

APRIL 2010

Self Study Report

*Prepared for the
Northwest Commission on Colleges and Universities
Committee Visit April 7-9, 2010*



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Glossary of Terms

ACRONYM	DEFINITION	ACRONYM	DEFINITION
AA	Associate in Arts	CCN	Common Course Numbering
AACROA	American Association of Collegiate Registrars and Admission Officers	CCSEQ	Community College Student Evaluation Questionnaire
AAS	Associate in Arts and Sciences	CCSSE	Center for Community College Student Engagement
ABE	Adult Basic Education	CDS	Center for Disability Services
ACE	ANGEL Collaboration and Exploration	CEU	Continuing Education Units
ADA	Americans with Disabilities Act	COLA	Cost of Living Adjustment
AFA	Associate in Fine Arts	COMPASS	Computer Adaptive Assessment System
AFT	American Federation of Teachers	COO	Chief Operating Officer
ARC	Appointment Review Committee	COP	Certificates of Participation
ASB	Associated Student Body	CRB-AAMAE	Curriculum Review Board of the American Association of Medical Assistants Endowment
ASEvCC	Associated Students of EvCC	CTE	Career and Technical Education
ASL	American Sign Language	DTA	Direct Transfer Agreement
ASSET	Assessment of Skills for Successful Entry Transfer	ELC	Early Learning Center
ATA	Associate in Technical Arts	ELLIS	English Language Learning Information System
ATTC	Applied Technology Training Center	ESL	English as a Second Language
BIT	Behavioral Intervention Team	EvCC	Everett Community College
BOT	Board of Trustees	FAFSA	Federal Application for Student Aid
BUG	Blackboard Users Group	FAM	Fiscal Affairs Manual
CAC	Contract Administration Committee	FAO	Financial Aid Office
CACC	Counseling, Advising and Career Center	FERPA	Family Educational Rights and Privacy Act
CANOE	Circle of Advocates for Native Opportunities in Education	FMP	Facilities Master Plan
CAS	Council for the Advancement of Standards in Higher Education	FTE	Full Time Enrollment
CATIA	Computer Aided Three-dimensional Interactive Application	FTEF	Full Time Equivalent Faculty
CATV	Community Access Television	FYM	First Year Matters
CBA	Collective Bargaining Agreement	GAAP	Generally Accepted Accounting Principles
CCEC	Corporate and Continuing Education Center	GASB	Government Accounting Standards Board
		IACET	International Association for Continuing Education and Training

IBC	Instructor Briefcase	RFP	Request for Proposal
IC	Instructional Council	SAAM	Statewide Administrative Accounting Manual
ICRC	Intercollegiate Relations Commission	SAN	Storage Area Network
IDEA	Instructional Development and Effectiveness Assessment	SAO	Student Activities Office
IPEDS	Integrated Postsecondary Education Data System	SBCTC	State Board for Community and Technical Colleges
IRB	Institutional Review Board	SEM	Strategic Enrollment Management (Plan)
IRIS	Information and Resources Instruction Suite	SERC	Student Employment Referral Center
IT	Information Technology	SFS	Student Financial Services
ITPG	Information Technology Planning Group	SLO	Student Learning Objectives
ITV	Interactive Video Conferencing	SMS	Student Management System
LMCD	Library Media Center Directors	SOAR	Skills Assessment, Orientation, Advising and Registration
LGBT	Lesbian, Gay, Bisexual and Transgender	SRTK	Student Right to Know
LMC	Library Media Center	SS	Student Services
LRC	Learning Resource Center	SSRC	Student Success and Retention Committee
MSDS	Material Safety Data Sheets	VoIP	Voice Over IP
NCOSP	North Cascades and Olympic Science Partnership	VPI	Vice President of Instruction
NSF	National Science Foundation	WABERS	Washington web-based adult educational reporting system
NWAACC	Northwest Athletic Association of Community Colleges	WABO	Washington Association of Building Officials
NWCCU	Northwest Commission on Colleges and Universities	WAC	Washington Administrative Code
OAR	Ongoing Articulation Review (Committee)	WACLEA	Western States Association of Campus Law Enforcement Administrators
OCLC	Online Computer Library Center	WAOL	Washington Online
OFM	Office of Financial Management	WOIS	Washington Occupation Information System
ORCA	Ocean Research College Academy	WSCCC	Washington State Student Services Commission
PEHW	Physical Education, Health & Wellness	WWU	Western Washington University
PMP	Project Management Professional		
RAHE	Reauthorization Act of Higher Education		
RCW	Revised Code of Washington		

Preface

This report is a comprehensive response to the nine standards, policies, and eligibility requirements of the Northwest Commission on Colleges and Universities (NWCCU). Everett Community College undergoes the process of accreditation every ten years, in which a thorough examination of itself is completed, analyzed and made public to better serve students, employees, and the community.

The Self Study Process

In June 2008, the vice president of instruction appointed an accreditation Steering Committee composed of faculty, staff, and administrators. From around campus, the college president appointed standard chairs for each of the nine standards. During this time of pre-planning, the Steering Committee and standard chairs put together self study teams and an accreditation timeline was established.

The Steering Committee and self study teams used the time from fall 2008 to spring 2009 to engage the campus in dialogue about the College's mission and perception of the implementation of that mission. Posters of the College's Strategic Plan, the Student Core Learning Outcomes, and the accreditation process were placed in high traffic areas and bulletin boards across campus to bring campus awareness of the upcoming visit and to spur discussion. The Steering Committee researched, evaluated, and gathered evidence for the self study during weekly meetings.

In spring 2009, the writing process began and standard drafts were produced by the self study teams and presented to the Steering Committee. The Steering Committee then reviewed each standard draft at weekly meetings. Helping to finalize the drafts, standard team chairs and team members attended the weekly Steering Committee meetings to provide valuable input for their standard. Standard drafts produced by the Steering Committee were reviewed by standard team members or administrators with expertise in the areas covered by the draft.

The vice president of instruction and self study editor presented the strengths and challenges

for each standard to the Board of Trustees in November 2009. In addition, the vice president of instruction presented the strengths and challenges to the president/vice president staff in early January 2010. Each group was encouraged to provide feedback.

In January 2010, the College announced the upcoming accreditation visit in Everett's daily newspaper, The Herald, as well as on the campus website and on digital signs around the campus. This provided the campus and community the opportunity to offer additional feedback.

Goals

The College intended a thorough review of its entire operations from a variety of perspectives. This was achieved by the wide participation of campus employees, with varied backgrounds and experiences, on the self study teams. The College also desired an honest assessment of both what it is doing well (its strengths) and where it could improve its operations (its challenges). These strengths and challenges are discussed throughout the narrative for each standard and are highlighted at the end of each standard. They are summarized in the report's Executive Summary.

Eligibility Requirements

AUTHORITY

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or controlling board as required by the jurisdiction or state in which it operates. (Standard Six – Governance and Administration; Standard 6.A – Governance System; Standard Indicator 6.A.1)

The State of Washington authorizes Everett Community College to grant certificates and degrees, with additional administrative oversight provided by the State Board for Community and Technical Colleges. The authority is granted under the Washington Community College Act of 1967 as amended in 1991.

MISSION AND GOALS

The institution's mission is clearly defined and adopted by its governing board(s) consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to formal degrees. It devotes all, or substantially all, of its gross income to support its educational mission and goals. (Standard One – Institutional Mission and Goals, Planning and Effectiveness)

The primary mission of Everett Community College is to provide quality education in an atmosphere that encourages all students to achieve their educational goals. Through effective teaching and supportive student services, the College prepares students to be lifelong learners, responsible community members, and citizens of a rapidly changing world. To accomplish this mission, the College will...

- *Provide equal access to educational opportunities for all students;*
- *Maintain high standards of excellence in instructional programs and student services;*
- *Promote a sense of campus community characterized by mutual support and open communication; Encourage diversity, collegiality,*

and professionalism; Collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.

The principal programs at the College lead to certificates and degrees. Community colleges in Washington State also have legislative direction to provide community education courses, and Everett Community College offers non-degree completion courses in accordance with that part of the system's mission. The income received by the institution goes to support the educational mission and goals as outlined above.

INSTITUTIONAL INTEGRITY

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes and accredited status. (Standard Nine – Institutional Integrity)

The College adheres to all laws and regulations regarding non-discrimination, and follows established College policies and procedures in the governance and administration of its activities. Established policies regarding non-discrimination exist and are reviewed periodically.

GOVERNING BOARD

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission is being achieved. The governing board has at least five voting members, a majority of whom have no contractual, employment, or personal financial interest in the institution. (Standard Six – Governance and Administration; Standard 6.B – Governing Board)

Five Board of Trustees members are appointed by the Governor; none have a contractual, employment, or personal financial interest in the institution.

CHIEF EXECUTIVE OFFICER

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. In the instance of multiple-unit institutions, the governing board may delegate to its chief executive officer the authority to appoint the executive officer of an operationally separate institution. Neither the chief executive officer nor an executive officer may serve as the chair of the institution's governing board. (Standard Six – Governance and Administration; Standard 6.C – Leadership and Management; Commission Policy B-7 Evaluation and Accreditation of Multi-Unit Institutions)

David Beyer is the chief executive officer; his full-time responsibility is to serve as President of Everett Community College.

ADMINISTRATION

The institution provides the administrative and support services necessary to achieve its mission and meet its goals. (Standard Six – Governance and Administration; Standard 6.C – Leadership and Management)

Administrative and support services are in place to help the institution achieve its mission and meet the goals outlined for each area. Details are provided in Standard 6.

FACULTY

The institution employs a core of full-time, professionally qualified faculty. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal. (Standard Four – Faculty; Commission Policy 4.1 Faculty Evaluation)

Faculty involvements in the areas outlined above are provided for in the negotiated agreement between the American Federation of Teachers Local 1873 and the Board of Trustees. Renewal of the contract allows for discussion and negotiation regarding things like advising, professional development, and workload.

EDUCATIONAL PROGRAM

The institution offers one or more educational programs leading to the associate degree or higher that are congruent with its mission; are based on a recognized field(s) of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degree(s) offered. It provides a locus or environment in which the learning experience is enriched through faculty and student interaction. If the range of program(s) is so highly specialized that its professional or vocational specialty defines the institution's identity, it must demonstrate that it has candidacy or accreditation status from a specialized or national accrediting body which is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). (Standard Two – Educational Program and Its Effectiveness).

EvCC is comprehensive community college offering courses commonly found in the two-year community college system around the country. Our associate degree programs are similar to other community colleges in the system, with the same range, level of rigor and quality expected of such institutions.

GENERAL EDUCATION AND RELATED INSTRUCTION

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more

for which certificates are granted, require at least six semester or nine quarter credits of related instruction or the equivalent. Bachelor and graduate degree programs also require a planned program of major specialization or concentration. (Standard Two – Educational Program and Its Effectiveness; Commission Policy 2.1 General Education/Related Instruction Requirements)

General Education requirements are clearly spelled out in all transfer associate degree programs, and reflect the College's commitment to a substantial component of general education courses in each transfer degree. Related instruction components are reviewed by the Instructional Council and in place for all professional-technical programs.

LIBRARY AND LEARNING RESOURCES

The institution provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered. (Standard Five – Library and Information Resources)

Library and technology services are appropriate for our mission and programs. The College has plans to enhance these services with additional physical facilities as well as continued emphasis on provided remote access to resources in this area. Detail on this is provided in Standard Five.

ACADEMIC FREEDOM

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard Four – Faculty; Commission Policy A–8 Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration, c.(2))

The negotiated agreement between the American Federation of Teachers Local 1873 and the Board of Trustees contains provisions in section 25 for the exercise of academic freedom.

STUDENT ACHIEVEMENT

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 30 semester or 45 quarter credits or more. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes. (Standard Two – Educational Program and Its Effectiveness; Standard 2.B – Educational Program Planning and Assessment; Commission Policy 2.2 Educational Assessment)

All expected learning outcomes are published on the web and in curriculum guides. Assessment is done following a systematic form that does not distinguish between different forms of instruction. Details on the assessment program are found in Standard Two.

ADMISSIONS

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices. (Standard Three – Students)

Open door admission is clearly communicated on the web, in published brochures, and in the college catalog and quarterly class schedule. Information sessions for specific programs are held which also outline qualifications appropriate for the programs offered.

PUBLIC INFORMATION

The institution publishes in its catalog or in other appropriate publications and/or electronic sources accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degree(s) offered and the degree(s) requirements, costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from

it. (Standard Three – Students; Commission Policy 3.1 Institutional Advertising, Student Recruitment and Representation of Accredited Status, Item A.3)

All these items are found in the College catalog, in both the print and online versions. Many policies are also duplicated in the Student Handbook, the quarterly class schedule, and departmental publications available in the Exhibit room.

FINANCIAL RESOURCES

The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. (Standard Seven – Finance)

The two primary sources of funding are the base allocation from the state and local revenues (including tuition and fees). Financial development activities in the areas of

international education and corporate training are in place. The college produces a balanced budget on an annual basis for Board approval.

FINANCIAL ACCOUNTABILITY

The institution’s financial records are externally audited annually by an independent certified public accountant or on a regular schedule by a state audit agency. The audit must include an unqualified opinion on the financial statement. (Standard Seven – Finance)

Audits are conducted on an annual basis by the state, and include opinions on the financial statement produced by the College. Everett Community College is a part of a state system of community and technical colleges, under the Washington State Board for Community and Technical Colleges (SBCTC). Due to the large number of state agencies, state statutes, and state boards in existence, the college is governed by rules, regulations, and policies from a number of these entities.

System Level Boards and Agencies

Agency/Board	Notes
State Board for Community and Technical Colleges (SBCTC)	Nine-member board of citizens, appointed by the Governor. General supervision and control of finance and educational programs for all state community and technical colleges.
Higher Education Coordinating Board	Nine-member board of citizens, appointed by the Governor to represent the broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including Running Start program and high school completion programs.
Office of the Attorney General	Legal requirements for all state organizations.
Office of Financial Management	Provides detailed financial reporting regulations.
Washington Personnel Resources Board	Policies on employment and classified staff job classifications.
Washington State Auditor’s Office	Conducts system and college financial and special audits.
Washington State Department of General Administration, Washington State Treasurer’s Office	General state regulations governing official records, procurement, facilities, and capital construction.
Workforce Training and Education Coordinating Board	Additional financial policies/audits.
Local Workforce Investment Board	Oversight of special legislative programs.
Washington State Employment Security Department	Oversight for Workforce Investment Act activities. Regulates unemployment benefits.

As a public institution, the authority flows from the people of the state of Washington to their elected legislative representatives. The legislative statutes dealing with the community colleges are found in the Revised Code of Washington (RCW) section 28B.50.

The primary state agency with oversight over the system of 34 community and technical colleges is the SBCTC. Specific duties of the SBCTC are outlined in the SBCTC Standard Policies and Procedures Manual.

INSTITUTIONAL EFFECTIVENESS

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies. (Standard One – Institutional Mission and Goals, Planning and Effectiveness)

A clearly defined strategic planning evaluation and planning cycle is identified for the College. Periodic updates on the goals have been published and communicated to constituencies.

OPERATIONAL STATUS

The institution will have completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission evaluation for Candidate for Accreditation. (Standard Two – Educational Program and Its Effectiveness)

The College has been in continuous operation since 1941.

DISCLOSURE

The institution discloses to the Northwest Commission on Colleges and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions. (Standard Nine – Institutional Integrity)

All appropriate reports and information have been reported to the Commission.

RELATIONSHIP WITH THE ACCREDITATION COMMISSION

The institution accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents. (Standard Nine – Institutional Integrity)

The college agrees to comply with the standards and policies in accordance with Commission policy.

2010 Self Study Committee Structure

Accreditation Liason Officer

Sandra Fowler-Hill, Vice President of Instruction

Steering Committee

Sandra Fowler-Hill , Vice President of Instruction

Christine Kerlin, Vice President of the University Center and Strategic Planning

Darryl Dieter, Director of Institutional Research

Katherine Schiffner , Media and Communications Coordinator for College Advancement

Gary Newlin, English Faculty

Pat Sisneros, Vice President of College Services

John Olson, Vice President of College Advancement and Executive Director of the EvCC Foundation

Carrie Wyatt, Executive Assistant to the Vice President of Student Services

Kassy Brooks, Accreditation Program Assistant, Office of Instruction

Self Study Editor

Gary Newlin, English Faculty

Document Manager

Andrea Otanez, Journalism Faculty

Document Designer

Terri Scribner, Graphic Arts Associate Faculty

Standard Teams

Standard 1 – Institutional Mission and Goals, Planning and Effectiveness

Standard Co-Chairs

Christine Kerlin, Vice President of the University Center and Strategic Planning

Lynne Munoz , School of Business Design Faculty

Committee Members

Sharon Wellman, Director, Tutoring Center; Sheila Dunn, Director, East County Tech Prep; Cynthia Shaw, Director of Student Support Services

Standard 2 – Educational Programs and Effectiveness

Standard Co-Chairs

Gary Newlin, English Faculty

Ardi Kvevin , Executive Director, Ocean Research College Academy

Committee Members

Roy Fentress, Coordinator, Advising and Outreach; Ariana Stafford, Coordinator of Entry and Enrollment Communications; Josh Searle, English Faculty, ORCA; Wendy Houston, Math Faculty, ORCA; Sara Frizelle, Director of Distance Learning; Stu Barger, Dean of Health Sciences and Public Safety; Karen Landry, Director of Continuing Education

Standard 3 – Students

Standard Co-Chairs

Laurie Franklin, Interim Dean of Enrollment and Student Financial Services

Don Smith, Psychology Faculty

Committee Members

Karl Ritter, Program Manager, Enrollment Services; Jennifer Rhodes, Program Manager, Student Services; Larry Walker, Director of Athletics; Dottie Krzyzanoski, Interim Vice President of Student Services; Carrie Wyatt, Executive Assistant to the Vice President of Student Services

Standard 4 – Faculty

Standard Chair

Carla Shafer , Grant Developer

Committee Members

Sharon Stier, Administrative Assistant, Arts and Learning Resources Division; Bonnie January, Research Analyst, Institutional Research; Chad Lewis, Business Faculty

Standard 5 – Library and Information Resources

Standard Co-Chairs

Jeanie Goodhope, Media Services Faculty
Margery Wyatt, Associate Director of Information Technology

Committee Members

Daniel Bauer, Information Technology Specialist;
Jake Steelsmith, Information Technology Specialist; Jeanne Leader, Dean of Library, Media, Arts & Distance Learning; Mike Klim, Director of Information Technology

Standard 6 – Governance and Administration

Standard Co-Chairs

Elliott Stern, Biology Faculty
Karen Landry, Director of Continuing Education

Committee Members

Lolly Smith, English Faculty; Fred Gilbert, Instruction and Classroom Support Technician; Kathleen Koss, Program Coordinator, Nippon Business Institute; Rebecca Mathis, Executive Assistant to the Vice President of College Services; Louise Vlastic, Early Childhood Education Faculty

Standard 7 – Finance

Standard Co-Chairs

Pat Sisneros, Vice President of College Services
John Bonner, Executive Director for Corporate Training

Committee Members

Mark Kontulis, Chemistry Faculty; Greg Walthew, Interim Director of Accounting Services; Kathy Cook, Director, Center for Disability Services; Larry Price, Director of Campus Facilities and Grounds; Sharon Ralston, Executive Assistant to the Vice Presidents of Administrative & College Services; Jennifer Howard, Vice President of Administrative Services

Standard 8 – Physical Resources

Standard Co-Chairs

Pat Sisneros, Vice President of College Services
John Bonner, Executive Director for Corporate Training

Committee Members

Mark Kontulis, Chemistry Faculty; Greg Walthew, Interim Director of Accounting Services; Kathy Cook, Director, Center for Disability Services; Larry Price, Director of Campus Facilities and Grounds; Sharon Ralston, Executive Assistant to the Vice Presidents of Administrative & College Services

Standard 9 – Institutional Integrity

Standard Co-Chairs

Christine Kerlin, Vice President of the University Center and Strategic Planning
Lynne Munoz , School of Business Design Faculty

Committee Members

Sharon Wellman, Director, Tutoring Center; Sheila Dunn, Director, East County Tech Prep; Cynthia Shaw, Director of Student Support Services

Other Self Study Support

David Beyer, Kathy Ardmore, Cheryl Blackburn, Sharon Lewis, Linda Nichols, Sharon Schuhow

Executive Summary

The self study process produced an in-depth review of the College's operations, programs, and activities. That detailed analysis is reflected in the complete self study narrative. At the end of each of the nine standards, the self study highlights strengths and challenges that the self study teams thought were particularly significant. Following is a summary of those strengths and challenges.

Standard One – Institutional Mission and Goals, Planning and Effectiveness

The College has refined and clarified its strategic planning in recent years and includes broad participation of campus constituencies in the planning process. The College uses strategic planning to guide decisions across campus and provides the financial and human resources to support the planning process. The College has strong tools for gathering data and information, and has made considerable progress toward a systematic process of data collection, assessment, and planning. The College continuously assesses the success of its Strategic Plan and updates it to reflect changing circumstances.

The College would improve its planning by sharing its Vision Statement, Mission Statement, and Strategic Plan within the communities served by the College and by incorporating the views of more community groups and interested parties during the strategic planning process. The College must continue to assess its planning process and find ways to improve it. College Council should have an even more central role in the planning process in the future.

Standard Two – Educational Program And Its Effectiveness

Many of the College's classrooms and labs are in outstanding new facilities with modern instructional technology and lab equipment. The College has developed programs of distinction that highlight the quality of the College's programs, curriculum, and faculty. Faculty have worked hard to implement a system of continuous program improvement through

assessment of student learning outcomes. The College has a dedicated group of long-term faculty who continuously pursue professional development opportunities and adapt to new modes of teaching and learning.

To preserve the quality of its professional-technical programs, the College needs a plan to replace its highly skilled professional-technical faculty as they retire. Given reductions in state funding for equipment, the College must develop alternative funding sources to replace or upgrade equipment as it ages. The College must also find ways to provide advising to all its students and should implement a program of mandatory advising. With the expansion of the eLearning program, more degree and certificate programs must be offered online and adequate support services must be provided to those students.

Standard Three – Students

The College consistently finds ways to increase support to students. The Student Success and Retention Committee has successfully identified critical needs of students and implemented programs to increase the number of students who attain their educational objectives. The Behavior Intervention Team is strengthening campus safety and addressing the early intervention needs of at risk students. A continuing commitment to special populations has resulted in a safe and nurturing environment, and programs, enrollments, and completion rates for special populations have increased.

To continue these positive developments, the College must find ways to provide the staff necessary to assist the increasing number of students not prepared for college work. Moreover, Student Services must find creative solutions, such as new technologies or interactive services, to provide adequate services to students at satellite locations and in online courses. Consolidation of Student Services into one space with more room would provide a more comfortable, efficient, and welcoming environment for students.

Standard Four – Faculty

The College strongly supports the faculty in performing their jobs. Faculty receive assistance in developing outcomes-based planning and assessment activities, receive ongoing training in advising, and receive compensation for performing department head duties. The beginning salary for part-time faculty and new full-time faculty is competitive. Long-term part-time faculty (Senior Associates) receive priority rights of hire and additional compensation. A program alert process includes faculty in planning to bolster low-enrollment programs—a definite benefit to faculty in those programs. Instructional Council procedures have been streamlined so more time can be spent on strategic discussions that involve and affect faculty.

There are several areas in which faculty should receive additional support. Faculty support mandatory advising for students, but the College needs to develop a process that more equitably distributes advising loads among departments and individual faculty. Moreover, The College should provide comprehensive advisor training for senior associate faculty to ensure quality advising. Faculty participation on committees, councils, and boards should be monitored to ensure the workload is equitably distributed. The College should address the mode and load inequities that exist between faculty, particularly between those who teach lab classes and those who do not. This long-standing issue must be addressed. Salaries for full-time faculty, other than the starting salary, are inadequate. The College partially addressed this issue in the most recent collective bargaining agreement, but must continue to improve the competitiveness of full-time salaries. The College should develop a recordkeeping system to ensure that evaluations of part-time faculty occur when required and that the proper documents are completed and filed.

Standard Five – Library and Information Resources

Librarians work closely with faculty in developing the library collection and services, and the Library Media Center has a relatively current and relevant collection of resources that are widely used. Computer labs in the library and across campus provide students access to current computing technology that is consistently upgraded. Faculty and staff in Library Media Services and Information Technology are service-oriented, anticipate and respond to technological innovations, are dedicated to supporting the needs of students, faculty and staff, and are, therefore, valued by the campus community.

The Library and the Media Services department have inadequate space. A new library resource center is in the College Master Plan and the College must vigorously pursue the funding for that facility. Increasing enrollments and innovations in technology have added to the workloads of staff in Library Media Services and Information Technology. The College needs to develop a plan to adequately fund the long-term staffing needs in these areas. As is true in other areas on campus, funding for equipment repair and replacement is inadequate and a more consistent funding source is needed. A more robust training program is required to keep IT staff up-to-date on changing technologies. The IT department should develop a systematic process to obtain feedback from students, faculty and staff to assess its programs and operations

Standard Six – Governance and Administration

The College's institutional governance is clearly defined with the Board of Trustees setting direction and policy and the president, faculty, and staff carrying out that policy. The College pursues open communication and encourages active participation in governance by faculty, staff, and students through participation in Board of Trustees meetings, committees, councils, task forces, forums, and presidential chats.

To support even more effective involvement from all campus constituencies, the College needs to provide more readily available access to its governance and administrative documents in one central location and should ensure all documents and policies are kept updated. To avoid information overload, the College should find ways to communicate new and changed policies and other information in an organized and efficient manner. Moreover, to further support faculty participation in governance, the College should create a faculty senate, or similar organization, where faculty and administrators can discuss and collaborate on issues and policies of particular concern to faculty.

Standard Seven – Finance

The College has adopted a budget-development process that is transparent and inclusive. Because of recently-adopted budget controls, the budget is fiscally viable and responsible. The Board of Trustees oversees the budget with monthly budget reports to the board's audit committee and has approved a reserve of 8% of the initial operating budget. Control of the budget is also helped by an online budget management system that provides real-time budget figure for all budget authorities.

Despite these efforts, the College anticipates reductions in revenue from the state and from other sources for several years. The College must develop a 3-5 year long-range financial plan that identifies new sources of revenue. The College must also develop a plan to get more participation in the budget process from all stakeholders. As budget restrictions ease, the College must reassess interim and vacant positions and determine appropriate staffing.

Standard Eight – Physical Resources

The College has a strong Campus Master Plan and has significantly improved the campus environment and its educational programs with the construction of Shuksan, Whitehorse, and Gray Wolf Halls in recent years. Whitehorse and Gray Wolf Halls integrate the building's functionality, design, and technology. Moreover,

the College's sustainability initiatives are influencing the design, construction, and on-going maintenance of both new and existing buildings.

The increasing demand for parking exceeds expected availability. The College must reduce the demand for parking through creative scheduling of block classes, using more online and hybrid classes, developing a more robust Commute Trip Reduction Plan, or pursuing other measures. With reductions in state funding, the College must develop other sustainable funding sources for small capital projects and equipment purchases. The same is true for capital projects; the College must develop alternative funding sources to supplement state capital dollars.

Standard Nine – Institutional Integrity

The College has clear policies on institutional integrity. The Ethics Policy was recently updated and approved by the Washington State Executive Ethics Board. In addition, College Council developed a Statement on Civility and Community that sets forth core values shared by the entire community. The Statement was approved by the Board of Trustees. The College recently made all policies, procedures, and other information more readily available to employees, students, and the public through an upgraded website and intranet site.

Despite the improvements to the website and the intranet, consistently reviewing and updating policies and procedures, aligning them with each other and with the classified staff and faculty collective bargaining agreements, and publishing them widely is a constant challenge. The College needs to develop more rigorous procedures for reviewing, updating, coordinating, and distributing policies, procedures, and other information.

1

Institutional Mission and Goals, Planning and Effectiveness



Mission, Vision, Goals, and Strategic Plan (1.A.1, 1.A.2, 1.A.3)

Everett Community College's vision, mission, and goals define the work of the College, and provide the basis for decisions made across the campus. The College periodically reviews its vision, mission, and goals through campuswide consultation, and the Board of Trustees approves any revisions. They are published annually in the college catalog and in the annual report to the community, are displayed on the College's website, and are posted in classrooms and other key locations around campus. The recent history of the College's Mission Statement is included as Required Doc. 1D.1b.

Vision Statement (figure 1.1) Everett Community College is the academic, technical, and cultural center of learning for our region.

The Board of Trustees approved the current Vision Statement in 2001-02 (Additional Doc. 1A.11) during the concurrent development of a new Strategic Plan. The Vision Statement has remained the same since then.

Mission Statement (figure 1.2)

The primary mission of Everett Community College is to provide quality education in an atmosphere that encourages all students to achieve their educational goals. Through effective teaching and supportive student services, the College prepares students to be lifelong learners, responsible community members, and citizens of a rapidly changing

world. To accomplish this mission, the College will...

- *Provide equal access to educational opportunities for all students;*
- *Maintain high standards of excellence in instructional programs and student services;*
- *Promote a sense of campus community characterized by mutual support and open communication;*
- *Encourage diversity, collegiality, and professionalism;*
- *Collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.*

The Board of Trustees approved the current Mission Statement in 1995 (Additional Doc. 1A.12). It was reviewed but not changed in 2001-02 when the Vision Statement was developed, and in 2005-06 when the Strategic Plan was revised. During a campuswide assessment of the Strategic Plan in 2008-09, the College again reviewed the Mission Statement and decided a comprehensive review of the Mission Statement was needed to ensure that it addresses the environment in which the College currently operates. Accordingly, the College is performing that review during the 2009-10 academic year.

The continuing strength of the Mission Statement is its emphasis on access and community, which is reflected in a campuswide commitment to providing services and programs that promote access to educational opportunities and community development.

Goals are Consistent with Mission and Resources (1.A.4)

The College develops a Strategic Plan that implements its mission and efficiently uses its resources (Exhibit 1E.1a). The Strategic Plan is created through the planning process described later in Standard One. The most recent Strategic Plan was approved by the Board of Trustees in 2009 (Additional Doc. 1A.13). While the College

creates a variety of other plans—such as the Capital Master Plan, Information Technology Plan, and Strategic Enrollment Management Plan—the Strategic Plan has the largest impact on program decisions and on resource allocation. The Strategic Plan specifies six strategic initiatives, each of which implements some aspect of the College’s mission.

Strategic Initiatives (figure 1.3)

Initiative One: The College will develop practices and procedures that build the legacy of sustainability in all areas of the college, including instruction, operations, construction, facilities, land use, energy conservation, and financial management.

Initiative Two: The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees with multi-cultural experiences and diverse backgrounds.

Initiative Three: The College will increase access and retention, with special attention to underserved populations.

Initiative Four: The College will promote signature programs in healthcare, advanced technologies, sciences, entrepreneurship, and the visual arts, and serve additional regional educational needs through the distinctive University Center.

Initiative Five: The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services.

Initiative Six: The College will support educational programs that result in a more globally aware and diverse student body and workforce.

Each strategic initiative is supported by a series of goals, benchmarks, and accountabilities. Moreover, many of the goals are supported by a specific budget allocation. In this way the mission, goals, and budget are directly

integrated. For example, the Mission Statement indicates that the College will “encourage diversity, collegiality, and professionalism.” In implementing this provision, strategic initiative two states that “The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees with multi-cultural experiences and diverse backgrounds.” One of the goals supporting this initiative, goal 2.1, states that “The College will plan and implement recruiting efforts targeted toward expanding workforce diversity in all aspects of its definition resulting in an increase of diversity in our applicant pools.” This goal is then linked to the budget through an allocation of funds to support “job fairs and travel funding for candidates.” Helping candidates pay travel expenses will expand the potential pool of applicants and assist the College in achieving a diverse workforce.

Progress is Documented and Publicized (1.A.3)

The College’s Strategic Plan is reviewed annually to assess the extent to which it has successfully carried out the College’s mission. The Strategic Plan Progress reports are circulated to the campus, and are provided to the Board of Trustees. The most recent report is included as Required Doc. 1D.2d.

Mission and Goals Provide Direction (1.A.5)

The College’s Mission Statement and Strategic Plan guide decision making in all college activities. For example, the Mission Statement emphasizes “equal access to educational opportunities for all students,” and strategic initiative three states “the College will increase access and retention, with special attention to underserved populations.” The

College’s admission policy—published in the catalog, class schedule, and on the College website—reflects the College’s commitment to open access regardless of previous educational

background. The College has implemented open access through activities associated with its Strategic Plan and Strategic Enrollment Management Plan (Exhibit 1E.1c). Those activities include reaching out to underserved populations through an annual Students of Color Career Conference, middle school outreach programs, districtwide financial aid information sessions, and foster youth support programs.

The Mission Statement also emphasizes “high standards of excellence in instructional programs and student services.” Achieving excellence in instructional programs requires hiring and retaining high-quality faculty. To achieve that result, the College allocated funds to improve the compensation of both full-time and part-time faculty; enhanced faculty training and development through an increase in faculty development funds; created the Teaching and Learning Cooperative, which develops programs to support quality instruction; implemented yearlong teaching labs; and constructed a teaching studio classroom in Gray Wolf Hall where faculty can develop innovative teaching strategies and experiment with the latest education-related technology.

Preparing students to be “responsible community members” and “citizens of a rapidly changing world” are other focuses of the College’s Mission Statement. The College developed a program in global studies with endorsements in global citizenship, policy and conservation, and social entrepreneurship. To increase the number of international students on campus, the College created an International Education program and hired a director to develop that program. The College also promotes faculty exchanges and hosted a visiting instructor from a Chinese university during the 2007-08 year and two Urasenke Foundation Tea instructors from Japan during the 2008-09 year. In addition, the College promotes student exchanges and hosted several Egyptian students during 2008-09 and 2009-10 through a program sponsored by the U.S. State

Department. The world languages program also coordinates student exchange programs with students from Germany and Japan.

The Mission Statement promotes “an atmosphere that encourages all students to achieve their educational goals” and encourages “diversity, collegiality, and professionalism.” To pursue these goals, the College initiated the Safe Zone program, which is designed to end homophobia and heterosexism on campus, and to create a safe and welcoming environment for lesbian, gay, bisexual, and transgender students. The College also created the Community Diversity Advisory Committee to advise the president on issues of diversity, and to serve as a link between the College and local communities of color in Snohomish County. The College includes a statement on job postings that emphasizes its commitment to cultural diversity, and encourages applicants with multicultural experience or backgrounds to apply. The Human Resources department formed the Workforce Equity, Diversity and Opportunity Committee to promote workforce diversity, and to monitor the College’s success in achieving relevant strategic-plan goals. Human Resources also formed a Welcoming Committee, which consists of a diverse group of employees, to assist new hires in a smooth and supportive transition into their new jobs.

The Mission Statement also encourages the College to “collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.” The College has actively pursued such partnerships. The following are some examples:

The Corporate and Continuing Education program collaborates with Boeing and with the Tulalip Tribe to provide educational services.

The School of Business Design has partnered with the University of Washington’s Business and Economic Development Center and the University of Washington’s Bothell Center for Entrepreneurship to offer student consulting

teams for low income, women and minority-owned micro-enterprises in Snohomish County.

The College has joined with Edmonds Community College and North Central College of Illinois to sponsor the BizArt conference for visual, literary, and performing artists.

The Early Learning Center collaborates with Snohomish County Human Services and the Washington State Department of Early Learning to provide Early Childhood Education and Assistance Program services.

The College works with the Everett, Marysville, and Monroe School Districts, Western Washington University, and Central Washington University to implement the Teacher Education Advancement program.

The Nursing Program partners with Providence Regional Medical Center to provide a post-graduation residency program for nurses.

The College collaborates with the Snohomish County Workforce Development Council to provide the Nursing Assistant Certified program to English-language learners.

The College manages the University Center of North Puget Sound, which provides bachelor’s and master’s degrees for residents of North Snohomish, Island, and Skagit counties. The university center partners with six colleges and universities to provide more than 25 bachelor’s and master’s degree programs.

College Mission Encourages Public Service (1.A.6)

The College has a strong commitment to public service consistent with its educational mission. College employees are encouraged to participate in local organizations, such as the Chamber of Commerce, Rotary, YMCA programs, and other service organizations. To increase public-service activities, the College sponsored a Volunteer Fair in Spring 2009 that brought 17 community agencies to campus to enable students and employees to learn more

about volunteer opportunities and community involvement.

The College provides a range of public services. It hosts a quarterly regional job fair. The College's accounting department and AARP offer free tax preparation to middle- and low-income taxpayers, especially age 60 and older. The College coordinates with the City of Everett and Snohomish County on Martin Luther King Jr. Day celebrations. The College co-sponsors a Students of Color Career Conference, where middle and high school students of color from 23 schools learn about career options.

The College also collaborates with community partners at Tulalip and Monroe for college-level classes and basic education. Basic-education classes have long been located in small communities around the district. The College's Service Learning program uses many locations in the area, particularly social-service agencies and community organizations. Partnerships with several agencies and businesses, such as a hospital, local medical clinics, and manufacturing sites, provide venues for students to learn through internships. Other educational services to the public include sponsorship of the Hi-Q academic competition for high school students, sponsorship of a summer science camp for junior high students, numerous non-credit courses offered by the continuing education program, and the College in the High School program.

The College also serves the public through a variety of speakers' series. The College co-sponsors, with the Everett Area Chamber of Commerce, the International Business Roundtable speakers' series. The College also sponsors a film festival called Philosophy in the Dark, which features presentations by philosophers from regional colleges and universities. The Humanities Center sponsors a series of speakers, panels, and other events based on an annual theme. Other series include the Holocaust Survivor Forum series, the Possession Sound Writers series, Russell Day

Gallery art exhibits, and the Artist and Lecture Series sponsored by the Associated Student Body. The College has also sponsored speakers for Native American Heritage Month. All of these series are open to the community and advertised to the public.

Substantive Change (1.A.7)

The College complies with the commission's requirements regarding notification of substantive changes undertaken since the last full-scale visit. No substantive changes have been submitted.

The College's Evaluation and Planning Process (1.B.1, 1.B.8)

The College uses a comprehensive planning process, which is illustrated in Figure 1.4, to achieve its mission and goals. This process includes a systematic review of the College's institutional research efforts, evaluation processes, and planning activities.

The planning process is led by the vice president of the University Center and Strategic Planning (the facilitator). After consultation with key stakeholders, the facilitator sets a calendar (the outside square) for planning that includes continuous data review, consultation, implementation, and assessment throughout the campus community. The president/vice president-staff group is involved at key points for review, assessment, and implementation. The College Council is the focal planning group for two purposes: first, developing plans based on data and analysis, and, second, assessing the effectiveness of those plans and recommending adjustments. As an emerging representative body, the College Council provides broad-based review of plans and results. Other stakeholders are consulted at two levels: first, at the outset of development or review, and, second, as the process nears the decision-making point. Stakeholders include the various committees, councils, departments, or community members affected by the plans. Depending on the issues

under consideration, the Board of Trustees is involved as either a stakeholder, or for review and approval.

