed at new students to familiarize them with program opportunities and requirements. These are publicized in the Class Schedule.
- Counselors, advisors and faculty staff a “LUCY Booth” in the main hallway of the Student Union during each quarter. This booth’s purpose is to provide easy access to advising to students in a high traffic area, hopefully stimulating them to ask questions they did not know they had. This booth has been a weekly daytime service since 1997; in 1999 evening services were added.
- Enrollment Services coordinates a quarterly “Advising Week” which features information sessions, “hot topics” tables, and a noon-hour Advising Fair staffed by a wide variety of faculty advisors.
- Enrollment Services and CACC maintain evening hours in order to serve evening students with advising services.
- In 1998, Enrollment Services added two new full-time Curriculum Advisors, to enable the College to offer scheduled and drop-in advising services year round, with additional evening services. These positions were upgraded in December 1999 to administrative exempt positions with the title of Coordinator of Advising and Outreach.
- Enrollment Services recently developed an Advisor’s Handbook, containing program information to support advising interactions. All faculty members have a copy, as do local high schools. Intensive advisor training workshops are scheduled periodically through the year by Enrollment Services. Several are scheduled during the opening week of Fall Quarter to take advantage of training new faculty and refreshing returning faculty. A quarterly Advising Update is circulated to the faculty.
- Several other offices offer advising services to special populations: Multicultural Services, Women’s Programs and Services and Student Support Services.
- Women’s Programs & Services staff provides entry advising services to new students in the Jackson Center and at the Lucy Booth; staff members do entry and re-entry advising in their offices, primarily for a special population.
- The College is beginning to make better use of the Web for advising purposes. Enrollment Services has maintained since 1997 an e-mail address for online advising and is continually placing curriculum information on the Web site.
- Advising information on the College’s Web page needs to be improved. Additionally, the results of a student satisfaction survey, administered in Winter, 1999, were analyzed to determine student perceptions of College advising

services. The Associate Dean of Enrollment Services was responsible for changes and improvements in service in this area.

- In 1998-99, a subcommittee of the Student Services Council examined the process of placing students on academic warning, and a number of substantive changes were made. As a result, students on low scholarship warning are now required to meet with an advisor in order to continue enrollment.

Remedial Work

In general, the College does not require remedial work prior to admission. Students who are at least 18 years of age, or who have a GED or high school diploma may enroll in the College, without regard to their skill level. Alternatively, students in special programs such as Running Start must meet several qualifying criteria, and the Nursing program does require minimum skills as part of its entrance criteria which may be satisfied through completion of a developmental course or courses, or by achieving a minimum test score.

Students are admitted and invited to register in courses appropriate for their skill level. The College supports a placement testing program through the use of COMPASS and ASSET test instruments. These instruments replaced older homegrown and non-supported tests in early 1998. The faculty has reviewed these tests and identified score ranges related to readiness for certain levels of courses in math, writing and reading. In the case of the Writing courses, certain minimum scores must be achieved in order to meet the pre-requisite for enrollment in a particular class. The placement recommendations for math and reading, on the other hand, are advisory rather than mandatory. (A copy of the recommendations is in Exhibit 2.8).

During advisor training sessions, it is always emphasized that an evaluation of the student's ability to carry a full or part-time load based on skill level is critical. The College does not maintain a specific policy guiding credit limitations, however. On the other hand, students who wish to register for more than 21 credits in a given term must seek approval from the Associate Dean for Enrollment Services. One of the purposes of this process is to determine the student's capacity for success.

Certificate and degree program requirements identify the specific courses allowed to count toward program completion. In some cases, a developmental (below-100) course is acceptable, in other cases it is not. This determination is made at the program level and passed through the Instructional Council. The Financial Aid office defines limits to the enrollment in developmental courses. The student's eligibility for funding is restricted if the defined limit is exceeded.

A number of College courses specify a minimum math and/or writing competency for meeting the course prerequisite.

Learning Services

The Learning Services Division was created in 1999 to provide an umbrella for College instructional programs that help students improve their basic skills, prepare for college level courses or be successful in their current college classes. Learning Services consists of the following areas:

- Adult Basic Education
- Basic Skills (including GED preparation and testing)

- English as a Second Language (ESL)
- Job Readiness ESL
- Short-Term Job Training
- Adult High School Diploma Department
- Intensive English Language Program (IEL)
- College Reading and Study Skills
- College Tutoring Center
- Citizenship

A complete description of these programs is found in Appendix E.

Each program takes part in the Instructional Program Review process. Additionally, the Adult Basic Education department is responsible for reporting student progress on a quarterly level to the State Board for Community and Technical Colleges (SBCTC). In 1999, the ABE department conducted a thorough assessment of its activities (see Exhibit 36.D) as part of the SBCTC assessment process. The SBCTC Office of Adult Literacy conducted an on-site review in 1999. This system was revised in 2000 to a new system of assessment called the Washington Adult Basic Education Reporting System (WABERS). WABERS requires the College to conduct quarterly assessment and report progress toward both College and system goals. This performance reporting system is in the early stages of development.

Since the College receives federal funding for the ABE program, the department is required to submit an application for allotment (see Exhibit 2.36.E) which outlines specific program goals, funding sources, and assessment tools.

Learning Services is experiencing a considerable amount of growth. As the number of students seeking pre-college skills increases, the College will be challenged to meet the demand. The College has done a commendable job reaching out to this population, not only on campus, but in numerous off-campus sites as well. Creative partnerships with local, regional, and state agencies have enabled the College to serve increasing numbers of students in this department

The Basic Skills program has also expanded its services on campus by adding an additional computer-assisted instruction lab. At the same time, the program has added new off-campus sites in Arlington and Monroe. The successful partnership with Kimberly-Clark paper manufacturer has also grown to include computer literacy as well as basic skills.

The High School Completion Department has experienced a demographic change in the median age of students it serves. A decade ago, the average age was 27 years. The current median age is around 21, which reflects the continued trend to serving out of school youth. In recognition of this trend, the High School Completion Department is currently developing a specialized program designed to fast track school age dropouts into professional technical programs following a quarter in an integrated basic skills, career development, interpersonal skills and computer literacy program.

With the retirement of key faculty in the Reading and Study Skills Department, the College is currently reviewing the organization and curriculum of the program. The

College is interested in developing a comprehensive system of student success services including reading, study skills, and personal management skills. The process will begin with a campus wide dialog on student success and gathering information about similar programs at other community colleges. New classes and faculty will be in place by Fall 2000.

Faculty

Full-time faculty teaching courses that fulfill requirements of the direct transfer degree typically have master's degrees or higher in the field/academic discipline they instruct (see faculty listing in the college catalog and Exhibit 4.1). Qualifications for adjunct faculty are determined by each field/academic discipline or department, but they tend to follow the standards set for the hiring of full-time faculty. All fields/academic disciplines have at least one full-time faculty member with the exception of American Sign Language and Geography. Adjunct faculty teaching in those areas have met the educational background or experience requirements established to teach in those areas.

Faculty teaching vocational and technical certificate and degree programs have degree and employment experience to teach their respective subjects.

Job Placement Rates / Licensure Pass Rates

State or federal licensing examination pass rates in vocational programs are tracked in Aviation, Medical Assisting, and Nursing. Job placement rates are tracked in Welding and Medical Assisting (See Exhibit 1.2.D). The College will work with the State Department of Licensing to obtain data on pass rates for students in the Cosmetology program. Data that previously were accessible in this area is no longer available; thus a new system is needed.

Structure and Function of Special Learning Activities

All credit classes are now evaluated as part of the program review cycle and are subject to approval and review by the Instructional Council. Some non-credit and special learning activity courses are ad-hoc and designed for short-term or special needs, and may bypass the formal approval process. The College should ensure that all courses, credit or non-credit bearing, be approved at the level of division dean. Short-term courses offered in response to community needs that are not intended for academic credit often are designed and implemented quickly, which doesn't allow for prolonged review through the same channels as credit courses. Dean approval of these courses would provide more oversight than is currently provided.

The College is not engaged in any contractual relationships with non-accredited organizations for educational purposes, and is solely responsible for all instructional programs offered.

Full-time faculty, as part of the process of curriculum review and new course proposal, are involved in the planning and evaluation of all credit and most non-credit courses. However, there are some courses that are not part of the formal approval process, and the College needs to address this issue.

The administration of continuing education and special learning activities is split between three major areas: the Continuing Education department; the Applied Technology Training Center (ATTC), and the Library/Media Center.

The Continuing Education department has the responsibility for the majority of general open enrollment courses, including personal interest courses and job training courses. The Director of Continuing Education is the administrator of the Continuing Education Department.

The Applied Technology Training Center (ATTC) offers short-term courses that provide comprehensive hands-on training using the latest technology and equipment. The Director of Operations (ATTC) is the administrator responsible for the program. Most of the contract training provided to local industry is housed at the ATTC.

The Library/Media Center is the home of the distance learning program, and is administered by the Dean of Library/Media/Arts/Distance Learning.

Distance Learning

The College has provided a variety of distance learning (DL) options to students for more than twenty years. The distance learning formats have primarily been adopted as flexible delivery systems that address student populations who are constrained from traditional college courses by such factors as job, place, and time. These course offerings have also been designed to provide options for an increasingly larger community of learners who prefer the self-paced and learner centered nature of distance learning courses. Distance learning offerings have been delivered in correspondence courses, telecourses, computer-based courses, and in online courses via the Internet.

Correspondence courses in literature, history, mathematics, psychology, sociology, and biology were originally offered by the College from the mid-1970s until approximately 1980. Also, correspondence courses in early childhood education, including both a certificate and degree program, began in 1977. Although a full program of study in early childhood education is no longer available in this format, the college continues to offer several early childhood education courses through the correspondence format each year. Additionally, in Fall 1997, the college reintroduced a wider variety of correspondence courses in other disciplines.