The College's current planning and assessment process improves upon its previous planning process in several ways:

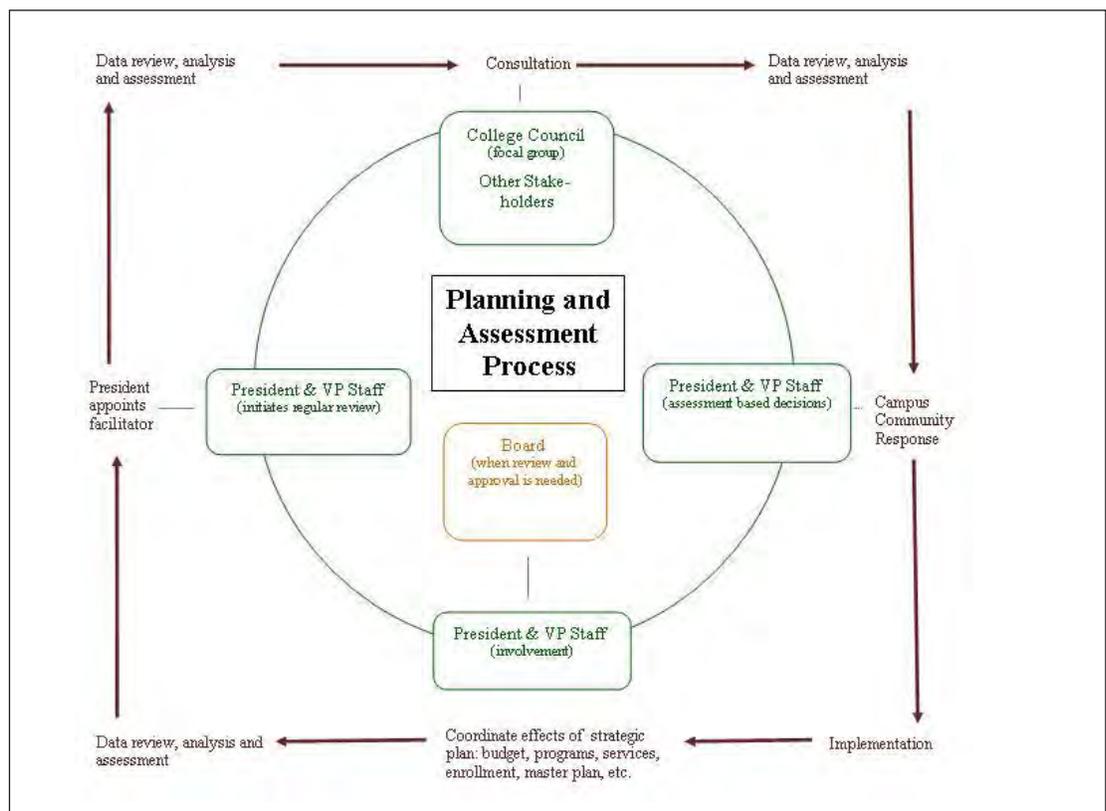
- *The current process clarifies the College's commitment to broad consultation. The previous process achieved consultation largely through invited advisory groups, composed on an ad hoc basis of various representatives of the college community. The current process specifies the College Council as the primary consulting group, and identifies other primary stakeholders. This provides stronger accountability and continuity in the process.*
- *The current process requires a continuous review of data, accompanied by analysis and assessment, facilitated by designated individuals*

or groups. Decisions are based on assessment and vested in the president/vice president-staff group.

- *The current process includes broad consultation, combined with the assessment of data, which supports a balanced approach to identifying institutional priorities.*
- *Implementation in the current process is linked with budgeting, delivery of programs and services, and other planning efforts. The responsibility for implementation resides in the president/vice president-staff group because each vice president oversees specific programs and services.*

An example of this evaluation and planning process is the review of the 2006 Strategic Plan during the 2008-09 academic year (Exhibit 1E.1a.). The vice president of the University Center and Strategic Planning (the facilitator) led

Figure 1.4: College's comprehensive planning process



the review process. Each vice president reviewed the sections of the Strategic Plan for which he or she is accountable. The president/vice president-staff group then made an initial assessment of the value or effectiveness of each initiative and strategy. The facilitator next presented the plan—its benchmarks, progress toward goals, and emerging trends—to the College Council and a wide variety of other stakeholder groups. These groups provided suggestions for improving the plan. The facilitator then prepared a summary of the input from the vice presidents, the College Council, and other stakeholder groups, and a list of recommended changes to the plan. The facilitator presented the recommended changes at campus forums for further discussion and feedback. Finally, the president/vice president-staff group met with the Board of Trustees to finalize the plan. The board approved the 2009 Strategic Plan in July 2009.

The president/vice president-staff group and the facilitator then assessed the effectiveness of the process. They concluded that even though some community members—the Community Diversity Advisory Committee, the Foundation Board, and the Board of Trustees—were included in the review process, review by other interested off-campus groups would provide greater assurance that the views of the entire community served by the College are reflected in the Strategic Plan.

Planning and Evaluation Are Systematic (1.B.2)

The College has a systematic process for planning and evaluating its activities, and for determining that they are consistent with its mission and goals. At the heart of this process are program reviews. Each department in instruction and student services completes an annual or three-year program review. These are comprehensive evaluations of a particular program's activities, goals, accomplishments, and needs. These analyses become the basis for

establishing the annual budget and ensure that the budget reflects and supports the College's mission and goals. The instruction program-review process is detailed in Standard Two, and the student services program-review process is detailed in Standard Three.

Instructional departments complete a program review each year. The review may cover one year or three years of activity, or may be a study of the viability of the entire program. Program reviews are compiled by the program's faculty and staff, and provide information on enrollment trends, student/faculty ratios, faculty development, retention statistics, program outcomes, internal and external influences, and program needs and challenges. The Institutional Research office supports this process by providing statistics on retention and enrollment. These assessments provide the president, Board of Trustees, vice presidents, and deans with information to evaluate staffing, facilities, and equipment needs, thus enabling them to construct a budget that is responsive to college issues. Instructional Division program reviews are in Required Doc. 2D1.1a.

Student Services departments complete a program review every three years. Review committees include administrators, faculty, staff, and students. Student Services program reviews identify the department's mission and goals, its services and activities, staffing, strengths and weaknesses, and recommendations. These program reviews are forwarded to the vice president of Student Services and the president, and are integrated into the annual identification of department goals and budget priorities. Student Services Division program reviews are in Additional Doc. 3A.3.

In addition to program reviews, the College uses a wide range of other information in planning and evaluating. For example, the Factbook (Additional Doc. 1A.2), the Environmental Scan (Additional Doc. 1A.3), and Student Enrollment Profiles (Additional Doc. 1A.4) are frequently

used in the planning process. They provide data against which to test proposals to see if the data align with a desired plan or strategy. They are also used to measure outcomes, and as key performance indicators.

In assessing the quality of instruction, the College employs the Instructional Development and Effectiveness Assessment (IDEA) tool. Students regularly evaluate tenured and associate faculty, and provide feedback used to improve teaching. The College also uses the IDEA tool to determine the extent to which students believe they are meeting the College's core learning outcomes. Moreover, the College uses data from the IDEA process as it evaluates the effectiveness of programs and departments, and as benchmarks in comparing itself to other institutions. The IDEA process is regularly assessed. For example, Dr. Bill Pallett, president of the IDEA Center, has visited the College twice to discuss with faculty and administrators the effective use of the IDEA tool.

The College's committees and councils, as discussed in the next section, also serve as planning and evaluation tools. They study issues, assess programs and activities, recommend program changes, and approve or disapprove proposals. For example, the Deans Council assesses results of the instructional program reviews, and factors those results into recommendations for program changes and resource allocations. Moreover, the Strategic Enrollment Management Committee creates a Strategic Enrollment Management Plan (Exhibit 1E.1c). That plan guides the College in the design of marketing materials, in the development of new instructional programs, and in the allocation of funds to the Instruction and Student Services budgets.

The Strategic Plan also calls for an annual planning and evaluation process. Each strategic initiative specifies goals, the achievement of which is then evaluated. The current Strategic Plan contains six initiatives and 29 goals. These

goals, many of which are quantifiable, are reviewed annually.

Broad Participation in Planning Process (1.B.3)

The planning process illustrated in Figure 1.4 shows broad participation. The Board of Trustees, the president, vice presidents, College Council, other committees, faculty, staff, community groups, and other stakeholders participate in the process. The facilitator ensures a variety of views are incorporated into the discussions.

Committees and councils are primary participants in the planning process. Depending on their areas of expertise, they consult on strategic planning, develop plans, or produce budget recommendations. The following committees and councils are involved in institutional planning:

- *Advisory committees for professional/technical programs*
- *Board of Trustees*
- *Capital Planning Committee*
- *College Council*
- *Community Diversity Advisory Committee*
- *Deans Council*
- *Facilities*
- *Information Technology Planning Group*
- *Partners in Global Education*
- *President/VP Staff Group*
- *President's Monroe Advisory Committee*
- *Strategic Enrollment Committee Management*
- *Student Senate*
- *Student Services Administrative Council*
- *Student Success and Retention Committee*
- *Sustainability Committee*

A complete list of the College's committees and councils and a description of their functions is located in Exhibit 4E.3.

Most of these committees and councils represent a specific constituency or topic, and for years the College did not have a cross-campus representative committee to tackle large issues. In 2007, President David Beyer inaugurated College Council, a group of employees from all areas of the College. College Council studies campuswide issues, facilitates communication on those issues, provides input to the president and other decision makers, and makes recommendations. The council's mission is still being refined, but it fills a gap in the College's planning and assessment process by providing a broad-based group that serves as a sounding board and makes recommendations on emerging issues. The role of College Council will become even more focused and influential over time.

Evaluation and Planning Informs Programs, Services, and Activities (1.B.4, 1.B.5)

The College uses a wide variety of studies and surveys to assess its programs and activities, to evaluate progress toward its Strategic Plan goals, to identify areas for improvement, and to allocate resources. For example:

The Basic Skills Division uses the Washington Web-Based Adult Educational Reporting System to record and report student achievement in its adult-education programs. In examining reports received from the State Board for Community and Technical Colleges (SBCTC), the College discovered inadequacies in its recordkeeping, which resulted in inaccurate gains recorded on student achievement. The College then assessed its recording process and implemented improvements in recordkeeping by faculty and staff in the Basic Skills Division. As a result, the College has more accurate data on the number of adult-education students who are federally

reportable, and who make achievement gains (skill-level gains).

The eLearning Office annually surveys students who have enrolled in online courses for the previous year. The survey yields demographic data, student preferences, and student-satisfaction responses. Results are used to norm the College against national data, for marketing, and for course development. Student feedback, which is incorporated into faculty training, has led to the discussion of topics such as effective course design and strategies for communicating with students. In addition, student feedback has led to the development of new online classes, such as the addition of several math courses.

During 2008-09, the Instruction and Student Services divisions completed the First Year Matters initiative. The College studied the educational experiences of its first-year students, using the Foundations of Excellence in the First College Year self-study process developed at the John N. Gardner Institute for Excellence in Undergraduate Education. Based on the results of its study, the College recommended several actions to address the high attrition of first-year students. The study and those recommendations are detailed in Additional Doc. 1A.14. The College is currently implementing the recommendations on mandatory student orientations and mandatory advising

Instructional Department Program Reviews are the backbone of instructional planning and assessment. They provide a systematic review of every program and directly affect planning and resource allocation. For example, in 2008-09 the College's welding program determined that its students were achieving lower than desired pass rates on tests administered through the Washington Association of Building Officials Welder Certification Program. The welding program—working with its advisory committee—retooled its curriculum to require a minimum of three passing practice tests and 80 lab hours of experience before attempting the state

certification test. Its next program review will assess the impact of that revision.

Enrollment Services completed a program review of credential-evaluation services in Winter 2009. The review recommended lower costs and improve turn-around time for diplomas. In response, the College implemented an internal diploma printing process that has achieved these objectives. The review also recommended a degree-audit process to improve advising. Aware that the state board was implementing a new degree-audit module, the vice president of Student Services agreed to provide staff support for that implementation.

In 2008 the College administered a campus climate survey to faculty and staff. The survey assessed the extent to which the College is a safe and comfortable working environment. The results are discussed in Required Doc. 1D.2a. The results indicate that classified staff did not always perceive open communication and mutual respect in interactions with their supervisors. To address this concern, the College has provided increased professional-development training

for employees regarding diversity and cultural competency. The College has also sponsored workshops for faculty and staff on Undoing Institutional Racism, and has offered a variety of workshops that foster tolerance for varying perspectives and lifestyles.

The College receives limited data from the SBCTC on wages earned by former students who were in the College's technical and professional programs. The College determined these data are not adequate to assess either the success of former students in the workplace, or how the College's technical and professional programs can be improved. Therefore, the College allocated funds to hire a consultant to develop more thorough information for assessment and evaluation of these programs.

Planning and Evaluation Tools (1.B.6, 1.B.7)

Over the past several years, the College has sharpened its planning tools. The Institutional Research office regularly produces a series of reports that informs the evaluation and planning

Table 1.2: Data and reports systematically used by the College

Report/date	Used by	Purpose
Environmental Scan	Core Strategic Planning Committee, Strategic Enrollment Management Committee	Inform long-term planning
Program Review data	Vice president of instruction, department chairs, deans	Adjust resource allocations for departments and programs
Quarterly/Annual Student Enrollment reports	Vice president of instruction, deans, Strategic Enrollment Management Committee	Evaluate current enrollment plan for the future
Employee/student surveys	Various administrators	Evaluate staff/student perceptions and satisfaction; make changes where necessary
Key Indicators	Administrators, Strategic Enrollment Management Committee	Conduct evaluations at the institutional level
Factbook	Administrators, Strategic Enrollment Management Committee	Use historical enrollment trends to estimate future
Point-in-time Enrollment Reports	Vice president for instruction and deans, Strategic Enrollment Management Committee	Instruction planning
Ad hoc research projects	Faculty and administrators	Varied purposes. Mentioned here because of the importance of these kinds of reports/analyses
Daily and monthly revenue and expenditure reports	Budget managers	Monitor revenue and expenditures and make budget adjustments
Weekly enrollment reports	Administrators, Strategic Enrollment Management Committee	Monitor enrollment progress and analyze special populations

process at the College. These reports are listed in Table 1.2. Reports produced on a regular reporting calendar (Environmental Scan, Key Indicators, Factbook, and some surveys) are published on the College's Institutional Research web page (internal-only reports on the Intranet and the others on the College website).

One example, the Point-in-time Enrollment Report, is produced three times during an academic quarter. These reports detail enrollments by department, and are used by the vice-president of instruction and the deans at their weekly meetings to determine the number of sections of courses to offer in the coming quarter. See Standard Six for a more thorough discussion of research disseminated by the Office of Institutional Research.

The College uses the reports in Table 1.2 to assess, among other things, progress or goal attainment in the following areas:

- *Student diversity*
- *Retention*
- *Certificate or degree completion*
- *Program enrollments*
- *Enrollment targets*
- *Diversity of program offerings*
- *Campus climate*
- *Budget targets*

Communicating Institutional Effectiveness to the Public (1.B.9)

The College communicates evidence of its institutional effectiveness to the public in a variety of ways:

The Annual Report (Additional Doc. 1A.1) includes the College's mission, vision, and strategic plan, and highlights accomplishments and developments during the most recent year. The Annual Report is distributed to key businesses, community members, and donors throughout the College's service area. The Annual Report is also on the College website.

Presentations to local organizations by the College president and vice presidents incorporate information about programs and achievements of the College.

The president reports evidence of effectiveness to the Board of Trustees each month at public meetings. Annually, the vice president of instruction reports the results of Program Viability Studies and Program Metrics to the board.

Press releases from College Advancement inform the media of institutional accomplishments.

College employees represent the College's achievements as members of the Rotary, Chamber of Commerce, and other community organizations.

Faculty and administrators inform advisory boards throughout the year about achievements in the College's professional and technical programs.

Analysis and Next Steps

Strengths:

The College has a history of wide participation in major planning efforts.

The Strategic Plan is periodically and systematically reviewed, most recently updated in 2009.

The College has strong tools to gather data and information, and has made considerable progress toward a systematic process of data collection, assessment, and planning.

The College consistently supports strategic-planning goals with financial and personnel resources.

Challenges and Recommendations:

Though the College has a positive habit of wide consultation, more communication with community bodies regarding strategic planning would improve that planning process. The College should develop greater awareness of its Vision Statement, Mission Statement, and Strategic Plan within both internal and external communities. (1.B.3, 1.B.9)

Having recently clarified its process for planning, assessment and decision-making, the College should continue evaluating that process' effectiveness, and use it widely. Central to the process' effectiveness is the College Council. While the College Council matures as a representative body, the College should strengthen its role in planning and assessment. (1.B.2, 1.B.3)

Mailed

Content Management Table		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room
Standard One: Institutional Mission & Goals, Planning & Effectiveness						
Required Documentation (D)		EvCC Documentation				
1D.1	Official statement of the institutional mission	D.1a	Mission & Vision Statements from Website	X		X
		D.1b	Recent History of the Mission Statements	X		X
1D.2	Evidence of analysis and appraisal of institutional outcomes	D.2a	Campus Climate Report 2008	X		X
		D.2b	New Student First Year Survey 2009	X		X
		D.2c	Wage Comparison of Leavers & Completers	X		X
		D.2d	Strategic Plan Progress Report 02/2009	X		X
Required Exhibits (E)		EvCC Exhibits				
1E.1	Institutional short term, strategic, or long term plans	E.1a	Strategic Plan Initiatives 2009.pdf			X
		E.1b	Strategic Plan Review			X
		E.1c	Strategic Enrollment Management Plan 2009-10			X
		E.1d	10-Year Capital Plan - BOT Approved 2007			X
		E.1e	Campus Information Technology Plan 2007-10			X
		E.1f	Campus Site Plan 2008			X
		E.1g	EVCC 2003-06 Technology Plan Final			X
		E.1h	State Board System Direction			X
Additional Supporting Documentation (A)		EvCC Additional Documentation				
1A.1		A.1	Annual Report 2008			X
1A.2		A.2	Factbook Fall 2008			X
1A.3		A.3	Environmental Scan 2008			X
1A.4		A.4	Student Enrollment Profile Winter 2009			X
1A.5		A.5	Weekly Enrollment Report Sample 06/2009			X
1A.6		A.6	Campus Climate Survey Results 10/2009			X
1A.7		A.7	Key Indicators 2008			X
1A.8		A.8	Retention by Sub-Group			X
1A.9		A.9	Clearingh Transfer Summary 02/2007			X
1A.10		A.10	Clearingh Transfer Summary 03/2009			X
1A.11		A.11	RES 01/02/2001 and 07/01/2006			X
1A.12		A.12	BOT Minutes 08/16/2005			X
1A.13		A.13	BOT Minutes 07/15/2009			X
1A.14		A.14	Quarterly Student Enrollment Report			X
1A.15		A.15	First Year Experience VP Executive Summary			X

2 Educational Program and Its Effectiveness



Resources That Support Educational Programs (2.A.1)

Everett Community College provides a broad array of transfer, professional-technical, basic education, and corporate and continuing education programs to over 20,000 full- and part-time students each year. The College currently offers 70 degrees and certificates in its transfer and profession-technical programs. These degrees and certificates are listed in Exhibit 2E1.1b.

The Adult Basic Skills Pre-College programs include the following:

- *Adult Basic Education (ABE).*
- *General Education Development (GED).*
- *Adult High School Completion (HSC).*
- *English as a Second Language (ESL).*
- *Youth Re-engagement Program (U3).*
- *Integrated Basic Education and Skills Training (I-BEST).*

The Corporate and Continuing Education program offers a wide-variety of workshops and classes for career growth, business development, and personal interest.

Each educational program assesses its needs for human, physical, and financial resources annually through the program review process described later in this standard. The needs identified in those reviews become the basis for the development of each program's budget and the overall College budget. Through this process, the College focuses its resources on high standards of teaching and learning and allocates its resources to achieve that goal.

Human Resources

The College employs 135 full-time faculty and approximately 318 part-time faculty. Faculty have degrees and experience appropriate for the subjects they teach. The college requires a master's degree for faculty who teach in academic transfer programs, and twenty have PhDs. Professional-technical faculty are vocationally certified and qualified through education, training and experience to teach in their areas of expertise. Faculty degrees, experience, and other characteristics are discussed more fully in Standard Four.

Despite reductions in state budget allocations, the College has continued its commitment to faculty resources. Five tenure track faculty were hired in the 2008-2009 hiring cycle. Additional faculty were hired for 2009-2010 in a temporary full-time status in anticipation of increased

enrollment because of unemployment and a tight job market.

To further support faculty, in fall quarter 2008 the College began compensating department chairs for various activities that support high quality teaching and learning: assessment of programs and student learning outcomes, preparation of the one- and three-year program reviews, and development of the educational course schedules.

In addition to instructional faculty, faculty librarians, faculty counselors, and the Instruction Office provide expertise that supports the College's educational programs. Moreover, the College has created and funded several other positions that assist faculty in achieving the College's core instructional goals (see Table 2.1).

Table 2.1: Instructional Support Positions

Title	Function	Services	Outcomes
Distance Learning Office	Support all aspects of the College's distance learning program.	Instructional design, technical advice, trouble shooting, system integration.	Students are able to engage as active distance learners and develop computer and technology proficiency.
Teaching and Learning Cooperative	Inspire faculty to evaluate and deepen their instructional abilities and resources.	Faculty development, teaching labs, instructional resources, evaluation of classroom skills, discussion of issues related to teaching and learning.	More effective teaching promotes development of student core learning outcomes.
Office of Institutional Research	Produce data for evaluation of instructional effectiveness.	Aid faculty & administrators in identifying relevant data, structuring data requests, evaluating data, and storing and retrieving data.	Data that accurately reflects student demographics, satisfaction, engagement, and learning of course outcomes results in an improved instructional program.
Retention Specialists	Improve the persistence and success of at-risk nursing students.	Advise students on organizing activities outside of school, on success strategies & study skills at school, and on educational options.	Students who are aware of academic challenges will critically analyze educational options and engage in appropriate programs of study.
Accreditation and outcomes liaison	Direct assessment of core learning outcomes.	Resource for interpreting accreditation requirements, establishing outcomes assessment techniques, and monitoring progress.	Student learning is enhanced through assessment and evaluation of progress toward core learning outcomes, and improvements in instruction.

Financial Resources

The College's educational programs are financed from State of Washington budget allocations, tuition revenue, student fees, grants and contracts, and other local sources of revenue. State funding, which accounts for over half of the College's revenue, is based on enrollment growth, but the recent economic downturn has resulted in significant increases in enrollment without corresponding increases in state funding. Therefore, the College has made a concerted effort to increase other sources of funding to supplement the state allocation. For example, the College has secured categorical "high demand" FTEs from the State Board for Community and Technical Colleges (SBCTC) that support the College's strategic initiatives. The College has also secured grants to support improvements in educational programs. The College was awarded a federal Title III Strengthening Institutions grant that funds programs for underprepared students. With those funds the College has developed a Learning Resource Center that includes a tutoring center, a writing center, counseling and advising services, reading and study skills courses, and math support services. The College has pursued many other grants that support its educational programs. The grants in effect for the 2009-2010 academic year are listed in Additional Doc. 7A.25.

The Associated Student Body of Everett Community College (ASB) also provides financial support for the College's educational programs. The ASB voted to impose on students two fees that fund campus improvements. The E-Tech fee, which is based on the credits for which a student registers, provides funds for the purchase and upgrading of technology used by students. The revenue from this fee, which is disbursed by a committee whose membership consists primarily of students, purchases and upgrades computers, printers and other technology used by students in computer labs,

in the library, and in educational programs. During 2008-2009 the E-Tech fee funded \$475,000 for student technology. The Student Campus Enhancement Fee will help fund the new Student Fitness and Health Center, which is under construction, and improvements to the Parks Student Union building. This fee will be collected after the Student Fitness and Health Center is completed.

The College struggles to adequately fund the purchase of technology and equipment needed in its educational programs. Technology and equipment in new buildings has been funded from the capital budget, but replacements and upgrades will be more difficult to fund. The College has partially addressed this issue by obtaining donations of equipment, or donations of funds to purchase equipment, for its professional-technical programs from partnerships the College has with local businesses and industries. Recent donations include surplus steel from HCl for the welding program; a 747 engine from The Boeing Company and a 767 rudder assembly from an anonymous donor for the aviation maintenance program; and cash donations that have been used to purchase wire feeders for welding. In prior years, the College has received donations of digital multimeters, computers, and firefighter training equipment.

Physical Resources

Physical resources that support the College's education programs are detailed in Standard Eight. Most of the College's educational programs are housed on the main campus in north Everett. Other facilities house the Corporate and Continuing Education Center near the Everett Boeing plant, the Cosmetology program in Marysville, and the Aviation Maintenance program at Paine Field.

Until about ten years ago, the College's physical resources provided only basic learning spaces that were minimally equipped with modern teaching technology. Over the last decade,

however, the College has substantially upgraded the physical resources that support its education programs. Through sustained and focused planning, the College developed and approved a Facilities Master Plan in 2001. This plan includes several new and remodeled classroom buildings. Faculty have been actively involved in the design and equipping of each building, which has produced attractive, quality spaces for teaching and learning, including technology that supports a wide range of teaching methods and styles. Table 2.2 details these new facilities.

Educational Program Goals (2.A 2)

The College's educational programs reflect the College's mission and goals. The College's Mission Statement (Required Doc. 1D.1a) and Strategic Plan (Exhibit 1E.1a) are the foundation

on which goals are developed for each educational program and on which funds are allocated to accomplish those goals. Reports are regularly provided by the vice president of the University Center and strategic planning to the president and Board of Trustees detailing progress in achieving the Strategic Plan's initiatives.

The College's primary mission is "to provide quality education in an atmosphere that encourages all students to achieve their educational goals." The Strategic Plan implements that mission through six strategic initiatives that guide the college's actions and resources. In turn, the College adjusts its educational programs to implement the strategic initiatives. Here are some examples:

Table 2.2: New Facilities That Support Educational Programs

Building Sq.Ft.	Date of Occupancy	Programs served	Outcome of additional space
Shuksan Hall 65,000	Winter 1999	Biological Sciences, Nutrition, CIS	New laboratory space that provided teaching and learning options previously unavailable.
White Horse Hall 88,000	Winter 2007	Physical sciences, Visual arts, Journalism, and eLearning.	Consolidated programs from several other buildings. Provides modern laboratory, studio, and classroom spaces that meet baccalaureate standards for instructional technologies and equipment.
Gray Wolf Hall 77,000	Spring 2009	Communications, Humanities, Social Sciences	Provides modern classroom spaces and technology for undergraduate education, increases student study areas, and increases the College's enrollment capacity by more than 800 FTEs.
Early Learning Center 24,000	New space opened Fall 2009	Early Childhood Education, Elementary Teacher Education	Improved and expanded space for coop preschool and educational observation experiences.
Student Fitness and Health Center 50,000	Fall 2010 or Winter 2011	Physical Education, Health & Wellness, Student Athletics	Larger and improved space for PEHW program, expanded course options. New sports venue for athletic teams that improves student athlete recruitment. Large conference venue.
Index Replacement 70,000	2011-2013	Nursing, Health Sciences, Public Safety	Expansion of health sciences programs, updated laboratory space, transformable learning spaces. Space designed for student study groups and student-faculty interactions.
Library Replacement	2017-2019	Library/ Media Services, Distance Learning, Teaching/Learning Cooperative	

Initiative One: The College will develop practices and procedures that build the legacy of sustainability in all areas of the college. The College held a campuswide retreat on sustainability and the Teaching and Learning Cooperative initiated a teaching lab in which faculty will explore ways to integrate sustainability into curriculum.

Initiative Two: The College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees with multi-cultural experiences and diverse backgrounds. The College agreed to increase faculty salaries over a three-year period and when recruiting faculty has allocated funds to pay for travel so a more diverse pool of applicants can apply for positions.

Initiative Four: The College will promote signature programs in healthcare, advanced technologies, sciences, entrepreneurship, and the visual arts, and serve additional regional educational needs through the distinctive University Center. The College allocated funds to assure expert faculty and curriculum in these programs.

Initiative Five: The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services. The College has expanded the number of online, hybrid, learning community, and other alternative modes of instruction. The number of students taking online and hybrid courses has increased significantly since 2002 (Additional Doc. 2A.30).

Initiative Six: The College will support educational programs that result in a more globally aware and diverse student body and workforce. The College developed a global studies program that provides students an endorsement in three areas of study.

The College implements its educational goals and its instructional policies, methods, and delivery systems through a clearly defined process. The vice president of instruction

coordinated the development of core student learning outcomes that support the College's mission. Through the annual program review process, each educational program assesses the attainment of these outcomes and achievement of the College's strategic initiatives. In addition, instructional departments report on the progress and outcomes related to their more specific individual program goals. Based on these annual assessments and reports, an instruction budget is developed that documents and prioritizes the financial resources needed to carry out the goals of the College's educational programs. This budget is presented to the College's senior administrators for approval, and ultimately to the Board of Trustees for approval.

Within the Instruction Division, clearly defined procedures guide the development of all educational programs, courses, and degrees. They must be approved by Instructional Council, which adheres to specific curriculum development procedures (Exhibit 2E1.2e) and a curriculum proposal process (Exhibit 2E1.2c). Moreover, new courses must identify student learning objectives and the core learning outcomes and program specific outcomes that are supported by each course. This process insures that the College's educational programs, courses, and delivery systems are consistent with the College's mission and goals.

Design of Degree and Certificate Programs (2. A.3, 2.A.4)

The College offers a wide variety of degrees and certificates that reflect the comprehensive mission of the College and the characteristics of the population and industries in its service area. Degrees and certificates are listed in Exhibit 2E1.1b.

The College offers ten associate degrees, covering both university transfer and technical and career fields. Preparation for a major at a university can be accomplished through careful selection of courses that meet the requirements of the College's degrees. The associate degrees

are discussed in the College's catalog, on its website, and in curriculum guides. Curriculum guides are located at <http://www.everettcc.edu/programs/index.cfm?id=2550>.

Certificates are awarded in many technical or career fields and are designed to prepare graduates for employment. Generally, certificate programs are about one year in length, although they can be as short as a few weeks or as long as two years. In many cases, the courses completed for a certificate will lead to an associate degree if the student completes additional requirements. Certificates that require 45 or more credits, or those of one year or more in duration, require the addition of course work in communication, computation, and human relations.

Several factors insure that degree and certificate programs have coherent design and an appropriate breadth and depth of courses. All degrees and certificates must be approved by the College's Instructional Council. This rigorous review process insures the quality and appropriateness of each program. Each degree, certificate, or program is then described in a curriculum guide that follows a consistent format so students can easily compare the objectives, required courses and their sequence, and the skills of the degrees and certificates. Curriculum guides are found on the College website, in wall racks located in several locations on campus, and in Enrollment Services. Exhibit 2E1.1a contains a list of all curriculum guides.

Transfer degrees conform to the guidelines of the Intercollege Relations Council (ICRC) and the Washington State Board for Community and Technical College (SBCTC), and closely match the curriculum at four-year institutions in Washington for the first two years of study. ICRC guidelines require that transfer courses have breadth, depth, and coherence (see section V. of the ICRC Handbook in Exhibit 2E1.7d). Transfer *credits* are cross listed by the four-year institutions for determination of credit for like courses. A student who obtains a transfer

degree will transfer as a third-year student at public and private colleges in Washington. A subcommittee of ICRC, the Ongoing Articulation Review Committee, conducts periodic reviews of each college's transfer degrees to insure their continued compliance with ICRC guidelines.

Professional and technical programs are assessed and approved by the SBCTC (Additional Doc. 2A.28). Advisory committees review each program periodically, verify the appropriateness of the skills and content being taught, and recommend changes. Moreover, each program assesses its effectiveness during the annual program review process, and the College conducts periodic program viability studies to determine if the program continues to meet the training needs of industry and the mission of the College.

Credits, Program Length, and Tuition (2.A.6)

The College establishes its quarterly class schedule and assigns credits to classes based on the practices common to institutions of higher education and the guidelines of the SBCTC (See Exhibit 2E2.10a: Chapter 4, Appendix B of the SBCTC Policy Manual). The College organizes the academic year into three eleven-week quarters and one eight-week summer session. 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. Credit for clinics, internships and other field experiences is calculated on a 3:1 ratio of contact hours to credits.

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 certificates and associate degrees based on industry standards in the case

of technical programs and on statewide transfer guidelines in the case of transfer degrees. All new programs and revisions are reviewed by the College's Instructional Council with particular attention paid to the appropriate amount of coursework needed to achieve the outcomes desired.

Tuition rates are established by the legislature. Student activity fees are proposed by the College's student government within a state-determined range. The proposed schedule of fees is presented to the Board of Trustees as part of the student budget process. A student technology fee was approved by students as allowed by state law. Class fees, such as laboratory consumables, are established by the department offering the course and tied to expenses unique to the course. Non-state supported programs may have tuition and fees adjusted to absorb the extraordinary cost of the program offering. Refund policies are detailed in the College's catalog and quarterly class schedule, and on its website.

Curriculum Design, Approval and Implementation (2.A.7, 2.A.11)

Instructional Council (IC) reviews all College curriculum and programs of study and makes recommendations about them to the vice president of instruction and to the president. No course, program, certificate, or degree may be offered without approval by IC. Exhibit 2E1.2e describes the various curriculum actions for which IC is responsible. The vice president of instruction chairs IC, which meets at least twice quarterly. IC is comprised of nine administrators, nine faculty, and one student. Through their participation in the curriculum development process and as members of IC, faculty play a major role in the design, integrity, and implementation of curriculum.

The College's curriculum development process is clear and orderly. Faculty develop new course proposals and submit them to the divisional dean. Faculty must complete a Course Action

Request and a Course Information Form (Additional Docs. 2A.21 and 2A.22). The dean reviews the proposal and secures approval of the relevant department and of the division. The dean then submits the proposal to IC. Prior to action by IC, the Course Action Request and Course Information Form are reviewed by IC's Technical Review Committee, and by the Diversity Committee if the proposal requests designation as a diversity course. The course is then placed on the IC agenda for discussion. IC may approve the proposal, approve with stipulations, table the proposal pending additional information, or disapprove. The vice president of instruction makes the final decision, informs the campus community of IC actions, and publishes all new courses in the college catalog. Changes to and deletions of courses are handled in the same process.

IC also reviews and approves new degrees and certificates. Required Doc. 2D1.3a lists the degree programs added and deleted since 2005. Moreover, IC is the appropriate forum for the periodic review of the entire educational catalog of courses for uniformity in style, format, and content. IC recently coordinated a review of student learning objectives for all courses as a result of the decision by the SBCTC to adopt a system of common course numbering for community and technical colleges. Table 2.3 lists elements of courses that are periodically reviewed by IC.

The adoption and implementation of a diversity course requirement for all associate degrees (Diversity Graduation Requirement) illustrates the operation of IC. Following is a timeline of major IC decisions regarding this issue. See Additional Doc. 2A.23 for more details.

October 1999: IC approved the Diversity Graduation Requirement.

June 2000: IC developed an implementation plan. Under that plan, the Diversity Graduation Requirement applied to the Associate in Arts and Sciences – Direct Transfer Agreement beginning

fall quarter 2001 and to all other associate degrees beginning fall quarter 2002.

October 2001: IC approved five-credit (quarter) and three-credit (semester) diversity courses transferred from other colleges and universities.

May 2002: IC approved four-credit diversity courses transferred from other colleges and universities.

October 2002: IC approved 300-level or above diversity courses as satisfying the Diversity Graduation Requirement.

May 2005: IC established a Diversity Requirement Subcommittee to review diversity course proposals from College faculty and to review requests for transfer credit for diversity courses.

2001-2009: IC has approved a wide range of diversity courses (Additional Doc. 2A.24).

IC periodically reviews its policies and procedures related to the addition and deletion of courses or programs. The Instructional Council Operating Procedures were revised in 2003, the College's Curriculum Development Procedures chart in 2007, and the College's Curriculum Proposal Process in 2008. IC has also revised its Course

Action Request to require information on library, media, or other special resources needed to support the course. The Course Information Form was revised to incorporate information specifying the core learning outcomes and program specific outcomes supported by the course. This information facilitates assessment of these learning outcomes.

Use of Library and Information Resources (2.A.8)

The use of library and information resources is integrated throughout the learning process, from curriculum development to daily classroom instruction. The emphasis on information resources begins with the submission of new courses to Instructional Council for review. The Course Action Request requires faculty to include information on library-media resources that will be needed for the course to be successful. The Course Information Form requires faculty to identify the core learning outcomes that will be addressed in the course, and utilization of information literacy skills is one of the six learning outcomes. A tenured librarian and the Dean of Arts and Learning Resources participate on Instructional Council, and their awareness

Table 2.3: Elements Assessed On All Course Proposals

Element Assessed	Primary Interested Parties	Purpose of Assessment	Responsible for Action
Media needs	Library Media Services	Determine media equipment needs, network availability, room capacity and layout, budget	Media Services Librarian, Dean of Arts and Learning Resources
Computer needs	IT	Determine bandwidth demand, technician time, equipment requirements	IT, deans
Student Learning Objectives	Faculty, deans	Establish clarity and consistency in learning objectives	Department chairs and deans
Common Course Numbering	Instruction, Student Services, Enrollment Services	Coordinate change and update of all references to new CCN	Deans, Vice President of Instruction, Registrar
Prerequisites	Faculty, advisors, Enrollment Services	Determine sequences of courses, number of prerequisite sections needed	Faculty, deans

of new or re-designed courses often provides the first opportunity to work directly with a department or faculty member regarding the use of information resources in a particular course.

Faculty librarians assist instructional faculty in integrating library and information resources into the learning process in a variety of ways:

New faculty orientation. An introduction to library-media resources is part of the introduction to campus resources provided to new faculty. The orientation typically involves a workshop, print materials, and introduction to the librarians.

Collection development. Each of the five fulltime librarians has responsibility for specific areas of the curriculum and acts as a liaison with faculty to encourage requests for new information resources.

New resources. Librarians regularly offer workshops to introduce faculty to new databases or other online resources and provide lists of new materials to all faculty via email.

Research guides. Librarians develop research guides in conjunction with faculty for locating specific types of library resources. The guides are available on the library website and as print handouts in the library

Instructional sessions. At the request of faculty, librarians provide information literacy instructional sessions for individual classes. The librarians tailor the instruction to the specific needs of that class.

Information and Research Instruction Suite (IRIS). The library provides this self-paced research tutorial on its website. Faculty can assign students to use IRIS, or students can use it on their own.

Information Resources for Online Students. The College's online course platform, ANGEL, provides a link to the library website and to the numerous information resources there. At the library website, students can access

research databases, research guides, the IRIS research tutorial, the library catalog, live anytime reference librarian services, interlibrary loan services, and other resources. Faculty can integrate these information resources into their online classes and students can access them from a distance.

See Standard Five for a more detailed discussion of the College's emphasis on information literacy and the resources and facilities of the Library Media Center.

Curriculum Provides Optimal Learning and Accessible Scheduling (2.A.5, 2.A.9)

The College promotes optimal learning in several ways. New buildings with comfortable classrooms and modern instructional technology enhance student learning. Modern science labs, comparable to those at a four-year university, provide optimal learning experiences in the biological and physical sciences. The College provides teaching stations in 130 classrooms, which allow a wide range of teaching techniques and styles. Each teaching station has a computer with Internet access, a VHS/DVD player, a document camera, and a projector. The College also has 30 computer labs at its main campus and 10 at satellite campuses. These labs allow students to use current computer technology in their fields of study. Wireless access in all buildings on the main campus allows students with their own laptop computers to easily access the College network, including the College website, the Library Media Center website (which provides access to many of the LMC's databases and other research tools), and to Angel, the College's online course platform. The library checks out laptop and netbook computers to students who do not have their own. All of these resources help students optimize their learning experience.

The College also promotes optimal learning through its Teaching and Learning Cooperative, which provides workshops, seminars, teaching

labs, and an experimental studio classroom where instructors can learn and try out new methods of teaching. This commitment to the development of innovative and high quality instructors supports an optimal learning experience by students.

The curriculum and sequence of courses in each program are designed to assist students in completing their certificates and degrees in the shortest possible time. Curriculum guides often recommend a sequence of courses for completing a certificate or degree most efficiently. To assist students in long-range planning, the College publishes an annual course planning schedule that lists courses and their expected time slots for fall, winter and spring quarters. This schedule, which has a high degree of accuracy, has helped students plan their lives and education programs with greater efficiency and reduced stress.

The College provides classes during a wide variety of times, modes, and locations to fit the varying needs of students. Classes are offered during the day, evening, and weekend hours both on the main campus and at satellite locations. Classes are offered in a traditional on-campus mode, as hybrids (some course work on-campus and some online), and fully online. Classes are also offered in interdisciplinary combinations called learning communities, where two or three courses are taught together during a block of time each day. The College offers courses on its main campus and at other satellite locations in Everett, Marysville, Monroe, and Tulalip. The College's Strategic Plan continues the expansion of service to students by directing that more classes be offered at off-site locations around the district, in alternative time formats (evening and weekend options), and in hybrid format. The combination of online classes and courses in distant locations has expanded the accessibility for our district's students who are often dependent on limited public transportation.

The quarterly class schedule indicates the time, mode, and location of each class. Course enrollments and waitlists are carefully tracked each quarter, and classes are added or cancelled based on student demand. When state and federal funding is not adequate to meet the demand for classes, the College offers courses through a 'self support' model. The instruction is identical to state-funded courses, but the funding mechanism (which is transparent to students) is different.

The most rapidly growing delivery modality is distance education. This trend has been evident for eight years (Additional Doc. 2A.25). Initial concerns that students would not achieve equal student outcomes when compared to face-to-face classroom students have been generally silenced by statistical analysis of the comparable course outcomes (Additional Doc. 2A26). Students can now complete some degrees and certificates completely online: Associate in Arts and Sciences – Direct Transfer, Associate in General Studies, Medical Transcription certificate, and Medical Coding certificate.

The College has very few instances of courses or programs offered in concentrated or condensed time frames. The assignment of credits to these courses is based on mode of instruction (e.g. lab compared to lecture) and the total hours of student contact. This may result in a course being completed in fewer days than the traditional course, but each class period is lengthened so the same number of student-faculty contact hours occurs in the concentrated course as in the traditional course.

Credit for Prior Experiential Learning (2.A.10 and Policy 2.3)

The College allows credit for prior experiential learning pursuant to the requirements of the College's Portfolio Evaluation Program (Exhibit 2E1.7e) and the SBCTC's Guidelines for Prior Learning Assessment (Additional Doc. 2A.27). Students interested in prior learning credit must

complete an extensive written portfolio which describes what the student has learned, how the student learned it, and how it relates to the type of learning that occurs in the College's courses and programs. A faculty member with appropriate content expertise reviews the portfolio, awards credit if appropriate, and ensures that no duplicate credit is awarded.

Prior learning may account for a maximum of 15 credits of "B" list electives toward the Associate in Arts and Science – Option II (direct transfer) and the Associate in Business degrees. A maximum of 30 credits for prior learning may be applied toward the College's certificates and its Associate in Technical Arts, Associate in General Studies, Associate in Fine Arts, and Associate in Arts and Sciences – Option I degrees as either requirements or electives.

Assisting Students When Program Elimination or Significant Change Occurs (2.A.12)

The vice president of instruction initiates a program viability analysis if a program does not appear to meet the needs of students, business, or industry, or no longer fulfills the undergraduate education mission of the College (Exhibit 2E1.2f). Following this analysis, if the College decides to eliminate or significantly change a program, it manages the transition in an orderly manner. The College notifies the SBCTC of an impending program closure and the SBCTC updates the state inventory of approved programs and degree offerings. Enrollment Services compiles a roster of all students who are in the program. The College contacts these students and schedules an interview and planning session with students and program faculty to discuss options. The College assists each student to complete the program before it is eliminated or changed, or to transfer to a similar program at another college.

Planning and Assessment of Educational Programs (2.B.1, Policy 2.2)

The College has a comprehensive, continuous, and systematic process for planning and assessing its educational programs. This is the College's program review process. Each educational program performs an annual self-assessment as part of this process. These self-assessments occur in three forms:

- *Three-Year Instructional Program Assessment Plan*
- *Annual Instructional Program Assessment Plan*
- *Program Viability Analysis*

In a three-year cycle, each educational program is scheduled to perform one three-year assessment followed by two annual assessments. Then a new three-year cycle begins. In addition, the vice president of instruction and the deans continuously review all programs to determine their effectiveness in meeting the educational needs of students, business, and industry, and in fulfilling the undergraduate education mission of the College. If the vice president of instruction determines that a program may be failing to meet one or more of these needs, the vice president initiates a program viability analysis in place of an annual or three-year assessment.

The vice president of instruction organizes and supervises the educational program review process. Program assessment plans and program viability analyses are prepared during each fall quarter. Evaluation teams—consisting primarily of faculty in the programs being assessed—review, analyze, and complete the assessment of each program. The department chair has primary responsibility for preparing the final assessment, but other faculty and staff in the program contribute information and analysis. Each assessment plan is then reviewed and commented on by the program's dean, associate dean, or director during the first part of winter quarter. The program plans are then submitted

to the vice president of instruction during winter quarter, prior to the start of the College's annual budget process. The vice president of instruction and the division deans use these assessments to expand or reduce educational programs, determine appropriate course offerings and staffing levels, prioritize equipment purchases, and make other budget decisions.

Each type of assessment is designed to improve the College's educational programs and to improve student learning, but each serves a somewhat different purpose:

Three-Year Instructional Program Assessment Plan (Three-Year Plan)

The Three-Year Plan makes a broad assessment of a program. Each program first looks historically at its experience. The program reviews its curriculum developments, advisory committee activities, student learning outcomes, personnel changes, equipment acquisitions, facilities improvements, and other significant activities over the last three years. This analysis leads to an overall assessment of the program, which discusses the program's strengths, weaknesses, threats to success, and program objectives for the next three years. The Three-Year Plan then specifies the objectives the program will pursue during the next academic year and the professional development, curriculum development, staffing, equipment, and facilities requirements needed to achieve those objectives. This three-year projection becomes the basis for the two annual reviews to follow. See Required Doc. 2D1.1a for copies of the most recent three-year program reviews.

Annual Instructional Program Assessment Plans (Annual Plan)

The Annual Plan assesses the program's objectives, accomplishments, and environment during the previous academic year and develops objectives and requirements for the next academic year. To complete this analysis, each program reviews certain data from that program for the most recent three-year period:

enrollment, staffing, grade distributions, and transfer/placement rates. This data is analyzed to determine any trends and their significance. In addition, the plan reviews changes in the program's curriculum over the last year, identifies external and internal factors that significantly influenced the program during that year, and assesses the extent to which the previous plan's program objectives have been met. Based on this analysis, the plan identifies specific program objectives for the next academic year. These objectives focus on activities that will improve student learning and the success of the program. The plan then specifies the professional development, curriculum development, staffing, equipment, and/or facilities requirements necessary to implement those objectives. See Required Doc. 2D1.1a for copies of the most recent one-year program reviews.

Program Viability Analysis

The vice president of instruction initiates a program viability analysis if a program does not appear to meet the needs of students, business, or industry, or no longer fulfills the undergraduate education mission of the College. The vice president considers several factors in making this decision: adequacy of enrollment, ability of graduates to meet industry or academic standards, employment or transfer options, wage prospects, level of support of the program advisory committee, and other factors. If appropriate, the vice president establishes a committee to assess the viability of the program. The committee is comprised of the relevant dean, program faculty, advisory committee members, and other interested parties. The committee thoroughly reviews the program and makes recommendations to the vice president. The program may continue unchanged, or be expanded, revised, or eliminated. The vice president reviews the viability analysis with the College's president, and only the president can approve termination of a program.

Detailed records of the program viability studies conducted during the 2007-2008 and 2008-2009 academic years are included in Additional Docs. 2A.3 and 2A.4. In 2007-2008 the College performed viability studies of seven programs: general education transfer, cosmetology, emergency services/fire science, performing arts (theater), family life, school of business design, and computer information systems/computer programming. None of the programs were eliminated, but the vice president recommended changes that included revising curriculum, reassessing staffing, developing a long-range plan for success, transitioning to self support, and reorganizing program components. In 2008-2009 the College performed viability studies of three programs: medical coding, medical transcription, and criminal justice. In each case the College was concerned about low enrollments. With respect to the medical coding and transcription programs, the vice president recommended changes to increase enrollment and to make the programs more viable. With

respect to criminal justice, the vice president recommended eliminating the corrections program and changing the degree requirements for the criminal justice program. In all these cases, a thorough assessment led to changes designed to make the programs stronger and more effective.

Assessment of Student Learning Outcomes (2.B.2., 2.B.3, Policy 2.2)

In 2005, the College developed six student learning outcomes that apply to its degree and certificate programs (see figure 2.1).

Everett Community College Core Learning Outcomes

1. Engage and take responsibility as active learners. Students will be involved in the learning process as they gain deeper levels of understanding of the subject matter. They will design, complete and analyze projects while developing group interaction and leadership skills.

Figure 2.4: Examples of Assessing Core Learning Outcomes

Program	Student Learning Outcome Assessed	Actions Taken in Response to Assessment
Advanced Manufacturing	Demonstrate computer and technology proficiency	Added material to planning module within course on presenting information in Gantt charts.
Computer Information Systems	Communicate effectively	Added more writing assignments to introductory courses.
Journalism	Communicate effectively	Added more instruction in portfolio development, including at least one career panel, to journalism portfolio review class.
World Languages	Engage and take responsibility as active learners	Added more daily activities that require student participation and active engagement.

2. Think critically. Students will develop and practice analytical skills, problem-solving skills and quantitative reasoning skills. Using creativity and self-reflection, they will be able to engage in inquiry that produces well-reasoned, meaningful conclusions.

3. Communicate effectively. Students will develop the organizational and research skills necessary to write and speak effectively. The students will demonstrate awareness of different audiences, styles, and approaches to oral and written communication.

4. Participate in diverse environments. Students will gain the awareness of and sensitivity to diversity, including one's own place as a global citizen. Students attain knowledge and understanding of the multiple expressions of diversity, and the skills to recognize, analyze and evaluate diverse issues and perspectives.

5. Utilize information literacy skills. Students will develop and employ skills to recognize when information is needed and to locate, evaluate, effectively use and communicate information in its various forms.

6. Demonstrate computer and technology proficiency. Students will use computers and technology as appropriate in their course of study.

The core learning outcomes are published in the college catalog and on the college website, and are prominently displayed in every classroom. Moreover, many programs have certificate or degree-specific outcomes in addition to the core learning outcomes. These are referred to as program specific outcomes. See Additional Doc. 2A.8 and 2A.9 for the core learning outcomes and program specific outcomes for all degree and certificate programs.

The College systematically assesses student achievement of both core learning outcomes and program specific outcomes as part of the annual program review process. The Three-Year Plan and the Annual Plan both require programs

to indicate how they assess student achievement of the learning outcomes. Programs are not required to assess all learning outcomes simultaneously; they may assess one or two at one time and others at another time.

The program must describe its assessment process in either a standardized information grid or in a narrative. This allows programs flexibility in designing assessment practices that best meet the needs of that program. In either case, however, the program must identify the learning outcome being assessed, the assessment measures used, the type of data collected, the program's evaluation of that data, and actions taken as a result of the assessment.

The College has appointed an assessment coordinator who works with deans, instructional departments, and faculty members to develop and implement outcomes assessment measures. The assessment coordinator, who is a faculty member, has 1/3 release time to perform this function. In addition, the College has asked the director of institutional research to dedicate a portion of his time to assisting the assessment coordinator. The assessment coordinator and the director of institutional research have held workshops for faculty and deans, have consulted with departments, and have advised individual faculty members in the design of assessment measures.

Program reviews, including the discussion of assessment of student learning outcomes, are submitted to the appropriate dean. The dean reviews the program's assessment process and works with program faculty to clarify and finalize the assessment measures. If necessary, the dean requests assistance from the assessment coordinator and the institutional researcher.

After the deans have reviewed and approved the program reviews, they are submitted to the vice president of instruction. If a program's assessment measures seem inadequate, the vice president directs the assessment coordinator and institutional researcher to work with the

appropriate dean and faculty to revise those measures.

The program reviews demonstrate that systematic assessment of student core learning outcomes has led to improvements in teaching and learning. Table 2.4 contains examples from the program reviews completed in fall 2009. For more detail on these and other examples, see Required Doc. 2D1.1a.

General Education (2.C.1, 2.C.2, 2.C.3, Policy 2.1)

The College values general education courses that broaden a student's perspectives and competencies. The College's Philosophy Statement on General Education (figure 2.2) reflects this perspective.

Figure 2.2

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."

– EvCC General Education Task Force, 1998

In addition, articulation agreements between the College and four-year colleges and universities require that transfer degrees include a broad distribution of general education courses. This ensures that transferring students will have a general education comparable to that of students who spend their freshman

and sophomore years at a four-year college or university. These rationales for general education courses and the specific requirements of each degree and certificate are clearly and completely set forth in the catalog and in curriculum guides provided to students.

Transfer degrees typically require a broad base of general education. For example, the Associate in Arts and Sciences – Option II degree, the most popular transfer degree, requires sixty credits of general education courses as part of a ninety-credit degree. Students must take courses in basic communication and quantitative skills, humanities, social sciences, natural sciences, and diversity education. Students have numerous options to meet these requirements by selecting courses within the distribution areas. Moreover, students can satisfy some of their general education requirements by taking courses in the learning communities program. These interdisciplinary classes combine two or more courses from different disciplines and are team-taught by two or more faculty members. Learning community classes explore the interrelationships between disciplines. The College's other transfer degrees contain similar general education requirements.

The College's applied and specialized associate degrees, and its certificates that require one academic year or longer to complete, require general education courses in communication, computation, and human relations. Associate degrees also require a diversity course. The details of each degree or certificate are set forth in the catalog and in curriculum guides. Exhibit 2E1.1b lists the College's professional-technical degrees and certificates and the total credits required for each program, including the general education requirements.

Transfer Credit Policies (2.C.4)

The College's policies for accepting transfer credit are described in detail in the college catalog and on the college website (Exhibit 2E1.7b). The policies state that transfer credits will

be accepted if they are “essentially equivalent in academic level and nature of work offered at the College.”

The College subscribes to the Intercollege Relations Commission (ICRC) guidelines relating to transfer credit (Exhibit 2E1.7d). The College is also an active participant in the ICRC-sponsored statewide transfer agreements. The College offers ten transfer degrees that satisfy ICRC guidelines (table 2.5):

These degrees allow students to transfer as third-year students to many public and private college and universities in Washington and some in Oregon. The College also implemented the state-wide common course numbering system in 2008 to assist students who attend multiple community colleges in transferring credits between them.

Academic Advising (2.C.5)

The College considers quality academic advising an important element of student success and provides a wide array of advising services and options to meet the varying needs of students. The College promotes those services in the catalog, in the quarterly class schedule, and on the website. Advising services are available days,

evenings, online, and in printed form. Advising services include the following:

Enrollment Services, which has two full-time advising and outreach coordinators, provides entry level advising and referral for new students. Students are referred to faculty advisors as appropriate.

The Counseling, Advising and Career Center (CACC) provides a full range of advising and counseling services to new and continuing students. Advising and counseling services are also provided by the Student Support Services Program that serves first-generation and low income students; the Opportunity Grant program that serves students pursuing high-demand professional and technical jobs; the Rainier Learning Center that provides tutoring services; and the Diversity and Equity Center that supports students of color, re-entry women, and lesbian, gay, bisexual, and transgender students. Twelve professional counselors provide advising and counseling services in the CACC and these other programs.

Full-time faculty provide program advising during their office hours, at SOARs (discussed below), during special advising week sessions each quarter, and at other times requested by students.

Table 2.5: Transfer Degrees Offered by Everett Community College

Degree	Transfer Relates to These Majors
Associate in Arts and Sciences – Option II	General transfer degree
Associate in Arts and Sciences – Option I	Professional areas of study
Associate in Business – DTA	Business administration and accounting
Associate of Science	Science, computer science, and engineering
Associate in Technology – DTA	Science and engineering technologies
Associate of Science - Pre-Engineering Technology: Mechanical, Manufacturing and Plastics	Engineering
Associate of Science – Pre-Engineering Technology: Computer and Electrical Engineering	Engineering
Associate of Science – Pre-Engineering Technology: Chemical and Bioengineering	Engineering
Associate in Pre-Nursing	Nursing
Associate in Applied Science – Transfer	Professional technical degrees

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, including advising services.

All new students are scheduled for a “SOAR,” a one-stop day-long battery of skills assessment (testing), orientation, advising, and registration services. SOARs are offered periodically throughout the school year, and intensively as a new quarter draws near. The advising portion of the SOAR 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.

Curriculum guides provide detailed information to new and current students about the requirements for each degree and certificate, with names and contact information of faculty advisors in each area. The guides are available on the website and in printed form in various locations on campus.

Most technical programs provide quarterly information sessions aimed at new students to familiarize them with program opportunities and requirements. These are publicized in the quarterly class schedule and on the college website.

Counselors, advisors and faculty staff a “LUCY Booth” in the main hallway of the Student Union building during each quarter. The booth provides easy access to advising for students in a high traffic area.

The College places a priority on training academic advisors. New full-time faculty receive advisor training as part of their orientation to the college. New senior associate faculty (long-term part-time faculty) receive advisor training as part of the senior associate orientation. Senior

associates hold office hours and advise students. The College also provides an Advising Handbook to all faculty and to counselors at local high schools. The handbook is updated annually and is available on the College’s intranet. Enrollment Services and the Counseling, Advising and Career Center provide advisor training during opening week each fall quarter and provide advising workshops and updates periodically throughout the school year. A quarterly advising update is circulated to the faculty.

Although the College’s array of advising programs meet the needs of students for information and advice, the College believes that strengthening its advising programs will be an important part of its effort to improve overall retention and graduation rates. In 2008-2009, the College participated in the Foundations of Excellence First Year Experience self study/assessment project. The results of that study, which are discussed in Additional Doc. 3A.9, include a recommendation to strengthen the College’s advising programs:

Mandatory Advising (High priority). Assigning an academic adviser to all students would provide academic support by ensuring that students, throughout their career at EvCC, will receive correct academic information, accurately follow their degree plan, and assist with identifying personal needs to support their social and safety needs.

A similar recommendation was also made by the College’s Student Success and Retention Committee. In response, the College established the Mandatory Advising Implementation Committee, which is chaired by the Interim Dean of Student Development and Diversity Advocacy and which has developed a plan for implementing mandatory advising.

Developmental and Remedial Education (2.6.C)

The College does not require developmental or remedial work prior to admission. As an open door institution, the College provides admission to those with a high school diploma or who are age 18 or older, though some special support programs (such as dual enrollment in Running Start, College in the High School, or Tech Prep) will enroll “underage students.”

Many programs, though, include courses that have prerequisites for certain skill levels in writing, math and/or reading. New students enrolling in eight or more credits, or in English or math courses, must take a placement test that identifies their skill level. These placement test scores enable students to meet prerequisites, or to identify developmental courses that will enable them to meet prerequisites.

Developmental courses are offered for credit, though such courses may not be applicable to some degrees; applicable courses are identified in each program’s curriculum guide. The College does not enforce a credit load limit on students who enroll in developmental courses.

For both admission and continued enrollment, the College reserves the right to determine a student’s ability to benefit from instruction at the College. The College’s Low Scholarship and Academic Probation policy (Additional Doc. 2A.29) sets forth standards for satisfactory progress that apply to all continuing students.

Faculty (2.C.7)

The College has 135 full-time faculty from 47 departments, representing each field in which the College offers significant coursework (see faculty listing in the college catalog). Seventy percent of full-time faculty have a master’s degree or higher; 18% of full-time faculty had an earned doctorate (see Table 4.2 in Standard Four). Faculty in vocational/technical programs have professional certifications appropriate to their fields. Each department maintains a list

of qualifications necessary for full-time and part-time faculty to teach each course in their department. Taking into account education, certifications and prior experience, adherence to these lists ensures that each course is taught by a qualified faculty member. For more information about the College’s faculty see Standard Four.

Licensure Pass Rates/Job Placement Rates (2.C.8)

The College tracks licensing examination pass rates for Aviation Maintenance Technology, Cosmetology, Medical Assistant, Nursing, Nursing Assistant, and Welding graduates. This information is tracked in the appropriate program reviews and is published in the annual Key Indicators prepared by the Institutional Research office.

Continuing Education and Special Learning Activities (2.G)

The College has multiple continuing education and special learning activities that support the College’s mission of providing quality education in an atmosphere that encourages all students to achieve their educational goals, and preparing students to be lifelong learners, responsible community members, and citizens in a rapidly changing world.

Basic Skills and Adult Education

The Basic Skills and Adult Education division sponsors programs at several off-campus locations (see table 2.6) that provide accessible, low-cost basic education options. These sites allow the College to reach into the community and serve a diverse group of residents, many of whom may not be able to attend classes on the main campus.

These programs match their campus counterparts in content and outcomes. All of these Adult Education courses have been

approved by Instructional Council and are taught by faculty from the College. The Dean of Basic Skills and Adult Education oversees the programs, the scheduling of courses, the assignment of faculty, and the annual program review of the Adult Education program, which includes these off-campus sites.

Corporate and Continuing Education Program (CCE)

Mission, Organization, and Administration of CCE (2.G.1, 2.G.2, 2.G.4, 2.H.1)

The mission of Corporate and Continuing Education (CCE) is to “develop and deliver training programs that enrich lives and promote individual, corporate, and community prosperity.” CCE accomplishes this mission by providing training in the following areas:

- *Customized corporate training solutions.*
- *Continuing professional development and certification.*
- *Small business acceleration.*
- *Community education.*
- *College in the High School program.*

In addition to supporting the College’s mission of providing quality education and lifelong learning, CCE focuses specifically on the College’s mission to “collaborate with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships.”

The CCE program is part of the College’s instruction division and is managed by the executive director for corporate training, who reports to the vice president of instruction. The CCE program is evaluated each year through the program review process that applies to all instructional programs. Moreover, CCE developed a comprehensive business plan that was approved by the Board of Trustees (Additional Doc. 2A.11). CCE periodically updates the board on program enrollments, financial status, and progress in achieving the business plan.

All proposed CCE courses go through a rigorous approval process. An instructor first submits a course proposal (Additional Doc. 2A.18), a part-time faculty application, and a resume. CCE then reviews these documents, performs a market analysis and a competitive analysis for the course, consults with relevant College programs or academic departments, interviews the applicant (including a teaching observation), and checks references and credentials. For non-credit courses, which constitute most CCE courses, the course is approved by the executive director for corporate training or the director of continuing education. All courses offered for college credit must be approved by the relevant instructional department and Instructional Council, and must adhere to all policies and procedures related to other credit courses offered by the College. In either case, the College is solely responsible for the academic and fiscal elements of the courses offered.

Table 2.6: Off-Campus Locations

Location	Courses
Mariner High School, Everett	ESL
Park Place Middle School, Monroe	ESL, ABE, GED, HSC
Sultan Elementary School, Sultan	ESL
Senior Services MultiCultural Center, Everett	Citizenship
Westin High School, Arlington	ESL, ABE, GED, HSC

CCE courses are designed based on industry standards and are taught by instructors who are subject-matter experts and/or certified in the subject. For example, the instructors for the project management course are certified as Project Management Professionals by the Project Management Institute. Every CCE course includes a student evaluation that assesses the achievement of the course's student learning outcomes. The evaluation uses a Likert scale from 1 to 5, with 5 being the highest. The benchmark score is at least 4.25. If the benchmark is not met for each student learning outcome, the executive director or the director consults with the instructor to identify ways to improve the course.

Full-time Faculty Involvement (2.G.3)

CCE includes full-time faculty in a variety of ways to plan and evaluate CCE programs. Full-time faculty:

Consult on course content and learning outcomes for both open enrollment courses and contract training.

Teach some CCE courses and contract training workshops.

Mentor high school teachers who participate in the College in the High School program.

Review and approve courses in the College in the High School program.

Annually review CCE course descriptions and learning outcomes as members of Instructional Council.

Fee Structure and Refund Policy (2.G.6)

CCE uses market and competitive analysis to establish its fee schedule. CCE's practice is to price its courses and workshops slightly lower than its competitors.

A full refund for a non-credit class is provided if a student changes or cancels the class at least

four business days prior to the first class session, or if the College cancels the class because of low enrollment. Moreover, if a student is not satisfied with a class, or is not able to attend because of an emergent situation, the student may repeat the class one time during the next year for no charge. The satisfaction guarantee does not apply to online or credit classes. The refund and satisfaction guarantee are in the quarterly class schedule and are stated verbally to each person who registers over the phone. The refund policy for credit classes is the same as for all other credit courses offered by the College. That refund policy is also stated in the quarterly class schedule and on the college website.

Determination of Credit (2.G.7, 2.G.8, 2.G.9)

Most CCE courses are non-credit. The credit courses taught in CCE are developed by the relevant instructional department within the instruction division and are approved by Instructional Council just as any other credit course offered by the College. The instructor for each credit course is assigned by the instructional department (not CCE), and the number of credits is based on institutional policy that is applied consistently to all credit courses offered by the College. Credit courses offered through CCE are considered self support (rather than state support) and the tuition is the same as for other self support courses offered outside of CCE. The College's policy on granting credit for prior experiential learning, which was discussed earlier in Standard Two, applies to credit courses offered through CCE.

Audit of Non-Credit Instruction (2.H.2)

CCE maintains a file on each instructor. That file includes the course proposal form, course description, student learning outcomes, instructor resume and/or application, summaries of student evaluations of the instructor's course(s), and correspondence between CCE

and the instructor related to the quality of the content of the course(s) or the instruction.

Continuing Education Units (CEUs) (2.H.3)

CCE approves courses and workshops for CEUs based on guidelines developed by the International Association for Continuing Education and Training. 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 (Additional Doc. 2A.15).

Distance Delivery of Courses, Certificate, and Degree Programs (2.G.5, Policy 2.6)

Approval and Purpose (Policy 2.6 a,b,f)

The College's Mission Statement indicates that the college will, "Provide equal access to educational opportunities for all students." In addition, Strategic Initiative Five states, "The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services." The College's distance learning program, called eLearning, supports this mission and strategic initiative by providing online access to educational courses, degrees, and certificates for residents of the College's service area who are not able to come to the campus for face-to-face classes. The College offers online courses (no on-campus component) and hybrid courses (part online and part on-campus). In addition, each on-campus course is supported by an online classroom that can be used for posting messages, assignments, and grades.

Online courses must be approved by Instructional Council in the same manner as any other course. The approval process and procedures used by Instructional Council are discussed earlier in Standard Two. This process

ensures the currency of online materials, programs, and courses. Moreover, all online classes have the same course and learning objectives as their on-campus and hybrid counterparts. In addition to offering its own online classes, the College offers some courses taught through Washington Online (WAOL), the Washington State online consortium, but only if the course has been approved by one of the College's faculty members from the appropriate academic discipline.

Curriculum, Instruction, and Faculty Support (Policy 2.6 c-i,m,n)

The College uses a commercial learning management system which allows instructors to communicate and interact with students in a variety of ways, including system announcements, discussion forums, live chat, and email. The system also allows an instructor to post all course materials, including syllabi, lectures, PowerPoint presentations, and other course materials in the online classroom. In addition, the instructor can give quizzes or tests online and use the online gradebook.

The eLearning program has a faculty advisory committee which meets once per quarter. The advisory committee examines and makes recommendations for institutional policies and practices as they relate to eLearning, and verifies that the technology used is appropriate for the courses and programs offered. In addition, the committee researches and recommends areas in which to invest eLearning resources. All eLearning courses are developed by faculty with the support of the eLearning office. Therefore, faculty ensure the content and rigor of each course offered. Additionally, most eLearning courses have master courses. Master courses have been developed by faculty members for the purpose of passing the course along to a new or part-time faculty member.

The eLearning program has established policies and procedures for course creation and ownership. A faculty member must sign a training agreement, obtain the dean's approval to take online training, and complete an online training course to be certified to teach online. A faculty member may receive the online training via the WAOL Planning for Success course, or via other comparable training. The training must emphasize online course design and pedagogy, and the use of web-based applications in online classes. During the early years of the eLearning program, faculty members received a \$500 payment for the development of a new online course. In exchange for this payment, the faculty member allowed the eLearning office to retain a copy of the course for use by other instructors. A faculty member had the right to refuse this payment, however, and by doing so to retain full rights to the course. This \$500 incentive has been eliminated because over time a core set of online courses has been developed.

The eLearning office provides a number of workshops and workdays each quarter that focus on pedagogical and technical issues. Many training sessions can also be joined remotely via the College's web conferencing software, Elluminate. Faculty may also download and view the training sessions from the training section of the eLearning Intranet site. The College also has a grass-roots faculty group called ACE (ANGEL Collaboration and Exploration). The group meets regularly to discuss online pedagogy, course design, and technical issues. The eLearning office has created a webpage for faculty with current help guides, training information, and links to other useful resources, and has created an online classroom in which faculty can collaborate. The eLearning office also provides one-on-one support to faculty.

Library and Information Resources (Policy 2.6 j-I.)

The College provides the same library support to all students, whether they are enrolled in an on-campus or online course. All library databases are available to students online. A link to library resources has been embedded in the standard online classroom template in addition to links to library resources on the main course management webpage. College librarians have created tutorials for library skills and students can always contact a librarian for help via telephone, email or online live chat.

Information literacy is one of the College's core learning outcomes, and faculty integrate library assignments and information literacy skills into their online classes to the same extent as they would in other classes. Faculty, therefore, actively monitor the appropriate use of learning resources by students through assignments and activities. In addition, educational programs assess the achievement of student learning outcomes as part of the annual program review process. When a program assesses the achievement of information literacy skills, that assessment applies to online classes to the same extent as to on-campus and hybrid classes.

Students who enroll in a telecourse rent the video series for the quarter. Students may pick up their course materials in the College library or request that the materials be mailed to them. If an online course requires specialized software, the College strives to ensure the software is also available in at least one computer lab on campus in addition to selling the software in the bookstore. College computer labs are open and available to all enrolled students. Hours include nights and Saturdays to meet the varying demands of student schedules. The library provides laptop computers for short-term checkout and netbook computers for long-term checkout. This option allows students who do not have a personal computer to take online classes.

Student Services (Policy 2.6 o-r)

The College provides many student services online. Students may apply for admission to the College and register for classes either in person or online at the College's website. Students may apply for federal financial aid (FAFSA) online. In addition, the financial aid office has developed a comprehensive webpage on types of financial aid, how and when to apply, and information on receiving an award.

Students may contact an advisor via telephone, email, or in person. A few online programs, such as medical transcription and medical coding, have advisors available specifically for that program. Students may order their textbooks online via the College's bookstore. Telecourse students may rent their materials for the quarter and can request materials be mailed to them. Students may take their placement testing online through Accuplacer. A student may also go to a local college to take the test and have the scores sent to the College. Counseling services are available via telephone, email, and in person.

Complaints related to eLearning courses offered by either the College or WAOL follow regular institutional policy set forth in the student rights and responsibilities section of the student handbook. See discussion of procedures for handling student complaints in Standard Three.

The College provides a wide range of information that accurately represents programs, requirements and services available to eLearning students. eLearning provides a quarterly schedule of eLearning courses, postcards to online students with quarterly information, and a webpage with the most current eLearning information. All publications are reviewed and updated quarterly for accuracy.

The College actively supports students in the efficient use of the eLearning technology. The eLearning webpage lists the technical requirements a student must satisfy to most effectively run the course management software. In addition, the main login page of the system

has a system check module which indicates if a student's computer system is compatible with the course management system. The eLearning webpage also has a short quiz entitled, 'Am I Ready?' which asks students key questions to help them determine if they are ready to take an online class. Some programs, such as the medical transcription and medical coding, send letters to their students that outline program and technical requirements.

The College belongs to the Northwest eTutoring Consortium. This is a partnership with Washington State Community Colleges, Washington State University, the State of Washington, and the Connecticut Distance Learning Consortium. Participation in this consortium allows the College to provide online tutoring in math, writing, anatomy, physiology, and accounting for all of its students.

The eLearning office has a director and a program coordinator. The program coordinator is the main contact for students experiencing technical difficulties in online classes. Students can reach the eLearning office via email, phone, and in person during normal business hours. Technical support is not currently available 24/7.

Facilities and Finances (Policy 2.6 s,t)

The College does not host its own course management system, but has contracted with Angel Learning to house and maintain its servers. eLearning has two trained system administrators: the Director of eLearning and the Dean of Arts and Learning Resources. In addition, eLearning works closely with the College's IT department in managing online course creation and user login and password information. eLearning faculty also work with the College's Media Services department to develop media content for their online courses.

The College's eLearning program continues to expand, with more students taking online courses every year. From 2007-08 to 2008-09 enrollment in online courses increased by 13%

and enrollment in hybrid courses increased by 38%. This growth in online students, classes, and online faculty increases the volume of services provided by the eLearning department to both students and faculty. It also highlights the need for increased opportunities for students to complete degrees and certificates online. The most recent program review recommends the hiring of an instructional designer to provide more assistance to faculty who teach online courses and to manage more effectively the increasing workload in eLearning.

Commitment to Support (Policy 2.6 u)

The College recognizes the need to provide online courses and other alternatives to traditional on-campus classes. Strategic Initiative 5 states, "The College will provide innovative learning experiences for students in both traditional and alternative modes of instruction and support services." The five goals that implement this initiative emphasize the College's commitment to supporting distance learning:

The College will diversify its modes of delivery by utilizing current technologies.

The College will assure and promote that designated certificate and degree programs are available through remote delivery and achievable within 3 years.

The College will increasingly develop and use alternative teaching and learning techniques that promote independent and active learning and respond to the widening age range that is pursuing education and training.

Student support and learning assistance services will be aligned with the various modes by which students are accessing our courses and programs.

Innovation will be encouraged and supported with professional development funds through the budgeting process.

Evaluation and Assessment (Policy 2.6 v-x)

The College routinely evaluates the eLearning program and its effectiveness. The program compiles quarterly completion rate statistics on all of its courses (Additional Doc. 2A.31), which show that completion rates in online courses are comparable to those in on-campus courses. The College does not actively recruit students to its eLearning program and has an open door admission policy.

Student learning outcomes in eLearning courses are evaluated in the same as they are in on-campus courses - via the instructional program review process discussed earlier in Standard Two. Each spring quarter the eLearning office sends and compiles a survey asking students about their experiences with the eLearning program. Survey results can be found in Additional Doc. 2A.32.

The College complies with the Higher Education Opportunity Acts rules for authentication. Each student is given a unique login and password and instructors have the option of requiring proctored exams. There is no distinction between a degree earned via on-campus classes or via eLearning. All requirements are the same. In addition, eLearning encourages faculty to design assignments and assessments that allow for original thought ensuring the integrity of the course material.

Travel/Study Courses (2.G.12)

The College's Northwest Language Center offers periodic travel abroad programs in Germany, Mexico, and Spain. The College is also a member of the Washington Community College Consortium for Study Abroad (WCCCSA). WCCCSA has seventeen community and technical college members and works with study

abroad providers who have staff located at the destination that arrange housing, classroom space, excursions, and other aspects of the program. Programs are offered in Italy, England, Costa Rica, Peru, and South Africa. The classes offered through the consortium are taught by instructors selected from the participating Washington colleges, with the exception of culture or language classes which are taught by instructors from the country where the program is taking place. All instructors hired outside the United States must meet the same standards as faculty within the Washington community and technical college system. For these study abroad programs, the College applies the same academic standards, credits, and institutional control as for other courses offered by the College. Credit is not awarded for travel alone.

Analysis and Next Steps

Strengths

The College has outstanding facilities (classrooms, labs, and technology) utilized by highly qualified faculty.

The College has developed programs of distinction in healthcare, advanced technology, sciences, entrepreneurship, and visual arts.

Through its program review process, the College has implemented and systematically pursued a comprehensive program of assessing student learning outcomes.

The College has a dedicated group of long-term faculty who pursue professional development opportunities and adapt to new modes of teaching and learning.

Challenges and Recommendations:

The College has quality professional-technical faculty. However, it faces an ongoing challenge to recruit equally qualified professional-technical faculty to replace retiring faculty. The College

should develop a plan to retain the quality of its professional-technical faculty. (2.A.1, 2.C.7)

A reduction in state funding for equipment has reduced the College's ability to upgrade and replace equipment. The College should develop other funding sources for equipment upgrades and replacement to supplement state funding. (2.A.1)

Advising is voluntary for students. Therefore, not all students receive adequate advising services. The college should implement a version of mandatory advising similar to that recommended by the Student Success and Retention Task Force and the faculty committee on the Transition to Mandatory Program Advising for Students. (2.C.5)

The College's eLearning program has expanded significantly each year since 2002. This has created a challenge to provide additional online degree and certificate programs and to provide adequate support staff. The College should develop a plan to deal with this growth in enrollments. (2.A.1, Policy 2.6)

		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
Content Management Table							
Standard Two: General Requirements and Undergraduate Program							
Required Documentation (D)		EvCC Documentation					
2D1.1	Measures of educational program effectiveness	D.1a	Program Reviews	X			X
2D1.2	Documents demonstrating appraisal of educational program outcomes	D.2a	Summary of Program Reviews	X		X	X
2D1.3	Inventory of degree programs added and deleted in last five years	D.3a	Degrees Programs Added & Deleted	X		X	X
2D1.4	Number of degrees granted in each program for the last three years	D.4a	Awards 2007-09	X		X	X
2D1.5	Published statements/Written rationale for general education program	D.5a	Philosophy Statement on General Education	X		X	X
Required Exhibits (E)		EvCC Exhibits					
2E1.1	Statement of degree objectives for each degree program	E.1a	Listing of Curriculum Guides				X
		E.1b	List of Degrees and Certificates Offered				X
2E1.2	Description of curriculum development bodies and advisory groups	E.2a	Instructional Council Operating Procedures				X
		E.2b	Instructional Council Minutes Summary				X
		E.2c	Curriculum Proposal Process				X
		E.2d	Curriculum Proposal Process Follow-up				X
		E.2e	Curriculum Development Procedures chart				X
		E.2f	Program Viability Process				X
		E.2g	Summary of Program Reviews				X
2E1.3	Complete departmental or program self-studies	E.3a	Summary of Program Reviews				X
2E1.4	Evaluation forms and summary reports of student evaluations	E.4a	ABE Student Evaluation Form				X
		E.4b	ESL L1 & L2 Student Evaluation Form				X
		E.4c	ESL L3-L5 Student Evaluation Form				X
		E.4d	IDEA Student Form				X
		E.4e	IDEA Results Report Sample				X
2E1.5	Self-study and evaluation committee reports from external reviews	E.5a					X
2E1.6	Criteria and procedures for admission and retention of students	E.6a	Application for Admission				X
		E.6b	Transfer Credit Evaluation				X
		E.6c	EvCC Course Catalog 2008-09			X	X
		E.6d	Diploma Application				X
		E.6e	PEP Guide				X
2E1.7	Policies regarding transfer of credit, including articulation agreements	E.7a	Transfer Credit Evaluation				X
		E.7b	Transfer Credit Policies				X
		E.7c	Articulation Agreement Listing				X
		E.7d	ICRC Handbook				X
		E.7e	PEP Guide				X
		E.7f	Credit Options listed in EvCC Course Catalog			X	X
		E.7g	Transfer Credit Policies			X	X
2E1.8	Policies regarding remedial work	E.8a	EvCC Course Catalog 2008-09			X	X
2E1.9	Description of materials/forms used in the academic advising process	E.9a	Listing of Curriculum Guides				X
		E.9b	EvCC Student Handbook 2009-10			X	X
		E.9c	EvCC Advisor Handbook 2009				X
		E.9d	EvCC Course Catalog 2008-09			X	X
		E.9e	Testing Center Schedule				X
		E.9f	Guidelines for Advising MOU 01/10/08				X
2E1.10	Grade distribution studies	E.10a	Grade Distribution 2008-09				X
		E.10b	Grade Distribution Sample Worksheet				X
		E.10c	Grade Distributions by Dean 2008-09				X
2E1.11	Policies governing public service	E.11a	None exists, per the VP of Admin Services				

Content Management Table Standard Two: Continuing Education and Special Learning Activities		Mailed				Onsite			
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online		
Required Documentation (D)		EvCC Documentation							
2D2.1	Org charts: relationship of continuing education to other academic units	D.1a	Org Chart: Instruction at 07-09	X		X			
		D.1b	Org Chart: VP Level	X		X			
2D2.2	Summary of off-campus programs, directors, sites & enrollments	D.2a	Off Site Programs & Classrooms	X		X			
2D2.3	Policies for institutional approval of off-campus and special programs	D.3a							
Required Exhibits (E)		EvCC Exhibits							
2E2.1	Printed publications for special programs	E.1a	eLearning Getting Started					X	
		E.1b	dLearning Information Session					X	
		E.1c	eLearning Course Schedule: Spring 2009					X	
		E.1d	Corp & Cont Education Schedule: Spring 2009					X	
		E.1e	Are You Ready Worksheet					X	
		E.1f	DL Common Problems					X	
2E2.2	Policies regarding award of credit based on prior experiential learning	E.2a	Transfer Credit Policies					X	
2E2.3	Polices that address all items of Standard Indicator 2.A.10	E.3a	PEP Guide					X	
2E2.4	List of courses/programs taught by nontraditional instructional formats	E.4a	Non-Traditional Courses and Programs					X	
2E2.5	Budget/financial data relating to continuing education/special learning	E.5a	Budget and Financial Data for Cont.Ed/Special					X	
2E2.6	Comparability studies of outcomes of accelerated/concentrated courses	E.6a	Continuing Education Mission					X	
		E.6b	Student Evaluation 10/24/09 on ACCESS 2007					X	
2E2.7	Policies regarding admission and transfer of prior credit earned	E.7a	Transfer Credit Policies					X	
2E2.8	Sample transcript with explanation of codes for experiential learning	E.8a	Sample Transcript					X	
2E2.9	Contractual agreements with other institutions or travel agencies	E.9a						X	
2E2.10	Criteria & procedures for admission of students and awarding of credit	E.10a	SBCTC Appendix B					X	
2E2.11	Publications for continuing education and special learning programs	E.11a	eLearning Getting Started					X	
		E.11b	dLearning Information Session					X	
		E.11c	eLearning Course Schedule: Spring 2009					X	
		E.11d	Corp & Cont Education Schedule: Spring 2009					X	
2E2.12	Criteria & procedures for registration of students and awarding of units	E.12a	Criteria for Registration and Awarding Units					X	
2E2.13	Procedures for personnel involvement in program approval &	E.13a	Procedure for Personnel Involvement					X	

Content Management Table Standard Two: Continuing Education and Special Learning Activities		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
Additional Supporting Documentation (A)	EvCC Additional Documentation						
2A.1	A.1 Degree and Certificates Offered					X	
2A.2	A.2 List of Courses: Most Recent Action Taken					X	
2A.3	A.3 Program Viability Report 2008					X	
2A.4	A.4 Program Viability Report 2009					X	
2A.5	A.5 Administrative Review of Program Viability					X	
2A.6	A.6 Mandatory Program Adv. Recommendations					X	
2A.7	A.7 Mobility Report					X	
2A.8	A.8 Learning Outcomes for Certificate Programs					X	
2A.9	A.9 Learning Outcomes for Degree Programs					X	
2A.10	A.10 Project Mgmt Certificate Award of Achievement					X	
2A.11	A.11 CCE 5-Year Business Plan					X	
2A.12	A.12 CE BOT Update-Funding Use & Results 10/2009					X	
2A.13	A.13 CEU Instructor Letter					X	
2A.14	A.14 CEU Roster Project Mgmt Essentials					X	
2A.15	A.15 CEU's & Clock Hours					X	
2A.16	A.16 CE SuperHost Flyer					X	
2A.17	A.17 Course Desc & Learning Outcomes Project Mgmt					X	
2A.18	A.18 Course Proposal					X	
2A.19	A.19 Evaluation Tool Project Mgmt					X	
2A.20	A.20 Project Management Brochure					X	
2A.21	A.21 Course Action Request					X	
2A.22	A.22 Course Information Form					X	
2A.23	A.23 Diversity Graduation Requirement: IC Actions					X	
2A.24	A.24 Approved Diversity Courses					X	
2A.25	A.25 Modality of Distance Learning						
2A.26	A.26 Stat Analysis of Comparable Course Outcomes						
2A.27	A.27 Prior Experiential Learning					X	
2A.28	A.28 SBCTC Prof-Tech Program Approval Process					X	
2A.29	A.29 Low Scholarship and Academic Probation					X	
2A.30	A.30 Distance Learning & Hybrid Students					X	
2A.31	A.31 Quarterly Completion Rate					X	
2A.32	A.32 Student eLearning Surveys					X	

3 Students



Student Services Mission and Organization (3.A.1)

The Everett Community College Student Services Mission Statement supports the mission and goals of the College.