The college first offered telecourses in 1993. These courses were followed by the introduction of computer-based courses in 1994, and the introduction of online courses via the Internet in Spring 1997.

Courses offered in this manner provide access to learning resources in much the same ways as traditional courses. Students are provided with information about how to obtain textbooks, how to contact instructors, and how to handle technical problems (for on-line courses) at the beginning of the quarter. Information about library and computer lab hours is also available for the distance learning students via the college catalog, quarterly schedule, and/or instructor contact. Since many of the students who enroll in the distance learning courses are also enrolled in courses that meet on campus, access has not been a major problem. However, further study is needed to see if the needs of the exclusively distance learners are met in a satisfactory manner. In order to accomplish this, all distance education students are mailed a satisfaction survey that enables the student to list any problems encountered, any changes recommended, and other relevant comments about the distance learning delivery method. This survey is intended to alert the distance learning program director to make changes that will improve the College's overall effort in this area. Some changes that have been made as a result of this assessment include:

- The College has added (to brochures and other advertising such as the class schedule) information about skills students will need in order to do well in the classes. Students often have the mistaken notion that DL classes are easier when in fact they are often harder. As a result, DL instructors try to be specific about how much time they can anticipate spending (10-15 hours a week) and the significant amount of reading and writing that the courses require.
- Students report that they need clearer information about assignments. Instructors have refined packets to be more clear about the expectations they have of students. One class seemed to be having a particular problem with plagiarism. More information was added in the packets to avoid these problems.
- Students said that they need course material sooner and that they need more contact. The DL coordinator has asked faculty to take anything out of the correspondence course packets that are time sensitive. Now the College mails this information to students directly. This enables the bookstore to reprint material sooner and also gives DL instructors an opportunity to prompt students to get started. Online students also receive a direct mailing from the DL office with "how to get started" info so that they are prepared for the first day of class online.

Courses offered via distance learning provide sufficient time and opportunities (electronic or others) for students to interact with faculty. Each faculty member is responsible for informing students how interaction is to take place during the quarter. Most distance learning courses have an on-campus orientation session (on-line courses do not) during which students can interact with the instructor and learn how the interaction is to occur for the next ten weeks. Faculty members hold regularly scheduled office hours, provide phone numbers and e-mail addresses for students to use, and make use of the College Web site in order to facilitate communication.

Tuition and Fees

The parameters of the cost of tuition and fees are set by the Legislature. The Board of Trustees makes decisions within those parameters, and the new costs are published three to five months in advance of the new cost implementation.

The Board approves a refund policy and its basic tenets are published in the Catalog and in the Class Schedule. This policy is also found in Exhibit 3.7. A Refund Policy handout is available in the Enrollment Services Office.

In 1998 the policy and process for tuition refunds was reviewed by the Director of Enrollment Services, and recommendations were made then Dean of Students (now Vice President for Student Services) with a goal of assuring clarity and due process. Policy recommendations were referred to the Board. As a result, petitions for exceptions to the refund policy are referred by Enrollment Services to a small committee comprised of the Enrollment Services Manager and one person outside Student Services. Appeals may be made to the Associate Dean for Enrollment Services and then to the Vice President for Student Services. The Enrollment Services Office, in consultation with the Vice President for Student Services, is continuing to evaluate the process to assure fair and equitable treatment of student requests.

Policies and Procedures for Special Learning Activities

The amount of credit for credit-generating classes is determined using a standard formula. Lecture classes deliver a minimum of 10 hours (per credit) of direct instruction per term, and approximately 20 hours (per credit) of assignments and preparation is expected. Lab classes require 20 hours (per credit) of lab time, with concomitant outside assignments and preparation. Clinics, internships, practica, and co-ops are based on 30 hours of activity (per credit) per term. The College follows normal acceptable practices in designing the credit assigned to each class, and performs quality control procedures to assure compliance.

The College's Continuing Education courses are generally non-credit. In 1999, after Instructional Council approved a proposal for awarding credit for self-support courses, the ATTC and Continuing Education reviewed self-support offerings to determine which courses would be appropriate for college credit. As new courses are proposed or requested the same review and approval process (see Exhibit 2.7) is followed.

The self-support organization (i.e. ATTC, Continuing Education) ensures the following criteria are satisfied for each course to help determine credit eligibility:

- there must be demonstrated need for credit;
- course content is job-skills related;
- student learning objectives are identified;
- either letter grade or pass/fail grade will be awarded;
- course is at least three hours in length.

Additional requirements/policies include:

- Following division dean approval, a new course can be offered for credit during the current quarter prior to submission to Instructional Council (I.C.) for final approval.
- Course numbers will be below 100-level, and have a unique department identifier (i.e. ATTC 076 and Coned 076) for most self-support courses. These courses tend to differ from a 100- or above-level course in that exams are typically not given, and students are expected to implement or practice their new skills after the course is completed. A grade of pass/fail would be awarded.
- Course numbers at or above 100-level may be awarded for self-support courses if recommended by the appropriate academic department (i.e. teacher education may recommend a continuing education course for K-12; biology may recommend a self-support course to meet continuing education requirements and/or meet an elective requirement for a degree). In this case the course would be proposed by the academic department, would follow normal approval process through I.C., and upon approval be assigned an academic course number (not ATTC or Coned).
- Course Action and Course Information forms will be completed for submission to I.C.

- The same mode formula would be used to calculate the number of credits awarded.
- (i.e. 1 cr = 10 hours lecture; 1 cr = 20 hours lab). Students are expected to implement or practice their new skills after the course is completed to get to the appropriate level of student involvement for each course (1 cr = 20 hours additional student involvement).
- Credits can be awarded in increments of tenths, rounding down to the nearest tenth (i.e. .1, .2, .etc.).
- Courses will be transcribed using the existing MIS system.

This proposal was approved by Instructional Council in May 1999.

Prior Experiential Learning and Course Equivalency

As of this writing, the College does not award credit for prior experiential learning, as outlined in Policy 2.3. However, meetings began in August 1998 to discuss interests and options in developing such a program. A draft working paper was referred to the Instructional Council for consideration, and the Dean's Council will make a final decision in Winter 2000. The College is aware of the provisions of Policy 2.3, and has sought clarification from NASC.

Though not defined as “prior learning,” the College has a long-standing practice of reviewing non-collegiate training programs, such as the Police Academy, for training equivalent to courses in the College's technical programs. Under current practice, the student must already have completed at least 15 College credits in order to be considered for this evaluation. Faculty in the discipline related to the non-collegiate training program make the decision about the acceptability and applicability of the credit. If credit is awarded, its origin is identified on the transcript.

The College does not offer an external degree of its own design. A student may, however, use non-traditional credit toward a regular certificate or degree. Pages 15, 16, 28, 31 and 32 of the Catalog describe the policies for course challenge, credit by exam, credit by evaluation and residency requirements. In all cases, a student must earn at least 30 College credits to qualify for an associate degree; one third of their credits for a certificate must be earned in College credits. Exceptions to this must be presented by student petition and reviewed by the Academic Appeals and regulations Committee.

Furthermore, the College anticipates growth in online educational programs. The College's residency requirement of at least 30 EvCC credits for a degree does not specify when those credits must be earned, thereby enabling students to take advantage of many educational options at any time, as long as they meet current degree requirements.

There are two other relevant types of credit-generating activities at the College. One is the course challenge process, which requires that an instructor and Dean approve a student's demonstration that he/she has the equivalent skill/knowledge of students successfully completing a specific course. This may be demonstrated through testing, or submitting written papers, for example, that were also required of students in that class. The other is the Tech-Prep program, which enables students to earn credit in a college class through demonstrating extraordinary achievement in a related high school course. The Tech-Prep program is a

partnership between a College faculty member and high school teacher, through which the College representative outlines expected competencies and the high school teacher verifies those competencies were achieved. These competencies are the same as those expected in the college class.

In most ways, Tech-Prep is similar to the course-challenge model in that the competencies expected of a student completing the regular class must be met by the student “challenging” that same course without actually having taken the course. In both cases, the course completion is transcribed as if the course had been completed in the normal fashion.

Travel / Study Courses

The College has offered several study abroad opportunities in recent years. A number of the programs have been non-credit. Each of these efforts has been developed and guided by a regular faculty member of the College, with appropriate related orientation and instruction.

The Nippon Business Institute has offered, and continues to offer, internship opportunities to students who travel to Japan and work in Iwakuni’s City Hall. Each of these efforts has been developed and guided by a regular faculty member of the College, with appropriate related orientation and instruction.

The College has also hosted several groups of students from other countries. College faculty have traveled to France and Japan on cultural exchange programs.

In 1997, the International Council, comprised of faculty and staff, evaluated the College’s international education and exchange efforts. Activities in study abroad, internationalization of the curriculum, and international student enrollment were among the areas assessed. As a result, the College is sponsoring the Northwest Language Center, spearheaded by a team of faculty to develop services and opportunities in international study. Faculty members have expressed interest in enlarging options in sister-city and sister-school relationships, faculty exchange, and more study abroad programs.

Currently, a program that combines language, culture and travel in Cuernavaca, Mexico is being planned for Summer Quarter 2000.

For travel/study courses that offer credit, all normal processes are observed in terms of instructional mode, hours of contact, assignments, pre-requisites, etc. Site selection is critically reviewed, as well as support services. The applicability of these credits/courses to certificates and degrees is reviewed in the same manner as other courses by the Instructional Council.

The College is also a member of the Puget Sound Community College Consortium, which sponsors programs in Costa Rica, London, and other locations. Orientation and travel/living logistics are monitored. Credit is generated through normal College processes. Students who complete study abroad programs offered by other institutions or agencies have their records evaluated using regular transfer credit policies.