Student Services Mission Statement (figure 1.1)

Student Services' mission is to provide comprehensive high quality services toward empowering a diverse student population in identifying and achieving their educational, career and personal goals.

Guided by student services standards developed by the Council for the Advancement of Standards in Higher Education and by the handbook of best practices of the Washington State Student Services Commission (Additional Doc. 3A.1), the College's Student Services division pursues its mission and provides adequate services to help students achieve their educational, career, and personal goals.

Student Services stays focused on supporting the College's mission and goals through a process of ongoing program review and strategic planning designed to meet the ever changing needs of its community of students. All departments within Student Services participate in a three-year program review cycle to ensure that the individual department goals and outcomes are consistent with those of the division and the College.

Student Services is organized into eight operational units designed to most directly assist students in achieving their education goals: Enrollment Services, Student Financial Services,

Student Employment Referral Center, Diversity and Equity Center, Student Activities and Student Government, Center for Disability Services, Intercollegiate Athletics and Intramural Activities, and the Counseling, Advising and Career Center. Three other grant funded-programs—Student Support Services, Opportunity Grants, and Student Persistence and Achievement—are under the supervision of the Interim Dean for Student Development and Diversity Advocacy. These programs provide extensive wrap-around services for disadvantaged low-income, underrepresented student populations.

The organizational structure of Student Services has undergone several significant changes in the last year to increase efficiencies and to enhance services for students. With the retirement of long-term dean of students/vice-president Rich Haldi in 2008, the College reviewed the organizational structure of Student Services and took the following actions:

Realigned Enrollment Services under the vice president for student services. Enrollment Services had been supervised by a vice-president for enrollment management and executive director for the University Center.

Created a two-dean structure under the vice president for student services. As shown in the Student Services organization chart (Required Doc. 3D.1a), the interim dean for enrollment and student financial services has primary responsibility for entry services: outreach, admissions, testing, registration and records, and student financial aid. The interim dean for student development and diversity advocacy oversees those functions that provide direct student support services once a student is enrolled at the college.

Continued the direct reporting of student activities, athletics, and disability services to the vice president for student services, who also serves as the College's chief judiciary officer for student conduct issues.

At the present time, the three upper level management positions in the student services division are interim roles. A decision to change the status of these positions to permanent will dictate the future direction of the reorganization.

The structure continues to evolve as the staffing needs are evaluated in light of student demand for services and budgetary constraints. Personnel needs identified through the student services program review process will also have a bearing on future organizational changes.

The new structure has stimulated increased interaction among the upper levels of management in Instruction and Student Services. The vice president for student services and the two deans regularly attend the weekly meetings of the instructional deans. Communication is streamlined, resulting in better organizational responsiveness to common problems and new ideas.

The directors in Student Services meet regularly as the Student Services Administrative Council and work collaboratively to align departmental programs and services to meet strategic objectives.

Periodic student satisfaction surveys—such as the Community College Student Experiences Questionnaire (CCSEQ) and the Center for Community College Student Engagement questionnaire (CCSSE)—report positive student satisfaction with the services provided by Student Services. Similar positive responses were obtained from the First Year Matters student survey (Additional Doc. 3A.9).

Student Services Personnel (3.A.2)

Student Services personnel have the appropriate qualifications and necessary experience to meet their responsibilities (see resumes in Additional Doc. 3A.4). They are well qualified for their positions as evidenced by the Student Services Staff profile in Required Doc. 3D.6a and Table 2 at the end of this standard.

Program staff are involved in their statewide commissions and have attended professional development workshops at the local, state and national level. In 2008-09, Student Services staff attended workshops or conferences whose themes included student behavior management and intervention, veteran's services, student leadership, and other job-related topics. Many served as officers in their state-wide associations. Additional Doc. 3A.5 provides details on professional development activities.

Performance evaluations for all classified staff and faculty in Student Services are conducted annually according to the collective bargaining agreements. Exempt administrators are evaluated annually using the process determined by the College.

Student Development Policies (3.A.3)

The Student Services division, like all other units of the College, operates under the policies and procedures set by the Board of Trustees, and the College's Mission Statement and Strategic Plan. In addition, Student Services has its own strategic plan that guides its activities. Within this context policies and procedures have been developed for the services provided by Student Services: admissions and registration procedures, transfer credit policies, handling of student records, financial aid procedures, student rights and responsibilities, academic regulations, and others policies and procedures. Policies specific to Student Services are published in the student handbook, the college catalog, the quarterly class schedule, and the college website.

Some division programs are regulated by external agencies and have defined policies and procedures to which they must adhere. These programs include Financial Aid, Veterans' Services, the Student Support Services Program, and the Opportunity Grant program.

Student-related policies and procedures are continually reviewed, modified and developed

as needed. This occurs as a component of the program review process; recommended policies or changes are submitted to the vice president for student services for review and adoption. Those requiring approval of the Board of Trustees are vetted through the regular process used by the College for all policies and procedures.

Policies and procedures related to the Associated Students (ASB) organization are contained in the following documents: Student Rights and Responsibilities, Associated Students Constitution and Bylaws, S&A Fees Financial Code, E-Tech Code, Programs Board By-laws, and the Club Handbook. Proposals for new or amended policies are first presented to the ASB Executive Council and then to the Student Senate. Depending on the category of the change, final action rests with the director of student activities, the vice president for student services, the college president or the Board of Trustees.

All policies and procedures are designed to support the mission and goals of Student Services.

Student Services Resources (3.A.4)

Through the annual planning, program review, and budget process, the College identifies the needs of Student Services and allocates resources adequate to support those needs.

Physical Resources

Student Services are primarily located in two facilities, the Parks Student Union and the Jackson Center. The student gymnasium, which was built in 1958 and located at 12th and Rockefeller, was demolished during summer 2009. Athletic programs are temporarily being held at various locations throughout the district awaiting the completion of the new Health and Fitness Center in January, 2011. This transition has created a temporary inconvenience for athletic programs, but once completed the new facility

will adequately support those programs with a modern, centrally-located facility.

In 2007, students voted to assess a new fee to provide enhancements to the Parks Student Union and other student spaces on campus. This decision was based on a perceived need for more meeting, study, and recreation spaces for students as enrollment increases, and the need for a new athletic facility. The first enhancement is the new Health and Fitness Center discussed above. In summer 2010, construction will begin on a 6,000 square foot addition to the Parks Student Union building that will provide a new cafeteria, enhanced art gallery, and new recreation/meeting space for students.

Several Student Services programs are located on the third floor of the Parks Student Union. Having adequate office space for the personnel in these programs is a challenge. Discussions are underway to co-locate all Student Services personnel into one building to improve delivery of services to students and to maximize the efficient use of resources.

Human Resources

Full-time employees total sixty (60), which includes sixteen (16) administrative and professional staff, thirty-four (34) classified staff and ten (10) faculty. Based on program review recommendations and the recent restructure, new positions and upgrades in classification have occurred in some areas to better serve students:

- *Created a dean of enrollment and financial services.*
- *Created a dean of student development and diversity advocacy.*
- *Added a financial aid position with an IT specialty.*
- *Added a program assistant in Enrollment Services to support the implementation of mandatory orientation.*

- *Upgraded running start coordinator to exempt status.*
- *Added a new running start coordinator to support the growth in the running start program.*
- *Upgraded a program coordinator to an educational planner in the Counseling, Advising, and Career Center to provide more advising services.*

Financial Resources

Student Services identifies and prioritizes its human, financial, and physical program needs through a three-year program review process. Budgets are evaluated annually and resources are adjusted to continually meet the requirements of individual programs.

Student Services is allocated 11% of the institution's operating budget. Additional funding has been received through Workforce Training, Workfirst and Perkins grants, and Running Start to supplement staffing costs. Moreover, the ASB provides an 8% overhead fee from the S&A Fees revenue that directly supports staff in Student Activities and Athletics. Though full-time staffing levels have been maintained in student services, other areas of the student services budgets (part-time staffing, travel, printing and supplies) have been diminished over the last several years. Future budget reductions may impact the viability of some student services programs.

Identification of Student Characteristics and Needs (3.B.1)

The College's Office of Institutional Research publishes an Environmental Scan (Required Doc. 3D.3b) and a Fact Book (Required Doc. 3D.3a) each year. These documents identify characteristics of the student population and their needs, and provide data that inform the systematic efforts of the College to meet those needs.

The College identifies students' learning needs through an entry skills assessment. New students

who wish to register for eight or more credits, or who are planning to enroll in math or English courses, must complete an assessment (ASSET or COMPASS test) of their reading, writing, and math competencies to assist students and their advisors in planning their educational programs and to satisfy course prerequisites.

The College then provides a range of services to assist students in meeting their learning needs, including counseling and advising; required course prerequisites; dedicated support for specific populations, such as first-generation or low-income college students, veterans, students of color, re-entry women, LGBT students, and international students; and tutoring services.

The College also identifies special needs of students. A voluntary question on the Application for Admission asks if the student has any physical, sensory, or mental impairment that substantially limits one or more major life activities. If so, and the student wants reasonable accommodations for that condition, the student is referred to the Center for Disability Services (CDS). In addition, the College promotes the services of CDS in the catalog, on the website, and through a brochure, and encourages students to use those services.

In addition to its regular analysis of students' characteristics and needs, during the 2008-2009 academic year, additional data on first year students' experience at the College were collected as a result of the College's participation in the First Year Matters Project, which was sponsored by the Foundations of Excellence (Additional Doc. 3A.9). The recommendations of this year-long assessment will be used by the Student Success and Retention Committee to employ student support strategies that promote student achievement of educational goals.

The Student Success and Retention Committee has made extensive use of the information provided by the Office of Institutional Research to develop strategies that improve student success. The Student Success and Retention

Committee—a standing committee composed of faculty, staff and students whose goal is to identify and implement a comprehensive plan to improve student retention and completion—began its work during December 2004 and in January 2006 presented its preliminary recommendations to the Board of Trustees. Eleven initial initiatives were proposed with seven of them ready for implementation during 2006-07. During fall 2006 two new initiatives were added: Tutoring Services and Circle of Advocates for Native Opportunities in Education (CANOE). Based on the work of this committee, student success and retention initiatives are now included with the College's Strategic Enrollment Management Plan. In 2008, the Board of Trustees reiterated the important work to be done around student access and retention when it included this as one of its strategic initiatives in the Strategic Plan.

The Student Success and Retention Committee is co-chaired by the vice president of instruction and the vice president for student services. During 2009-10, the committee has agreed to focus its efforts on four major areas:

- *Data collection to identify factors contributing to student success and retention.*
- *Enhanced efforts to disseminate financial aid information to parents and students.*
- *Implementation of mandatory orientation and advising programs.*
- *Improving the early academic warning process with the intent of implementing intervention strategies to enhance student completion.*

Student services staff are leading many of these efforts, working with the instructional faculty and students to make substantial progress on these initiatives. Annual reports of the Student Success and Retention Committee are available in Additional Doc 3A.7.

Student Involvement in College Governance (3.B.2)

Student participation in institutional government is guaranteed in the Student Rights and Responsibilities:

- *As constituents of the educational community, students shall be free, individually and collectively to express their views on issues of institutional policy and on matters of general interest to the student body. The student body shall have a clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of student government shall be reviewed by the Director of Student Activities and by the Vice President for Student Services through orderly procedures.*

Students participate in the governance of the college in a variety of ways:

- *Serving on student services committees (Additional Doc. 3A.8).*
- *Participating in student government.*
- *Serving on faculty tenure review committees.*
- *Chairing and serving on the E-Tech committee and disbursing the proceeds from the technology enhancement fee.*
- *Participating on task forces.*
- *Reporting monthly to the Board of Trustees on issues regarding student life and activities (ASB president).*
- *Attending the weekly president and vice president staff meeting (ASB president and any interested students).*

Faculty advise students in all aspects of student programs and services, including the development of policies, services and budgets. Faculty serve as club advisors to the more than forty clubs sponsored each year by the ASB. Faculty members are represented on the Services & Activities Fees Budget Committee, the Student Conduct Committee, the Graduation Committee, and the E-Tech Committee, to

highlight just a few. A faculty member is also the advisor to the student newspaper, The Clipper.

Student Rights and Responsibilities (3.B.3)

The College policies regarding student rights and responsibilities, academic honesty, grievance procedures, and other student-related policies are set forth in the student handbook (Required Doc. 3D.2a). The handbook is available in the offices of the vice president of instruction, the vice president for student services, and student activities. It is also on the college website. New students are provided copies of the student handbook during student orientation sessions.

The student rights and responsibilities were developed in the 1970's through a collaborative effort of students, faculty, and administrators and approved by the Board of Trustees, which also must approve any modifications to the document. The student rights and responsibilities are reviewed annually for comprehensiveness; the last major revision occurred in 2007. The Student Programs Board By-Laws, ASB Constitution, Student Club Handbook, E-Tech Budget Code and the S&A Fees Budget Code also are evaluated and updated annually.

Fundamental rights of due process are included in the student rights and responsibilities. A clear student code of conduct, procedures for disciplinary actions, procedures to preserve student rights and due process, and information on the jurisdiction of college personnel all contribute to the fair and consistent implementation of the student rights and responsibilities.

Safety and Security of Students (3.B.4)

The College provides for the safety and security of students in a variety of ways. The Office of Campus Safety, Security & Emergency Management is responsible for ensuring the

overall safety of the campus and managing campus parking and safety education programs. The office is staffed twenty-four hours a day, seven days a week by officers professionally trained in campus safety procedures developed through the Western States Association of Campus Law Enforcement Administrators. The officers patrol the campus buildings and parking lots, enforce college rules and regulations, provide basic first aid, and assist local agencies in police and fire-related emergencies. The college webpage on Campus Safety and Security and various brochures available at the security office and other locations on campus, describe the safety and security programs and services provided for students.

Safety education is an important responsibility of the Safety, Security & Emergency Management office. Emergency information flipcharts are posted in each classroom, emergency survival kits are provided in offices and classrooms, and annual crime reports are posted in the security office and on the college webpage for campus safety and security. A Health and Safety Committee and an Emergency Management Committee work with the director of campus safety & emergency management to identify approaches to improve campus security and emergency preparedness.

In an effort to strengthen campus safety and create a more effective early intervention process for students at risk to themselves or others, the vice president for student services formed a behavioral intervention team (BIT). Composed of five members (vice president for student services, an instruction division administrator, the director for disability services, the director of campus safety & emergency management, and a counselor), the BIT meets weekly to coordinate information on students of concern and to identify early intervention strategies to minimize threats to the campus. The College has funded tracking software, training for the BIT members, and training workshops for the campus community.

The College is concerned that all students feel safe and secure on the campus. In that regard, the College has implemented the Safe Zones program to address the needs of Lesbian, Gay, Bi-Sexual and Transsexual Students and at the request of Muslim students, prayer spaces have been established for meditation on campus.

Publication of College Catalog and Student Handbook (3.B.5)

The college catalog, the quarterly class schedule, and the student handbook are reference guides for new and continuing students. The catalog and class schedule contain information and requirements related to college mission, admission and registration, academic regulations, financial aid, graduation requirements, course descriptions, tuition and fees, refund policies, student rights and responsibilities, and services for students. The College evaluates, revises, and publishes its catalog each year. The class schedule is revised and published quarterly.

The student handbook contains information on student conduct, grievance policies and procedures, academic honesty, and student rights and responsibilities. The handbook also describes each Student Services program (such as athletics, student activities, counseling, testing) and various campus services and resources (such as child care, learning labs, and the library). The student handbook is produced by the Student Activities office and is updated annually.

The catalog, quarterly class schedule, and the student handbook include the final exam schedule, important dates to remember for the academic year, emergency closure information and procedures, and all campus policies affecting students. These publications are in print and also on the college website. The class schedule is mailed to over 235,000 households in the district. Copies are also sent in response to inquiries by phone, web, or mail.

Evaluation of Student Services (3.B.6)

The College conducts program reviews for each program within Student Services. Such reviews are completed on a three year cycle, and are done in concert with the Office of Institutional Research. The results are reviewed by the vice president for student services and other college administrators and inform the development of budgets and decisions about program changes.

Student Services also uses the Community College Student Evaluation Questionnaire (CCSEQ), which is administered every three years to assess student satisfaction with services provided. In 2008-09, the college also participated in the First Year Matters project which gave additional feedback on student experiences related to Student Services. Results of these surveys are included in Additional Doc. 3A.9. The results led to improvements in services provided. For example, based on the results of the First Year Matters project, the College is implementing mandatory orientation and advising programs, has improved communication with students through comprehensive campus signage and a continuously improved college website, and has promoted more effective communication within Student Services departments through a reorganized management structure and between the Student Services and Instruction divisions through joint meetings of deans from both divisions.

Criteria for Evaluating Student Achievement and Awarding Credit (3.C.1, 3.C.2, 3.C.3)

The evaluation of student achievement and the awarding of credit are based on clearly stated and distinguishable criteria. The number of credits assigned to a particular course is proposed by the faculty members who design the course and is approved by Instructional Council. Each approved course has a course

information form that indicates the course title, course description, distribution area, faculty contact hours, credits, learning objectives, and learning outcomes. This approval process and course format insure consistency in the awarding of credits. Following approval by Instructional Council, a course is listed in the college catalog and quarterly class schedule with the approved course description and number of credits. Course syllabi and assignments for the course articulate the criteria used to evaluate student learning both for individual grades and for the award of course credit. The syllabi include the learning objectives and outcomes approved for the course.

The course catalog specifies the policies and procedures for the recording of credits and grades, and how a student's progress will be noted. The College honors academic credit earned at other accredited institutions and adheres to the statewide policy on Intercollege Transfer and Articulation among Washington State Public Institutions implemented under a common course numbering system in 2008 to facilitate transfer of credit. The catalog and other printed materials also explain the requirements to complete degrees and certificates. Student Services also conducts information sessions about degree requirements and achievement strategies.

The College uses the traditional letter grading system to assess academic achievement and converts letter grades to the decimal system to compute grade point values. Non-traditional grades such as N (audit), S (satisfactory), and I (Incomplete) are used when appropriate, have no grade point value, and except for the S grade, no credit is awarded. Courses in which non-traditional grades are issued are excluded from the grade point average calculation. The grade palette is published in the College catalog and on the website.

Grades are submitted to the Registrar's office using the Instructor Briefcase online option, a

software program used by community colleges throughout Washington. Grade changes are accepted only with appropriate documentation from instructors.

In the case of a disagreement with a grade, students have a process by which to seek resolution. The academic grievance policy and procedures are detailed in the student handbook.

Distinctions between Degree and Non-Degree Credit (3.C.3)

The college follows state guidelines and standards for determining those courses qualifying for credit. The college catalog defines credit-bearing classes, and explains how a student can earn credit in credit-bearing courses. The quarterly class schedule distinguishes between, and separates, credit classes and non-credit courses.

The College offers two types of non-credit classes: (a) Adult Basic Education/English as a Second Language (ABE/ESL) and (b) continuing education. Continuing education courses generally are offered through the Corporate & Continuing Education Center, are distinctly noted as non-credit and listed separately in the quarterly class schedule.

Transfer Credit (3.C.4)

Transfer credit is accepted from accredited institutions or other institutions under procedures outlined in the college catalog. The transfer credit approval procedures are detailed, conform to transfer procedures used at other colleges and universities, and are consistently applied to ensure that any credits transferred are of high academic quality and relevant to the program pursued at the College. A maximum of sixty (60) quarter credits may be applied as transfer credit toward a degree.

Students complete a Transfer Credit Evaluation Request form (Exhibit 2E1.6b) to begin the process. This form is available in Enrollment

Services or on the college website. The College has two credential evaluators in Enrollment Services who process routine credit evaluations. Students transferring from the College are informed that the receiving institution determines the transferability of credits and emphasizes the steps needed to assure transfer to the institution of their choice.

Records Maintenance and Security (3.C.5)

Enrollment Services uses a system of controls that limits access to student records. Electronic records are password protected, and only employees with appropriate clearance have access to change grades. The college catalog outlines policies and procedures for the handling and confidentiality of student records.

Compliance with the Family Educational Rights and Privacy Act (FERPA) regulations by all staff assures confidentiality of student records. FERPA is strictly enforced and employees are required to take FERPA training before access is given to electronic records. Students have a process whereby they may request that their information not be released.

Student records are maintained electronically through the Washington State College Web Admissions Center and downloaded into the Student Management System (SMS). Copies of older microfiche format files are in the Enrollment Services office. Documents are retained according to the General Retention Schedule published by the SBCTC and approved by the State Records Committee.

The College's Admission Policies (3.D.1)

Consistent with its mission to provide equal access to educational opportunities for all students, the College has an open-door policy and provides access to all students age 18 or older, and to students under age 18 who hold a high school diploma or GED. The College also maintains a partnership with local high schools to admit qualified juniors and seniors into its

Running Start and College in the High School programs, wherein students are able to earn college credits that also count toward their high school diploma requirements.

The College publishes its admissions and enrollment procedures in the college catalog and on the college website. Students have the flexibility to apply in person, by mail, or online. Students who plan to register for eight or more credits, or who plan to enroll in math or English courses, must complete an entry skills assessment test. The test results assist students and advisors in planning the student's educational program. An orientation to the College and advising services are offered to all new students. The admissions page of the college website provides links to a wide range of information for new students with specific needs.

Respecting Diversity (3.D.2)

The College's commitment to diversity is highlighted in its mission and vision. Since the 2000 self study, the college completed a Diversity Assessment and Planning study and instituted a Community Advisory Committee for Diversity that reports to the president of the college. The College also instituted comprehensive services for its diverse student body under the umbrella of the Diversity & Equity (D&E) Center. Those services include:

- *An Office of Multicultural Services & Programs.*
- *Women's and Lesbian, Gay, Bisexual, and Transgender Services & Programs.*
- *A Diversity Counselor.*

A full-time Associate Dean for Diversity was hired to manage the Diversity and Equity Center and coordinate institution-wide diversity initiatives. As of summer 2009, the D&E administrator was promoted to the Dean of Student Development and Diversity Advocacy. Reporting to the vice president for student services, this position assures that a comprehensive array

of services and resources are available for the recruitment and retention of students from underrepresented groups.

D&E programs and activities are listed in the college catalog, student handbook, and website. The D&E website refers students to the Safe Zone Handbook, related student clubs, quarterly newsletters, activities and programs. The Diversity and Equity Center, in collaboration with The Office of Institutional Research, compiles, analyzes and reports data annually on access, retention and completion of students of color. See Required Doc. 3D.3c

The Diversity and Equity Center offers outreach and recruitment activities, such as the following:

- *Increasing Diversity in Engineering and Science (IDEAS) Camp, offered to 7th-9th grade area school students each summer.*
- *Annual Links & Alliances LGBT Youth Conference.*
- *Pink Prom for LGBT youth.*
- *Students of Color Career Conference.*
- *Support for students to attend the statewide Students of Color Conference and the Power Of One LGBT Leadership Conference.*
- *Winter Children's Holiday Party for our non-traditional and low-income student families.*

The Diversity and Equity Center created the Teacher Education Advancement (TEA) program to increase the number of teachers of color in local K-12 schools. The TEA program aims to increase low-income and minority students' access to education and increase the number of low-income students seeking two- and four-year degrees in education, with an emphasis on teacher preparation.

Placement Services and Requirements (3.D.3)

The college catalog and website explain the entry skills assessment requirements, including the waiver and appeal process. Enrollment Services also publishes a "testing services"

brochure that details the variety of assessment tests offered, and resources to practice. The Testing Office has extended hours to expand access for those who are unable to take their placement tests during standard business hours. Students can take either the Assessment of Skills for Successful Entry Transfer (ASSET) or the Computer Adaptive Assessment System (COMPASS) tests. Both are widely perceived as acceptable tests for many educational institutions, including Everett Community College.

Test and assessment scores are used to guide students' placement into courses with prerequisites (either recommended or mandatory). Prerequisites are prescribed for English composition, mathematics courses, and most sequence courses. Prerequisites may be satisfied by an adequate placement test score, a grade of C or better in the prerequisite course, or by approval from the appropriate faculty member.

Suspension, Termination, and Readmission Policies (3.D.4)

Standards for satisfactory academic progress are published in the college catalog (Additional Doc. 2A.29). Students failing to meet these standards are notified of resources available to assist them. Continued lack of progress may result in suspension or termination. Students dismissed for low scholarship may petition the Re-admission Committee in writing for re-admission to the College earlier than an absence of four quarters. Decisions of the Readmission Committee may be appealed to the vice president for student services.

The Student Success and Retention Committee is considering a revision to the Low Scholarship/Academic Probation policy to ensure that early intervention strategies are employed before the end of the second quarter as is currently the case. Identification of academically challenged students within the first quarter, coupled with immediate remedial strategies to determine

the problem and find solutions, should increase student retention and success. A system that tracks the retention of students who receive early assistance will be incorporated to measure program success.

Students suspended or terminated due to violations of the Student Conduct Code are advised of their rights of appeal specified in the Student Rights and Responsibilities section of the student handbook. That information is also available on the college website. Additional disciplinary actions can occur based on violations of the College's Computer and Network Acceptable Use Policy, which is discussed in the student handbook. Violators of this policy will be subject to the normal disciplinary procedures of the College, including those described in the student handbook in the section titled Student Rights and Responsibilities.

Graduation Requirements (3.D.5)

The college catalog and website outline graduation requirements for all certificates and degrees. Enrollment Services, in co-operation with faculty, publishes curriculum guides with all degree requirements listed. This information also is available on the college website. To establish eligibility to graduate, a student must fill out a diploma/certificate application and attach a completed program checklist of classes taken to establish eligibility for a degree or certificate. That checklist is part of the curriculum guide for the particular degree or certificate. The application and checklist must be submitted to Enrollment Services, which verifies that all requirements for graduation have been satisfied. This process results in a consistently applied process to verify eligibility to graduate.

The Student Right to Know disclosure is included in the college catalog and on the college website under the FERPA link.

Financial Aid Program (3.D.6)

The Financial Aid Office (FAO) awards financial aid based on the Student Financial Services Mission: "Student Financial Services (SFS) is committed to providing quality services to meet the needs of a diverse student population by offering financial resources to promote access to education and enhance student success." SFS is dedicated to equitable delivery of available financial resources in an efficient and timely manner. Aid is awarded based on financial need of each student per the Free Application for Federal Student Aid (FAFSA) filed for that academic year. To keep debt down for the student, the College uses a 55% equity packaging philosophy and does not package loans without a student request. Auditors from federal and state agencies analyze award practices annually, keeping the College accountable.

Financial aid programs include:

- *Federal Work Study*
- *State Work Study*
- *Family Federal Educational Loan Grants*
- *Scholarships*
- *Worker Retraining*
- *WorkFirst*
- *Opportunity Grant*
- *Private Student Loans*

See Exhibit 3E.2a for details on the types and amounts of financial aid awarded and the number of students who receive financial aid.

Publication of Scholarship and Grant Information (3.D.7)

All scholarship and grant programs are published on the college website at <http://www.everettcc.edu/finaid>. Also published there are the conditions of financial aid awards. The types of grants available are:

- *Federal Supplemental Educational Opportunity Grant (SEOG)*
- *Washington State Need Grant (SNG)*
- *Everett Community College Institutional Grant (EvCC Grant)*
- *Everett Community College Tuition Waiver (TW)*
- *Federal Pell Grant*
- *EvCC Childcare Grant*

Scholarships are posted electronically at <http://www.everettcc.edu/finaid> and in a binder available in the Financial Aid Office. A wide range of scholarship opportunities are listed. All sources are updated on a monthly basis and as scholarships are made available.

Monitoring of Student Loans (3.D.8)

The College uses the Mapping Your Future Online Student Loan Counseling program to conduct entrance and exit interviews for each borrower. Financial literacy sessions are conducted by a variety of sources on campus throughout the academic year and literature regarding loan repayment obligations is available in the Financial Aid Office. "At risk" students are informally counseled and mentored when repayment problems are pending.

The Financial Aid office has one staff member assigned to monitor the cohort default rate who works with each guarantor to proactively reduce the cohort default rate at the College. The current cohort default rate at the College is 8.2%. Beginning the 2009-2010 academic year, the Reauthorization Act of Higher Education (RAHE) passed a recalculation of the cohort default rate of three years. It is projected that this change will increase each school's cohort default rate each year.

Orientation and Advising of Students (3.D.9, 3.D.10)

The college provides several orientation venues for new students, including special populations, at appropriate times during the quarter. The college instructs students about the value of attending the orientations, and encourages those special populations to take advantage of this service. Enrollment Services provides regular orientation opportunities at specific intervals during the summer and prior to registration each quarter. Students are encouraged to attend by letter, and in person via phone and email. Special populations, such as Diversity & Equity Programs, International Students, Running Start students and Youth Re-Engagement students have specifically-tailored orientations.

The College's "Student Orientation Assessment and Registration" (SOAR) Program is listed in the College Catalog. The program is conducted in person but there also is an on-line orientation process on the College website. Currently, orientation is optional, but plans are underway to institute a mandatory orientation program during the 2010-2011 academic year for all new students.

The College provides entry advising for new students, and ongoing advising throughout a student's academic program. Entry advising is provided by Enrollment Services, the Counseling, Advising, and Career Center, and other department across campus. A wide array of both entry and program advising services are offered to students. Those services were covered in Standard Two's discussion of academic advising and are found in Additional Doc. 3A.10.

The College actively encourages students to use advising services, particularly the use of faculty in the program being pursued, but advising has been optional. However, based on the recommendation of the Student Success and Retention Committee, the College recently decided to implement a program of mandatory

advising during the 2010-2011 academic year for new students seeking degrees and certificates.

Career Counseling and Placement Services (3.D.11)

Career counseling is provided through the Counseling, Advising and Career Center. The services include career research, decision-making, educational preparation, future job outlook, wages, and other factors. Online access is available to the Washington Occupation Information System (WOIS). Career workshops and credit bearing classes are available year round for students needing career exploration services.

The Student Employment Referral Center (SERC) offers free assistance to current and former students in securing full and part-time employment. Services include posting of employment opportunities for the College's students and alumni for part-time, full-time, temporary, entry-level, and highly-skilled jobs in the community; placement in federal and state work study positions on and off-campus; and placement in career-related internships. In addition to providing employment services, SERC sponsors workshops on resume writing, job search techniques, and interviewing preparation.

The College hosts three job fairs per year with over 40 businesses at each fair. Individual employers also advertise their job opportunities and seek job applicants each Thursday in the "Employers on Campus" program.

Like other Student Services programs, career counseling and placement services are evaluated every three years during the program review process.

Health Care Services (3.D.12)

As a "commuter college," Everett Community College does not have a health care center on campus. However, health care information and community referrals are provided through a variety of offices on campus:

Counseling, Advising, and Career Center provides short-term crisis intervention with referrals for long term mental health services to community agencies.

The Student Activities Office hosts a Health and Wellness Corner, offers workshops on health related issues, and provides brochures on health issues and information on student health insurance.

Student Housing (3.D.13)

The College does not provide student residence housing.

Food Services (3.D.14)

The College provides food service for students, faculty, and staff on campus in Parks Student Union under the auspices of the Office of College Services. The mission of the Cascade Range Café is to provide nutritious and healthy food options for students, staff and faculty so as to support teaching and learning at the College. All food services are licensed and inspected by the Snohomish County Health District and adhere to its Food Handling Guidelines.

The College surveys the campus community regarding the quality and variety of food, the quality of the facility, and the manner in which the food is offered. The latest survey of The Cascade Range Café was conducted in 2008. Based on the responses from the campus community, the College decided to expand the food service area and make it more inviting. Construction is scheduled to begin in summer 2010 on a new addition to the Parks Student Union that will provide a new cafeteria and bistro. At that time, the College will also contract its food services to an outside vendor.

Co-Curricular Activities and Programs (3.D.15)

The Student Activities Office (SAO) is the administrative component of Student Services that provides management, supervision, and guidance to The Associated Student Body of Everett Community College (ASB). The ASB provides a venue for representing student interests in the College governance system and provides funding for various student activities and programs through the Services and Activities (S&A) fees collected along with tuition. Examples of programs funded include: student media (The Clipper), drama, tutorial services, honor societies (Phi Theta Kappa), student clubs, athletics, recreation, childcare, cultural programming, and diversity awareness. Approximately 40 student clubs offer a variety of co-curricular activities that are open to all students at the College. Most events are offered free of charge or at a subsidized rate. The 2009-10 S&A list of funded programs is available in Additional Doc. 3A.11.

Student leadership development skills can be acquired through a variety of opportunities. Students can participate on the Associated Student (ASB) Executive Council, or the ASB Student Senate. Selection procedures for the Executive Council and the Student Senate are outlined in the ASB Constitution (Additional Doc. 3A.12). Student leaders are also selected to serve as student assistants and graphic designers in the Student Activities Office or the Paper Clip, the student-managed service center in the Parks Student Union.

The Student Programs Board provides another venue for students to gain leadership skills. The members of the Student Programs Board are responsible for the scheduling of a comprehensive and diverse series of artists, lecturers and entertainers for the campus and the community.

Students are represented on most of the committees on campus, including the Academic

Appeals and Regulations Committee, Student Success and Retention Committee, the College Council, and the faculty tenure review committees. The ASB and Student Senate set annual goals and appoint committees to oversee the accomplishment of these.

During 2009-2010, the ASB and Senate leadership have become more involved in the Leadership Academy, a statewide organization of student leaders that promotes issues of concern to state and local legislators. For the past three years, the ASB president has traveled with the College president and the Board of Trustees to Washington, D.C. to meet with federal legislators to advocate for student needs. The ASB president will be making this trip again in the spring of 2010.

Policies and Procedures for Co-Curricular Activities (3.D.16)

Co-curricular activities of the Associated Students of EvCC (ASEvCC) are governed by the ASB Constitution, Student Programs Board by-laws, club handbook, and student handbook. The use of Services and Activity (S&A) fees to fund clubs, organizations, programs, and activities is governed by the policies and procedures in the ASB Financial Code and the annual S&A Fee budget book. All documents are reviewed each year for current policies and effectiveness as set forth in each document and are signed by the ASB president, vice president for student services, the college president, and the chair of the Board of Trustees (depending on document).

Recreational Activities (3.D.17)

The College offers a limited number of recreational/intramural activities for students, depending on student interest. Presently the Trojan Fitness Center (on Broadway) temporarily is available for recreational classes and exercise activities. The new Student Fitness and Health Center, when completed in January 2011, will be

available for recreational and intramural users during the day and evening.

Bookstore (3.D.18)

The College owns and operates the bookstore as an auxiliary enterprise under the auspices of the Office of College Services. The bookstore provides all the required textbooks and instructional supplies to support the instructional program. The bookstore has expanded its services to meet the varying needs of students. For example, the bookstore allows students to order their books online either to be shipped to them or picked up in person. Moreover, the bookstore is offering a limited number of books on a quarterly rental basis. Another way in which the Bookstore has expanded support of the educational program and contributes to the intellectual climate of the campus is by hosting authors to sign their books.

The College complies with the requirement of the Higher Education Opportunity Act by providing information about course textbooks when students register for classes.

Student Media (3.D.19)

The school newspaper, the Clipper, offers students a professional newspaper publishing experience. Located in newsroom-type offices in Whitehorse Hall, the Clipper is published biweekly during the fall, winter, and spring quarters. The faculty advisor, who is on the journalism faculty, oversees the work that is published, but the paper is student-run and operated.

In November, 2007, the Board of Trustees passed a resolution supporting the editorial independence of student publications which reinforces the canon of journalism contained in the student handbook.