It is clear that the College is interested in the growth of study abroad and other international exchange programs. The Vice-President for Educational Services and the Vice-President for Student Services are convening meetings to discuss these directions to assure that policy and practice are formulated in a coherent manner, and to evaluate the organizational structure needed to support them. Policy 2.4 has

been circulated to appropriate faculty members in order to provide a framework for the development of these programs.

Non-Credit Programs and Courses

Until October 1998, when the Extended Learning division (E.L.) reorganized, non-credit programs and courses were offered through E.L. and the Nursing Department. After that date, some of the non-credit courses were transferred to the Applied Technology Training Center (ATTC); the remainder are now offered by the newly named Continuing Education Department. During Winter 1999 three new centers (the Nippon Business Institute (NBI), the Northwest Language Center (NLC) and Agewise) also developed and began offering non-credit courses. The new Continuing Education Department staff is assisting the NBI and NLC in developing their policies and procedures, and are looking at a possible collaborative partnership.

Since the oversight of non-credit offerings is de-centralized, each unit offering such programs is responsible for developing its own set of procedures.

Faculty members are directly involved in the planning and development of both the NBI and NLC programs and courses. Since neither ATTC nor the Continuing Education Department have any full-time faculty members, instructors are not routinely involved with course development and evaluation. Instead, non-credit courses may be proposed by a content expert who may later teach the course as a part-time instructor or as a vendor. These courses are approved by the Dean of Business and Advanced Technology.

The Continuing Education Department and Applied Technology Training Center keep files on each course offered, including course description, enrollment data, and a summary of student evaluation responses. This information is maintained for at least seven years. This information is also maintained in the Nursing program for the adult family home training program.

Continuing Education Units

The Continuing Education Department began awarding CEU's in Fall Quarter 1998. Procedures for insuring the integrity of this system have been drafted which follow the guidelines set forth by the International Association for Continuing Education and Training (IACET). These guidelines include the establishment of student learning objectives, student evaluation, instructor assessment of successful completion, record keeping, and award of one CEU for every 10 hours of approved instruction.

Major Accomplishments and Future Directions

Advising activity at the College has improved since 1995. The number of activities demonstrates a major level of commitment to improving advising, and the College is proud of its accomplishments in this area.

The increase in the number of full-time faculty members since 1995 illustrates the commitment of the College to devote sufficient resources to the educational program. The College plans to continue to increase the number of full-time faculty.

A comprehensive assessment of the vocational program inventory was completed in 1999. This ensured that the College's programs were accurately represented at

the State Board level, and that all curriculum guides for vocational programs were accurate.

Distance learning has become an important part of the educational program, and the College has devoted adequate resources to support these activities.

Special learning activities, including continuing education, prior experiential learning, and travel / study courses, are in various stages of expansion and improvement. The College has demonstrated its willingness to explore a variety of learning experiences for students. At the same time, the integrity of the educational program is of primary importance as new programs and proposals are developed.

Standard Two -- Materials Available in the Exhibit Room

- 2.1 -- Comprehensive System for Measuring Educational Effectiveness
- 2.2 -- Inventory of documents that demonstrate appraisal of educational program outcomes
 - 2.2.A. Program Reviews 1995-1999
 - 2.2.B. Outcomes Assessment Reports 1991-99
 - 2.2.C Level One reports (1997, 1999)
- 2.3 -- Inventory of degree programs that have been added or deleted in the last five years
- 2.4 -- Number of degrees granted in each program for the last three years.
- 2.5 -- College Catalog, page 14 (Published statements or other written rationale for the general education program)
- 2.6 -- Curriculum Guides (Statement of degree objectives for each degree program) and Course Information Forms
- 2.7 -- Description of curriculum development bodies and advisory groups, with rules of procedure and recent minutes
 - 2.7.A. -- "EvCC Curriculum Development Procedures"
 - 2.7.B. -- Vocational Curriculum Materials
- 2.8 -- Licensure Pass Rates / Job Placement Rates data
- 2.9.-- Evaluation forms from faculty contract
- 2.10-- Self-study and evaluation committee reports from external reviews and the most recent professional accreditation visits and documentation of resulting actions
 - 2.10.A. 1995 EvCC Interim Report
 - 2.10.B. 1995 NASC Report
 - 2.10.C. 1997 EvCC Progress Report
 - 2.10.D. Early Learning Center Accreditation Report
 - 2.10.E .Nursing Accreditation Report
- 2.11 -- College Catalog sections (Criteria and procedures for admission and retention of students, maintenance of student records, and awarding of credit, including credit for prior experiential learning)

- 2.12 -- College Catalog sections (Policies regarding transfer of credit, including articulation agreements with other institutions)
- 2.13 -- Policies regarding remedial work
- 2.14 -- Description of the materials and forms used in the academic advising process
- 2.15 -- Grade distribution studies
- 2.16 - Math and Reading Placement test data
- 2.17 -- Compilation of entering freshman student ability measures
- 2.18 -- Samples of course examinations and other instruments used to assess student achievement.

Continuing Education

- 2.19 -- Organization charts
- 2.20 -- Summary listing of off-campus programs, directors, sites, and enrollments
- 2.21 -- Policy and procedures for institutional approval of off-campus and special programs and courses
- 2.22 -- Catalogs, brochures, announcements, and class schedules for special programs
- 2.23 -- Policies regarding the award of credit based on prior experiential learning
- 2.24 -- Policies that address all elements of 2.A.10 regarding award of credit
- 2.25 -- List of all courses and programs taught by non-traditional faculty
- 2.26 -- Budgetary information and financial arrangements
- 2.27 -- Studies demonstrating comparability of outcomes for courses or programs offered under concentrated or accelerated time frames
- 2.28 -- Policies regarding admission, transfer of prior earned credit, credit by examination, credit for prior experiential learning, credit by evaluation and residency requirements
- 2.29 -- Sample transcript with explanation of codes showing designations for credit for prior experiential learning and non-degree credit
- 2.30 -- Contractual agreements with other institutions or travel agencies

- 2.31 -- Criteria and procedures for admission of students and awarding of credit; procedures for maintenance of student records.
- 2.32 -- Catalogs, brochures, and announcements for continuing education courses and programs and special learning activities.
- 2.33 -- Criteria and procedures for registration of students and awarding of units; procedures for keeping student records
- 2.34 -- Procedures for involving appropriate institutional personnel in program approval and development.
- 2.35 -- Vocational Program Materials
 - 2.35.A -- Carl Perkins
 - 2.35.B -- Worker Retraining
 - 2.35.C -- Work First and One-Stop Centers
 - 2.36.D -- AgeWise
 - 2.36.E -- Program Development and Inventory Data
- 2.36 -- Learning Services Materials
 - 2.36.A -- ABE / GED / ESL Policies and Procedures
 - 2.36.B -- Reading and Tutoring Center
 - 2.36.C -- Physical Education
 - 2.36.D -- SBCTC Assessment data / ABE self-assessment data
 - 2.36.E. -- Application for Allotment
- 2.37 -- NBI Program Notebook

Standard Two

List of Appendices

Appendix A -- Inventory of Educational Program Outcomes Assessment Measures

Appendix B -- Inventory of Degree Programs Added/Deleted 1995-2000

Appendix C -- Number of Degrees Granted by Program 1996-1999

Appendix D -- Written Rationale for General Education Program

Appendix E -- Instructional Program Descriptions by Division

Appendix F -- Recommendations and Actions Taken

Appendix A Inventory of Educational Program Assessment Measures

Many of the documents that measure educational effectiveness are included in the supporting documentation for five of the nine standards. This list is meant to briefly outline the major tools used to assess educational programs. Exhibit numbers are noted. All items are available on campus in the exhibit room.

Exhibit 1.2.B ACT Alumni and Student Surveys

For four years the Outcomes Assessment committee conducted a mail survey to alumni and another survey to currently enrolled students. The survey response rates were low, and efforts to improve the response rate and increase the number of students and alumni surveyed were not successful. The surveys were discontinued in 1998.

Exhibit 1.2.C Engineering Graduates Survey (1994-1998)

Instructor David Utela conducts an annual survey of graduates in his engineering program. These data are used to make improvements in the program. Details are available in this exhibit.

Exhibit 1.2.D Vocational Program Studies

Many vocational programs are required to assess success rates, job placement, and job readiness. These data are included in this exhibit.

Exhibit 1.2.E Survey of Student Satisfaction

In 1999 a survey of currently enrolled students was conducted in order to assess the level of satisfaction with many of the instruction and student support services on campus. Results are included in this exhibit.

Exhibit 1.2.H Performance Measures Plans and Reports

The state legislature's Accountability for Improvement initiative resulted in the College outlining areas where assessment, intervention, and improvement would be reported in order to receive a percentage of the overall budget. The College submits a plan and a report on the plan; those items for 1997-98 and 1998-99 are included in this exhibit.

Exhibit 1.4.A Title III Planning Grant Proposal (1993)

Though this document is seven years old, it illustrates the College's commitment to assess with improvement as a goal. The grant was not funded, forcing the College to find existing sources of income to support some of the activities outlined in this exhibit.

Exhibits 1.4.B and 2.2.A. Program Reviews 1995-1999.

This exhibit includes the 5-year program review documents for each department on campus as well as the yearly program profiles that are done as part of the Comprehensive System for Measuring Educational Effectiveness. These are co-listed since they assess both institutional level and educational outcomes.

Exhibit 2.2.B. Outcomes Assessment Reports 1991-99 *

This exhibit includes the reports done by the College's Outcomes Assessment Committee. These year-end reports include details on the activities funded by a special legislative allocation and coordinated by the State Board for Community and Technical College's Student Learning Outcomes department. This is a faculty-driven effort that includes both classroom, program-level, and institutional assessment projects as outlined in the Comprehensive System for Measuring Educational Effectiveness (Level III).

Exhibit 2.2.C Level One reports (1997, 1999)

These reports on Level I of the Comprehensive System for Measuring Educational Effectiveness give the College some baseline measures of institutional effectiveness in instruction and student services.

Exhibit 2.10 Self-study and evaluation committee reports from external reviews and the most recent professional accreditation visits and documentation of resulting actions.

These reports include assessment of educational programs, including specialized assessment / accreditation reports for the Early Learning Center and the Nursing program.

2.10.A. 1995 EvCC Interim Report

2.10.B. 1995 NASC Report

2.10.C. 1997 EvCC Progress Report

2.10.D. Early Learning Center Accreditation Report

2.10.E Nursing Accreditation Report

Student Services Goals and Targeted Areas of Effort Reports

The Vice President for Student Services produces a report at the end of each academic year which reports on the goals and areas of effort for each unit in the student services area. This comprehensive assessment has been done since 1997-1998.

Course Evaluation Forms

This exhibit includes the evaluation forms used by students to assess the educational offerings at the course level.

Library Assessment Measures (Facilities)

Library Assessment Measures (Holdings)

These two exhibits outline the measures used to assess the role and impact of the library on the educational programs of the college.

Appendix B -- Exhibit 2.3.

Inventory of Degree and Certificate Programs Added/Deleted 1995-2000

Program Additions

Curriculum or Program	Certificate / Degree Level	Year
Medical Assisting	Certificate	1995
Nursing Assistant, Certified	Certificate	1995
Manufacturing Technology	Associate in Technical Arts	1995
Corrections	Certificate / ATA	1997
Multimedia Production	Associate in Technical Arts	1997
CIS Visual Basic Programming	Associate in Technical Arts	1998
Pharmacy Technician	Certificate	1998
Machining	Endorsement	1999
Education Paraprofessional	Associate in Technical Arts	1998

Programs Discontinued

Curriculum or Program	Certificate / Degree Level	Year
Culinary Arts	Associate in Technical Arts	1990
Automotive	Associate in Technical Arts	1998
Pharmacy Technician	Certificate	1999

Appendix C --Number of Degrees Granted by Program 1996-1999

Table 3 -- Certificates and Degrees Awarded

	1996-97	1997-98	1998-99
Number of certificates awarded	201	178	142
Number of degrees awarded	618	562	579
Number of Adult High School Diplomas awarded	112	105	101

Appendix D -- Exhibit 2.5. -- Written Rationale for General Education Program

Philosophy Statement on General Education --1997

“At Everett Community College we believe that all people have a both a right and a responsibility to find out who they are, what they can become and how they relate to others. We further believe that societies, and communities within them, can neither sustain themselves, nor flourish without people who understand themselves and the world in which they live. General Education is the life-long process through which people accumulate the knowledge, skills, and understanding necessary to function more completely in complex and diverse societies. As an institution of learning, we acknowledge that we contribute to this process, and we commit ourselves to providing an environment within which people will have the opportunity to further their growth as individuals and members of society.” -----EvCC General Education Task Force, 1998

The general education task force was the College's assessment of the general education program. The following text is compiled from the general education task force report (see Exhibit 2.5 in the exhibit room).

The mission of the general education task force was to evaluate and make recommendations regarding the general education and related instruction components of the college's AAS, ATA, AFA, and certificate programs as detailed in the academic regulations section of the catalog. The task force convened in November, 1996, and presented recommendations to the president in February 1998. The recommendations were developed, reviewed, discussed, and approved by the faculty and administrators in each division. They were then forwarded to the Instructional Council, which unanimously approved their adoption at its February 12 meeting.

Details on the recommendations, minutes of meetings, and background material is found in the hard copy of the task force report (see Exhibit 2.5).

Appendix E -- Instructional Program Descriptions by Division

The following is an overview of the College's instructional programs. These summaries outline the stated mission of each area (as stated in the most recent program review and/or update); current course offerings, number of full and part-time faculty, and in some cases highlights of recent work. Much of the material is taken from the detailed program review documents (see Exhibit 1.4.B), from the yearly program profiles (Exhibit 2.2.A)), and from the college catalog. The program reviews are completed according to a five year cycle (see Exhibit 1.4.B.1), and are more comprehensive than the annual program profiles (see templates in Exhibit 1.4.B.2)

The first year of implementation of the instructional assessment plan was 1995-96, and the final year of the first cycle is 1999-2000. Thus, at the time of this writing, some programs had not yet completed a five-year review. Other programs had reviews that were three years old. As part of the self-study process, programs were asked to review the five-year program review material to see if any significant changes had been made. Additionally, departments were asked to review the descriptions below for accuracy.

Student Services

The Counseling, Advising, and Career Center is under the supervision of Vice President for Student Services. Four full-time faculty and between three and six part-time faculty per quarter offer courses in Human Development and Human Services. These classes include Career and Life Planning, Human Relations in the Workplace, Student Success Skills, Introduction to Human Services, and other courses designed to meet the needs of students. Short term, flexible courses and workshops are also offered which allow students to gain skills in time management, stress management, learning styles, and other success skills.

Business and Advanced Technology

The Business and Advanced Technology division offers a variety of courses and programs in accounting and bookkeeping, business technology (formerly office skills and technology), computer information systems, economics, marketing and management. Courses in management, supervision, marketing, business communications, small business management, business math, statistics, and business law are offered under the heading General Business. Other business and computer courses are listed under the departmental headings referred to above. Additionally, the engineering and engineering technology programs are part of this area.

Degree and certificate programs include:

Associate in Arts and Sciences degrees in Pre-Business and Pre-Computer Science. These degrees are intended for transfer to a four-year college or university.

Associate in Technical Arts degrees in Accounting, Business Technology, Computer Information Systems, General Business, and Management and Marketing.

Certificates in Bookkeeping, Microcomputer Skills and several areas of Business Technology (general, legal and medical).

Associate in Art and Sciences degrees in Engineering and Engineering Technology; Associate in Technical Arts degrees in CAD/drafting, engineering Technology, and Manufacturing Technology, and certificates in CAD/drafting.

Accounting

The mission of the Accounting department/program is to offer a program of accounting instruction which provides the accounting courses needed by students who are pursuing a degree in business and accounting and/or certificates in bookkeeping or other business-related disciplines. The department goal is to provide a balanced offering of accounting courses which allows students to enter the program during any academic quarter and to progress through the sequence of required accounting courses with no more than one quarter delay in course availability.

A diverse student group is served. The two primary groups are (1) those seeking an AAS degree in business administration who will transfer to pursue a bachelor's degree in business or accounting, and (2) those seeking an ATA in accounting or a bookkeeping certificate for immediate employment in the accounting field. Two full-time faculty members staff the department, and the part-time faculty instructors are experienced and available.

Business Technology

Business Technology (Bs T) includes programs leading to endorsements, one- and two-year certificates, and two-year Associate in Technical Arts (ATA) degrees. These programs offer training for both recent high school graduates and people who are re-entering the work force, either seeking a new career or updating and enhancing previously acquired skills. They also provide training required for office support, word processor, administrative support, Microsoft Office specialist, medical receptionist, medical transcriptionist, medical administrative assistant, medical billing specialist, legal secretary, and legal word processor/transcriptionist (not intended for transfer).

First-year courses emphasize the basic knowledge and skills necessary to prepare students for entry-level office positions. Second-year offerings include advanced courses and cooperative work experience to prepare students for higher levels of employment.

Students who plan to major in business education can earn an Associate in Arts and Sciences (AAS) Option II degree which will transfer directly to a four-year college or university. Six full-time faculty members are assigned to this area, and between five and six part-time faculty teach courses each quarter.

Economics

The small economics program offers the customary sophomore principles courses needed by many AAS students, including economics majors, plus an introductory course for non-transfer students or transfer students needing a less technical course. The majority of courses are taught by full-time faculty.

Computer Information Systems

Everett Community College offers the choice of a degree program and a certificate for prospective students with an interest in the field of computer information systems

and computer science. The choice of program depends upon the career and educational goals of the student. The emphasis of each degree program is outlined below.

Certificate program requirements are found in the curriculum guides for Microcomputers and Visual Basic Programming (Exhibit 2.6).

Associate in Arts and Sciences Degree -- Computer Science

This degree program is designed for students who wish to transfer to a senior college or university with full junior-class standing and enter a bachelor of computer science degree program. It is intended only for transfer and does not provide the technical training required for employment upon completion of the associate degree. Students follow a program specifically developed in consultation with a computer science Advisor to meet the requirements of the transfer institution of choice. The program must include the required distribution of courses in English, mathematics, humanities, social sciences, and natural sciences.

Associate in Technical Arts Degree (ATA) -Computer Information Systems: Visual Basic Programming

Students seeking specialized education toward a career in computer programming will find courses, internships, and projects using the Visual Basic computer language in this program.

This degree program prepares students for working and consulting in business and industry to address computer and business applications.

General Business

General Business offers both an AAS Option II and ATA degree in business administration. The program customizes the AAS Option II into an AAS Option I for transfer students pursuing bachelor's degrees in business related fields. Individual general business courses serve the needs of students in other programs and provide specific business knowledge needed by people in the business community.

Engineering

The mission of the Engineering transfer program is to provide an opportunity for area students to transfer to universities offering a four-year degree in engineering. One of the goals of the program is to continue to offer engineering courses that will transfer to any university in the state of Washington that has an ABET accredited engineering program. In addition to offering those courses, it is also a goal of the program to ensure that students will have completed requirements for an Associate in Arts and Sciences degree in pre-engineering (Option I) which meet department entry requirements at transfer universities.