Intercollegiate Athletics and Institutional Control (3.E.1)

The College is a member of the Northwest Athletic Association of Community Colleges (NWAACC). The Athletic Director is responsible for compliance with all policies and procedures outlined in the NWAACC codebook. The College's athletic program is an integral part of the total educational program. A program review is conducted every three years. The results are reported to the vice president for student services, who then reports the results to the president of the College. The program is subject to an annual audit for NWAACC Grant in Aid. Also reported on an annual basis is information related to the Equity in Athletic Disclosure Act, Athletic Aid Reporting Assistant (Student Right to Know), and an Annual Athletic Report.

The Athletic Department, including the Athletic Director and coaches, ensures that the comprehensive mission, philosophy, goals and objectives for the college and intercollegiate athletics are met. The annual reports are reviewed by the Board of Trustees, such that the institutional controls are exercised regularly and extensively to assure that the intercollegiate athletic program is an integral part of the institutional education program and supports the College's mission.

Goals and Objectives of the Intercollegiate Athletic Program (3.E.2)

The goals and objectives of the athletic program are reviewed annually by the athletic department, the Athletic Program Review

Committee, the Student Services budget review process, the ASB Budget Review process, and in the college budget review. Each of the coaches and other personnel in the athletic department understand their job requirements and goals and meet with the director on a regular basis. Coaches hired are highly regarded in their area of expertise and job descriptions are revised as needed. The NWAACC codebook is consulted and adhered to during the year.

Admission, Academic, and Graduation Standards for Athletes (3.E.3)

Student athletes have afforded to them the same access to student services and educational facilities as other students. The athletic department works closely with Enrollment Services, Financial Aid, Cashier's Office and students to manage partial tuition waivers and scholarships offered to student athletes. Student athletes work with their coaches and faculty advisors to register for classes, to meet the College's academic requirements, and to ensure a positive progression toward degree completion.

Athletic Budget (3.E.4)

The athletic budget is prepared by the athletic director and submitted to the vice president for student services during the college budget development process. Fundraising is coordinated by the director and the Everett Community College Foundation. The NWAACC Grant-In-Aid Audit and Equity in Athletic Disclosure Act are consulted to ensure compliance. The director also collaborates with the director of student

Table 3.1: Budget for Men's and Women's Athletics

	Men's Athletics	Women's Athletics	Total Budget
S&A and Fundraising	\$172,000	\$199,500	\$371,500

activities and the ASB Budget Committee to receive resources from student fees each year.

Gender Equity (3.E.5)

The College demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support services, equipment, and access to facilities. Programs offered at the College are:

- *Men's and women's basketball*
- *Women's volleyball*
- *Men's and women's soccer*
- *Men's baseball*
- *Women's softball*
- *Men's and women's cross country*
- *Men's and women's track*

The athletic budget is prepared and administered under the scrutiny of the NWACC and the College's accounting and audit process, including scrutiny of student-athletes who qualify for financial aid and academic scholarships.

The budget for men's and women's athletics is noted in table 3.1.

Scheduling of Intercollegiate Practices and Competition (3.E.6)

All scheduling of intercollegiate athletic competition is conducted annually by the NWAACC Athletic Commission, with input from the athletic directors, in an effort to avoid conflicts with the members' instructional calendars. Practices are conducted during non-intrusive instruction time; the field sports are conducted off campus, and until the new Health and Fitness Center is completed, the court sports are conducted off campus also. Student athletes' class schedules and practices are coordinated with their registration each quarter to avoid conflicts. Athletic schedules are held in abeyance during finals.

Analysis and Next Steps

Strengths

The Student Success and Retention Committee has successfully identified critical needs of students and implemented relevant programs to increase the number of students who attain their educational objectives.

Campus safety is a concern of all campus constituents. The formation of the Behavior Intervention Team is strengthening campus safety and addressing the early intervention needs of at risk students.

The program review process has been a powerful driving force for change. Many of the recommendations implemented from previous program reviews continue to be revised and restructured.

An ongoing and continuing commitment to special populations has resulted in a safe and nurturing environment in all aspects of the college. Programs, enrollments, and completion rates have improved and increased significantly.

Challenges and Recommendations:

The College is experiencing increased enrollment of students who are not academically prepared for college or who have personal challenges. At the same time budgets have been reduced and hiring periodically frozen. In this environment, filling critical gaps in staffing and providing ongoing professional development is a critical challenge for Student Services. More efficient approaches to service and implementing newer technologies will not eliminate the growing human resource requirement and greater demand by individual students. The College should develop a strategy to address the need for additional human resources in Student Services. (3.A.4)

Appendix A

Policy 3.1: Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

As the college expands into other communities in its service area and as the number of online users continues to grow, new modes of delivering student services will need to be developed. Full-time trained and knowledgeable staff are required to conduct secure data management processes at satellite campuses and centers. Student Services must take advantage of the new technologies and interactive services available and develop a strategy to provide adequate services in satellite locations and online. (3.A.1)

The current physical office locations in Jackson and the third floor of the Parks Student Union are overcrowded and not conducive to serving students in a comfortable, efficient, and welcoming environment. The College should plan for adequate space on campus to create a one-stop student services center. (3.A.4)

	College Catalog	Quarterly Schedule	EvCC Web Page	Student Handbook	Curriculum Guides
Institutional Mission and Goals	◆		◆	◆ (partial)	
Entrance Requirements and Procedures	◆	◆	◆	◆ (partial)	
Program/Course Information	◆	◆	◆		◆ Note: frequency of courses is noted when certain courses are only periodically offered.
Degree/Program Requirements	◆		◆		◆
Faculty Information	◆		◆		
Facilities	◆	◆	◆	◆	
Rules and Regulations for Conduct	◆(partial)	◆ (partial)	◆	◆	
Tuition, Fees, and Other Program Costs	◆	◆	◆		
Financial Aid Information	◆	◆ (partial)	◆		
Refund Policies	◆	◆	◆		
Academic Calendar	◆	◆	◆	◆	
Student Support Services	◆	◆(partial)	◆	◆	
Requirements for licensure for occupations	◆		◆		◆
Representation of accredited status	◆		◆	◆	◆(selected programs)

Advertising, Publications, Promotional Literature

The College exhibits integrity and responsibility in its advertising efforts, in student recruitment, and representation of accredited status. All activities aimed at promotion of the College keep the educational program as the primary emphasis. Supporting material in Standard Nine (Exhibit 9E.4a) includes a sampling of promotional material, including advertisements and other publications used by the College. The two primary publications of the College, the Catalog and the Class Schedule, are provided in both print and online format, and are readily available for anyone who inquires either by phone, mail, in person, or via the Web. The online format of both of these publications is also updated regularly with the most current information. Both of these publications, and others, are produced on a regular schedule and are monitored for accuracy during the editing phases by several different departments.

Official publications include the following items:

Career opportunities are described in both the college catalog and in curriculum guides for selected programs. In each case, the clear and accurate information regarding requirements and eligibility for licensure or entry into the field are mentioned. Potential and currently enrolled students are encouraged to meet with a program advisor in order to clarify and confirm these requirements.

The College lists in the College Catalog all faculty hired on a regular contract, but does not list all part-time faculty. Part-time faculty may vary from term to term. Part-time faculty are, however, listed in the College's Directory on the website, thus enabling the college to provide current contact information of all instructors. The credentials and conferring institutions of full-time faculty are listed in the College Catalog.

Student Recruitment for Admissions

Student recruitment is coordinated in the Enrollment Services office in collaboration with several other offices on campus, such as the Diversity and Equity Office and Student Financial Services. Staff who serve as recruitment and outreach personnel are hired based on their educational background, experience and demonstrated skills; they have at least a bachelor's degree and in most cases a graduate degree. The majority of recruitment occurs during the 40-50 visits by admissions offers to the local high schools, at events held on campus, such as Family Night and Students of Color Career Conference. In addition, faculty of specialized programs, such as Aviation Maintenance Technology, Cosmetology, Fire Science and Criminal Justice engage in outreach activities with relevant audiences. On occasion faculty, staff, and administrators will be asked to speak to local community groups or schools in order to present information about the College. In particular, elementary and middle schools often collaborate with the College to build educational aspirations in their young students. Local businesses have also asked for representatives to conduct informational presentations at in-house career fairs or as part of job retraining/layoff seminars. The College also participates in regional high school/college conferences and college tours. In all cases the information is presented in an ethical manner, utilizing approved College publications that describe program requirements, career options and costs.

The College does not use independent contractors or agents for the recruitment of local, domestic students. The College does have an agreement with the Everett Community College Foundation which holds contracts with overseas agents for the purpose of assisting international students in their application to the College. Overseas agents are carefully vetted for the quality of their services. No overseas agent has

the authority or capability to provide admission and enrollment information for a student; that responsibility resides with qualified College staff who communicate with applicants regarding program requirements, costs, and entry and support services. In the event a student is admitted and enrolls in classes, the Foundation provides a fee to the agency.

Representation of Accredited Status

The College Catalog, page 6, provides a compliant statement regarding the College's accreditation status, including reference to the program accreditation of the Nursing and Medical Assisting programs. The college's accreditation status is also described on the College's web site.

Content Management Table Standard Three: Students		Mailed				Onsite			
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online		
Required Documentation (D)		EvCC Documentation							
3D.1	Organization chart for student services	D.1a	Org Chart: Student Services at 09/09	X		X		X	
3D.2	Student handbook	D.2a	EvCC Student Handbook 2009-10	X			X	X	X
3D.3	Summaries of student characteristics: composite of student body	D.3a	EvCC Fact Book 2008	X				X	
		D.3b	EvCC Environmental Scan 2008	X				X	
		D.3c	EvCC Students of Color Data	X				X	
3D.4	Student retention and rate of graduation data for the last three years	D.4a	Graduation Rates	X		X		X	
3D.5	Completed Table #1: Admissions Report	D.5a	Admissions Report	X	X			X	
3D.6	Completed Table #2: Student Affairs Staff Profile	D.6a	Student Affairs Staff Profile	X	X			X	
3D.7	Procedures for policy development including involvement of students	D.7a	EvCC Student Handbook 2009-10	X			X	X	X
Required Exhibits (E)		EvCC Exhibits							
3E.1	Policies on student conduct, rights, resp. & grievance process	E.1a	Student Publications Resolution					X	
		E.1b	EvCC Student Handbook 2009-10				X	X	X
3E.2	Statistics on student financial aid for the last three years	E.2a	Higher Education Coordinating Board					X	
		E.2b	Financial Aid Cohort Default Rates					X	
3E.3	Recent financial aid reviews conducted by state & federal agencies	E.3a	SBCTC Financial Aid Audit					X	
		E.3b	WA State Financial Aid Audit					X	
3E.5	Copy of the mission and goals of each unit	E.5a	Athletics Mission & Goals					X	
		E.5b	Counseling Advising Career Ctr Mission & Goals					X	
		E.5c	Diversity and Equity Mission & Goals					X	
		E.5d	NW Athletic Assoc of CC Mission & Goals					X	
		E.5e	Student Empl. Referral Ctr Mission & Goals					X	
3E.6	Evidence of goal attainment of each unit	E.6a	Athletics Evidence of Goal Attainment					X	
3E.7	Evidence of the impact of student services on students	E.7a	Athletics Evidence of Impact on Students					X	
3E.8	Required institutional publications	E.8a	Required Publications from Course Catalog				X	X	X
Additional Supporting Documentation (A)		EvCC Additional Documentation							
3A.1		A.1	SS in Comm/Tech Colleges: A Practitioner's Guide					X	
3A.2		A.2	EvCC Course Catalog 2009-10				X	X	X
3A.3		A.3	SS Unit Program Reviews					X	
3A.4		A.4	SS Staff Resumes					X	
3A.5		A.5	SS Professional Development Activities & Orgs					X	
3A.6		A.6	EvCC Course List - Winter 2010					X	
3A.7		A.7	SS & Retention Year-End Report					X	
3A.8		A.8	SS Committee Listing					X	
3A.9		A.9	First Year Matters Report					X	
3A.10		A.10	Advising Services & Practices					X	
3A.11		A.11	S & A Fees Funded Programs 2009-10					X	
3A.12		A.12	ASB Constitution 2009-10					X	
3A.13		A.13	SS Strategic Plan					X	
3A.14		A.14	Advising Handbook					X	
3A.15		A.15	SS Philosophy & Mission Statements					X	

4 Faculty



Faculty Qualifications (4.A.1)

The selection, development, and retention of sufficient numbers of qualified faculty to conduct high quality educational programs that meet student needs is of paramount importance to Everett Community College. Every part of the educational mission of the College is represented by qualified faculty who are committed to the institutional mission. The distribution of faculty across the College's educational programs is listed in Table 4.1.

In addition to instructors, the faculty includes five full-time and three part-time librarians, and ten full-time and two part-time counselors. The faculty counselors perform counseling and advising services in five programs on campus: the Counseling, Advising, and Career Center that serves all students; the Student Support Services Program that serves first-generation and low income students; the Opportunity Grant program that serves students pursuing high-demand professional and technical jobs; the Rainier Learning Center that provides a wide range of tutoring services; and the Diversity and Equity Center that supports students of color, re-entry women, and lesbian, gay, bisexual, and transgender students.

The College requires faculty who teach transfer courses, or who work in librarian or counseling roles, to have at least a master's degree in an appropriate field. Professional-technical faculty must possess at least a bachelor's degree and/or relevant certification in a vocational field. Degrees earned by full-time faculty are listed in Table 4.2.

Table 4.1: 2007-08 Faculty Headcount by Division and Employee Status

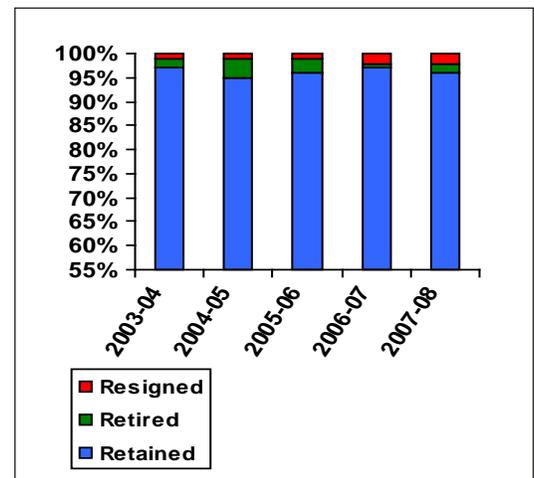
Division	Full-time	Part-time	Contract/Volunteer	Unduplicated Headcount Total
Basic Skills and Adult Education	10	47	3	60
Communication & Social Sciences	38	66	5	109
Health Sciences and Public Safety	20	48	9	77
Math & Science	25	36	4	65

Table 4.2: Degrees (Full-Time Faculty)

Terminal Degree	Number of Faculty Earning Degree
PhD/Doctorate	24
Master's	95
Bachelor's	9
Less than Bachelor's	2
Certificate/Licenses	5

All faculty comply with the qualifications required by Washington Administrative Code (WAC) 131-16-080 (Additional Doc. 4A.14). In addition, all professional-technical faculty are certified per WAC 131-16-094 and develop and maintain professional development plans per WAC 131-16-092 (Additional Doc. 4A.15). The dean of Business and Workforce Education oversees compliance.

In addition to hiring high-quality faculty, the College successfully retains them. Over the past five years, an average of 96% of full-time faculty have been retained (see Figure 4.1).

Figure 4.1: Full-time Faculty Retention

Faculty Roles (4.A.2)

Academic Planning

Faculty participate in academic planning as one half of the members of the Instructional Council. The council oversees the approval and revision of all College courses. The council's operating procedures are described in Exhibit 2E1.2a . Faculty also participate on the Academic Appeals and Regulations Committee, which recommends academic procedures in the following areas: grading, all-college credential requirements, academic waivers, and other subjects directly affecting the academic standards of the College. Faculty participate in academic planning during the annual program review process discussed in Standard Two. During the process, each department reviews its programs and makes changes in response to students' academic needs and advisory board recommendations (for professional-technical programs). Moreover, each department requests positions and equipment as part of the budget process. Faculty also participate in developing the schedule of courses offered by the College.

Since 2006-07 the College has focused on outcomes-based planning and evaluation, thereby clarifying faculty understanding of, and contributions to, positive educational outcomes. Institutional planning and budgeting cycles have incorporated this emphasis, and faculty have been required to assess measurable student learning outcomes in the annual and three-year department program reviews.

Curriculum Development and Review

Faculty develop curriculum continuously in individual courses and at the department level. New course proposals are reviewed by the department first and then approved by the division prior to going to the Instructional Council. From there, recommendations are submitted for final approval to the vice president

of Instruction. As noted earlier, faculty comprise half the members of Instructional Council.

Since the last self-study, the college implemented a technical review process for new course proposals so that Instructional Council is not bogged down with process-related details pertaining to formatting, grammar, and punctuation of course action forms. This change has helped Instructional Council to focus on strategic implications and decisions associated with new course and program proposals that involve and affect faculty. The college also implemented a program alert process for programs experiencing low enrollments so that all potentially-affected faculty have the opportunity to participate in planning to bolster enrollments, or to otherwise improve program operations.

Academic Advising

The College's advising services are coordinated by the dean of Student Development and Diversity Advocacy. Faculty play a central role in advising, and all full-time faculty serve as advisors. In addition, as of June 2008, the faculty collective bargaining agreement (CBA) (Exhibit 6E.8b) provides for the position of senior associate faculty; these senior part-time faculty conduct up to three hours per week of advising as part of their job duties. Faculty counselors also perform a substantial amount of advising in their regular duties. Academic deans are the advisors of last resort in the event that a student cannot locate a faculty advisor.

Enrollment Services does an excellent job of providing advising information to the campus community. New faculty receive information on advising as part of their initial training. Moreover, during opening week of each fall quarter, advisor training sessions are offered for all faculty, and follow-up advisor training sessions are offered periodically throughout the year. An advising update is distributed quarterly by Enrollment Services, and an advising handbook is published yearly (Additional Doc. 3A.14).

Significant challenges remain in providing advising for all students. Connecting the myriad parts of the advising system into a coherent system has been difficult. For example, during 2008-09 faculty could choose among 10 different days to select five choice days to be used primarily for advising. The criterion for picking advising days is based, therefore, on faculty choice, not necessarily on the number of students who need advising on particular days. Moreover, how faculty spend choice days has varied over time because the CBA allows faculty to use these days for purposes other than advising. The placement of choice days on the academic calendar has also become less connected to advising necessity; for example, only one faculty choice day was included in the 2008-09 academic year during spring quarter. Full-time faculty are also supposed to be available for advising on choice days from 9 am to 3 pm with a break for lunch. Many faculty do not follow this schedule on choice days. Of course, faculty advise during regular office hours, but there isn't a systematic, college-wide process for directing students to faculty during this time.

Enrollment Services, with the assistance of faculty volunteers, regularly schedules one-day sessions on skills assessment, orientation, advising, and registration (SOAR session). Enrollment Services has also experimented with mass in-person advising and registration sessions intended to require all early registrants to see an advisor through a 'Palooza' that has occurred once a year in November. Despite the various options available for advising, the College has not required students to see an advisor before registering.

The vice president of Instruction convened a 10-member faculty task force during 2007-08 to recommend improvements to the college advising system. The task force recommended mandatory student advising, discussed issues involved in transitioning to mandatory advising, suggested some solutions to those issues, but

did not provide a detailed implementation plan (Additional Doc. 2A.6).

A recent action that holds promise was the development of the Senior Associate Faculty position that pays part-time faculty to advise for three hours each week, but a system for training these faculty and incorporating them into an advising system has not yet been developed. The extensive use of e-mail has also made it easier for students to contact advisors, although the efficacy of e-mail advising has not been evaluated.

Institutional Governance

Faculty input to institutional governance takes place both formally through AFT Everett, the faculty union, and existing College committees, and informally through conversations with administrators and staff members.

Divisions serve as administrative units for groups of academic departments, with each academic field (or in some cases two or more academic fields) forming a department. A department head is elected from full-time faculty to represent the department and carry out the responsibilities of course scheduling and recommending part-time faculty for hiring, as well as developing and revising curriculum. The department head has many opportunities for decision-making at the department and division level regarding program development and evaluation, budgeting, and selection of faculty to represent the department on college-wide committees and issues. In some departments, the entire faculty are involved in these processes. Beginning fall quarter 2008, department heads are compensated based on the size of the department: a recent change that should improve departmental management.

In addition to Instructional Council and the Academic Appeals and Regulations Committee described previously in this standard, faculty members participate on a number of other committees as a part of institutional governance.

The CBA requires faculty to serve on at least one committee, board, or council of the college. The accreditation self-study and strategic planning processes provide additional avenues for faculty to influence college decision-making. Exhibit 4E.3a contains a list of committees on which faculty participate that play a role in institutional governance.

Faculty Workloads and Professional Growth and Renewal (4.A.3)

Faculty workloads reflect the College's mission to provide quality education and are consistent with the nature of a given course or program. For example, life sciences and aviation maintenance instructors offer some courses in lab settings where students are instructed in a hands-on manner; a history or sociology instructor, on the other hand, might use lecture/discussion as a primary method of learning. In such a class, students might take notes, engage in group or class discussion, write essays, or make presentations. Each instructor emphasizes methods of instruction that most effectively accomplish the outcomes for a particular course.

Faculty workloads are determined by both "load" and "mode" considerations, which are defined in the CBA. A faculty member's load is determined by the number of sections or hours that a faculty member teaches or provides librarian or counseling services during the week, plus office hours. In addition to an assigned load, faculty members advise students, serve on committees, prepare for classes, and perform grading. Full-time faculty may teach moonlight classes to the extent that classes are available and the dean and the instructor agree that the workload is manageable.

"Mode" pertains to the type of activity that takes place in the classroom, lab, or field. Lecture mode classes are paid at a higher rate than classes traditionally thought of as lab courses or fieldwork. For example, a full-time faculty member teaching classes in lecture mode is

in class 15 hours per week; a faculty member working in lab mode is in class 18 or 20 hours per week. Faculty counselors and librarians are employed in a 30-hour mode. Reassigned time for all faculty is calculated on a 40-hour mode.

A present challenge concerns the gradual blurring of lines that has evolved among different modes of instruction. For example, lecture courses sometimes involve the use of computer labs, or lab courses often include a lecture component. In addition, there is an increased emphasis on online and hybrid courses. Online courses are offered in 15-hour lecture mode, both at the College and throughout the state system, even though there is no clear basis for this practice.

Another challenge relates to inconsistency in workloads between faculty who are instructors, counselors and librarians. When a counselor teaches a human services course, the hours in class are incorporated within the counselor's 30-hour mode. However, a similar class if taught by a non-counselor faculty member would be offered in 15-hour mode. As teaching methods and technologies evolve, the College and the faculty union continue to discuss the appropriate load and mode for determining workload in particular situations.

The College provides opportunities for professional growth and renewal of faculty in several ways:

- *Professional leaves approved by the Board of Trustees*
- *A development stipend of up to \$400 per full-time faculty member per year*
- *Faculty development grants up to \$1,000 per year for individual faculty*
- *Exceptional faculty awards worth up to \$5,000 to individuals or groups of full-time and Senior Associate faculty with at least two years of employment with the College*

Professional leaves, development grants, and exceptional faculty awards are determined

by the appropriate committee through a competitive process. Each committee includes substantial faculty representation (for example, the Professional Leave Committee consists of four faculty members and one administrator).

The College supports a Teaching and Learning Cooperative (TLC) that oversees a wide variety of professional growth programs and opportunities for faculty. For example, since 2005-06 the TLC has coordinated a teaching lab program that has impacted 72 different faculty with the opportunity to participate in a 30-hour, one-year program based on an educational topic of interest. Past topics have included diversity, collaborative learning, the underprepared student, and instructional technology.

The College also supports program initiatives led by faculty that benefit students while facilitating professional and personal development of faculty. Examples of such initiatives include the following:

- *The Nippon Business Institute provides courses and activities that bridge the gap between western and eastern cultures.*
- *The Ocean Research College Academy (ORCA) program focuses on marine biology education for high school Running Start students.*
- *The School for Business Design promotes entrepreneurship education.*
- *The Humanities Center fosters the role of the humanities in education.*

Faculty Salaries and Benefits (4.A.4)

The College's Mission Statement calls for "quality education" and "high standards of excellence in instructional programs." The Strategic Plan indicates that "the College will increase institutional effectiveness by attracting and retaining well-qualified, high-performing employees." To achieve these goals, the College must provide competitive salaries and benefits for both full-time and part-time faculty.

The College has conscientiously worked to increase part-time faculty pay and job security. Part-time pay is in the top quartile within the state community college system (Additional Doc. 4A.16). Moreover, beginning fall quarter 2009, the College agreed to create a part-time faculty position called senior associate. Part-time faculty can achieve senior associate status by teaching at the College for 6 quarters, obtaining satisfactory student and peer evaluations during that time, and preparing self-assessments. Senior associate status gives part-time faculty priority hire rights over other part-time faculty and an increased salary. In return, senior associates must hold office hours.

The College does not provide a competitive salary for full-time faculty. The average salary for full-time faculty consistently ranks in the bottom quarter of community and technical colleges in Washington. Moreover, the average salary is significantly lower than faculty pay at peer institutions. According to a 2007-08 Washington State Board for Community and Technical College (SBCTC) study, average faculty salary at the College ranked last in state community college districts (Additional Doc. 4A.17). The average salary for a full-time faculty member at neighboring Edmonds Community College is over \$6,000 more per year. A discrepancy continues to exist for a senior faculty member (master's degree with 13 years of experience), where the difference is over \$2500 per year. The reasons for the disparity between faculty salaries at Everett Community College and other community colleges in the system are discussed in Additional Doc. 4A.18. The College recognizes these disparities and partially addressed them in the most recent CBA. The College agreed to increase the salary of each full-time tenured faculty member by \$800 per year, and each full-time temporary faculty member by \$400 per year, for the 2008-09, 2009-10, and 2010-11 fiscal years. In addition, the College agreed to increase the amount paid for an earned doctoral degree each of those years. This will alleviate

some of the salary discrepancy between Everett Community College and other community colleges, but further salary adjustments are needed to achieve competitive salaries that achieve the goals of the College's Mission Statement and Strategic Plan.

The College provides an excellent benefits program for faculty. Full-time faculty benefits include comprehensive medical and dental benefits, basic life insurance, long term disability insurance, matching retirement contributions, medical flexible spending account, employee assistance program, tuition and fee waivers to colleges and universities in Washington, a variety of leave programs, and professional development opportunities discussed earlier in this standard. Part-time faculty are eligible for benefits during their second consecutive quarter of fifty percent or higher workload. Employment at other Washington higher education institutions shall be used to calculate the fifty percent workload.

The Payroll Office briefs new faculty on their benefits and provides additional materials to clarify specific insurance policy choices and retirement options. Information and pamphlets pertaining to insurance, retirement, annuities, and tax shelter options are also available in the Payroll Office. The College's website provides links to the state agencies that administer various benefits for more information. The CBA, which covers faculty salaries and benefits, is available on the College intranet and on the AFT Everett website.

Faculty Evaluation (4.A.5, Policy 4.1)

The College regularly and systematically evaluates the performance of faculty to improve the effectiveness of teaching and learning. Faculty evaluation is carried out in accordance with Section 8 of the CBA. Appendix D of the CBA includes the performance appraisal review instruments used to evaluate faculty. The process

and the documents that support it comply with Policy 4.1.

New full-time faculty members (probationers) are evaluated by an Appointment Review Committee (ARC). The committee coordinates all evaluation activity, which may include, but is not limited to, student evaluations, peer evaluations, probationer self-evaluations, and administrator evaluations. The ARC meets at least three times per quarter to address concerns, promote successes, and resolve problems. Two meetings are with the probationer and at least one is without. Detailed minutes are forwarded to the Board of Trustees each February for the board's annual review of probationary faculty. This process continues until the faculty member is granted or denied tenure, typically a period of three years.

Tenured and full-time temporary faculty undergo a five-year cycle of annual evaluations that include administrative and student evaluations in alternate years. Full-time temporary faculty must also perform self-evaluations. The assessment cycle for these faculty members culminates with a formal administrative performance assessment at the end of the fifth year.

Part-time faculty are evaluated each quarter during their first year by both students and the dean or a peer designee. Thereafter, alternating quarterly evaluations are performed by either students or the dean (or designee). On being granted senior associate status, part-time faculty are evaluated by students and the dean (or designee) once a year. The evaluation schedule for part-time faculty is a significant increase from the past practice of requiring a student and administrative evaluation the first quarter all part-time faculty taught, and then every fourth teaching quarter thereafter (excluding summer quarter).

Evaluation materials are specially developed tools that assess the performance of individuals specific to their responsibilities as outlined in the contract. Different administrator assessment

forms exist for instructors, counselors and library/media specialists to account for the differences in their job responsibilities. Moreover, different forms are used to evaluate probationary, tenured and full-time temporary, and part-time faculty. Student evaluations of instructors also differ from those of counselors and library / media specialists.

Performance assessment results for full-time faculty are incorporated into a system of regular feedback to faculty. Shortcomings in performance are managed through a progressive discipline process: coaching, an informal improvement plan, a formal improvement plan, a final improvement plan, and a dismissal hearing. The progressive discipline process is described in detail in sections 8, 9, and 11 of the CBA.

Several aspects of the performance assessment system are new. An overarching issue for evaluations is the lack of a centralized system for tracking the course, quarter and faculty who were evaluated. In the current decentralized system where divisions act independently, it is possible for part-time faculty who work across divisions to be missed altogether. In response to this concern, the Office of Institutional Research is exploring the creation of a database to monitor faculty evaluations.

Recruitment and Appointment of Full-Time Faculty (4.A.6)

The recruitment and appointment of full-time faculty is an established process linked to the overall planning efforts of the College. As part of the annual planning and budgeting cycle, departments identify personnel needs and make requests for additional or replacement full and part-time faculty. These recommendations are forwarded to the appropriate division dean and are discussed and acted on by management.

Hiring practices and procedures are outlined in section 4 of the CBA. A copy of the CBA is available through the AFT Everett office and

website, in the Human Resources department, and on the College intranet. Affirmative action policies are published on the College's website. Additional policies and procedures are published and available to all full-time faculty on the College intranet and in the New Faculty Handbook (Exhibit 4E.1a).

Full-time faculty openings are posted locally and through the website for the SBCTC. The Human Resources department screens applicants to ensure they meet the minimum qualifications for the position. A representative selection committee rates the applicants using a scoring system based on the minimum and preferred qualifications. Top-ranked candidates are then invited to interview before the committee. The committee submits recommendations for hire to the respective dean and the vice president of Instruction.

In addition to new-faculty training, the College provides new full-time faculty with a New Faculty Handbook, an Advising Handbook, and benefits information. The College issues an annual contract to each full-time faculty member during spring quarter for the academic year that begins in the fall. Part-time contracts are issued quarterly to full-time faculty who are assigned moonlight class assignments.

Academic Freedom (4.A.7)

The CBA provides full academic freedom for all faculty. Section 25 states that academic employees are "free to exercise all their constitutional rights without institutional censorship, discipline, or other interference." They are also "free to conduct research and to publish its results." The CBA further states that faculty are free to select the content and methods through which they discharge their responsibilities, including textbook selection, instructional materials, and curriculum development.

Academic freedom is sometimes difficult to separate from workplace freedom, as in the

freedom faculty may feel to express their views to management with regard to working conditions, and management decisions and practices that may affect faculty performance. A grievance process is available should faculty feel academic freedom is hampered. In recent years, the administration of President David Beyer has improved communication with the faculty through open meetings and the president's blog.

Qualifications of Part-Time Faculty (4.A.8)

The qualifications for part-time faculty are the same as for full-time faculty. Part-time faculty who teach transfer courses must have a minimum of a master's degree. Professional-technical faculty must have a bachelor's degree and/or relevant certification in a vocational field. In addition, section 4 of the CBA specifies a consistent process for recruiting, interviewing, and hiring part-time faculty. Current faculty are directly involved in establishing educational and/or experiential qualifications for each position, in developing the screening and selection process, and in recommending a candidate for hire. This rigorous process supports the hiring of quality part-time faculty.

Dissemination of Employment Information to Part-Time Faculty (4.A.9)

The College provides each new part-time faculty member with information about the College, the work assignment, and the faculty member's rights and responsibilities and conditions of employment. The College provides a comprehensive Handbook for Associate Faculty that includes a wide range of information about the College and its policies and procedures (Exhibit 4E.1c). The CBA, which is available from the AFT Everett office and website, from the Human Resources department, and on the College intranet, outlines faculty rights and responsibilities and conditions of

employment. Newly-hired part-time faculty receive other practical information from divisional support staff, such as location and use of copy machines, availability of materials and supplies, parking, classroom keys, and how to submit print requests. The relevant department chair and division dean provide further information pertaining to the work assignment and departmental and divisional procedures. The College also offers advising training and the Advising Handbook to part-time faculty, which will become increasingly important as the College relies on senior associate part-time faculty for advising.

Assessment of Policies Concerning the Use of Part-Time Faculty (4.A.10)

Similar to other community colleges in Washington, part-time faculty teach a significant number of courses at Everett Community College. Each instructional department, during its annual program review process, analyzes the number and type of courses taught by part-time faculty and the ratio of part-time to full-time faculty class assignments, and assesses whether that ratio supports the College's mission of quality education. If a department determines that it has too few full-time faculty to adequately mentor and supervise the part-time faculty, or if the department determines that it needs full-time expertise in a particular subject, the department recommends the hiring of additional full-time faculty.

Based on the last comparative data available from the SBCTC (2006-07), 47% of the College's FTEF were part-time faculty. This proportion is comparable to the system average of 44%. At the College and elsewhere throughout the system, part-time faculty have carried an increasing teaching load. For example, during 2001-02, just 43% of the FTEF at the College were comprised of part-time faculty.

The College and AFT Everett confronted the trends in the hiring of part-time faculty head-on

during the last contract negotiations by creating the senior associate faculty position discussed previously in this standard. Senior associates are part-time faculty with demonstrated ability, commit to, and familiarity with the College. Senior associates receive 7.6% higher pay than other part-time faculty, and have job protection through priority hire rights heretofore unavailable to part-timers. The creation of this classification will promote continuity and stability among the College's part-time faculty, will reward successful teaching by part-time faculty, and will expand the availability of advising as senior associates participate in that important function. Presently, there are 22 senior associates (7% of total part-time faculty).

Scholarship, Research, and Artistic Creation (4.B.1)

The College is primarily a teaching institution, and its mission is not research-oriented. Nevertheless, faculty are actively engaged in scholarship, research, and artistic creation that is consistent with the College's mission of providing quality education for its students.

Faculty attend and give presentations at conferences and workshops related to their fields of study. Many create and perform artistic works. They study the scholarship of teaching and learning through participation in teaching labs coordinated by the College's Teaching and Learning Cooperative, and apply what they learn in their own classes. Faculty routinely create and modify courses, software and online instruction in response to the instructional needs of students. They participate in staff development activities as presenters and learners and take courses at local colleges and universities in pursuit of advanced studies and degrees. Faculty are involved in professional organizations that both support their professional development and provide an interchange of ideas and instructional techniques that can be incorporated into the classes they teach. They are involved in textbook reviews for publishers

and some faculty have published papers and/or textbooks in their disciplines. See Required Doc. 4D.6a for a summary of artistic creation, scholarly activity and research of faculty.

Development and Communication of Policies and Procedures for Scholarship, Research, and Artistic Creation (4.B.2, 4.B.3, 4.B.4)

The Board of Trustees approved a revised Ethics Policy (Exhibit 4E.10c) in November 2008 that provides faculty guidance on ethical principles and practices for state employees. The College invited faculty participation in the review process and faculty provided feedback through the College's Human Resources department.

The Board of Trustees has adopted a policy directive related to the use of human subjects in research (Additional Doc. 4A.13). All research conducted at the College that uses human subjects must be approved by the College's Institutional Review Board (IRB). Faculty took the lead in developing the IRB procedures and they participate on the IRB. The IRB procedures are available to all faculty on the College's intranet. Moreover, research projects that use students as subjects must be approved by the vice-president of Student Services (Exhibits 4E.11a and 4E.11.b). These procedures are available to faculty on the College's website and intranet.

The College provides appropriate financial, physical, administrative, and information resources for scholarship, research, artistic creation and, most importantly, for fulfilling the institutional mission to provide high quality educational experiences for students. Physical resources include an experimental studio classroom in Gray Wolf Hall, which accommodates a variety of seating arrangements, and which provides smart board technology, digital voice recorders for developing podcasts and similar learning experiences, and other cutting edge instructional technology. Financial resources

include development grants, professional leaves, and exceptional faculty awards discussed previously in this standard. In addition, the College provides significant reassigned time opportunities to faculty that allow for new, professionally-rewarding opportunities and experiences. These opportunities are discussed in more detail in the next section of this standard.

All full-time faculty members have an office. There are also sufficient offices for associate faculty to share. "Green" construction of new buildings means many of these offices provide a healthier work environment than did the offices in the buildings that have been replaced.

Faculty Assignments and Opportunities (4.B.5)

The College provides opportunities to faculty for scholarship, research, and artistic creation. Each year, over a quarter of all full-time faculty experience a professional leave, or reassigned time to participate in a mutually-rewarding opportunity such as curriculum development or department head duties (see Table 4.3).

During 2007-08, examples of reassigned time include the following:

- *Preparing to make a transition from an administrative position to teaching*
- *Performing department head duties*
- *Working as program manager for the online billing and coding program*
- *Coordinating the Humanities Center*
- *Coordinating the College's assessment of student learning outcomes*
- *Completing curriculum development for the Advanced Manufacturing Program.*
- *Reassigned time ranges from a quarter to a year in duration. Professional leaves during 2007-08 included traveling to Costa Rica to learn Spanish and to volunteer as a nurse in a medical clinic; researching relative chemical abundances of elements in S star types, and completing coursework for an Ed.D program.*

The College provides opportunities for faculty who wish to stretch outside of their regular duties in ways that refresh and enhance their future performance.

Table 4.3: Percentage of Full-Time Faculty Provided Professional Leave or Reassigned Time by Year

Status/Year:	2003-04	2004-05	2005-06	2006-07	2007-08
Professional Leave	3%	4%	4%	3%	2%
Reassigned Time	28%	23%	28%	25%	26%
Unduplicated total percent of faculty	31%	27%	32%	28%	28%
Duplicated, both leave and reassigned time (#)	1	0	2	2	1

The Role of External Funding (4.B.6)

External funding is sought based on the College's mission and strategic plan. Faculty seek funds directly from SBCTC initiatives or they work with the College's grants developer to locate and apply for funds from the public (primarily federal) or private sectors. External funding for 2007-08 totaled \$8,170,000 of which faculty or instructional administrative staff oversaw the expenditures of \$1,170,000. Two National Science Foundation (NSF) grants were received by the College from the NSF's Curriculum, Coursework,

Laboratories and Instruction program. These are the first NSF grants the College has applied for; however, the College has been a partner for several years with Western Washington University on a regional NSF grant, now funded under NSF-North Cascade and Olympic Science Partnership.

The five year Title IIIA Strengthening Institutions grant has been completed. This initiative increased the capacity of the College to provide support services to underprepared college students. With Title III, the College successfully expanded tutoring services in math, writing,

Table 4.4: Grants Summary for Instruction 2008

Title	Funder	Lead	Dollars
Active Learning Biology	National Science Foundation	Pamela Pape-Lindstrom - Faculty	17,971.00
Adult Literacy Week	SBCTC	Darrell Mihara - Prof. Staff	272.00
AIDDE Training	SBCTC		5,000.00
Antioch University	Antioch University	Lynn Munoz - Faculty	18,711.00
Business Design	Herbert B. Jones Foundation	Lynn Munoz - Faculty	35,000.00
ECEAP Snohomish County	Snohomish County Human Services	Kelly Davidson - Prof. Staff	353,600.00
EDCC Bridges	EDCC		36,653.00
Faculty Professional Development	EVCC Foundation		5,105.00
Ideas Project	EvCC Foundation/Boeing	Christina Castorena - Prof. Staff; Ardi Kveven - Faculty	20,695.00
Learn & Serve Service	Washington Campus Compact	Sharon Stultz - Classified Staff	15,000.00
NBI Program Development		Mayumi Smith - Faculty	37,208.00
NCOSP	Western Washington University	Rene Kratz - Faculty	29,015.00
NSF Spectroscopy	NSF	Sumita Singh - Faculty	1,932.00
Philosophy In The Dark	Humanities Washington	Mike VanQuickenborne - Faculty	3,756.00
Student Support Services	US Department of Education	Cynthia Shaw - Prof. Staff	33,250.00
Title 3 Management Year 5	US Department of Education	Carla Shafer/Stu Barger - Prof. Staff	4,487.00
Title 3 Operating Year 5	US Department of Education	Carla Shafer/Stu Barger - Prof. Staff	79,124.00
Tribal Enterprise	Tulalip Tribe	Lynn Munoz - Faculty	55,921.00
U3 Program Revenue	Monroe School District	Darrell Mihara - Prof. Staff	772,000.00
			1,524,700.00

reading and study skills. A college-wide Student Success Project was developed, and it has provided the framework for expanding the services to underprepared students. In addition, the Title III project led to a study in 2009 of the students' first year experiences, which has helped the College understand how students progress and are supported in their first 45 credits or less.