Entrance to a university engineering department requires completion of specific lower-division courses and high grades. Students will find that the small classes and opportunities for interaction with faculty, combined with rigorous coursework, will build their chances of success in reaching their engineering degree goals. The faculty is in constant contact with university faculty to assure that the preparation students receive in the College engineering program is equivalent to that demanded by the universities.

Transfer students in Engineering have been surveyed yearly for the past ten years, with some data going back 20 years. Most graduates are very complimentary and the faculty members believe upwards of 80% of students leaving the College with an Associate Degree in Pre-engineering subsequently receive their Bachelor of Science degree.

Engineering Technology

The College offers an Associate in Technical Arts degree in Drafting & Design Engineering Technology which prepares students as technicians or drafters. The program offers competency-based training that meets the needs of students and industry for career preparation, retraining and/or job advancement.

Because the successful student may be employed in any of several drafting and design areas, the program is designed to give the student a working knowledge of skills that would meet a prospective employer's requirements. Students who have less than two years to complete a degree in engineering graphics may qualify for a certificate after four quarters. Classroom activities simulate "on-the-job" conditions including attention to good drafting habits such as accuracy, detail, quality and quantity of work, and the ability to follow instructions. This program also emphasizes teamwork, leadership, flexibility, the ability to work without close supervision, and an approach to drafting as a professional career. Because the drafter will be working in a manufacturing/production or a civil engineering environment, classes emphasizing oral and written communication, critical thinking, quality assurance, time management and organization skills are required.

Manufacturing Technology Management

Manufacturing Technology is designed to prepare persons to work in the many different environments of manufacturing as it becomes more integrated and computer information driven. Courses address the flow of materials, the scheduling of processes and procedures, and methods of planning and implementing manufacturing operations. This program is preparation for careers in project management, warehousing, materials control, planning, purchasing and scheduling.

Aviation Maintenance

The Aviation Maintenance Technology Program provides students with necessary background knowledge and practical experience to qualify for a Federal Aviation Administration (FAA) Aircraft Maintenance Technician license, with both airframe and powerplant ratings. The A&P license qualifies graduates for entry-level employment in both airline and general aviation maintenance. The combined sequences of airframe and powerplant technology require eight quarters, two academic years (including two summer quarters) to complete. With Aviation Department approval, students may enter at the beginning of any quarter and proceed through the sequence. Four full-time faculty members conduct all training and testing in classrooms and shops at the Aviation Maintenance Technician School at Paine Field.

By taking academic work beyond the aviation maintenance technology training, students may qualify for the degree of Associate in Technical Arts/Aviation, or Associate in Arts and Sciences Option I - Aviation Maintenance Management. Opportunities for advancement to positions as foremen, supervisors, and inspectors

are available to qualified airframe and powerplant maintenance technicians, particularly those who hold the associate degree in addition to their FAA ratings.

Continuing Education and Applied Technology Training Center

The mission of the Continuing Education Department at Everett Community College is to provide high-quality skills training, education, and personal enrichment to meet the needs of individuals, businesses and public organizations within our community.

Their vision statement is "to be the supplier of choice for continuing education within our community through our commitment to providing customer-driven, accessible, convenient, affordable and effective training and education courses and programs."

In October 1998 a reorganization of the former Extended Learning area resulted in the creation of two departments, Continuing Education and the Applied Technology Training Center (ATTC). Continuing Education will focus on offering instruction to the general public, and the ATTC will serve to business and industry. As such, some of the goals and objectives of the Continuing Education department in the March 1999 program review were blended with ATTC goals.

The Applied Technology Training Center partners with dynamic companies and motivated individuals to produce workplace training solutions and qualified workers.

The Applied Technology Training Center operates the Computer Cruiser, a fully self-contained converted Community Transit bus with ten state-of-the-art student stations loaded with Microsoft Windows95 and Office97 software applications. The College brings the Mobile Computer Lab and an experienced instructor to work sites to provide the latest in Microsoft software training for community employees.

The students served by the Continuing Education department tend to be working at least part-time and are seeking new skills, updating existing skills, or pursuing personal enrichment opportunities. Programs in flagging, automotive, small business success, construction technology, hypnotherapy, travel agent, wetlands, and real estate have been offered. Personal enrichment workshops have included financial planning, buying and selling your home, cooking, foreign language, travel, creative writing, and other leisure topics. Continuing Education has recently expanded by offering language and art classes for youth. No full-time faculty are assigned to this department--all of the instructors are either part-time faculty or are outside vendors.

Social Science and Communications

This division offers a variety of courses, most of which are intended to fulfill requirements for the transfer degree. However, many ATA and certificate programs include courses offered in this division. The major departments are English, Family Life Education, Social Sciences, Speech, and World Languages, representing nearly 20 disciplines.

English

The English department consists of 10 full-time faculty members, and typically employs between seven and nine part-time instructors each quarter. In 1996, the program review outlined department offerings "in skill development, composition, technical writing, creative writing, publishing, literature, language, tutor training

and independent study." The mission of the English department is to foster critical thinking and an appreciation for literature, to develop writing ability, and to introduce students to the world of ideas. Since 1997, the department has worked to establish specific entrance expectations and course outcomes for writing courses (English 89, 97, 98, 101, 102, and 103 are included; see Exhibit 2.18). The department considers this a work in progress, and is engaged in "field testing" these outcomes with the expectation that there will be revision and fine-tuning.

One notable area of the English department is the Writing Center. The following description of the Writing Center is taken from the 1996 Program Review document:

"The Writing Center's mission is to provide all writers on campus--from ESL and basic writers to students working on literary analysis, technical reports, and research projects--a supportive place in which to write. It is a flexible and dynamic program that responds to individual writer's needs. Neither an editing service nor a skill-and-drill lab, it is a gathering place that offers an encouraging environment in which writers can draft and revise while receiving immediate guidance. In addition, the Writing Center provides a place for the College's best students to become a part of a group of peer tutors who gain advanced communication, critiquing, and computer skills. Our mission, then, is to provide qualified instructors and well-trained tutors to assist all writers who ask for help by collaborating with them on their writing; our plan is to continue to meet the needs of our diverse student body by finding better ways of being accessible to them."

Students can earn credit by signing up for English 90, which is a flexible credit course featuring individualized instruction. Credit for Tutor Training can be earned in English 150, 151, and 152. Schools from around the state have contacted and/or visited the Writing Center in order to better understand how a credit-bearing writing center is operated.

Faculty members in the department contribute to the overall mission and goals of the College through their scholarship, research, and artistic creation. Instructors have published poetry, books, journal articles, essays, and other writing in a variety of publications. Faculty members are involved in college governance, take an active role in expanding course offerings, and participate in on and off campus programs. Some of these activities are detailed in Standard Four (see Exhibit 4.6).

Family Life Education and Early Learning Center

According to the 1998 five-year program review, the "primary mission for the Family Life Department is to provide education which promotes the development of knowledge and skills for parents to have strong and healthy families." The mission of the Early Learning Center is "to provide quality child care for students, quality parent education for the college students enrolled in the center, and a quality Early Childhood Education practicum training center." The Center is accredited by the National Academy of Early Childhood Programs.

Family Life programs are offered both on-campus and in around two dozen college-supervised parent cooperative preschools located in communities within the college service district. Parents involved in the cooperative preschool programs

learn hands-on skills that are geared toward life-long parenting. Around 400 students are enrolled in these programs. Facilities for the Family Life program are located throughout the county, and are adequate for program needs.

Located on the southeastern corner of the campus, the Early Learning Center houses the Family Life, Early Learning Center, and Early Childhood Education staff. The building includes offices, five classrooms, a large activity room, and a kitchen. Students enrolled in college courses can drop off their children, attend their classes on campus, then return to the Center to work, attend Family Life / Early Childhood Education courses, or perhaps eat lunch/snacks with the children. The Early Learning Center outdoor play areas need upgrading, and a plan is in place to make significant improvements in equipment and design of the area.

Early Childhood Education

Students planning to work with young children (in day care settings, public schools, preschools, etc.) take advantage of the College's Early Childhood Education program. The flexible nature of the program allows for individualized instruction in a variety of formats, including distance education. Program options include an Early Childhood Education Certificate, an Associate in Technical Arts Degree, and an Associate in Arts and Sciences Transfer degree. Around 20 different courses are offered which are designed to meet standards set by the National Association for the Education of Young Children.

In March 1998 the mission of the program was "to provide current educational instruction of high quality to students so they can work to become skilled in working with young children." In order to make progress toward the mission, the department works to maintain a current curriculum and establishes working relationships with local and regional schools, child care centers, and preschool programs.

One full-time faculty member works with the part-time faculty (typically between 4 and 5, depending upon the quarter and student enrollment patterns) and an advisory committee to ensure quality.

Social Sciences

Included in the Social Sciences department are faculty in History, Criminal Justice, Psychology, Sociology, Education, Geography, Anthropology, Philosophy, and Political Science. The 1999 program review covered all disciplines except Criminal Justice. (The Criminal Justice program offers the option of an Associate in Technical Arts (career preparation) degree. Though Criminal Justice is part of the department, the program operates fairly independently and conducts its own program review and program profiles.)

There are three full-time faculty members who teach both psychology and sociology courses. Two additional full-time faculty members teach psychology and one additional instructor teaches sociology. Part-time faculty in psychology and sociology range between one and three per quarter. Two full-time instructors are responsible for the history offerings, while Education, Anthropology, Political Science, and Philosophy have one full-time faculty member each. Currently the Geography courses are offered by part-time instructors.

A 1999 program review stated the mission of the social science department--"to provide a balanced program of high-quality educational opportunities for transfer,

occupational, and general-interest students in the social sciences to support the College's academic program."

Criminal Justice

The primary mission of the Criminal Justice Program is to prepare students for careers in law enforcement and corrections. The majority of students seek the Associate in Technical Arts degree in Law Enforcement, with smaller numbers seeking the Associate of Arts and Sciences degree in Criminal Justice or the ATA degree in Corrections. Certificates are also awarded in these areas. One full-time instructor and between six and eight part-time instructors per quarter offer courses designed to keep pace with the daily changes that occur in the administration of justice. Working law enforcement officers teach many of the courses in order to keep the program relevant to the needs of the community.

Speech

Three full-time faculty members and between two to four part-time faculty members make up the speech department. The primary mission of the speech department is to provide instruction for students who wish to learn the theories of and improve skills in the field of speech communication. Goals are:

- to offer current, relevant courses that serve the needs of the community;
- to maintain a professional, knowledgeable, and engaging faculty;
- to foster the creative thinking skills of the students and help them become more competent communicators in diverse settings;
- to use a variety of assessments in order to improve student learning;
- to help students understand the centrality of effective communication skills to everyday life and professional and personal success.

Faculty members are involved in leadership roles in the faculty federation and on campus-wide committees, including outcomes assessment and accreditation review. Courses are designed for both academic transfer and selected vocational programs. The interpersonal communication course satisfies the general education and related instruction requirements for academic transfer and vocational degrees, which makes it a high demand course. Course level outcomes and the means for assessing those outcomes are listed for each course currently offered in the department.

World Languages

Innovation and growth have characterized the World Languages department at the College. With two full-time faculty and between six and eight part-time faculty members, the department has expanded course offerings, incorporated technology into the classroom, added distance learning and accelerated learning models into the curriculum, and pioneered the latest methodology in foreign language acquisition instruction. Partnerships and collaborative efforts with local businesses

and the creation of the Northwest Language Center (NLC) have enabled the department to offer a variety of services to the community.

The mission of the Northwest Language Center is to provide innovative programs which invite learning and promote intercultural effectiveness and global understanding. The Northwest Language Center combines academic, research and extracurricular endeavors related to world languages. Its primary focus presently includes the languages and cultures of European, Central American and Latin American countries. The current services offered by the Northwest Language Center are:

- Translation and interpretation to the business community
- Language and cultural workshops for travelers and business people
- Language tutoring: individuals, groups, intensive programs
- Customized on site language instruction
- Country-specific cross-cultural training
- Children's language program
- International cooking classes
- Study-abroad program in Cuernavaca, Mexico
- International student exchange program with Nantes (France) and Stuttgart (Germany)

Courses are offered in both traditional and non-traditional formats. A successful format has been the intensive language course offered in the summer over an eight week period. Students are in class from 9 to 12 five days a week, and are expected to learn the equivalent of one year of foreign language in a compressed time frame. Student outcomes are similar to those who take the courses in the traditional time frame.

Faculty members have promoted events on campus including international cooking demonstrations, language seminars, pronunciation workshops, student language clubs, and other language-related activities. Travel abroad and faculty exchange opportunities are also coordinated by faculty in the department and as part of the Nippon Business Institute (see below).

As part of its mission, the World Languages department provides instruction in languages and literature other than English. These languages include French, German, Spanish, Lushootseed, Japanese, Russian, and American Sign Language. Additionally, The World Languages department strives to foster an awareness of and appreciation for the richness and diversity of the cultures associated with the languages taught.

Nippon Business Institute and Cultural Center

The primary mission of the NBI is to help "Bridge the Cultural Gap" which exists between eastern and western cultures. Created in 1987, the NBI offers endorsement programs in U.S. - Japan intercultural fundamentals. This endorsement is earned when students complete courses in Japanese language, culture, history, and

Japanese business practices. Students may also apply for a short cultural and language immersion opportunity in Japan.

In addition, the NBI promotes faculty exchange programs, international trade delegation visits, cultural exchanges, and other activities in order to facilitate closer relations between the college, community, and Japanese organizations and individuals. Close alliances have been established with nearly twenty such organizations as outlined in the 1999 program review.

Six goals outlined in the 1999 program review are:

1. To provide a learning environment emphasizing reasonable class size with accessible instructors. Students also have hands-on application opportunities with study and internship experiences in Japan.
2. To provide a program which is complementary to many majors, especially business transfer programs.
3. To provide a program which assists those actively engaged in doing business with Japan, to help them sharpen skills while providing new ones.
4. To provide a program which provides a new path for those interested in establishing new careers in international business.
5. To provide a program for Japanese students of middle-school, high-school, and college age to promote the study of English while also promoting international and cross-cultural experiences for the Japanese students as well as the greater Snohomish county community.
6. To provide a program which is able to serve in a consultation and advisory capacity for the local and international community doing business with Japan.

The program maintains an active web site (www.evcc.ctc.edu/instruct/language/japanese) which provides details on seminars, workshops, and executive training programs, including tours and educational offerings.)

A complete description of the NBI program is found in Exhibit 2.37.

Math, Science, and Occupations

Vocational programs and academic transfer courses are part of this division. The occupational programs include Cosmetology and Welding. Academic transfer courses in mathematics and the sciences are offered in this division.

Biology (Biology, Zoology, Environmental Studies, and Botany)

A fairly typical profile of students is served by this department, including academic transfer, life sciences majors, Running Start students, community members, and those meeting program requirements for sciences (especially the lab science requirements). The department's mission is to meet a variety of student needs in the subject areas of life and environmental sciences.

Specific goals are to (1) provide a basic scientific understanding of how the earth and the physical universe work, (2) improve critical thinking and ability to solve problems involving multiple factors, (3) develop the ability to make and record

observations and measurements, (4) practice communicating technical results clearly and accurately, and (5) develop an awareness, based on experience, of how science is practiced.

Each year's biology department course offerings are adjusted based on current needs, including demand for allied health professionals, openings in health programs to which our students transfer, and the demand for non-majors biology courses.

The biology laboratory area is located in the new ITC building, where students have access to four new labs, a new stockroom, some new equipment, new growth chambers, and new audiovisual equipment. Currently the department has four full-time faculty members and a full-time laboratory technician.

Chemistry

In 1998, the chemistry department conducted its five-year program review. The mission of the department is to provide service courses for students with majors outside the field of chemistry. Its goal is to offer courses appropriate to non-majors and to also provide sound training for the smaller number of students aspiring to be chemists and chemical technicians. The department is in close and constant contact with the Nursing department in order to evaluate and adjust course requirements and course content in selected chemistry courses. Two full-time faculty members are assigned to this department; a program review recommendation was to hire another full-time faculty member to avoid increasing the number of courses taught by part-time faculty.

Natural Science

Courses in this discipline are Natural Science 100, "Strategies for Success in Science" (a three credit course) and Natural Science 101, "Science Matters" (a five credit course). Both are taught by members of the physical science faculty, and serve non-science and science majors.

Nutrition

The primary mission of the nutrition program is to provide basic nutrition courses for students in the health sciences, as well as general education. Currently only one survey-level course is offered, taught solely by part-time faculty; the first tenure-track position dedicated to nutrition will start in March 2000.

Physical Science

The primary mission of the physical sciences program is to offer a complete range of laboratory-based and interdisciplinary courses in the physical natural sciences (geology astronomy, atmospheric science, and oceanography) that address the diversity of our students; ranging from basic science literacy to university transfer levels.

The program goals are to:

- (1) provide a basic scientific understanding of how Earth and the physical universe work,
- (2) improve students' critical thinking, scientific literacy, and scientific problem solving capabilities,

- (3) develop scientific observation, measurement, and analysis expertise.

Most physical science courses concentrate on providing the conceptual scientific framework required of 4-year college transfer students. Additional courses serve the needs of students involved in science-related fields such as engineering; environmental studies; earth, atmospheric, life and space sciences; and secondary science education.

The program is looking to expand both its distance learning and on-campus offerings, and is currently offering an on-line course in Earth Science as part of the Washington Online Consortium.

Physics

The primary missions of the Physics Program are to provide general education for college transfer and some technical programs, and to offer required pre-professional courses for students of the sciences, mathematics, and engineering. Physics 101 serves about half general education and half occupational students. Physics 111-116 courses serve approximately 30% preparatory physical science and engineering students, 30% biological science and medicine students, and varying proportions of others. Physics 211-216 serves almost entirely engineering and computer science students. Increasing numbers of Running Start students are served, including students from one local high school which no longer offers physics courses.

Each course is organized around stated behavioral objectives. Physics 111-116 is assessed by pre- and post-test instruments in each curriculum segment--details are found in the five-year program review.

Mathematics

The primary mission of the mathematics program is to provide students with mathematics instruction which serves their general, disciplinary, and certificate or degree needs. Most of the students served are enrolled in math courses in order to satisfy requirements for vocational or academic transfer programs outside of mathematics. Very few are math majors. As a result the department must be responsive to college-wide needs while remaining efficient in its operation.

Responsiveness is achieved through a broad array of courses ranging from basic arithmetic through differential equations, linear algebra and statistics. A Math Learning Center is maintained for students who need to review or improve their basic skills in such areas as arithmetic, beginning algebra, geometry or trigonometry. Courses are offered all four quarters in a mix of multiple sections across a variety of times to include both day and evening. As a result of the large number of offerings and students, the mathematics program is one of the largest on campus, listing up to 50 separate offerings during fall, winter, and spring quarters.

In spite of its size, the department has achieved an excellent record of efficiency through careful monitoring and projection of its offerings. In fact, it has maintained one of the highest student-teacher ratios at one of the lowest cost-per-student ratios on campus.