Table 4.4 lists the grants administered by the College's Instruction Division. In some instances, the funds are listed for the fiscal year and not the full grant cycle.

Academic Freedom (4.B.7)

The Institutional Review Board and the College restrict faculty freedom only to the extent a reasonable and accepted standard of professional conduct is at issue. The College otherwise puts no encumbrances on faculty or their academic freedom as specifically addressed in the academic freedom section of the CBA (Exhibit 4E.2a).

In addition, the administration of President David Beyer encourages faculty to speak up about matters that affect their academic freedom and their ability to serve students. For example, Dr. Beyer holds frequent presidential chats with faculty and staff and facilitates a blog open to all. Both he and Vice-President Sandra Fowler-Hill practice effective open door management.

Analysis and Next Steps

Strengths

Improved focus on outcomes-based planning and evaluation has clarified faculty understanding of, and contributions to, positive educational outcomes.

Instructional Council has adopted a technical review process for new course and program proposals that has streamlined strategic discussions that involve and affect faculty.

The College has developed a program alert process that includes faculty involvement in planning to bolster low-enrollment programs.

Enrollment Services provides excellent advising information and support for faculty.

Compensation to faculty department heads brings decision making closer to the academic trenches, increases administrative capability to evaluate part-time faculty, and improves department management.

The salary for part-time faculty and the starting salary for full-time faculty are relatively high.

Part-time senior associate faculty have rights to priority hire and increased compensation (if institutional funding is available).

More faculty are available for student advising as the number of senior associate faculty increases.

Faculty have full academic freedom, and an Institutional Review Board has developed policies and procedures for the use of human subjects in research.

Challenges and Recommendations

The student advising system is more a "constellation of services" than an integrated system, and advising loads vary significantly between departments and individual faculty. The College should adopt the recommendations of the faculty advising task force, including mandatory advising, and should develop a process that more equitably distributes advising

loads among departments and individual faculty. (4.A.2)

The training of senior associate faculty to advise students is inadequate. The college should provide comprehensive advisor training for senior associate faculty. (4.A.2)

Participation by faculty on committees, boards, or councils of the College is not equitably distributed. The College should more closely monitor and enforce the contractual requirement that full-time faculty participate on at least one committee, board, or council of the college. (4.A.2)

Mode and load inequities exist between faculty, particularly between those who teach lab classes and those who do not. The College should appoint a review committee comprised of faculty from across different disciplines to address the mode/load issue and should try to resolve this issue perhaps during the next contract negotiations. (4.A.3)

Salaries are inadequate for full-time faculty and for part-time faculty who attain senior associate status but for whom current funding does not allow a salary increase. The college partially addressed this inadequacy in the collective bargaining agreement effective for 2008-2011. The college should build on this first step and continue to address the gap in salary between faculty at Everett Community College and other community colleges in Washington. (4.A.4)

Recordkeeping and administrative responsibilities have increased because of more frequent evaluations of part-time faculty. The College should develop a recordkeeping system to ensure that these evaluations occur when required and that the proper documents are completed and filed. (4.A.5, Policy 4.1)

The proportion of part-time instruction as a percentage of institutional FTEF continues to rise. The college should increase the percentage of classes taught by full-time faculty. (4.A.10)

Content Management Table Standard Four: Faculty		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
Required Documentation (D)		EvCC Documentation					
4D.1 Statistics available concerning faculty and administration characteristics	D.1a FT Faculty Characteristics: 2004-2008	X		X		X	
	D.1b FTEF by Department and Employment Status	X		X		X	
	D.1c Faculty Mix of Selected Classes	X		X		X	
4D.2 Completed Table #1: Institutional Faculty Profile Completed Table #2: Number/Source of Terminal Degrees of Faculty	D.2a Institutional Faculty Profile	X	X			X	
	D.2b Num/Srce of Terminal Degrees of Faculty	X	X			X	
4D.3 Salary data for faculty, including compensation for special/extra duties	D.3a Salary Data from 2008-2011 AFT Contract	X		X		X	X
	D.3b 2008 Salary Schedule for Associate Faculty	X		X		X	X
	D.3c 2008 Salary Schedule for Senior Assoc Faculty	X		X		X	X
	D.3d Appendix A from AFT Contract	X		X		X	X
	D.3e Appendix B from AFT Contract	X		X		X	X
	D.3f Full Time Faculty Benefits from EvCC Website	X		X		X	X
	D.3g College in the High School Stipend	X		X		X	
4D.4 Policy and procedures on evaluation of faculty: full-time and part-time	D.4a Faculty Evaluation Procedures	X		X		X	
4D.5 Examples of the institutional and public impact of faculty scholarship	D.5a Impact of Faculty Scholarship Survey	X		X		X	
4D.6 Summary of most significant faculty activity during the past five years	D.6a Faculty Activities Survey	X		X		X	
Required Exhibits (E)		EvCC Exhibits					
4E.1 Faculty handbook, including personnel policies and procedures	E.1a New Faculty Handbook 2008-09					X	
	E.1b Full-Time Faculty Handbook 2008-09					X	
	E.1c Associate Faculty Handbook 2008-09					X	
4E.2 Policy on Academic Freedom	E.2a Policy from 2008-2011 AFT Contract					X	X
	E.2b EvCC Academic Freedom WAC					X	X
4E.3 Faculty committee and membership	E.3a List of Councils and Committees					X	
4E.4 Evaluation forms and summary reports of student evaluations	E.4a ABE Student Evaluation Form					X	
	E.4b ESL L1 & L2 Student Evaluation Form					X	
	E.4c ESL L3-L5 Student Evaluation Form					X	
	E.4d IDEA Student Form					X	
	E.4e IDEA Results Report Sample					X	
4E.5 Current professional vitae	E.5a Professional Vitae for FT Faculty List					X	
	E.5b Professional Vitae for PT Faculty List					X	
4E.6 Criteria and procedures governing faculty in special programs	E.6a College in the High School Stipend					X	
4E.8 Policies governing part-time faculty	E.8a Associate Faculty Handbook 2008-09					X	
4E.9 Summary reports of faculty involvement with public/comm. services	E.9a Faculty Public/Community Involvement					X	
4E.10 Policies regarding scholarship and artistic creation by faculty & students	E.10a Material Ownership 2008-2011 AFT Contract					X	X
	E.10b EvCC Student Handbook 2009-10 Excerpts				X	X	X
	E.10c Standards of Ethical Conduct Policy					X	X
4E.11 Policies regarding research activity, including sponsored research	E.11a Student Rights re: Use as Research Subjects					X	
	E.11b WAC: Students as Research Subjects					X	X
4E.12 Faculty role in development and monitoring polices and practices	E.12a Impact of Faculty Scholarship Survey					X	
	E.12b Faculty Activities Survey					X	
	E.12c Faculty Role for Developing Policies & Practices					X	

**Content Management Table
Standard Four: Faculty**

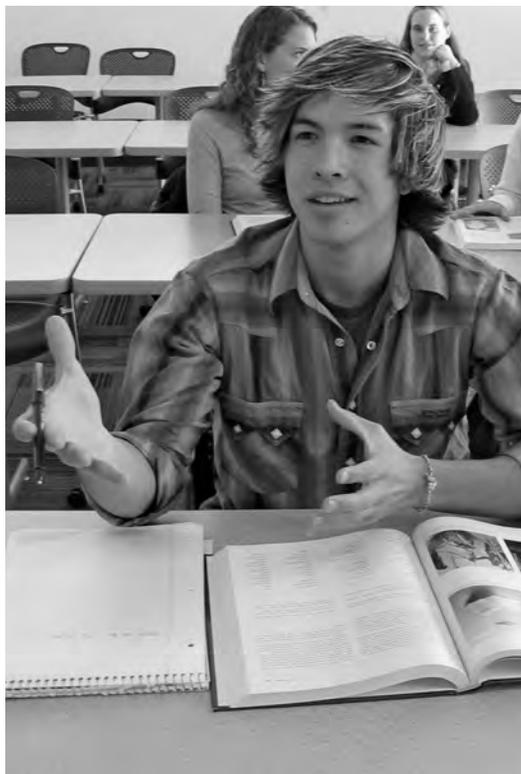
Mailed

Onsite

Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
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<u>Additional Supporting Documentation (A)</u>	<u>EvCC Additional Documentation</u>						
4A.1	A.1 Student Assessments of Faculty					X	
4A.2	A.2 Observations of Faculty Assessment					X	
4A.3	A.3 Academic Employee Responsibilities					X	
4A.4	A.4 EvCC Faculty Hiring Form from VPI					X	X
4A.5	A.5 Formulating Non-Discriminatory Interview Qs					X	
4A.6	A.6 Full-Time Faculty Hiring Procedures (Probationary &					X	
4A.7	A.7 Full Time Faculty Hiring Procedures					X	
4A.8	A.8 Hiring Checklist					X	
4A.9	A.9 Personnel Request Form					X	
4A.10	A.10 Reference Check Form					X	
4A.11	A.11 Annual Progress Review Example					X	
4A.12	A.12 Key Indicators 2008					X	
4A.13	A.13 IRB & Human Subject Research					X	
4A.14	A.14 WAC 131-16-080					X	
4A.15	A.15 WAC 131-16-092					X	
4A.16	A.16 SBCTC Part-Time Faculty Salary Schedule					X	
4A.17	A.17 SBCTC Full-Time Faculty Salary Schedule					X	
4A.18	A.18 History of Faculty Salaries					X	

5 Library and Information Resources



Information Resources, Services, Accessibility, and Sufficiency (5.A.1, 5.C.1)

According to the College's Mission Statement, "The primary mission of Everett Community College is to provide quality education in an atmosphere that encourages all students to achieve their educational goals." The College's Library Media Services department supports this mission by providing a variety of information resources and services through a centralized Library Media Center, a Media Services unit that includes an Instructional Media Design Center, videoconferencing rooms, and a Library Media Center website.

The Library Media Center (LMC) is centrally located on campus on the first floor of the Parks Student Union building. The LMC provides print, non-print and online resources, circulation and reference services, information literacy instruction, booking of media materials, course reserves, interlibrary loans, laptop/netbook computer and calculator checkout, group study and media preview rooms, computer access, a computer classroom, and wireless connectivity.

The LMC is open over 60 hours per week during the regular school year, including four weekday evenings and on Saturday. During summer quarter, the LMC is open 24 hours a week with no evening or Saturday hours. Many resources are available at any time, however, through the LMC website, including the online catalog and databases. Reference services are available by email, telephone, and online through a live chat service called Ask an Online Librarian where students can talk with a reference librarian at any

time. The LMC website also has an interactive library tutorial, research help guides, links to selected information sites and other library catalogs, and access to ebooks. Renewals, interlibrary loan requests, and holds can be placed online.

The LMC has 6 group study rooms, 4 media preview rooms, 44 networked computers, media viewing and listening equipment, individual study carrels, a classroom with 15 computers and an electronic instructor station, a reference area and a periodicals reading area. Open seating exists for 255 patrons. Special ADA accessible desks and computers with speech synthesizing software and with visual enhancements are available.

The Media Services unit provides media equipment for classroom use and for campus events, training in the use of media technology, facilities and support for ITV videoconferencing and web conferencing, and the production of a full range of instructional materials—video and audio production, photography, graphic design, posters and printing, media duplication, podcasting, and video streaming.

During the past decade, the information resources and services provided by the Library Media Services department have evolved to meet the changing needs of the College in achieving its mission and goals. Some improvements include the following:

- *Increased the book collection by 10,789 titles and added 13 databases*
- *Expanded the LMC website and services, and developed an online library instruction tutorial*
- *Increased reference coverage during peak hours and added on-line reference services*
- *Installed multimedia presentation equipment in 131 classrooms*
- *Planned and installed electronic instructor stations for two new classroom buildings*

- *Added 32 public access computers in the LMC, networked all library computers for Internet access, and added wireless access throughout the library*
- *Added 16 laptop computers for library use and 150 netbook computers for use outside the library*
- *Established Instructional Media Design Center for media production services*
- *Added dedicated videoconferencing classroom and conference room*
- *Promoted services through special book and media lists, brochures, workshops, posters, film showings, book discussions, and contests*
- *Initiated information literacy as a campus core learning outcome*
- *Added a full-time tenure track faculty librarian position*
- *Developed a new resource collection in DVD format*
- *Developed a successful capital project proposal for a new facility and planned interim facility improvements*

The Information Technology (IT) department provides a level of technology that is consistent with the goals of the College and that will enhance and facilitate student learning through open communication services, high-speed network transmissions, enterprise-level equipment and applications, and amiable, professional service. In pursuing this mission, the IT department provides a wide-range of services that support the College's educational program:

- *Installs and maintains 2900 staff and student PCs*
- *Creates and maintains student, faculty and staff network and email accounts*
- *Creates and manages computer lab images used in education programs*
- *Provides network storage*
- *Installed a state-of-the-art server room in 2006 that is designed to minimize disruptions of network service and provide for expansion*

- Provides high speed bandwidth of 100 Mbps outside the campus
- Manages hardware and software purchases and installation
- Consults on computer lab design and management and trains lab assistants
- Recommends campus-wide equipment upgrades
- Inventories software and tracks licensing compliance
- Maintains 30 specialty computer labs on the main campus--including 6 laptop carts, 2 open computer labs, and one roving laptop cart--and 10 computer labs at satellite locations
- Provides wireless access in all buildings on the main campus
- Staffs a help desk that assists faculty, staff, and students
- Provides secure access to campus technology resources
- Ensures that the login credentials for the College's online course management system, Angel, are the same as for the campus network

- Manages Voice over IP telephone system, which features emergency broadcasts to the campus over the telephone system

Core Collection and Related Information Services (5.A.2)

The collection of information resources available in the LMC is sufficient to support the college curriculum. In addition to a basic collection in all areas, materials which support the curriculum and specific program needs are developed through the two-year degree or certificate level.

The LMC collection includes over 49,500 book titles, 209 periodicals and newspapers, 6000 media items (videos, DVDs, CD-ROMs and compact discs) and subscriptions to 21 online databases, most of which are full text. The book collection is relatively new because it was entirely rebuilt following the library fire in 1987. Interlibrary loan service is available for access to materials not part of the LMC collection, and over 2,500 resources were borrowed or loaned through that service in the last ten years.

Table 5.1: Circulation By Item Type

	1999/2000	2000/2001	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
FTE Headcount	5,253	4,864	5,549	6,127	6,122	6,157	5,971	6,176	6,451
Books	14,005	11,294	13,480	13,154	11,618	11,089	10,387	9,902	8,449
Media	8,276	8,477	11,429	11,639	8,908	7,959	7,060	7,411	6,191
Reserve	3,976	4,099	3,573	5,292	4,717	4,637	3,353	3,528	2,516
Renewal	1,769	4,548	8,337	5,191	4,636	3,909	3,756	4,390	4,011
Periodical Browse	9,289	6,403	6,245	5,883	3,690	4,548	3,156	3,056	2,584
Database use	41,902	52,271	46,546	52,045	77,069	97,283	85,192	87,572	100,416
Laptop Circulation					303	2045	1915	2491	3922
TOTAL	79,217	87,092	89,610	93,204	110,941	131,470	114,819	118,350	128,089

Usage of online databases has more than doubled during the last ten years. The database collection is available at any time from the LMC website (Additional Doc. 5A.4). In 2005, the A to Z database was added. It identifies all full-text periodicals available to LMC users, including periodicals from the LMC's subscription databases and physical collection, and from free websites. In 2008, an image database, ARTstor, was added to help meet the needs of students and faculty in the visual arts.

The LMC's media materials are heavily used by faculty in the classroom, by students as recommended supplemental material, and by all users as information resources within the library. Availability of online streaming video is expected to reduce reliance on this collection. Media Services purchased several online streaming licenses during 2009 to support the needs of faculty teaching online courses.

Table 5.1 shows the trends in the use of various resources from 2000-2008.

Selection, Acquisition, Organization and Maintenance of Materials and Equipment (5.A.3, 5.B.1)

Materials and equipment are selected, organized, and maintained in accordance with the LMC's Collection Development Policy (Exhibit 5E.2e). That policy emphasizes the following goals:

- *Select materials that help students complete a course of study*
- *Provide information in all appropriate media*
- *Provide the equipment and technical support needed to access information*
- *Provide off-site access to materials and services*
- *Participate in cooperative collection development agreements*

The Collection Development Librarian coordinates the selection of resources, and each full-time librarian works with faculty

in designated instructional areas to make appropriate acquisition decisions. A primary objective of collection development is acquiring resources in curriculum-related areas appropriate for two-year college and certificate programs. Each librarian regularly weeds his or her subject areas in consultation with the relevant faculty and in accordance with the Collection Development Policy. Faculty also review periodicals suggested for cancellation. The library collection, print and non-print, is cataloged and accessible any time through an online web-based catalog. An acquisition module is used for ordering print items and is fully integrated so that "on order" items appear in the public catalog.

The Media Services Librarian develops the multimedia collection, also with input from faculty, students and staff. This collection includes films in both VHS and DVD formats, CD's, CD-ROMs, audio books and installed computer programs such as the English Language Learning Information System for ESL students. The Media Services unit provides media materials, such as DVDs, for telecourse, hybrid and online classes and, as needed, mails these materials to students in remote locations.

The Media Services unit provides and maintains the instructor teaching stations that are in many classrooms. Each station includes a computer and monitor, a document camera, a VHS/DVD player, speakers, and a projector. Similar equipment can be checked out by faculty for use in classrooms or other educational venues that do not have teaching stations. This equipment supports a wide variety of instructional media and teaching and learning styles. The purchase of new and replacement media equipment is primarily funded through the College's instructional equipment budget and by capital projects. Media Services maintains a database of equipment and has established a replacement cycle based on life expectancy. As this equipment ages, it will become increasingly

important to fund replacements through a designated budget.

The LMC and the Media Services unit provide information resources, equipment and services to all instructional program locations and online. Most of the College's programs are offered on the main campus where the LMC and the Media Services unit are located. These programs have full access to the LMC's resources and to all media equipment and services in the Parks Student Union Building. In addition, a small collection of career resources, which are catalogued by the library staff and included in the online catalog, are located in the Counseling, Advising and Career Center on the main campus.

The College also provides information resources and services to its off-campus instructional programs at the Corporate and Continuing Education Center, the School of Cosmetology, the Paine Field Technical Center (Aviation), and in Monroe. The College provides electronic instructor teaching stations (or other presentation equipment for faculty) and student computer labs at these locations. Although few LMC materials are permanently located at off-campus sites, some specialized media materials are housed at the Cosmetology site, and faculty who teach at off-campus locations can check out media materials for an entire quarter. Moreover, all off-campus locations have access to the resources and services available on the LMC website.

Regardless of program location, students, faculty and staff desire anytime/anywhere access to information resources and services. The LMC website addresses that demand. Website users can access the library's integrated catalog; place holds on or renew items; access databases, tutorials, and research guides; and place interlibrary loans. Beginning in 2009, reference services are also available online at any time via Ask an Online Librarian, a live, interactive chat reference service provided through a consortium of reference librarians. Over 60% of database

usage occurs from off campus, and the LMC continues to increase the number of research databases it provides. The LMC has also added full-text ebooks to its website resources.

Information Literacy (5.B.2)

One of the College's core learning outcomes for every student is the development of information literacy skills: knowing how to find, evaluate and effectively use information independently.

Library Media Services supports this outcome through credit courses in information literacy, individual class sessions, and one-on-one assistance to students, faculty and staff.

Regular information literacy and library orientation sessions are conducted each quarter in the library at the request of course instructors (Additional Doc. 5A.5). These range from one hour overviews to multiple sessions focusing on resources for specific disciplines. The Bibliographic Instruction Librarian coordinates these sessions. The library classroom contains 15 computers for hands-on activities, seating for 30 students, and a fully-equipped electronic instructor station.

Much on the instruction in information literacy occurs in one-on-one assistance of students, faculty, and staff by the library's reference service. A reference librarian is available during all hours that the library is open. In addition, the library provides print and online research guides that help students understand the library's resources, create search strategies, evaluate sources, and cite them correctly. The library also provides a self-paced research tutorial, called Information and Research Instruction Suite, on the LMC website. The LMC plans to pilot this tutorial with online English classes to obtain baseline data on information literacy to use in assessing improvement in students' information literacy skills. To assist faculty in incorporating information literacy instruction into their classes, Library Media Services has prepared research assignment guidelines and modules.

The IT department has developed numerous applications that promote independent and effective use of campus information resources by students, faculty and staff. For example:

- *An emergency notification system for contacting students, faculty and staff in the event of an emergency or unplanned campus closure (Exhibit 5E.2j). Approximately 1500 users have subscribed to this service.*
- *Self-service kiosks that allow resetting network passwords and that provide limited access to the Internet and to registration and enrollment services.*
- *A wide variety of electronic forms for routine administrative functions throughout the campus. These forms are on the College's website and intranet site.*

A room scheduling system, which is accessed approximately 70 times per day (Exhibit 5E.6a).

Policies, Regulations and Procedures for Development and Management of Resources (5.B.3)

The Collection Development Policy, located on the College's intranet site, contains the primary policies and procedures for the development and management of information resources. Policies and procedures for users of library and media services are provided in printed handouts and on the LMC website. Other policies and procedures, such as managing requests for information and providing bibliographic instruction, are available on the campus intranet. A Library Media Services Handbook is provided to new faculty. Moreover, Library Media Services units maintain procedure manuals for daily operations and maintain inventories of acquisitions, license information, subscription data, and equipment.

IT policies and procedures published on the College's website include the following:

- *EvCC IT Acceptable Use Policy (Exhibit 5E.2b)*
- *Helpdesk procedures*

- *Privacy Procedures*
- *Password requirements and reset procedure*
- *Other IT policies and procedures are published on the College's intranet site:*
- *Software request procedures*
- *Computer purchase procedures*
- *IT Administrative Procedures (Additional Doc. 5A.1)*

Participation in Planning and Development of Information Resources and Services (5.B.4)

Library Media Services encourages user participation in the development of resources and services in a variety of ways:

- *Review of subject collections with faculty from relevant subject areas*
- *Periodic user surveys of faculty, students and staff*
- *Submissions to suggestion box in the library and by email*
- *Input through participation in campus committees*
- *Participation in Instructional Technology Planning Group*
- *Participation in Technology Circle*
- *Participation in the Library Advisory Committee*
- *Meetings with student representatives from the Associated Student Body*

IT also encourages user participation in the planning and development of IT resources:

The Information Technology Planning Group (ITPG) includes faculty, staff, and students. The ITPG advises the IT director on IT issues and on the overall direction, planning and prioritization for IT activities; reviews, monitors and evaluates progress on the Campus Information Technology Plan (Exhibit 1E.1e); communicates to the campus about IT activities; and evaluates IT's impact on instruction.

The Technology Circle provides formal and informal linkage between the various IT factions on campus. Representatives of the Technology Circle cross instructional and administrative boundaries. Current members are the Dean of Library, Media, Arts, and Distance Learning; Director of Information Technology; Media Services Librarian; Director of Distance Learning; Coordinator of the Teaching and Learning Cooperative; and Coordinator of Technology Services for the University Center. The circle meets weekly, and faculty, students and staff are encouraged to attend.

The E-Tech Committee--whose membership consists of students (majority vote), faculty, and staff--decides, in consultation with IT, how to spend funds from the student technology fee. The technology fee, which was implemented in 2005, has been used to provide email and network accounts for all students; student worker hours for support of the open computer labs; regular replacement of computers used by students; and other forms of technology used by students.

Computing and Communication Services (5.B.5)

The LMC has 44 public web access computers, 4 media computers, a classroom/lab of 15 computers, and 16 laptop and 450 netbook computers for checkout by students. In addition, wireless access enables students to use their personal laptops in the LMC. The number of computer stations available in the library has increased significantly in the last ten years and additional computers are needed during peak hours. The library has requested expansion of the classroom/lab to include 30 computers and the remodel plans include a centralized computer commons with additional stations.

Media Services provides the following instructional technology for faculty use: three mobile computer labs of 25 computers each, laptop computers, tablet computers, portable data projectors, and mobile electronic instructor

stations (computer, data projector, document camera, DVD and VCR players). Media Services also provides a dedicated ITV videoconferencing classroom, a dedicated ITV conference room, and mobile videoconferencing equipment.

The College has 130 electronic classrooms which include instructor's computer, data projector, document camera, VHS and DVD players and laptop hookups. The newest classrooms are operated with an electronic control panel networked for remote maintenance and troubleshooting.

Adequacy of Library Media Services Space (5.C.1)

As discussed earlier in this standard, the resources and services of the LMC and the Media Services unit are sufficient to meet the requirements of the College's education program. However, increasing enrollment and demand for services require that additional space be provided for the LMC and Media Services in the future. The LMC is approximately 28,000 square feet. According to the Washington state Capital Analysis Model (Exhibit 5E.5c), the LMC should have at least 40,000 square feet of space to accommodate the number of students served. The inadequate space limits program development and achievement of expanded service objectives. Enrollment growth and expansion of bachelor's and master's degree programs compounds the challenge. Often not enough chairs or computers are available for the number of students wishing to study in the library, and there are not enough group study rooms to meet the increasing demand for collaborative study. Conducting instructional sessions means having to evict students using the library classroom computers. Library Media Services has reconfigured offices to add study rooms and provided laptops to address the need for more computer access.

The space for the Media Services unit is also inadequate. Workspace is divided between floors and separate buildings which results

in inefficient use of available staff. Lack of appropriate production space limits services and impacts overall performance. However, a dedicated ITV classroom and smaller ITV conference room have increased use of this technology.

Long term planning for a solution to the facilities challenge has made significant progress. In 2007, the Campus Master Plan identified a new library facility as the highest priority. The College submitted a successful proposal to the state in 2008 and a new Learning Resource Center is included in the state building growth project queue with a projected completion date of 2019. In the meantime, plans are underway, using local and student funding, to refurbish the existing facility, purchase new furniture, develop a quiet study area and a computer commons,

and enlarge the classroom/lab by Fall 2010. Improvements are scheduled to begin with re-carpeting of the entire library and staff areas in December 2009.

Cooperative Agreements (5.C.2)

The College has cooperative agreements with the agencies listed in Table 5.2 for resource sharing and efficiency.

Sufficient, Qualified Staff (5.D.1, 5.D.2)

Library Media Services is staffed with five full-time faculty librarians, .8 FTEF part-time librarians and ten classified staff support positions (Exhibit 5E.8b). Each full-time librarian manages a department and supervises the associated staff. The librarians report to the Dean of Arts and

Table 5.2: Cooperative Agreements with Other Agencies

Agency	Type of Agreement
WLN/Online Computer Library Center	Bibliographic records and interlibrary loan
Library Media Director's Council	Washington Community and Technical Colleges reciprocal borrowing agreement
University Center	Library access and media support for university programs located on campus
Washington Online	Online consortium offers a course in library research
ORCA Consortium	16 Washington community and technical colleges who use Endeavor automated library management system
Statewide Database Licensing Project	For cooperative purchasing of database licenses
Orbis Cascade Alliance	For cooperative purchasing of database licenses
Community College Library Consortium	For cooperative purchasing of database licenses and collaborative projects that address information literacy and eLearning
Bellingham Technical CC/ North Seattle CC	Cooperative ITV course

Learning Resources, who is also a professional librarian. The dean devotes approximately one third of her time to administration of Library Media Services with comparable hours of support from an administrative assistant.

All full-time and part-time library faculty have master's degrees in library science, and three have second master's degrees. See Exhibit 5E.10a for professional vitae. Three of the librarians have extensive experience in library management and several have published and presented at national conferences.

All LMC staff meet the job requirements specified by the Washington State Department of Personnel and most have many years of experience. The technical expertise and experience of staff in the Media Services department far exceeds minimum state requirements. Job responsibilities are clearly defined and performance expectations are reviewed at least annually.

Despite increased enrollments, the number of positions allocated to Library Media Services is now less than that reported in the 2000 self study. In 2003 an additional full-time faculty position was added, but with more than 1 FTEF reduction of part-time faculty hours. Since then, additional part-time faculty hours have been added, bringing faculty librarian levels to 5.8 FTEF. In 2008, two 11 month support positions were increased to 12 month.

Increasing enrollment, developments in technology, and demand for new services has significantly increased staff responsibilities in Library Media Services. The College has attempted to meet these challenges through innovative technologies and automated processes that provide assistance to students and other users of information resources and services. This challenge will remain as enrollment growth and budget restrictions continue.

The staff in the Media Services unit have been required to adapt to increased complexity in the equipment and systems they support. However,

their state job descriptions and compensation have not changed to reflect this, causing inequities when Media Services positions are compared to comparable technical staff on campus.

Media Services staff also support more equipment as new buildings and the number of classrooms with teaching stations and other technology have expanded over the past decade. New buildings that support classrooms with modern instructional technology include Shuksan Hall, Broadway Center, Whitehorse Hall and Gray Wolf Hall. In addition, a new Student Health and Fitness Center is being constructed that will contain up-to-date instructional technology. Providing increasingly complex media services to an expanding number of facilities, classrooms and users will further strain staff workloads.

The IT department consists of a director, an associate director, 16 technical specialists, and a program assistant (Exhibit 5E.8a). All IT staff meet the qualifications for their positions established by the Washington State Department of Personnel and by the IT department. See Additional Doc. 5A.2 for professional vitae. Part-time employees, work study students and interns fill out the staffing.

Over the past few years, budget and staffing cuts to IT, combined with a significant increase in the number of computers on campus and in their usage, have resulted in a ratio of IT support staff to computers supported that exceeds 1:200. Although there are no industry-accepted standards for an optimum ratio, as the staff remains the same and as the number of computers continues to increase each year, the ability of IT staff to meet the service expectations of students, faculty and staff becomes increasingly difficult.

In addition to supporting more computers, the IT department has assumed the responsibility of supporting the College's VoIP phone system and multi-function devices for printing, copying and other communications. Both responsibilities required infusing new skill sets into the IT team. Some of these skill sets came as a result of formal training and others came via self-directed learning.

Professional Growth Opportunities (5.D.3)

Updating skills is essential for faculty and professional staff in Library Media Services and in the IT department because of rapid changes in technology and information resources. The College provides opportunities for professional growth for both faculty and professional staff. Instructional departments provide \$400 to each faculty member to participate in professional development during the year. The level of funding has doubled since the last self study and has been provided annually despite other budget reductions. Faculty may also apply for up to \$1,000 per year from the campus Professional Development committee, and faculty librarians are eligible to apply for professional leave for up to one year. Classified staff are eligible for up to \$200 per year from the Human Resources department to pursue professional development activities.

Librarians have attended several conferences and training workshops:

- *Association of College & Research Libraries Conference (ACRL)*
- *Online Computer Library Center workshops and members meetings*
- *Northwest EndUsers' Group Conference (NWEG)*
- *College Librarians And Media Specialists of Washington State Conference (CLAMS)*
- *Library Orientation Exchange Conference*
- *Leadership Snohomish County training*

Librarians also completed several training courses and workshops on a wide range of topics, including U.S. Copyright, Managing Copyright Issues, Computers in Education, Videoconferencing via the Internet, and Assessment of Academic Library Effectiveness: Using ACRL Standards for Continuous Evaluation.

Library Media Services staff have attended campus trainings, NWEG workshops and conference, Vogager training, Photoshop and printing workshops, FERPA training, CLAMS conferences, Washington Library Association workshop on Meetings that Work, and training on InDesign software.

Training for IT department staff has been more limited. The College has a loyal and dedicated IT staff and turnover has been very low. This creates a need to train existing staff who may lack experience with new and emerging technologies. Funding for IT staff training opportunities (when available) has often been strategically allocated based on immediate need rather than on future expectations. In 2009, for example, a deliberate focus on training for the Enterprise Technicians has paid for itself in our ability to modernize our technology architecture. However, training has been minimal over the last five years (Additional Doc. 5A.6), and more is needed for IT staff to keep up with technological advances.

Organizational Arrangements Support Mission and Goals (5.D.4)

The Library Media Services Statement of Mission and Goals (Exhibit 5E.2d) aligns with the College's mission in many ways: providing information to assist students in completing their courses of study, empowering students to become lifelong learners, assisting the campus in the use of educational technology, promoting information literacy, and coordinating with other institutions and agencies to promote the mission of the LMC.

The Library Media Services department is organized to carry out both its and the College's missions in an effective and efficient manner. The Library Media Services department is organized into five service units: collection development, circulation and reference, bibliographic instruction, technical services and systems, and media services. Each service unit is supervised by a faculty librarian, who focuses on providing quality service by that unit to students, faculty and staff. Each librarian works closely with instructional faculty to provide information resources and services that support the College's educational programs. Librarians also work closely with each other and regularly attend department meetings to coordinate and evaluate their services.

The librarians meet monthly with the Dean of Arts and Learning Resources, who represents the interests of the LMC and the Media Services unit to the broader campus. The dean and the Media Services Librarian participate in the Technology Circle, which enhances coordination across campus on issues related to technology.

The IT department benefits from numerous linkages across and beyond the campus. There are two official committees that help steer IT department activities: The Web Steering Committee helps focus IT's web development efforts, and the Information Technology Planning Group advises the IT Director in strategic planning.

The IT Director also chairs iLEAP, a local consortium of business and public sector IT professionals, which discusses how the College and its outlying community can work together to identify and address technology needs. The IT Director and Assistant Director actively participate in the state's Information Technology Commission, a formal network of peers

across the community and technical college system. The IT Director also participates on the Student Success and Retention Committee, the Mandatory Advising Committee and the Technology Circle. The IT Director meets frequently with the vice presidents and deans to discuss matters of mutual importance. The IT Director sits on the E-Tech committee to provide guidance to students allocating student fees for technology initiatives.

Library Involvement in Curriculum Development (5.D.5)

Librarians actively participate in curriculum development. Each full-time librarian serves as a liaison with faculty in designated departments, and faculty who plan new courses regularly consult with the appropriate liaison librarian and the Media Services Librarian to ensure that appropriate library resources are available. Moreover, a librarian and the Dean of Arts and Learning Resources are permanent members of Instructional Council, which reviews and approves all new and revised course proposals. Each proposal includes information on information resources needed to support the course.

A librarian participated on the Outcomes Committee, which developed six core learning outcomes for all degree and certificate programs. One of those outcomes is the ability to utilize information literacy skills. To assist faculty in incorporating information literacy skills into their courses, librarians developed an online library tutorial and guidelines for library assignments.

The IT Director works closely with Computer Information Systems faculty on planning for future class offerings that meet the changing needs of the College's student population. Though there is no curriculum development involved, the brainstorming and cross-campus communication contributes to an engaging curriculum.

Financial Support For Library and Information Resources and Services (5.D.6)

Despite increased enrollment of students and tight budgets in recent years, the College provides financial support that is sufficient to meet the needs of students for library and information resources and services. The College will continue to be challenged to provide sufficient financial support.

Financial support of the Library Media Services department has remained fairly constant over the past 10 years. Materials are purchased primarily with department funding. Over the last five years, the materials budget has not kept pace with the increased costs, especially for periodicals and databases, or with inflationary increases. To add a new database, for example, existing subscriptions of comparable cost must be dropped. Similarly, changing media formats requires converting collections to a newer format: for example, VHS to DVD and audio cassette to CD. The materials budget has been augmented periodically through the following sources:

- *The Everett Community College Foundation provided support for media materials for the nursing program, established the Jackson Endowment for materials and databases related to environmental and social issues, and provided funds through an alumni book collection campaign.*
- *Individual grants funded materials for the radiologic tech program, the children's literature collection (Mervyns), the ESL program, the nursing program (Perkins Vocational Education Grant, Everett Clinic) and ITV videoconferencing equipment.*
- *Instructional programs, including Work Force Development and ORCA, provided funds to purchase books and databases.*
- *Purchases through consortiums, such as the statewide database licensing project, ORBIS*

Cascade, and SBCTC telecourse licensing, lowered the College's costs for certain materials.

- *Student Technology Fee funds have also helped upgrade public use computers, provide laptop computers and, most recently, add 450 netbook computers for student use.*
- *Library Media Services provides a number of measures to safeguard resources:*
- *Checkout procedures and notice and collection of overdue items*
- *Security gates at both entrance/exits to the library*
- *Magnetic security tags for books and media*
- *Secure shelving of media items*
- *Authentication of users for access to databases and for computer use*

Materials are cataloged promptly and collections inventoried annually on a rotating basis, with heavily circulated areas inventoried more frequently. Missing and lost items are regularly reviewed by librarians for replacement. Material loss rates are low, averaging 2.1 %. Still, loss is a concern and the current security gate system is not reliable. Requests for funding to purchase a new security system are included in the proposed library remodel.

Media equipment is barcoded, etched and inventoried. Security cages protect installed projectors in classrooms and classrooms are locked when not in use. Calculators and laptops are checked out through the library's automated system. Damage or loss of equipment is immediately reported to campus Security.

A major concern is the lack of stable funding for the regular replacement and upgrading of equipment. Student fees have funded the regular upgrade of the LMC's public computers and laptops, but no regularly funded cycle exists for the replacement of staff computers or classroom and other media equipment. Income to media services from community events held on campus, and from the rental of media materials for distance and hybrid

classes, provides some funds for emergency replacements. But with a substantial amount of classroom equipment purchased as part of the capital budget for new buildings, future replacement of that equipment presents a significant challenge.

The State Board for Community and Technical Colleges – Information Technology Division provides various IT services to the College: web registration, web grading, payroll, accounting, access to the Internet, and annual state vendor contracts.

The College uses local funds to maintain service and upgrade the IT resources not provided by the state. Local funds were used for the following upgrades:

Network infrastructure was upgraded, and a new data center completed in 2006.

Network bandwidth limits were increased to 100MB in 2009.

Servers, which include a SAN, have increased from 16 in 2001 to 85 in 2008.

Since 2005, approximately 25% of student-use computers are replaced each year with funds from the Student Technology Fee. The College has also received grants for the purchase of student computers. The replaced computers, if they meet the College's minimum hardware standards, are then distributed to the campus community to replace even older computers which are then placed into surplus.

The College allocated funds in the 2003-2004 budget as the first year of a three year effort to replace staff desktop computers. The intent was that by the end of the four year cycle, the college would be able to sustain a three-year average replacement cycle for all desk top equipment. Due to budget restrictions, however, only the first year allocation was completed, and the College is challenged each year to find funding for upgrades to staff computers.

Funding for maintenance and replacement of equipment is a challenge for departments across

the campus. This issue is discussed more fully in Standard Eight.

Involvement in Planning Process (5.E.1)

The College's strategic planning process is described in Standard One. Library Media Services staff has actively participated in the strategic planning process. The Dean of Arts and Learning Resources, and several librarians and staff have participated on past strategic planning committees. The dean has also served on College Council, which currently advises the president and vice presidents on strategic planning issues. Several IT department staff have also served on College Council, and the director and assistant director of IT meet regularly with their management peers to solicit and provide input on planning issues.

The Dean of Arts and Learning Resources and several librarians also serve on a wide variety of committees that influence planning across the campus, including the Web Steering Committee, the Technology Circle, the Informational Technology Planning Group, Instructional Council, and the Emergency Management committee.