For the past two years the department has undertaken to improve the success/completion rates of its students by focusing on better initial placement. The new ASSET/COMPASS placements vehicles were instituted. In addition, more

thorough post-enrollment screening was included. Preliminary results indicate that neither initiative has generated the improvement desired. Current efforts have focused specifically on Intermediate Algebra and College Algebra, both of which have been incorporated into the College-wide Accountability for Improvement plan (see Exhibit 1.2.H).

Of further concern to the department has been the high percentage of math courses taught by part-time faculty. This problem was partially alleviated beginning Fall 1999 when two new tenure-track employees will join the math department staff, bringing the total number of full-time instructors up to 10. This will help a strong, cohesive department carry out its demanding mission.

Occupations

Welding and Cosmetology are currently the two vocational programs in this department. Both programs are designed to meet community needs and provide students with skills necessary to succeed in the job market.

The Welding department provides a balanced course of study including both hands-on learning experiences, technical information and general education courses. Most students choose from these courses of study:

- preparation for a career in welding with welding certification through the Washington Association of Building Officials and a certificate from the College;
- an Associate in Technical Arts degree for those who want to achieve additional welding related goals;
- welding related skills and information for advancement in their current occupation.

In Cosmetology, students can choose from five certificates and one Associate in Technical Arts degree. The choice of certificate depends upon the career objectives of the student.

The 1800-hour Cosmetology Program is made up of four sub-divisions: barbering, manicuring, esthetician and chemical services. Barbering, manicuring, and esthetics may be taken as a separate license. The College's requirements for licensing hours are as follows: manicurist 600 hours, esthetician 600 hours, barbering 1050 hours, and instructor trainee 600 hours. (Instructor trainee is learning to become a cosmetology instructor. No separate certificate is available.) This prepares the prospective cosmetologist / barber / manicurist / esthetician / instructor trainee for the Washington state licensing examination. Classes operate on a seven-hour-per-day schedule. They provide experience in customer services such as shampooing, bleaching, permanent waving, thermal work, hair cutting and dressing, fingerwaving, manicuring, pedicuring, artificial nails, chemical relaxing, cutting and trimming of facial hair, facials, make-up and color analysis, temporary removal of superfluous hair, and styling and maintenance of artificial hair.

Learning Services and Physical Education

This division has the responsibility for Adult Basic Education, English as Second Language, General Educational Development testing, High School Completion, Citizenship, High School Diploma, and Physical Education. The Adult Education Department provides primarily free basic skills classes (except high school

completion) to residents of north Snohomish County. Classes in basic reading, writing, math, GED test preparation, and English as a Second Language are offered at the College and at several locations off-campus. There is no tuition or fee for these courses.

The Adult Education Department is proud of its long-standing partnerships with the Refugee Forum of Snohomish County and the Snohomish County Literacy Coalition. Both of these organizations assist the College reaching hard to serve populations in need of adult literacy and English skills. The partnership with the Refugee Forum has allowed the College to substantially expand its services to refugees and immigrants in WorkFirst, the state's welfare to work program. The Adult Education Department not only provides intensive ESL for the workplace, but also provides short-term job training programs. Through a partnership with the Applied Technology and Training Center, the ESL program also provides instruction to employees of local high tech firms.

Adult Education Department

Adult Basic Education

These courses focus on basic reading, writing, and math skills from beginning to intermediate levels. Initial assessment is done to place students accurately. Courses are offered both on campus and at four sites throughout the county.

English as a Second Language

Limited English speakers who wish to improve their English speaking, reading, and writing skills can enroll in courses on campus or at four off-campus locations.

General Educational Development (GED) Testing

Preparation for the GED exam is offered on campus and at four off-campus sites. In addition, students can take the GED on campus at the Testing Center.

High School Diploma

Another option for persons who wish to complete their high school education is to enroll in the high school diploma program at the College. This series of high school level courses is designed to help adults complete the state requirements for the diploma.

Citizenship

American citizenship courses are offered quarterly at the college, most often in the evening to allow working community members to enroll.

Physical Education Department

The Physical Education Department provides students with opportunities to maintain and/or improve fitness, develop life-time sports skills, enjoy recreational activities, and develop an awareness of the importance of physical activity to good physical and mental health. One full-time faculty member and 10-12 part-time instructors teach classes in physical fitness, corrective and adaptive skills, a variety of sports skills, health and safety, and pre-professional physical education. Classes are appropriate for beginning through advanced skill and fitness levels. Two credits of 100 level activity classes may be applied to the AAS Option II degree.

The pre-professional program prepares students who wish to teach physical education and/or coach varsity or youth sports or who are interested in pursuing a major or minor in physical education, recreation, or a related field. Upon completion of the AAS degree, the student will transfer to a four-year institution to complete requirements. Pre-professional classes are open to all interested students and are fully transferable under the AAS degree (Option II).

Library/Media/Arts & Distance Learning

Art, Graphic Arts, Journalism, Media, Music, Multimedia, Theatre, Photography, Library/Media, and the Institute for Media and Creative Arts are the disciplines or programs represented in this department. Nine full-time faculty members and between ten and twelve part-time faculty members are assigned to this department. The division dean is also responsible for the administration of the library/media center. Library-Media Services employs four full-time and between one and two part time librarians. The Dean also coordinates the distance learning activities of the College.

The Institute for Media and Creative Arts

The Institute is a program that integrates courses in Art, English, Graphic Arts, Media, Photography, and Theatre in order to offer an integrated approach to learning and applying communications and media. Graphic, studio, photographic, videographic, written, and performance arts are emphasized. The Institute is a production-oriented program with substantial guidance by a diversified and professionally active faculty.

Following a basic skills core, students are encouraged to combine emphasis areas towards a synthesis of varied communications skills. The program results in development and production of a presentation project suitable to demonstrate the student's knowledge and applied skills.

The program is designed to result in an Associate in Fine Arts degree. An Option II direct transfer degree may also be completed under the supervision of program advisors. Faculty in each of the disciplines listed above collaborate to ensure program continuity and quality advising.

Art

The primary mission of the Art department is to provide students with a strong foundation in the principles and elements of design and composition, with the knowledge that skill development and creative output is the ultimate goal. During the past ten years, the Art department has been involved in the development of a new Associate of Fine Arts degree and a new Associate of Fine Arts Studio Arts degree. The department is part of the Institute for Media and Creative Arts (see below).

Media

In 1997, the media program listed the following as goals:

- Provide general education students knowledge and skills in video production techniques in the studio, the field, and in advanced video production.

- Provide media students (including all disciplines of the Institute for Media and Creative Arts) with a creative climate in which they can explore the multiple uses of video applications with an awareness of the ethical responsibilities of this medium to our community and its culture, environment, and society.
- Provide students with a facility and environment to experiment freely and learn to become responsible and productive producers, directors, videographers, support personnel, and talent in a demanding industry.
- Provide a perspective of the medium that challenges the creative, technical, and artistic skills of lifelong learners.

Most of the program needs are clearly outlined in the program review.

Journalism

The Journalism Department at Everett Community College consists of one instructor and five courses that are designed to prepare students for upper-division studies in Journalism or Communications. The instructor teaches additional courses in a sequence of desktop publishing classes in the Graphic Arts program.

The Journalism program serves students who are planning to major in journalism or communications at baccalaureate institutions; students seeking certain general-education requirements or electives; and a significant number of post-baccalaureate students, principally teachers or student-teachers who need a Journalism course to earn a language arts endorsement for secondary credentials.

The Journalism courses are news writing, media writing, copy editing, the student newspaper laboratory, and a survey course, introduction to mass media.

During the past four years, the student newspaper and the writing-and-editing lab have been transformed from an old-fashioned pasteup program with minimal use of computers to a fully digitized program in which all writing, editing, and production, as well as some of the photography, are managed digitally.

The student newspaper and its student journalists have a long history of success in competitive judging of their work against other college newspapers in the state, including second- and third-place sweepstakes awards the past two years in the Washington Press Association Excellence in Student Journalism contest.

The Journalism instructor was a daily newspaper editor, reporter and photographer for 27 years, holds a Ph.D. in communications from the University of Washington, and is president-elect of the Pacific Northwest Association of Journalism Educators.

Photography

Photography's mission is to serve students majoring in photography or photography/video, general education students, and those augmenting their careers or personal lives, providing to those students both technical skills and an understanding of the elements of visual literacy in a climate that encourages learning and creativity. A move to incorporate digital photography instruction began in 1996; this has allowed students to learn state-of-the-art processes as well as the traditional methods.

As part of the relocation of the biology labs to the ITC, rooms in Index Hall will be remodeled for use by the photography department. This should improve the overall ability of the department to offer courses and to work more collaboratively with the other members of the interdisciplinary Institute for Media and Creative Arts and the Multimedia Production program. This relocation will enable the program to grow to include digital photography courses.

Graphic Arts

Graphic arts goals are to:

- Provide general education students with knowledge in visual literacy and intermediated computer application skills;
- Provide graphic arts and multimedia arts majors a creative climate in which they can acquire advanced computer application skills, to become sensitive and responsible graphic designers with an awareness of design on the community culture and the environment
- Provide students with a facility and environment in which to experiment freely and learn to become designers with the ability to be life-long learners in a field which places high demands on diverse technical, creative, and artistic skills.

The student population served by this program is largely composed of those planning to enter the graphic design field after two years of study. Since the dynamics of change in the field require a great deal of attention to the most current trends in software, computer technology, and needs of employers, the faculty are challenged every quarter to revise courses in order to ensure effective instruction and improve student learning. With the remodel, the program will increasingly collaborate with photography and journalism disciplines as they will share facility use.

Music

This department offers a number of transferable courses of study for students who wish to complete four- or five-year music degrees at the senior institution of their choice. Music courses are also offered to fulfill the humanities area requirements of the Arts and Sciences Degree. For the student interested in a two-year terminal degree, there is a forty-five credit general program in music. Many of the courses within the degree are transferable. One full-time faculty member and one part time instructor are assigned to this department; that instructor coordinates with a range of part-time instructors to provide students with individualized instruction in voice, strings, woodwinds, brass, percussion, and piano.

Multimedia

The Associate in Technical Arts in Multimedia Production is a non-transfer degree for students interested in becoming multimedia designers. Students study drawing, illustration, design, photography, video, audio, and graphic arts while building computer skills for a second-year course sequence leading to the production of interactive multimedia projects. Students learn how to work with clients and agencies and also develop a personal portfolio of their work by the end of the second year. Fifteen hours of general education are required as part of the curriculum. Many of the courses within the degree are transferable, and Evergreen

State College has approved Multimedia Production as an "Upside Down Degree." Faculty in the Arts/Media/Journalism department offer courses in this area.

Theatre

The theatre department's primary mission, written in 1996, is to provide education in the humanities for transfer students, offer courses for department majors, and provide the only college-supported performing arts experiences for the students and the community. However, beginning in 1998-99, the theatre's performances were put on hiatus, which meant that no productions would be sponsored by the College until further review of the program was completed. As of this writing, no decision regarding the future of the performance portion of the theatre department has been made. Preliminary plans have been drawn up by the department faculty (see Exhibit 8.5) and courses that are not production-dependent continue to be offered.

Library

Credit courses designed to develop students' knowledge and skill in using informational resources are offered by library faculty. Enrollment has been low in these courses (Library 100--"Library Research" and Library 110--"Internet Information Resources"). Non-credit workshops designed to develop skills in library use, database searching, and Internet research methods are offered on a regular basis as part of the desire of the faculty in this area to improve student information competency skills. The library has approved use of the Washington Online Consortium course "Learning in the 21st Century" --the course is offered each quarter. See Standard Five for more detail on the instructional offerings in this area.

Vocational Education

This unit encompasses vocational programs, as well as responsibility for the Nursing, Medical Assisting, and Tech Prep Programs.

Tech Prep

Tech Prep is a consortium of educational institutions (EvCC, 14 school districts, and the Sno-Isle Skills Center), businesses, labor organizations, government agencies, and parents. Its mission is "to provide a systematic and coordinated framework of articulations and integration between academic and vocational education that promotes Tech Prep initiatives, enables the transition of students into postsecondary education, apprenticeship, or successful employment and emphasizes lifelong learning."

The consortium is funded by Carl Perkins dollars that flow through the SBCTC to the individual consortia. In 1998, the College adopted the Tech Prep Direct Transcription process and the Statewide Tech Prep articulation agreement. Over 20 courses are articulated with consortium high schools. With the advent of direct transcription, 43 students from 8 high schools transcribed 343 credits, primarily in the vocational areas of Business Technology, Accounting, and Manufacturing Technology.

A pilot Graduate Follow Up Study (see Exhibit 2.35.E) of high school graduates was done in 1999 to determine the extent to which students attend community college and utilize Tech Prep career pathways. While 31% of the Sno-Isle/Everett Community College Tech Prep Consortium high school graduates attended

community colleges, only 12% of those in our area chose EvCC. This "holding power" was distinctly different from the four other colleges who participated in this study. This finding has prompted the College to research the characteristics of high school graduates and college attendance, and the Associate Dean for Enrollment Services has instituted a comprehensive project to address those questions and concerns.

A 1997-98 program review (See Exhibit 2.2.A) provides detailed information about the role of Tech Prep.

Nursing

The Nursing Program offers a career mobility approach to nursing education by providing courses of study leading to practical and/or registered nurse licensure. The programs are approved by the Washington State Board of Nursing. The Registered Nursing Program is accredited by the National League for Nursing, and was accredited for eight years following a specialized accreditation visit by NLN in January 2000. Materials detailing this specialized accreditation are found in Exhibit 2.10.E.

The curriculum includes general education and nursing courses. Application of classroom theory is conducted in a campus laboratory, local hospitals, long-term care facilities, and community health-care agencies.

Application and admission into the nursing program is a separate procedure that must be completed in addition to applying to the College. Students who meet the requirements for admission into the program are then considered for admission. Selection into the Nursing Program is competitive and occurs prior to actual entrance into the nursing classes. Currently there are ten full-time faculty members in the department, and between six and eight part-time instructors.

Medical Assisting

The Medical Assisting Program provides students with the opportunity to prepare themselves as multi-skilled professionals working under the supervision of a physician or other licensed health care provider. Medical assistants (MAs) are dedicated to assisting in all aspects of a medical practice and have both clinical and administrative roles and responsibilities.

The Medical Assisting Program is offered through the Allied Health Department in collaboration with other course offerings within the Biology, Business Technology, Physical Education and Speech departments. The program is accredited by the Commission on Accreditation of Allied Health Education Programs in cooperation with the American Association of Medical Assistants. Upon completion of an accredited medical assistant certificate program the student will be eligible to write for national certification. Although there is no licensing for medical assistants, employers prefer to hire certified workers who have passed the national examination indicating that the medical assistant meets defined standards of competence.

Since 1996, the pass rate on the national examination has been over 95% (100% in 1999) for the program, with a job placement rate of around 90%. Job prospects remain strong in the county.

Workforce Development

Workforce Development includes Worker Retraining, and WorkFirst programs. The Director of Workforce Development reports to the Vice President for Educational Services.

Worker Retraining (also known as Workforce Training or WFT) is a state funded program that allows the College to support the retraining of laid-off workers. The WFT office on campus enables students to enter the program, complete training, and find and keep living-wage employment. WFT financial aid supports books, tuition, tools, transportation, and childcare. The program has an advisory board, and works closely with local, county, and state agencies and business to develop mutually beneficial partnerships. New programs aimed at serving the increasing number of students in this program have been developed, and will be assessed through the program review process and by a former WFT student survey of satisfaction.

The College's 1999-2000 Worker Retraining Plan has four objectives:

- Complete development of and offer a new Industrial Fabrication Certificate.
- Expand capacity and flexibility to deliver information technology training in Computer Information Systems and Business Technology departments.
- Continue collaboration and financial partnership with business, labor, and other training providers to expand, enhance, and/or initiate new programs.
- Develop increased regional access in the east and north county at Monroe and Arlington/Smokey Point.

The entire plan is found in Exhibit 2.35.B.

WorkFirst

The College has been actively involved in the regional and local planning and the development of operational integration and cooperative collaboration to serve WorkFirst participants. Responding to the input from local business, labor, and public and private agencies and to documented shortages of skilled workers, the College moved aggressively to develop high-demand/high-wage employment training in the areas of computer information systems and business technology, trades and manufacturing technology, and medical service and support. WorkFirst/Low-Wage Working Parent enrollments were concentrated in these courses and in the Adult Education/GED and ESL departments. For 1999-2000 the same areas will be targeted, but will continue to be modified and adapted to meet this special population.

A complete plan for WorkFirst is found in Exhibit 2.35.B.

AgeWise (Senior Programs)

This is the College program that offers courses to those in their middle years and beyond. A list of offerings available on campus and at five community locations includes:

- short courses for leisure, fitness, and enjoyment;

- academic degree and certificate programs for career development and enhancement;
- consultation services to individuals and business for various issues related to aging;
- on-site classes at Senior Centers throughout the county;
- mid-life career counseling, assessment, and job-seeking activities.

Appendix F

Recommendations and Actions Taken

Recommendation	Actions Taken
Confirm that all general education and related instruction requirements are incorporated into the curriculum guides and into the college catalog.	Completed, all changes and corrections approved by Instructional Council Winter 1999.
Assess whether the college would benefit from coordinating the non-credit programs and courses to ensure some consistency in policies, procedures, and record-keeping. Currently the oversight of non-credit offerings is de-centralized, and individual programs (AgeWise, Northwest Language Center, Nippon Business Institute, etc.) are responsible for development of procedures.	Recommendation forwarded to Instructional Council representative for review. No action taken at this time.
Students need to be provided with course outcomes for each course-- the course information forms on file should be updated and linked to the program goals and to the College mission and strategic initiatives.	Scheduled completion Spring 2000.
The College needs to have copies of vocational program outcomes measures, and evidence that students meet those outcomes. The College needs licensure pass rates and/or job placement rates for all vocational programs. Areas that need to demonstrate this more effectively are welding, cosmetology, and aviation maintenance.	Nursing, Aviation, and Medical Assisting were reviewed and have procedures in place. Cosmetology needs to design a system in conjunction with the state licensing agency - state needs to provide this data to the College. Additional support staff hired in Office of Institutional Research in September 1999 to do analysis in this area.
Surveys of alumni are difficult; however, we should consider funding instructors in some areas to replicate is done in the Engineering department.	Call for proposals was issued in December. Engineering faculty have been contacted to share information when necessary.
Instruction and Student Services policies should be reviewed and updated as necessary on a systematic basis.	November 1999 review of Operations Manual was implemented by Office of Human Resources

Recommendation	Actions Taken
The quality of distance learning courses not offered by EvCC faculty needs to be ensured. Where course outcomes in distance learning courses differ from on-campus classes with the same course number, justification for those differences needs to be given.	Departments currently ensure the quality--numbering problems may fall to the departments as well as course offerings expand.
Advising information on the Web page needs to be improved.	A full-time employee has been assigned to coordinate Web page material in addition to other duties.
There may be a need for division dean-level approval for short-term, non-credit courses that are offered in response to community needs. A response indicated that approval for some courses is not given at the dean level.	Upon review by appropriate administrators, current policy was not changed.