A Library Advisory Committee composed of faculty, staff and administrators met regularly until 2006 when efforts were directed to proposing a new library media facility. Since then, the dean, librarians, and a LMC staff member have advised architects on two library building proposals, including the 2007 request that was approved by the state. The dean and a librarian currently are working with architects to remodel and upgrade the existing Library Media Center. Moreover, the Media Services Librarian and media staff help plan the use of instructional technology in new campus buildings. Using media staff input in a more systematic way would improve this process.

Within Library Media Services, planning occurs in the annual program review process. That process evaluates the program's performance, budget, staffing, training, facilities, and equipment, and makes planning recommendations. Annual reviews are completed by Library Media Services librarians and staff. Three-year reviews include input from instructional faculty and an external/industry representative.

Management and Technical Linkages (5.E.2)

Because of its campus-wide role, Library Media Services maintains management and technical linkages with other departments throughout the College:

The dean meets weekly with the other academic deans in Dean's Council.

The dean is a member of the State-wide Library Media Center Directors group that meets quarterly. The dean also serves on the executive committee for the ORCA Consortium, a consortium of 36 academic libraries that share resources and pursue cooperative purchases of library resources.

The Director of eLearning, who reports to the Dean of Arts and Learning Resources, works with Library Media Services to plan technical support and resources for distance learners.

Library Media Services works closely with the IT department to coordinate technology services. The IT department provides campus computer support and reports through a Director of IT to the vice president of College Services. This organizational structure, together with repeated leadership changes in the last 10 years, has hampered effective communications between the two departments. With the appointment of a new IT Director in 2008, this situation has improved.

The Technical Services Librarian and the Media Services Librarian serve on the Instructional

Technology Planning Group, which helps set institutional technology priorities.

The Media Services Librarian also meets weekly in an informal Technology Circle which addresses campus technology issues and collaborative projects.

Library Media Services works closely with the Graphics Department and print shop, provides media support for campus events, collaborates with the IT and Purchasing departments on equipment acquisitions, and provides equipment support and technical expertise to the Center for Disability Services.

Library Media Services coordinates with the University Center, which supports bachelor's and master's programs from four-year institutions on the Everett Community College campus, to provide library access and classroom equipment.

IT also maintains management and technical linkages across the organizational structure. The Director of Information Technology meets weekly with the Technology Circle, mentioned above, which includes faculty, staff and students. The circle ensures that all affected parties have input for technology decisions.

Evaluation of Resources and Services (5.E.3)

Library Media Services evaluates its resources and services through several activities. Each year, the department completes a comprehensive program review and, every third year, a more extensive three-year program review. These reviews summarize and evaluate activities and set objectives for the following year(s). Annual department and unit statistics are gathered and services are evaluated under user-oriented performance indicators. Faculty from other areas on campus and from other institutions participate in the three-year program reviews.

Library Media Services conducts surveys of students, faculty and staff to evaluate the quality and adequacy of resources and services. Information is gathered in the following ways:

- *Questions about library services in the SERVQUAL campuswide survey*
- *Student-use survey*
- *Survey of reference users*
- *Service comment forms, library suggestion boxes and input on the web site*
- *Quarterly surveys of faculty whose classes have received bibliographic instruction sessions*

Before and after test of information literacy skills conducted with English 101 classes

Feedback from these techniques shows a strong, positive response by users to Library Media Services. An assessment of this feedback has resulted in Library Media Services providing laptop and netbook computers for checkout by students, adopting the online IRIS tutorial on research skills, and adding an online reference librarian service to meet the needs of distance students and those who are not available during the LMC's open hours.

IT evaluates the quality and utilization of its resources through feedback from the many committees IT staff serve on:

- *Information Technology Planning Group*
- *Web Steering Committee*
- *Technology Circle*
- *E-Tech Committee*
- *Student Success and Retention Committee*
- *Mandatory Advising Committee*

IT also assesses its workload and support services by tracking work orders and routinely measuring network availability.

Analysis and Next Steps

Strengths

Librarians work closely with other faculty to develop library collection and services.

Library Media Services librarians and staff provide widely-used and valued services.

The LMC has a relatively current and relevant collection of resources.

Library Media Services has a service-oriented, innovative faculty and staff.

Library Media Services faculty and staff anticipate and respond to developments in information technology.

IT team goes beyond their job requirements to support the College's mission and strategic plan.

Campus community understands and values the role and efforts of the IT department.

Students have access to computer labs and the use of current computing technology.

Challenges and Recommendations

The LMC and the Media Services department have inadequate space. The College Master Plan and the state's building growth project queue both include a new Library Resource Center, and the College should continue to pursue funding for that facility. (5.C)

The LMC and the Media Services unit do not have adequate funding to provide increased staffing for enrollment growth, and to fund equipment maintenance and replacement. The College should develop a plan to fund these needs. (5.D.1, 5.B.1)

Because of emerging technologies and other unanticipated demands on the IT department, IT staff is stretched thin. The College should develop a plan to provide IT staffing adequate to perform the increasing demands assigned to that department. (5.D.1)

IT staff would benefit from a more robust training program. The College should develop a plan for providing additional training. (5.D.3)

IT does not have a systematic method for assessing its effectiveness. The IT department should develop a systematic process to obtain feedback from students, faculty and staff and to assess its programs and operations. (5.E.3)

Content Management Table Standard Five: Library and Information Resources		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
Required Documentation (D)		EvCC Documentation						
N/A		N/A						
Required Exhibits (E)		EvCC Exhibits						
5E.1	Printed materials for students: hours/svcs of learning resource facilities	E.1a					X	
5E.2	Policies for development and management of learning resources	E.2a	Comm & Tech College Acceptable Use Policy				X	X
		E.2b	EvCC Acceptable Use Policy				X	X
		E.2c	IT Service Levels Agreements				X	
		E.2d	LMC Mission & Goals				X	
		E.2e	LMC Collection Development Policy				X	
		E.2f	LMC Use of Library Computers Policy				X	
		E.2g	LMC Confidentiality & Library Use Procedure				X	
		E.2h	LMC Disruptive Behavior Procedure				X	
		E.2i	LMC Student Media Request Form				X	
		E.2j	Emergency Notification				X	X
5E.3	Statistics on use of library and other learning resources	E.3a	LMC Gate Count 2009				X	
		E.3b	LMC Web Use "1 Month Sample" 10/2007				X	
		E.3c	LMC Collection Statistics 2007-08				X	
5E.4	Statistics on library collection and inventory other learning resources	E.4a	LMC Collection Goals 2005-10				X	
		E.4b	LMC Historical Charges				X	
		E.4c	LMC Item Use/Reference				X	
		E.4d	LMC Item Use/Reference				X	
		E.4e	LMC Item Use/Reference				X	
5E.5	Measures used to determine adequacy of facilities for goals of areas	E.5a	Computer Lab Usage Comparison				X	
		E.5b	Welcome to the EvCC Computer Labs				X	X
		E.5c	LMC Capital Analysis Model				X	
		E.5d	LMC Growth Project Request Report 2009-11				X	
5E.6	Measures used to determine adequacy to support on/off site programs	E.6a	Central Campus Room Scheduling Information				X	
		E.6b	Staff Services Usage Statistics				X	
		E.6c	LMC- ALA Standards for Libraries				X	X
		E.6d	LMC- ALA Guidelines for Media Resources				X	X
		E.6e	LMC- ALA Information Literacy Competency				X	X
		E.7a					X	
5E.8	Organization chart for managing libraries & other information resources	E.8a	IT Organization Chart at 03/09				X	
		E.8b	LMC Organization Chart				X	
5E.9	Comprehensive budget(s) for library and information resources	E.9a	Information Technology Budget 2008-2009				X	
		E.9b	LMC Account Status Report 2008-09				X	
		E.9c	LMC Budget Development Report 2009-10				X	
5E.10	Vitae of professional library staff	E.10a					X	
5E.11	Formal, written agreements with other libraries	E.11a	Formal Library Agreements				X	
5E.12	Computer usage statistics related to the retrieval of library resources	E.12a	LMC EZ Proxy Report 07/2008-04/2009				X	
5E.13	Printed info describing user services provided by the computing facility	E.13a	LMC Account Status Report 2008-09				X	
		E.13b	LMC Computer Lab Hours of Operation				X	
5E.14	Studies/docs describing evaluation of library and information resources	E.14a	LMC 3-Year Instructional Program/Dept Assessment				X	
		E.14b	LMC Survey				X	
Additional Supporting Documentation (A)		EvCC Additional Documentation						
5A.1		A.1	VP Approved IT Administrative Procedures				X	
5A.2		A.2	IT Staff Resumes				X	
5A.3		A.3	LMC Promotional Materials				X	
5A.4		A.4	LMC Databases 2000-09				X	
5A.5		A.5	LMC Group Instructional Sessions 1998-2008				X	
5A.6		A.6	IT Training 2006-09				X	

6 Governance and Administration



System of Governance and Fulfillment of Roles (6.A.1, 6.A.2)

Everett Community College is one of 34 community and technical colleges in Washington established by the legislature (RCW 28B.50.040) and supervised by the State Board for Community and Technical Colleges (RCW 28B. 50.090). As an agency of the state of Washington, the College's governance structure is partly grounded in legislation. Specific Washington Administrative Codes (WACs) and Revised Codes of Washington (RCWs) address the legislative rules that apply to the College.

The College is governed by a Board of Trustees appointed by the Governor of the State of Washington for five-year terms pursuant to RCW 28B.50.100. The first Board of Trustees adopted a statement of its policies, powers, and by-laws that reiterated the policies and powers granted by WAC 132E-104-100, 110, and 120 (See Exhibit 6E.1a). Those policies and powers permit the operation of a community college, the creation of comprehensive programs of community college education and training, and other actions to accomplish that purpose, including the hiring of a college president, faculty, other administrative officers, and other employees with duties and compensation fixed by the Board of Trustees.

These documents clearly describe the relationship between the Board of Trustees and the president, faculty, staff, and students. The board's policy statement indicates that the board's primary function is to establish policies by which the College will be administered, and

the primary function of the College's president and staff is to perform the administration of the College. To implement this policy, the board adopted Resolution 2006-07-04 (Additional Doc. 7A.24), which delegates to David Beyer, president of the College, the authority and responsibility to administer the College consistent with the board's policies. The Resolution also gives the president authority to develop additional policies needed to operate the College.

In carrying out its policymaking role, the board has approved a Vision Statement, a Mission Statement, and a Strategic Plan for the College. These directives were discussed in Standard One and are located in Exhibit 1E.1a. The vision and mission provide broad guidance to the president, faculty, and staff, and the Strategic Plan provides more specific guidance regarding where the College should devote its resources. The president, faculty, and staff implement specific actions that carry out the policy of the board. In this way, the governance relationships are clear. The College has in place, then, a governance structure that clearly defines governance relationships and that facilitates adherence the College's mission and strategic plan.

The president creates an organizational structure to carry out the board's policies (see president/vice president organization chart in Required Doc. 6D.2f). The president meets with the vice presidents weekly in open meetings to coordinate the activities being carried out in their areas of responsibility and to ensure adherence to the board's policies. In turn, the vice presidents carry out the board's policies as they organize their areas of responsibility, develop budgets, make staffing decisions, and allocate resources. The organization charts for each of the College's divisions are included in the required documents for this standard. Individual programs and departments, including student government, set goals and objectives based on direction from their vice president and evaluate the achievement of those goals and objectives in their annual and three-year program reviews.

This process clarifies for faculty, staff, and students their respective roles and helps them fulfill those roles.

Faculty, Staff, and Students Involved in Governance (6.A.3)

Faculty, staff, and students involve themselves in governance in a variety of ways, including the following:

- *Monthly reports to the Board of Trustees by the presidents of the faculty union, the classified staff union, and the student government.*
- *Presentations to the board by faculty or staff on their programs.*
- *Attendance at meetings of the president/vice presidents staff group.*
- *Participation on committees, councils, and task forces that provide recommendations to senior management.*
- *Participation in College Council, which directly advises the president on issues related to institutional planning, operation, and communications.*
- *Participation in the strategic planning process or in preparing program reviews.*
- *Participation in student government or on committees which allocate student funds.*
- *Participation in budget forums, presidential chat sessions, and other informal avenues to express ideas and opinions.*

These mechanisms, and others, provide the entire campus community the opportunity to participate in College governance and decision making. Governance is discussed more fully later in this standard.

Board Represents Public Interest (6.B.1)

The members of the College's Board of Trustees are listed in table 6.1. For biographical information on each board member, see Required Doc. 6D.1a.

The trustees represent a wide swath of the community and constituency that the College serves. All five work in Snohomish County. Four currently work in the private sector, one in the public sector. Dr. Cobbs works for the local K-12 school district—a major constituency for the College. Board members bring diverse experiences to the table. Nancy Truitt Pierce served as Director of Women’s programs and the Displaced Homemaker Center at South Seattle Community College and ran the Small Business Institute for the entire Seattle Community College District before becoming a private consultant. James Shipman attended Everett Community College and was its student body president before completing his bachelor’s and law degrees. Dr. Betty Cobbs, the Board’s newest member, began her career with the Everett school system as a teacher, then as a principal.

As table 6.1 indicates, the board includes three trustees currently in their second five-year terms but also includes a trustee who just joined the board this year. Staggered terms ensure continuity. Appointment of new trustees, like Dr. Cobbs, ensures inclusion of fresh perspectives. No current trustee has served more than two full 5-year terms.

No trustee has substantive employment with the College. All are technically employees of the College only insofar as the law requires them to

be part-time employees in order to receive a per diem for services rendered in connection with their work as trustees.

The board elects from its members a new chair and vice chair annually at its June meeting pursuant to its by-laws (Exhibit 6E.1a). The College president serves as secretary to the board pursuant to the board’s policy statement (Exhibit 6E.1a).

Committee of the Whole (6.B.2)

All board members are aware of the requirement to act as a committee of the whole and only vote on action items at public board meetings. RCW 28B.50.130 and the board’s by-laws ensure that no individual or subcommittee of the board may act for the board. The by-laws state that “no action shall be taken by less than a majority of the board members.”

Board’s Duties (6.B.3)

The board’s policy statements and by-laws enumerate the board’s powers, duties, organization, and operating procedures. These documents are clear and unambiguous, have been approved and published by the board, and are included in Exhibit 6E.1a.

The by-laws specify the board’s procedures for monthly meetings; election of officers; duties of

Table 6.1: Board of Trustees

Trustee	First Appointed	Current Occupation
Nancy Truitt Pierce, current Chair	1998 (partial term, then appointed to first full term in 1999)	Founder and President of Consulting firm
Gene Chase	2000	Contractor
Thomas Gaffney	2002	Partner in Accounting/ Business Consulting firm
James Shipman	2005	Partner in Law firm
Betty Cobbs	2009	Director of Human Resources, Everett Public Schools

the chair, vice chair, and secretary; and audience participation procedures.

The board's policy statement contains specific ethical guidelines even though not labeled as such. For example, the policy statement includes the following directives:

To base our personal decision upon all available facts in each situation; to vote our honest conviction in every case, unswayed by partisan bias of any kind; and thereafter to abide by and uphold the final majority decision of our board.

To remember at all times that as individuals we have no legal authority outside the meetings of the board, and to conduct our relationships with district and college staff, local citizens, and all media of communication of this fact.

To resist every temptation and outside pressure to use our position as members of the Board of Trustees to benefit ourselves or any other individual or agency apart from the total interest of the district.

The trustees are also bound by the College's Code of Ethical Conduct, recently revised to comply with state of Washington guidelines (Exhibit 9E.2b). New board members typically attend new trustee training provided by the Trustees Association of Community and Technical Colleges, which further clarifies their duties and responsibilities. The trustees take their responsibilities seriously and strive to act in a manner consistent with them.

Appointment, Evaluation and Full-time Responsibility of the President (6.B.4, 6.C.1)

The board's policy statement indicates that the board will employ a college president and determine the president's duties and compensation (Exhibit 6E.1a). The board hired the current president, David Beyer, after conducting a national search and an extensive selection process. Dr. Beyer assumed the role in July 2006.

The president's full-time responsibility is to the College. The president provides overall leadership to the College and management of the College's human, physical, and financial resources. The president establishes the organizational structure of the College and implements the policies of the board. The president also represents the College to the state legislature; to local governmental, business, civic, and other interested groups; and to district constituents.

While not documented in the board's governing documents, the board has an established practice of evaluating the president annually. The president's contract specifically codifies this annual evaluation by the board. Agendas of the board's executive sessions show that an evaluation has occurred.

Review and Approval of Mission, Policies, and Programs (6.B.5)

The by-laws indicate that the board establishes policy and the president administers that policy. The board has set policy by adopting a Vision Statement, Mission Statement, and Strategic Plan (Exhibit 1E.1a). The board periodically reviews these policies and any changes to them must be approved by the board. At its March 2009 monthly meeting, the board agreed to review the College's Vision Statement, Mission Statement and Strategic Plan in their entirety to assure that they reflect the College's shared perspective and are relevant to meet current and future challenges (see March 11, 2009 board minutes in Exhibit 6E.2a). The board indicated that the Strategic Plan would be reviewed both by focused discussion with the community and appropriate sectors of the College and by campuswide discussions. The board also must approve other major substantive policies or changes to policies before they are adopted by the College.

The authority to grant appropriate diplomas, non-baccalaureate degrees, or certificates is also provided to the board by its policy statement

(Exhibit 6E.1a). Accordingly, new degrees or certificates must be approved by the Board. At its July 2008 meeting, for example, the Board approved the establishment of four new Associate degree options—two Associate of Science/Pre-Engineering Technology degrees, one Associate in Technology DTA degree, and one Associate in Pre-Nursing DTA degree (see July 2008 board minutes in Exhibit 6E.2a).

The Board also reviews the results of instructional program viability studies. Nine programs completed program viability studies during the 2007-2008 academic year and the results and recommendations were presented to the board at its meeting on May 14, 2008 (see May 2008 board minutes in Exhibit 6E.2a). The program viability review process is discussed in detail in Standard Two.

Evaluation of Board Performance (6.B.6)

The Board designates its annual leadership retreats, in part, for periods of introspection. It evaluates its own performance vis-à-vis its mission, objectives, and goals and discusses how to improve its own effectiveness. Trustees seek input from the college president as well as the vice presidents and deans at these retreats. A report from each annual retreat is provided in the minutes of the next scheduled meeting of the board.

The most recent board retreat was held on September 30, 2008. A report was provided in the October 15, 2008 board meeting minutes (see Exhibit 6E.2a). The report includes areas of focus selected by the board for the coming year based on the board's evaluation of its performance during the prior year. The report listed four "Top Priorities" for the new academic year based on discussions held at the 2008 retreat. They were: student retention, expansion of the College into other communities, focus on student and workforce diversity, and seed money for new programs and initiatives.

The board also continuously reviews its practices and procedures and makes changes as necessary. For example, the board concluded at its board meeting in April 2007 that it needed to monitor the College's budget more closely and created an audit committee to perform that task. Since then, the audit committee has reviewed monthly updates on the College budget prior to each board meeting.

Establishment of Academic and Administrative Structure (6.B.7)

The Board has delegated to the president the authority to appoint all faculty, classified, and exempt employees, and the authority to terminate classified and exempt employees (Additional Doc. 7A.24). Therefore, the president oversees the staffing and organization of the College. The president makes regular reports to the board about institutional staffing and organization, and significant changes are reported to the board. Both the classified staff union and the faculty union give reports to the board at each of its meetings, ensuring that they have an opportunity to comment on staffing levels and staffing decisions made at the College.

Approval of Budget and Long Range Financial Plans (6.B.8)

The Board approves both the annual budget and long-range capital projects. See Standard Seven for more information on capital projects. The audit committee receives audit reports before each monthly board meeting. The board also receives a financial report at each of its meetings, underscoring its ongoing close oversight of the College budget.

Board Participation in Accreditation Process (6.B.9)

The board has been informed on all focused and interim visits performed by the Northwest Commission on Colleges and Universities since its 2000 accreditation visit. Moreover, the vice president of instruction has periodically briefed

the board on the status and results of the current self study process.

Duties, Responsibilities, Ethical Requirements, and Evaluation of Administrators (6.C.2, 6.C.3, 6.C.8)

As state employees, administrators are expected to adhere to the ethical requirements in the State of Washington Ethics in Public Service Law (RCW Chapter 42.52). In addition, the College's Board of Trustees approved an updated Ethics Policy for the College in November 2008. This policy (Exhibit 9E.2b) was approved by the Washington State Executive Ethics Board and coordinates with the Washington State Ethics in Public Service Law. Administrators are responsible to ensure that all of their decisions and activities are lawful and in accord with commonly accepted business practices and the state and college ethics policies.

The Human Resources department explains the ethics law to new employees upon hire and annually reviews the information with current employees. The College's Ethics Policy covers definitions of terms, conflict of interest, gifts, honorarium, compensation for official duties and for outside activities, use of college resources, prohibited use, de minimis use, confidentiality, campaigning/political action, participating in transactions, employment after leaving the College, publisher's samples, reporting violations, and annual review (Exhibit 9E.2b).

In 2007 President Beyer formed a College Council. In its first year, the College Council developed a Statement on Civility and Community (Exhibit 9E.5c). As the statement was developed, College Council members distributed it to their respective audiences for review and comment. The development process was facilitated by inclusive representation of campus community members. The Board of Trustees adopted the Statement in 2008. The Statement discusses shared values that College administrators, and other employees, should strive to emulate in their daily interactions.

Many of the College's administrators, including the College President, are relatively new to their positions or have been appointed as "interim." Therefore, the College has had the opportunity to sharpen the duties and responsibilities in the position descriptions for each exempt administrator. Moreover, in this "belt-tightening" environment the institution has not filled key administrator positions. This has allowed the College to restructure positions and reporting relationships in a way that most effectively fulfills the College's mission with the available resources. The College's administrators each have many years of relevant training and experience and are all qualified to provide effective leadership and management to their respective areas of responsibility. The restructuring has allowed the most effective use of their individual talents.

A summary of administrative position changes includes:

- *The Executive Vice President for Administrative Services vacated September 2008. An interim was appointed; however, that appointment expired January 31, 2009. The Associate Vice President of Human Resources was assigned the budgetary and fiscal responsibilities along with Human Resources and now serves as Vice President of Administrative Services effective February 1, 2009.*
- *A restructuring occurred which created the position of Vice President of College Services which includes Information Technology, Capital Projects, auxiliary services (bookstore and food services), Security, and Facilities Management.*
- *A new Vice President of Instruction was appointed July 1, 2007.*
- *The long-time Vice President of Student Services retired June 30, 2008. A national search was conducted but the results were not successful. At the same time, the Vice President of College Advancement decided not to continue her appointment. Because of her extensive background in student services, she was then appointed as interim Vice President of Student*

Services. The search for a Vice President of Student Services was suspended and the interim has agreed to continue through June 2010.

- *An interim Vice President of College Advancement was appointed. A search to fill this position was conducted in the fall of 2008 and the position was appointed to the interim candidate in January 2009.*

Position descriptions for administrators contain minimum qualifications and are reviewed when an opening exists. Nationwide searches are conducted to ensure the pool of applicants is broad with skills and abilities to provide effective leadership and management. The review and interview process is thorough and rigorous, making a concerted effort to find the best applicant for each position.

Administrative evaluation takes place on a regular cycle in order to maintain the high standards of leadership at the College. The president conducts annual evaluations of his direct reports using a published format available in the president's office. These evaluations address both general and specific job duties, including assessment of administrators' ability to work with others to make progress toward College goals. A similar process using a modified version of this instrument is used by the vice president of instruction to review and evaluate her direct reports. Instructional deans are evaluated against instructional goals and accomplishments as outlined in each annual program review.

Institutional Advancement Activities (6.C.4)

The College's institutional advancement activities are housed in two areas: the Everett Community College Foundation and the Office of College Advancement. These two areas are managed by the Vice President of College Advancement and Executive Director of the EvCC Foundation.

The Foundation's mission is to "enhance the College's ability to respond to student, faculty, and community educational priorities." All Foundation fundraising activities are governed by the Foundation board, in accordance with its mission statement. The 501(c)(3) status of the Foundation gives it a separate "nonprofit corporate status wherein the Foundation Board has stewardship of the foundation funds." Total assets in the foundation as of June 30, 2009, were \$3,575,803.47 (Additional Doc. 7A.7). Revenue and support totaled \$625,620. The EvCC Foundation provided over \$152,000 in scholarships and contributed \$337,057 in support of college programs during fiscal year 2009. The findings of a feasibility study conducted in 2008 suggested that the College was not ready to launch a capital campaign. However, the Foundation is committed to developing the infrastructure to prepare for a capital campaign.

Administrative Decision Making and Communication (6.C.5, 6.C.6)

The College administrators strive to work together to ensure that the decision-making processes are timely. Various administrative groups meet on a regularly scheduled basis to make timely decisions on issues facing the College. These groups include President/VP Staff group, Dean's Council, Student Services Administrative Council, and Instructional Council. These councils solicit input from the campus, invite participation at their meetings, and publish minutes that are available on the College intranet. Each council and council member makes an effort to convey decisions to affected employees and departments following council meetings.

The College administrators also promote cooperative working relationships and open communication. Many venues are open forums to the campus community in order to both receive and give input and information. Meetings of the President/VP Staff group are open to any College employee. The members of

Instructional Council represent a wide spectrum of campus programs and guests are welcome to attend and advocate their positions. College Council—comprised of students, faculty, and staff from all areas of the College—is designed to provide feedback directly to the president with respect to institutional planning, operation, and communications. Leadership Academy provides employees from all areas of the College the opportunity to develop their leadership skills, including effective communication skills. Quarterly division meetings provide faculty an opportunity to share information, questions, and ideas with the instructional deans. Campuswide budget meetings allow employees to present their ideas and questions on the College’s budget.

President Beyer has improved the opportunity for stakeholder voices in decision-making processes. Dr. Beyer regularly holds open “Chat with the President” sessions and has a President’s Blog. In addition, an open forum was created for input regarding budget reduction and savings suggestions. Initiating open forums, opening up the President/VP Staff meeting to all members of the campus, and creating the College Council have all occurred under his tenure and speak to his accessibility and sincere desire for input.

One result of open communication is that employees are inundated with meetings, forums, and information about programs, policies, procedures, developments, and changes—typically via email—that occur frequently in such a large and complex organization. The information can become overwhelming and methods of communication should be explored to more effectively organize and communicate this information.

Institutional Research (6.C.7)

The Office of Institutional Research provides research that is relevant to the student-oriented mission of the College. The Office of Institutional Research ensures that the results are widely distributed to inform planning and subsequent

decisions that contribute to the improvement of the teaching/learning process. This research takes place at the institutional level, the program or department level, as well as the classroom level. Through such research and evaluation, the College can better plan for long-term operations and improve its ability to provide educational services to a variety of learners. The primary functions of the Office of Institutional Research are:

- *Providing periodic reports on student enrollment and performance*
- *Administering and reporting on surveys*
- *Providing research and data for external reporting and grant proposals*
- *Providing technical support/consulting for ad hoc research requests*

The College’s institutional researcher works closely with the president, the vice president of instruction, and the deans to provide information directly related to planning efforts. Annually, Institutional Research prepares several reports. The Fact Book is intended as a mechanism for providing a standard set of student data to all college employees (Additional Doc. 1A.2). The Environmental Scan attempts to assess outside influences and their impact on the College, and some internal trends that help build a more complete picture of how the College organically interacts with its environment (Additional Doc. 1A.3). In addition, Institutional Research publishes a quarterly newsletter called Insight (see an example in Required Doc. 1D.2b). See Standard One for more detail on institutional research.

Salaries and Benefits (6.C.9)

Salary and benefits for classified staff are established by state law and by a collective bargaining agreement between the State of Washington and the Washington Federation of State Employees Higher Education (Exhibit 6E.6e). The salary schedules for classified staff are established pursuant to the Washington

State Department of Personnel Higher Education Salary Schedule (Exhibit 6E.6a).

Salaries of administrative/exempt employees are comparable to the salaries of administrative/exempt employees in similar positions in the Washington state community and technical

college system (Exhibit 6E.6c). Benefits for administrative exempt employees are determined by state law and are described in Exhibit 6E.6d.

Table 6.1: Examples of Faculty Involvement in College Governance

Group	Representation	Purpose
Instructional Council	Representative members elected at division level and serve two-year terms; two at-large members.	Address course proposals, review curriculum or program changes. Chaired by vice president of instruction.
College Council	Appointed by the President; 2-4 faculty are part of an institutionally representative group of about 20 members.	Address president's agenda, i.e. strategic planning. Chaired by president.
Department and division meetings	All faculty, both full and part-time.	Address curriculum, budgeting, and planning in congruence with institutional goals. Develop a program review to identify and assess department's needs and goals.
Department chair	Elected, paid position.	Chair department meetings, plan schedule of classes, prepare program review, departmental liaison with dean.
Advisory Committees such as Health and Safety. (See other committees on the standing committees list in Exhibit 4E.3a)	Elected, appointed, or volunteer.	Provide guidance to support various aspects of the institution's mission.
AFT Everett (faculty union)	All full and part-time faculty.	Address institutional decision making process and assure faculty participation as well as monitor working conditions and contract compliance. Collective bargaining agreement promotes a role in governance by requiring faculty to participate on one of several College committees.
Board of Trustee Meetings	Any interested faculty.	AFT Everett makes a report at each board meeting. Other faculty present programs and task force proposals, or speak during the audience participation segment.

Faculty Role in Governance (6.D)

The College enjoys an active interaction between the various constituencies of the campus. The faculty is engaged in governance, planning, budget process, and policy development through a variety of avenues. See table 6.1 for some examples. See Standard Two for additional discussion of faculty involvement in governance.

Student Role in Governance (6.E)

Student government, the Associated Students of Everett Community College (ASB), is an active participant in college affairs. The ASB constitution identifies areas of engagement, specifically the appointment of students to Appointment Review committees and other college committees “as needed or requested” (Additional Doc. 3A.12). The ASB voice is present at Board of Trustee meetings through the monthly report of the ASB president and at Instructional Council through the ASB president or a designee.

Administrative hiring committees (for president or vice president positions) include student participation. In terms of planning, student input is sought at appropriate times in the architectural/design process. For example, a student representative selected the furnishings for the open or student areas of the newest campus building, Gray Wolf Hall. Students have been on the planning committees for Whitehorse and Gray Wolf Halls, and the Student Fitness and Health Center.

Because the Student Technology Enhancement Fund was promoted and passed through the ASB, the planning for and distribution of those funds are in the ASB’s hands. As a result, their contributions work in tandem with the College administration in the identification of institutional budgeting needs. Students are also actively involved in planning the annual ASB budget, and enacted a Student Enhancement Fund that will pay for a significant portion of the

costs for the Fitness and Health Center and the improvements to the Parks Student Union.

See Standard Three for more information on the role of students in governance.

Affirmative Action and Non-discrimination (Policy 6.1)

The College has affirmative action policies that are rigorously applied (Exhibit 8E.1g). The College does not discriminate on the basis of race, religion, creed, color, national origin, age, sex, sexual orientation, marital status, the presence of any physical, sensory or mental disability, or status as a disabled or Vietnam era veteran in its programs and activities, or employment. The College’s Mission Statement emphasizes that the College will “encourage diversity.” Moreover, the College’s Strategic Initiatives stress “attracting and retaining . . . diverse staff and faculty” and increasing “access and retention, with special attention to underserved populations.” With respect to students, faculty, and staff the College enforces a policy of non-discrimination.

Collective Bargaining (Policy 6.2.)

Participation of Entire Campus Without Impact from Collective Bargaining

The self-study has been conducted campuswide with a steering committee overseeing the process and subcommittees charged with evaluation of each standard. The steering committee members and the subcommittee chairs are comprised of a roughly equal mix of administrators and faculty. The chairs of the subcommittees were asked to participate by the administration, often based on some perceived expertise in the area in question. The chairs of the subcommittees were then free to recruit from the campus at large and in most cases recruited faculty and classified staff. As a result, the membership of the various committees broadly represents the campus. Faculty and classified staff are extremely well represented in

the process. Students are not well represented in the process; however, the completed self study will be presented to students for their review and comment.

The College has two collective bargaining agreements, one with the Washington Federation of State Employees Higher Education, the classified staff union, and one with AFT Everett, the faculty union. Collective bargaining did not impede the self-study process. The faculty contract was bargained in 2007-08 and placed into effect on July 1, 2008, before the self study began. While interpretation of elements of the contract are “negotiated” on an ongoing basis through the Contract Administration Committee (CAC) during this self-study process, the CAC is a consensus-driven body of faculty and administrators who are more than capable of separating contract issues from accreditation issues. Indeed, two of the four faculty members on CAC also serve as co-chairs on self-study subcommittees and were chosen to do so by the administration. The classified staff contract is bargained for with the State, not the College directly. The latest version of the contract became effective July 1, 2009. There is no evidence that either collective bargaining agreement impeded participation in the self study process.

Impact of Collective Bargaining on Quality and Effectiveness of the College

The self-study participants have worked diligently to evaluate compliance with accreditation standards based on data, interviews, documentation and observations. This includes an examination and discussion of the source of any deficiency, setting aside any fealty (or lack thereof) to the collective bargaining process. One recommendation of the Standard 6 Subcommittee, for example, is the formation of a faculty Senate—to promote discussion forums among faculty and give input to the president and vice president of

instruction on non-contractual matters affecting faculty. These two functions are not among the strengths of the faculty union, but if faculty members feared alienating the faculty union leadership or diminishing bargaining power by making such a recommendation as part of the self-study they would not have done so.

Moreover, several examples can be cited wherein collective bargaining has facilitated compliance with accreditation standards. In the last round of collective bargaining with the faculty union, the College and faculty agreed to significant changes in the tenure process, such that the President and Vice President of Instruction became more involved and the process became more transparent. Appropriate forms and timelines were adopted to ensure fairness and consistency in the process.

In a second example, the College and its faculty agreed through collective bargaining to give adjunct faculty with established competence higher pay and more job security. In return, these new “Senior Associates” have an obligation to hold office hours, giving students greater access to their instructors and helping to ensure consistently high standards in instruction. And for the first time in the College’s history, the new contract permits tenured faculty to carry out peer observations of adjuncts seeking Senior Associate status. This creates opportunities to ensure that the educational standards we set out are actually being reached—by all faculty.

In both of the above examples, the collective bargaining process revealed common interests of the administration and faculty—particularly in raising the quality of instruction, ensuring fairness in evaluation processes and in providing students with access to instructors and advisors—and the parties worked together to effectuate those interests. These results of the collective bargaining process support goals in Standard Four regarding evaluation of faculty and quality of instruction. Accreditation is in the common interest of the College and its

faculty. When bargaining work toward common interests, as it does at Everett Community College, collective bargaining actually facilitates achievement of accreditation standards.

Faculty Have No Governance Organizations Other Than Faculty Union

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

Analysis and Next Steps

Strengths:

The system of governance, administrators in general and the president in particular, facilitates cooperative working relationships, encourages open communication and makes provision for consideration of faculty and staff views.

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

Challenges and Recommendations:

The College's documents related to governance and administration are not always readily available, clearly organized, or regularly updated. Some documents are in print form, while others are posted on the S: drive, on the intranet, or on the College website. The College should organize documents related to governance and administration in one central location with easy access by the campus community and should update those documents on a regular basis. (6.A.2)

The College encourages open communication, cooperative working relationships, and the sharing of ideas across the campus. One result is

that employees are inundated with information about programs, policies, procedures, developments, and changes—typically via email—that occur frequently in such a large and complex organization. The College should assess its communication needs and develop communication methods that distribute information from administrators to employees in a more organized and more easily accessible manner. Moreover, the documents referred to in communications should be readily accessible in a central location. (6.C.6)

The College provides a variety of forums for faculty involvement in institutional governance. However, none of them focus exclusively on issues of concern to faculty outside the collective bargaining agreement. College Council advises the president directly from a campus-wide perspective on issues initiated by the administration. AFT Everett, the faculty union, focuses on faculty issues related to the collective bargaining agreement. The College would more fully support faculty participation in institutional governance if there were a faculty senate, or similar organization, where faculty and administrators discussed and collaborated on issues and policies of particular concern to faculty. (6.D)

Content Management Table Standard Six: Governance and Administration		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
Required Documentation (D)		EvCC Documentation						
6D.1	Board and committee membership with background statements	D.1a	Board of Trustees Members & Background	X		X	X	
6D.2	Administrative and academic organization charts	D.2a	Org Chart: Admin Svcs at 10/09	X		X		
		D.2b	Org Chart: College Advancement at 03/09	X		X		
		D.2c	Org Chart: Instruction at 07/09	X		X		
		D.2d	Org Chart: Instruction Personnel at 07/09	X		X		
		D.2e	Org Chart: Student Svcs at 10/09	X		X		
		D.2f	Org Chart: VP Level - No Names	X		X		
		D.2g	Org Chart: College Svcs at 10/09	X		X		
		D.2h	Org Chart: University Center at 10/09	X		X		
Required Exhibits (E)		EvCC Exhibits						
6E.1	Articles of incorporation and bylaws	E.1a	Board of Trustees Procedure and Mission				X	X
		E.1b	Washington State TACTC Bylaws				X	
6E.2	Board policy manual, with agenda and minutes for the last three years	E.2a	Board of Trustees Meeting Minutes				X	X
6E.3	Administrative policy manuals	E.3a	List of Policies & Procedures from Website				X	X
6E.4	Administrative position descriptions	E.4a	Exempt Job Description Summary				X	
6E.5	Staff handbook	E.5a	Employee Handbook				X	
6E.6	Salary data and benefits for administration and staff	E.6a	Classified Staff Salary Schedule				X	X
		E.6b	Exempt Salary Data 2008-2009				X	
		E.6c	Administrative Salary Survey				X	X
		E.6d	Administrative & Exempt Benefits				X	X
		E.6e	WFSE HE Contract 2009-11				X	X
6E.8	Collective bargaining agreements	E.8a	WFSE HE Contract 2009-11				X	X
		E.8b	AFT Contract 2008-2011				X	X
6E.10	List of active committees with names and chair contact information	E.10a	List of Councils and Committees				X	

7

Finance



Autonomy in Financial Planning and Budgeting (7.A.1)

The College's financial planning is guided by the state laws of Washington and the state's Office of Financial Management (OFM), by the State Board for Community and Technical Colleges (SBCTC), and by the College's Board of Trustees (please see Additional Doc. 7A.1, Additional Doc. 7A.2, Additional Doc. 7A.3, respectively).

The SBCTC establishes governance policies related to the mission of the system, and prepares operating and capital-budget requests to the governor for the system. Once the Legislature makes appropriations, the SBCTC makes annual operating-budget allocations to each of the College districts. The SBCTC also makes biennial capital-budget allocations to the districts based on planning criteria prepared jointly by OFM and SBCTC. Capital plans reflect the projected enrollments and program offerings of the College as determined by the local Board of Trustees. Because capital projects have lead times that can extend over multiple two-year budget cycles, the planning and funding reflect the phasing necessary to complete the project. Within the guidelines established by the state, the OFM, the SBCTC, and the Board of Trustees, the College has substantial autonomy to perform its financial planning and budgeting.

Financial Planning (7.A.2)

The College bases its financial planning on several key campuswide planning assessments. These assessments include:

- *Strategic Plan (updated 2009)*
- *College Master Plan (updated 2007)*

- *Strategic Enrollment Management Plan (updated annually)*
- *Student Success and Retention Plan (updated annually)*

Each year, the president and vice presidents review these plans as they prepare for the annual financial-planning and budget process. For example, the priorities described in the college's Strategic Plan inform the financial and budget processes, providing direction for allocation of resources. In planning the budget for the 2009-10 fiscal year, the College invested in three areas: International Education, Corporate and Continuing Education, and day classes in Monroe, Wash. Expansion in these three areas will increase revenue for the college, and help the college achieve the goals described in Strategic Plan Initiative One (sustainable financial management), Initiative Three (improved access for underserved populations), Initiative Four (promote entrepreneurship), Initiative Five (provide traditional and nontraditional modes of instruction) and Initiative Six (promote global awareness).

The Strategic Enrollment Management Plan, which identifies enrollment goals and strategies to reach those goals, also guides the financial and budget processes. Enrollment goals are related to projections of income and expenditures. For example, each year the College balances self-support and state-support classes in response to enrollment needs and funding parameters.

Another influence on budget priorities is the Student Success and Retention Plan. Based on recommendations from that plan, the College reinstated counseling services for Summer Quarter 2009 that had been eliminated because of budget reductions. In addition, the College has begun a transition to mandatory advising and mandatory orientation sessions for students.

The College Master Plan drives the capital budget process. In March 2002, the College passed Resolution No. 02-03-01 (Additional

Doc. 7A.4), adopting a 25-year Campus Facilities Master Plan (Exhibit 8E.3d). In November 2007, the College passed Resolution 2007-11-02 (Additional Doc. 7A.5), adopting a revised 10-Year Major Project Plan (2009-2019) (Additional Doc. 7A.6). The plan is discussed in detail in Standard Eight.

The 2002 version of the College Master Plan specified a relationship between capital needs and enrollment planning. More recent versions of the plan, while continuing to emphasize renovation and expansion of campus buildings, has not clearly tied these capital improvements to enrollment. College leadership is taking steps to strengthen the links between enrollment projections and capital planning.

Financial planning is done on an annual basis. The College has formed a long-term financial planning committee, which is chaired by the vice president of Administrative Services. The committee is developing a three- to five-year, long-term financial plan for the College. This committee will meet beginning Fall 2009, and will present a report to the Board of Trustees by Spring 2010. With the state of the economy, Washington community colleges have a reduction in state funding for the foreseeable future, reduction in funding from grants, and reduction in interest and return on investments. The long-term financial plan will account for these issues, planning how best to serve increased enrollments without increased revenue from the state.

Budget Process (7.A.3)

The College publishes an annual operating budget that is placed in the college library for anyone to review.

The budget-development process is outlined in the budget calendar (Exhibit 7E.3b). The process begins in January and is completed in June, prior to the beginning of the new fiscal year. This open process provides many opportunities for input by faculty, staff, students,

and interested members of the local community. Each year, the president issues guidelines for the budget-development process. For example, the guidelines for the 2009-10 budget included these budget assumptions:

- *Tuition will increase by 5 percent each year in the biennium.*
- *The state allocation will decrease each year in the biennium.*
- *A budget-operating reserve will be established.*
- *The level of state funding for community colleges will fluctuate during the 2009 legislative session.*
- *Enrollments will likely increase without a corresponding increase in funding.*
- *The corresponding budget principles were as follows:*
- *The College will continue to evaluate vacant positions.*
- *The College will continue to explore alternative sources of revenue.*
- *The College will continue to think strategically in making reductions, creating efficiencies rather than across the board cuts.*
- *The College will continue to consider alternatives to staff reductions.*

Budget authorities prepare budgets based on the president's guidelines. Throughout the budget-development process members of the college community are encouraged to participate. Administrative Services staff offer "Budget 101" sessions to provide an overview of the budget process. As the process proceeds, the vice president of Administrative Services and the president hold brown-bag lunch sessions and presidential chats to provide updates on the budget and to solicit input. The president also uses the broad-based College Council as a sounding board for budget issues. Finally, members of the campus community are encouraged to comment via the president's departmental web page on the campus intranet.

The vice president of Administrative Services presents a draft budget to the Board of Trustees at its May board meeting. College staff and the public may attend that meeting and speak about the importance of their programs. The board considers that testimony during its budget deliberations during the following month. The vice president of Administrative Services presents a final budget proposal to the board at its June board meeting. Again, college staff and members of the public may attend; after hearing testimony, the board acts on the budget.

Following board approval of the budget, the College holds a financial-update meeting for budget authorities and other college employees, and solicits feedback on the budget-development process. That feedback leads to refinements in the budget process for the following year.

Once the budget is adopted, budget revisions due to revenue fluctuations or expenditure adjustments are made at the lowest possible level of authority. Revisions between sub-objects are made by budget authorities, so long as the object code does not go into a deficit. Revisions between objects require the vice president's approval. Revisions to the operating budget as a whole come through the budget office and the vice president of Administrative Services, with the approval of the president. In the past, the Board of Trustees approved the adjustments to the operating budget, but in Resolution 2009-09-01, they delegated that authority to the president (Additional Doc. 7A.3). Revisions to the budget are posted immediately on the online budget system, which is visible by the budget authority and vice president of that area. In addition, the budget office sends an email to the budget authority when the adjustment occurs.

Debt (7.A.4, 7.B.2)

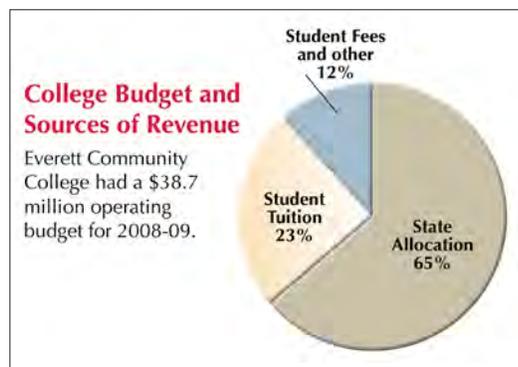
Acquisition of debt is governed by the rules and regulations of the state Finance Committee (Additional Doc. 7A.8 and 7A.9.) Moreover, authorization to use debt to finance property and building projects must be approved by the SBCTC for inclusion in the community college system's capital-budget request. The Board of Trustees has delegated authority to the president to act on behalf of the Board of Trustees in all matters concerning the administrative functions of the College, including acquisition of debt (Additional Doc 7A.3 and 7A.24). The Board of Trustees' Audit Committee reviews the status of the College's debt each month with the vice president of Administrative Services. In addition, the entire board receives a monthly financial report, which includes information about the College's debt.

The schedule of debt service (Required Doc, 7D.12a) demonstrates a three-year history of debt-service payments, and a projected five-year schedule of debt-service commitments. The College has adequate resources in its local funds to cover its debt service without adversely affecting the quality of its educational programs.

Sources and Utilization of Financial Resources (7.B.1)

The College's operating budget is supported by a number of revenue sources, including state allocated appropriations; tuition revenue; and

Figure 7.1: 2008-09 Operating Budget



student fees and other local revenues (see Figure 7.1 for 2008-09). In addition, the College has secured special appropriations and grants for its program initiatives. See Additional Doc. 7A.25 for the contracts and grants the College has received for 2009-2010.

Recent expenditures for new initiatives illustrate the targeted use of these financial resources. The College's Mission Statement includes preparing "students to be lifelong learners, responsible community members, and citizens of a rapidly changing world." In support of this mission, the College sought to increase the number of international students on campus and hired a director of International Education to achieve that goal. This use of resources has proved beneficial. The number of international students increased from 54 in Fall 2007 to 108 in Fall 2009.

Additionally, in pursuit of its goal to provide equal access for all students in its service area, the College decided to expand its presence in the city of Monroe. The Board of Trustees approved \$312,562 for this endeavor at its July 15, 2009, meeting (Additional Doc. 7A.26), which will significantly increase course offerings and student services in eastern Snohomish County.

Stable Financing and Financial Reserves (7.B.3, 7.B.7)

The College has worked hard in recent years to achieve financial stability. In response to deficits in 2004-05 and 2005-06, and a projected deficit in 2006-07, the College reduced expenses, implemented new budget controls, and increased its operating reserve.

The College took these actions based on concerns about its spending patterns, which included overspending and overestimation of program revenues. In 2004-05 a combination of events had a cumulatively negative impact on the fund balance. To meet state enrollment targets in 2004-05, the College shifted distance-education classes from self-support to state support, which reduced tuition income. In

addition, the College experienced decreases in enrollment in several self-support programs, including medical transcription and Continuing Education courses offered by the Northwest Language Center. This trend continued through 2005-06. In mid 2006-07 the College projected a deficit of \$1.2 million for the year. The projected deficit resulted from a combination of factors: unbudgeted salary and benefits for part-time faculty totaling \$700,000; overestimated state revenues totaling \$350,000; and less than anticipated local revenues totaling \$150,000. The College met this challenge with a series of budget controls. Vacancies were not filled. Expenditure and purchasing limitations were established (Additional Doc. 7A.10). The result provided \$1.45 million in resources that eliminated the deficit, and the 2006-2007 budget ended with a surplus. This allowed the College to contribute \$224,002 to the fund balance at the end of fiscal year 2006-07.

Increased enrollment and strong fiscal management have continued from 2007-08 to the present, including the implementation of specific budget controls (Additional Doc. 7A.11) that went into effect July 1, 2007, and were revised in October 2007 (Additional Doc. 7A.12) and July 2009 (Additional Doc. 7A.13). Moreover, in November 2008, the Board of Trustees established a target reserve of 8 percent of the initial operating budget, which is approximately one month's expenses for the College (Additional Doc. 7A.14). Although the fund balance was reduced in 2004-05 and 2005-06 to cover deficits, it has increased significantly during the past three fiscal years. It was \$1,996,548 at the end of 2006-07, \$3,204,676 at the end of 2007-08, and \$3,800,000 at the end of 2008-09.

Transfers and Borrowing Among Funds (7.B.4)

The College has no outstanding transfers or borrowing among its major fund accounts. However, when the College does transfer or borrow among funds, it complies with all legal

requirements and follows all relevant regulations established by the Government Accounting Standards Board (GASB) and by the state Office of Financial Management (OFM). Moreover, the Board of Trustees has delegated authority to the College president, or the president's designee, to transfer funds within the general fund, or from local or other funds, to eliminate any cash deficit as required by RCW 43.88.260 (Additional Doc. 7A.15), to provide working capital, and to support approved projects and activities. (Additional Doc. 7A.3 and Additional Doc. 7A.16.)

Adequacy of Financial Resources (7.B.5)

The College strives to provide adequate resources to support all of its programs. The College determines the resources needed for each of its programs through the annual budget process. That process is discussed above. The budget process starts with an evaluation of each program offered by the College, its staffing, equipment, and facilities needs. This instructional program-review process is detailed in Standard Two. The College uses the program reviews to provide information for budget development, and to determine adequate levels of financial resources for each program.

The program-review process also highlights areas where funding is not adequate. For example, the program reviews for 2007-08 defined more than \$1 million in instructional-equipment needs, either updates or new equipment, to stay relevant in various fields. In the 2007-09 biennium, the state allocation included only \$30,000 per year for instructional equipment. The 2009-10 state allocation for instructional equipment is zero. To make up a portion of the difference, the college receives some support from the Everett Community College Foundation; uses grant and contract funding; receives \$200,000 to \$300,000 per year through the Student Technology Fee to replace student computers and printers; and uses general operating-fund dollars.

In addition to information from the program-review process, the College uses recommendations from industry-level advisory boards and accreditation agencies that monitor the College's professional and technical programs. This process provides an additional layer of information to determine appropriate financial support for these programs.

Financial Aid (7.B.6)

Normally, student financial aid is a high funding priority for the state Legislature. About 55 percent of students in degree and certificate programs receive some form of state, federal, or institutional financial aid. The State Need Grant for 2008-09 was \$2,007,719, which assisted 1,235 students. EVCC students also received \$4,370,406 in Pell Grants. The funding for federal and state work-study programs was \$481,957. The College also receives Opportunity Grant and Worker Retraining funds through the SBCTC. Those funds support students' tuition and expenses. During the past four years (2004-05 through 2007-08), the College has waived an average of \$1,626,379 in tuition per year, with the highest activity in 2006-07 and the lowest activity in 2004-05.

Auxiliary Enterprises (7.B.8)

The College does not draw on the funds within auxiliary enterprises to finance programs usually funded by the College general fund. Auxiliary enterprises include printing, bookstore, parking, and food service. Prior to 2003, the College used bookstore funds to finance master-planning efforts. Since 2003, the College considers the enterprises an independent group of entities.

The food-service operation has lost money in recent years. The College highlighted this problem and addressed it. Before the fiscal close of the 2007-08 year, the College made a partial permanent remedy to the food-service deficit in the amount of \$300,000 from the fund balance. At the fiscal close in 2008-09, the College transferred an additional \$350,000 from the fund

balance to eliminate the food-service deficit. In July 2009, the College decided to contract out the food-service operation and notified the classified-staff union. The formal process to solicit proposals, select a successful bidder, and transition from a College-run enterprise will take about a year. Over time the new vendor will assume the risk of losses.

Enterprise accounts typically pay a portion of their expenses to the general-operating budget to support administrative services and facilities they use. In 2008-09, the bookstore contributed \$120,000, food services contributed \$25,000, and parking contributed \$56,319. Printing did not contribute to the general-operating budget in 2008-09.

Financial Reporting (7.C.1)

The president or a designee presents the following financial reports to the Board of Trustees at the board's regularly scheduled monthly meetings, and more often if requested:

A report on the status of the budget and other financial matters is presented to the board's Audit Committee, which meets each month for one hour prior to the regular board meeting. The Audit Committee, chaired by a board member, is composed of the president, vice president of Administrative Services, vice president of College Services, and two board members.

A report of the General Operating Fund Budget-to-Actual Report (Additional Doc. 7A.17) is presented to the full board. The report reflects revenue to date, expenditures to date, and comparisons of the results with the same period of time in prior years.

Year-end financial reports are presented to the full board. Year-end reports were provided for five of the past eight years (Additional Doc. 7A.18). The College commits that the Board will continue to receive year-end financial reports in years to come.

Following a state audit, the audit-compliance report and the audit-management letter from the state auditor are presented to the full board.

Management of Financial Functions (7.C.2)

The Administrative Services Division and the College Services Division are headed by different vice presidents. The two vice presidents share management of the College's financial resources in support of the College's mission and strategic direction. Administrative Services include human resources; payroll; budget planning and management; and oversight of the business functions, which include general ledger accounting, accounts payable, accounts receivable, purchasing, travel, receiving, and motor pool. The College Services Division manages facilities; safety and security; information technology; emergency services; staff services (mailroom and print shop); and the auxiliary services of bookstore, food services, printing, and parking. The vice president of College Services is also responsible for the planning of the capital budget, overseeing capital projects in progress, and creating a master plan for facilities.

The top management personnel and structure of these two divisions are relatively new. The executive vice president/chief operating officer resigned in September 2008. The chief operating officer's responsibilities included oversight for all College functions under Administrative Services, information technology, human resources, payroll, the University Center of North Puget Sound, and enrollment management. With the chief operating officer's resignation in September 2008, Tom Harker, a former vice president at the College with 34 years of experience in the Washington community college system, was hired as interim executive vice president through January 2009. Beginning February 2009, the College appointed the vice presidents of College Services and Administrative Services. Mr. Harker remained available to the

College one to two days a week through June 2009 in an advisory/mentor role.

Responsibility for the financial functions of the College resides with the vice president of Administrative Services, who holds a Bachelor of Science degree, a Master of Education degree, a Juris Doctor degree, and advanced certification in school administration. The vice president of College Services holds a Bachelor of Science degree and a Master of Business Administration degree, and is a former business owner, college business instructor, and academic dean. Both vice presidents report to the president.

While there have been a number of changes in the administrative staff during the past five years, finance staff members bring experience and education that more than adequately support this area. Additionally, staff new to their positions received more than 300 hours of on-site, hands-on mentoring from contracted professionals with experience in the Washington community college system. Following the resignations of the executive vice president/chief operating officer and the director of accounting, the College lacked adequate resources to fund both positions. Instead, the College reorganized the Budget Accounting department and appointed the most experienced staff members to leadership roles. The interim director of Accounting Services has prior community college finance experience; the interim assistant director of Accounting Services is a Certified Public Accountant; and the interim director of Budget has worked in the community college system for more than 35 years and has an excellent in-depth knowledge of the community colleges' information systems. Two classified positions were added to the finance area in 2008: a budget analyst 2 and a fiscal analyst 1. The detailed organization chart for both Administrative Services and College Services can be found in Required Doc. 6D.2a and 6D.2g.

Control of Expenditures and Income (7.C.3)

All revenues and expenditures are fully controlled within the College's annual budget-planning system and its fund-accounting system, including College administered financial aid sources, such as scholarships, grants, loans, and student employment. The same fiscal controls extend to scholarships and grants funded by the College foundation. The foundation is audited by an outside auditor, and accounting services for the foundation are provided by the Everett Community College accounting department.

OFM and SBCTC oversee allocations and expenditures of state funds. OFM maintains control over the appropriations to the community college system. SBCTC decides on the appropriation levels to each community college. The SBCTC exercises additional control through its annual Operations Review of each college. Those reviews ensure consistency in record keeping and reporting of information, adherence to SBCTC policies and guidelines, and compliance with federal laws, regulations, and grant requirements. In March 2009, the SBCTC issued the results of its review of the College for fiscal year 2007-08. (Additional Doc. 7A.19) This review focused on fiscal and operational procedures in the Perkins Vocational Education Program, the Tech Prep Program, Worker Retraining Financial Aid, payment of faculty increments, and management of local capital projects. The SBCTC made seven recommendations for adjustments and/or improvements, and commended the College's responses to discrepancies noted in the 2005-06 Report, all of which have been addressed by the College. Documentation of remedial action is in the vice president of Administrative Services' office. Accurate reporting by staff of their time and effort charged to grants appears to be an area of weakness. The College has explained expectations to those departments that are out of compliance and is currently establishing new

procedures to support accuracy in reporting across campus.

Policies for Cash Management and Investments (7.C.4)

The College follows cash-management and investment policies and procedures outlined in the OFM's Fiscal Affairs Manual (<http://apps.sbctc.edu/FAM/>) and the Statewide Administrative Accounting Manual (<http://www.ofm.wa.gov/policy/default.asp>). The College finance procedures are also governed through a series of directives from the Board of Trustees and the president's office. They include Policy Directive 2006-05-01 governing Campus-wide Cash Receipting (Additional Doc. 7A.20), board-approved participation in the Local Government Investment Pool sponsored by the state treasurer (Additional Doc. 7A.21), board-approved Resolution 98-08-01 designating depository (Additional Doc. 7A.22), board-approved Resolution 2009-02-01 designation of signature authority (Additional Doc. 7A.16), and board-approved Resolution 2008-11-01 establishing an 8 percent fund balance reserve (Additional Doc. 7A.14).

Accounting System (7.C.5)

The College's accounting system is designated and managed by the state OFM and is sponsored by the SBCTC. This system conforms to generally accepted accounting principles (GAAP).

Audit Procedures (7.C.9, 7.C.10, 7.C.11, 7.C.12, 7.C.13)

As a public institution, the College is audited by the Washington State Auditor's Office. That office biennially audits all funds of the College for compliance. The most recent audit was completed for the period 2005-07. The audit of the 2007-09 biennium is scheduled to commence in the latter part of 2009.

According to the state auditor's office, the past seven audits of the College have produced three findings. Two of them were reported in 2004

and 2005 and were related to cash receipts and bank reconciliations. The College responded by indicating that it had implemented a campuswide cash-receipting policy (Additional Doc. 7A.20.) In the 2005-07 report, the auditors reported the finding again and indicated it was uncorrected due to lack of training and monitoring of compliance with policies. In the College's corrective action plan (Additional Doc. 7A.27), the College reviewed its written cash-handling procedures and verified that corrected procedures were in place for athletic fundraising, one area of concern in the audit. The College purchased multiple cash drawers for cosmetology. Internal control efforts include monitoring progress by the interim director of Accounting Services, and site visits by the vice president of Instruction, and the vice president of Administrative Services. The most recent state audit is available as Exhibit 7E.2b.

Fundraising and Development (7.D.1, 7.D.2, 7.D.3)

The Everett Community College Foundation performs most of the fundraising activities for the College. The executive director of the foundation, supported by a professional staff, conducts the fundraising. In addition, the College athletic department sponsors a number of fundraising events to support its activities, and to provide athletic scholarships. The athletic fundraising activities are conducted outside of the purview of the foundation. The receipt and expenditures of funds by the foundation and the athletic department are made in accordance with the fiscal policies of the College.

The College and the foundation are separate entities. Each has its own board and its own mission. The College and the foundation have entered into an agreement that specifies the relationship and duties between them (Additional Doc. 7A.23). The agreement requires that the finance committee of the College foundation board oversees the work of the executive director and meets quarterly. The

agreement also requires that the College will provide accounting and fiscal services to the foundation. A College accountant is assigned to perform accounting services duties for the foundation.

College-owned endowment funds and investments are managed and controlled by a designated administrator in Accounting Services. All endowment monies, approximately \$80,000, are in the College's savings accounts. A spreadsheet of the details (principal and interest earned) is maintained by the College's accounting services staff, based on conformity with GAAP (Required Doc 7D.13a). Interest is transferred at least once a year from the endowment accounts to the individual scholarship accounts. Student Financial Services determines when a scholarship account has enough funds to make an award.

Foundation-owned endowment funds and investments are managed and controlled by the foundation. The College provides accounting and fiscal services to the foundation and receives \$60,000 for those services. The market value of the foundation endowment assets as of June 30, 2008, was \$2,297,111.74; market declines left the value as of June 30, 2009, at \$2,015,726.96. As of September 30, 2009, the value had increased to \$2,207,954.97. Total assets in the foundation as of June 30, 2009, were \$3,575,803.47 (Additional Doc. 7A.7).

The College and foundation have researched the viability of conducting a major gifts campaign. They decided to delay this endeavor due to weak local economic conditions and lack of support from local donors. There is a widespread perception among potential donors that the College already receives sufficient funding from the state and, therefore, does not need donations. The foundation will continue to increase working relationships with business and industry.

Analysis and Next Steps

Strengths

Because of new budget controls, the College is more fiscally viable and fiscally responsible.

The budget-development process is transparent and inclusive.

Each month, the Board of Trustees Audit Committee thoroughly analyzes monthly budget reports and the entire board receives a financial report.

In November 2008, the board approved creation of a reserve of 8 percent of the initial operating budget.

The College's online budget management system is unique and effective, providing real-time budget figures for all budget authorities.

Challenges and Recommendations

For the foreseeable future the College anticipates reductions in funding from the state, in funding from grants, and in interest and income from investments. At the same time the College anticipates increased enrollments and restrictions on wage increases. (7.A.2)

In response, the College has formed an advisory committee to work on long-range financial planning. The College is developing a long-term, three- to five-year financial plan. That plan

should include additional sources of income, including the following:

- *Expanding the Corporate and Continuing Education Center and other self-support programs.*
- *Diversifying revenue streams by expanding self-support, grant, and other non-state funding sources*
- *Continuing to build and expand international education program initiatives.*
- *Expanding to areas such as Monroe and Tulalip.*

Despite extensive outreach, not all stakeholders are participating in the operating-budget process. The College will assess the budget-development process to obtain more participation of all stakeholders. (7.A.3)

Due to transitions and budget challenges, a number of positions remain vacant or are staffed by reassignment with existing personnel, new hires, or interim employees. As the budget situation improves, the College will re-evaluate the interim positions that have been on hold and hire to fill needs. (7.C.2)

STANDARD 7 - FINANCE TABLE 1 CURRENT FUNDS REVENUES - PUBLIC INSTITUTIONS ONLY

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	Amount	%										
Tuition and Fees	12,475,388	22.6%	12,471,483	21.2%	13,804,598	20.2%	14,080,690	20.1%	14,784,724.5	20.7%	15,080,419	20.7%
Government Appropriations												
Federal									659,000	0.9%		
State	20,165,513	36.6%	21,482,080	36.5%	25,068,014	36.7%	25,821,549	36.9%	25,162,549	35.3%	26,337,980	36.2%
Local												
Government Grants & Contracts												
Federal Unrestricted	1,205,628	2.2%	1,126,620	1.9%	1,761,986	2.6%	1,797,226	2.6%	1,833,171	2.6%	1,869,834	2.6%
Federal Restricted	3,362,428	6.1%	3,305,995	5.6%	3,769,736	5.5%	3,845,131	5.5%	3,922,034	5.5%	4,000,474	5.5%
State Unrestricted	2,401,983	4.4%	2,494,191	4.2%	2,681,651	3.9%	2,735,284	3.9%	2,789,990	3.9%	2,845,789	3.9%
State Restricted	4,710,799	8.5%	2,103,055	3.6%	2,137,303	3.1%	2,180,049	3.1%	2,223,650	3.1%	2,268,123	3.1%
Local Unrestricted	4,546,384	8.2%	4,820,251	8.2%	4,732,169	6.9%	4,826,812	6.9%	4,923,348	6.9%	5,021,815	6.9%
Local Restricted	686,523	1.2%	3,290,695	5.6%	3,850,366	5.6%	3,927,373	5.6%	4,005,920	5.6%	4,086,039	5.6%
Private Gifts, Grants, Contracts												
Unrestricted												
Restricted	113,793	0.2%	75,316	0.1%	55,984	0.1%	100,864	0.1%	102,881	0.1%	104,939	0.1%
Endowment												
Unrestricted												
Restricted	1,164	0.0%	1,970	0.0%	7,433	0.0%	2,814	0.0%	2,870	0.0%	2,928	0.0%
Sales and Services of Educational Activities	7,749	0.0%	84,129	0.1%	1,089,904	1.6%	1,111,702	1.6%	1,133,936	1.6%	1,156,615	1.6%
Auxiliary Enterprises	4,176,072	7.6%	4,210,604	7.2%	4,401,819	6.4%	4,489,855	6.4%	4,579,652	6.4%	4,671,245	6.4%
Hospitals												
Other Sources	1,298,784	2.4%	3,315,961	5.6%	4,960,056	7.3%	5,059,257	7.2%	5,160,442	7.2%	5,263,651	7.2%
Independent Operations					-							
Total Current Funds Revenues	55,152,208	100.0%	58,782,350	100.0%	68,321,019	100.0%	69,978,606	100.0%	71,284,168	100.0%	72,709,851	100.0%

STANDARD 7 - FINANCE TABLE 2 CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	Amount	%										
Education and General Expenditures												
Instruction	26,907,742	53.4%	27,729,300	53.0%	29,975,142	54.3%	30,574,645	54.3%	31,186,138	54.3%	31,809,860	54.3%
Research												
Public Service												
Academic Support	1,053,878	2.1%	1,052,372	2.0%	1,164,160	2.1%	1,187,443	2.1%	1,211,192	2.1%	1,235,416	2.1%
Library Expenditures	1,082,479	2.1%	1,093,495	2.1%	1,120,857	2.0%	1,143,274	2.0%	1,166,140	2.0%	1,189,462	2.0%
Student Services	3,920,127	7.8%	4,048,436	7.7%	4,613,208	8.4%	4,705,472	8.4%	4,799,582	8.4%	4,895,573	8.4%
Institutional Support	4,885,754	9.7%	5,871,023	11.2%	5,222,715	9.5%	5,327,169	9.5%	5,433,713	9.5%	5,542,387	9.5%
Plant Operations & Maintenance	3,147,135	6.2%	3,217,260	6.2%	3,158,885	5.7%	3,222,063	5.7%	3,286,504	5.7%	3,352,234	5.7%
Scholarships and Fellowships												
Awards from Unrestricted Funds												
Awards from Restricted Funds	4,721,808	9.4%	4,462,454	8.5%	4,488,686	8.1%	4,578,460	8.1%	4,670,029	8.1%	4,763,429	8.1%
Education and General Mandatory Transfer												
Total Educational and General Expenditures/Mandatory Transfers	45,718,923	90.7%	47,474,340	90.8%	49,743,653	90.0%	50,738,526	90.0%	51,753,297	90.0%	52,788,363	90.0%
Auxiliary Enterprises	4,712,152	9.3%	4,825,265	9.2%	5,500,559	10.0%	5,610,570	10.0%	5,722,782	10.0%	5,837,237	10.0%
Hospitals												
Independent Operations												
Total Current Funds Expenditures & Mandatory Transfers	50,431,075	100.0%	52,299,605	100.0%	55,244,212	100.0%	56,349,096	100.0%	57,476,078	100.0%	58,625,600	100.0%

STANDARD 7 - FINANCE TABLE 4 SOURCES OF FINANCIAL AID

	2005/2006		2006/2007		2007/2008		2008/2009		2009/2010		2010/2011	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	725,597	7.9%	1,015,069	10.8%	513,698	5.1%	595,262	5.1%	607,167.24	5.1%	619,310.58	5.1%
Government State Aid	1,778,546	19.4%	1,898,209	20.1%	1,889,037	18.9%	2,041,150	17.4%	2,081,973.00	17.4%	2,123,612.46	17.4%
Federal Aid	3,364,160	36.7%	3,317,675	35.2%	3,785,813	37.9%	4,475,392	38.2%	4,564,899.84	38.2%	4,656,197.84	38.2%
Endowment Earnings	1,164	0.0%	1,970	0.0%	7,433	0.1%	2,814	0.0%	2,870.28	0.0%	2,927.69	0.0%
Institutional Unfunded Aid	325,037	3.5%	269,954	2.9%	352,315	3.5%	353,399	3.0%	360,466.98	3.0%	367,676.32	3.0%
Federal Student Loans	2,853,740	31.1%	2,761,913	29.3%	3,230,134	32.3%	3,971,444	33.9%	4,050,872.88	33.9%	4,131,890.34	33.9%
Nonfederal Workstudy Aid	128,757	1.4%	161,551	1.7%	216,280	2.2%	266,007	2.3%	271,327.14	2.3%	276,753.68	2.3%
Total Financial Aid	9,177,001	100.0%	9,426,341	100.0%	9,994,710	100.0%	11,705,468	100.0%	11,939,577.36	100.0%	12,178,368.91	100.0%

STANDARD 7 - FINANCE TABLE 9 - OPERATING GIFTS AND ENDOWMENTS

	2006/2007 AMOUNT	2007/2008 AMOUNT	2008/2009 AMOUNT	2009/2010 AMOUNT	2010/2011 AMOUNT
Annual Gifts					
Operations Restricted	75,316	55,984	100,864	102,881	104,939
Operations Unrestricted					
Endowments Exclusive of Foundation Gifts					
Plant					
Total	75,316	55,984	100,864	102,881	104,939
Ratio of Annual Gifts to E & G	0.159%	0.113%	0.199%	0.199%	0.199%
Endowment Fund Balance					
Permanent	80,505	80,552	80,552	80,552	80,552
Term	14,230	9,467	9,467	9,467	9,467
Quasi					
Total	94,735	90,019	90,019	90,019	90,019

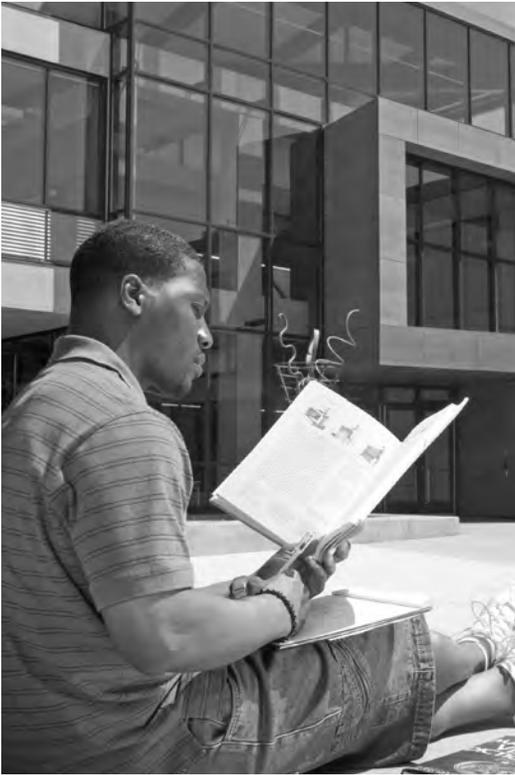
STANDARD 7 - FINANCE TABLE 10 CAPITAL INVESTMENTS - ALL INSTITUTIONS

	2005/2006 AMOUNT	2006/2007 AMOUNT	2007/2008 AMOUNT	2008/2009 AMOUNT	2009/2010 AMOUNT	2010/2011 AMOUNT
Land						
Beginning Cost	6,467,960	6,467,960	10,964,047	6,467,960	6,467,960	6,467,960
Additions	-	4,496,087	-	-	-	-
Deductions	-	-	(4,496,087)	-	-	-
Ending Cost	6,467,960	10,964,047	6,467,960	6,467,960	6,467,960	6,467,960
Buildings						
Beginning Cost	37,077,444	38,686,111	58,635,927	63,301,663	113,830,947	116,208,388
Additions	1,608,667	19,949,816	7,180,703	50,529,284	2,377,441	26,350,176
Deductions	-	-	(2,514,968)	-	-	-
Ending Cost	38,686,111	58,635,927	63,301,663	113,830,947	116,208,388	142,558,564
Furniture and Equipment						
Beginning Cost	5,392,250	5,481,085	7,274,277	7,311,195	7,229,627	7,229,627
Additions	88,834	1,962,326	50,805	-	-	1,037,400
Deductions	-	(169,134)	(13,887)	(81,568)	-	-
Ending Cost	5,481,085	7,274,277	7,311,195	7,229,627	7,229,627	8,267,027
Construction in Progress						
Beginning Cost	2,471,780	19,950,544	1,990,257	30,079,451	1,083,016	25,140,592
Additions	17,765,509	1,990,257	28,089,194	1,038,552	24,057,576	1,150,500
Deductions	(286,746)	(19,950,544)	-	(30,034,987)	-	(21,190,092)
Ending Cost	19,950,544	1,990,257	30,079,451	1,083,016	25,140,592	5,101,000
Debt Service						
Principal	78,613	89,474	333,843	347,603	347,541	1,111,208
Interest	15,264	14,149	90,404	80,288	801,194	878,666

Content Management Table Standard Seven: Finance		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
Required Documentation (D)		EvCC Documentation						
7D.1	Completed Table #1: Current Funds Revenues	D.1a	Financial Table 1	X	X		X	
7D.2	Completed Table #2: Current Funds Expenditures and Transfers	D.2a	Financial Table 2	X	X		X	
7D.4	Completed Table #4: Sources of Financial Aid	D.4a	Financial Table 4	X	X		X	
7D.9	Completed Table #9: Operating Gifts and Endowments	D.9a	Financial Table 9	X	X		X	
7D.10	Completed Table #10: Capital Investments	D.10a	Financial Table 10	X	X		X	
7D.12	Debt service schedule for past three yrs & projection for the next five	D.12a	Debt Service Schedule	X		X	X	
7D.13	Endowment and life income fund report for past three years	D.13a	Endowment Fund Report	X		X	X	
7D.14	Supplementary documentation of year-end accruals	D.14a	Year End Accruals	X		X	X	
		D.14b	Balance Sheet	X		X	X	
7D.15	Financial & management reports regularly provided to governing board	D.15a	Financial & Mgmt Reports for Gov. Board	X		X	X	
Required Exhibits (E)		EvCC Exhibits						
7E.1	Copies of the financial section of IPEDS report for the past three years	E.1a	IPEDS 2005-2006				X	
		E.1b	IPEDS 2006-2007				X	
		E.1c	IPEDS 2007-2008				X	
7E.2	Summary of latest audited financial statement with auditor's mgmt letter	E.2a	EvCC Letter to Auditor 02/05/08				X	
		E.2b	Audit Compliance Report				X	
		E.2c	Audit Management Letter				X	
7E.3	Detailed, current operating budget, incl off-campus & special programs	E.3a	Agenda Item Summary				X	
		E.3b	Budget Calendar				X	
		E.3c	Budget Planning Assumptions & Principles				X	
		E.3d	Budget Summary 2009				X	
		E.3e	Guiding Principles-From Pres.Office Budget Update				X	
		E.3f	RES Operating Budget				X	
		E.3g	Detailed Operating Budget				X	
7E.4	Current operating budgets for auxiliary organizations	E.4a	Auxiliary Enterprises Revenue & Expenditures				X	
7E.5	Default rate for two most recent years, as provided by US Dept of Edu.	E.5a	Default Rate 2005-07				X	X

Content Management Table Standard Seven: Finance		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
Additional Supporting Documentation (A)	EvCC Additional Documentation						
7A.1	A.1 RCW 43-88-090					X	X
7A.2	A.2 RCW 28B-50-090					X	X
7A.3	A.3 RES 2009-09-01 Designation of Authority					X	
7A.4	A.4 RES 02-03-01 Adopt Master Plan					X	
7A.5	A.5 RES 2007-11-02 Adopt MP 10 YR Project Plan					X	
7A.6	A.6 10 Year Capital Plan BOT approved 11/14/2007					X	
7A.7	A.7 Foundation MV Endowment & Total Assets					X	
7A.8	A.8 RCW 39-94					X	X
7A.9	A.9 RCW 43-33					X	X
7A.10	A.10 Expenditure & Purchasing Limitations					X	
7A.11	A.11 Budget Controls Email & Attachments 06/2007					X	
7A.12	A.12 Budget Controls Revised 10/2007					X	
7A.13	A.13 Budget Controls Revised 07/09/2009					X	
7A.14	A.14 RES 2008-11-01 Establish 8% Operating Reserve					X	
7A.15	A.15 RCW 43-88-260					X	X
7A.16	A.16 RES 2009-02-01 Auth Beyer Howard Walthew					X	
7A.17	A.17 BOT Monthly Budget Reports 2008-2009					X	
7A.18	A.18 Year-End Financial Reports to BOT					X	
7A.19	A.19 SBCTC Annual Review Report 2007-08					X	
7A.20	A.20 Campus-Wide Cash Receipting Pres. Policy Dir.					X	
7A.21	A.21 RES 2009-02-02 Auth LGIP					X	
7A.22	A.22 RES 98-08-01 Authority Relating Banking Svcs					X	
7A.23	A.23 EvCC and EvCC Foundation Rev. Agrmnt 2006					X	
7A.24	A.24 RES 2006-07-04 Del Auth to President					X	
7A.25	A.25 Grant Report 2009-10					X	
7A.26	A.26 BOT Minutes 07/15/2009					X	
7A.27	A.27 Corrective Action Plan					X	

8 Physical Resources



Instructional Facilities (8.A.1, 8.A.2)

Everett Community College's main campus is located in North Everett on 22 acres overlooking Legion Memorial Golf Course. The main campus includes 14 classroom and lab buildings, most of which are named after the peaks of the Cascade and Olympic Mountains.

History

Everett Community College was established in 1941 as a part of the Everett School District. As is the case with every community college in the state of Washington, the state eventually separated the College from the school district and in 1958 a separate campus was founded.

The original campus was composed of seven buildings. Accessed from the main street of Wetmore Avenue, Olympus Hall was the main administration building and the front door to the campus. Pilchuck, maintenance, Monte Cristo Hall, Glacier Hall, Cascade Hall and the fitness center were all part of the original campus built in 1958.

Cascade Hall burned down in 1986 and with emergency funds from the state was rebuilt as the Parks Building in 1988. In 1963, a residence was purchased on the west side of campus and today is known as the Nippon Business Institute. In 1968, the Jackson Center was added to the campus, along with the east and west side of the Index Quad. In 1972, Rainier Hall was built. In 1976, a third floor was added to Rainier Hall and the north and south additions to the Index Quad were completed.

The Early Learning Center was added in 1990 and Shuksan Hall in 1998. Throughout the years, several off-campus sites have also been established. They include the Aviation Maintenance Technical School in 1985, the Applied Technology Training Center in 1986, and the School of Cosmetology in 1986.

New Facilities

In order to meet increasing enrollment, provide greater student access, and create instructional space to enhance teaching and learning, the College is replacing and renovating old buildings and adding new buildings. The College's instructional facilities are therefore sufficient to achieve the institution's mission and goals, and are adequate for effective operation.

In 2006, the College replaced three deteriorating and high-maintenance facilities (Glacier, Pilchuck, and Monte Cristo Halls) with a modern facility, Whitehorse Hall. This was to accommodate the enrollment demands of growing technical and transfer programs in the sciences and visual arts. Whitehorse Hall is a highly efficient arts and sciences building of 85,630 gross square feet that includes art studios, classrooms, computer labs, science labs, and faculty offices.

This building consolidated and improved outdated instructional spaces and multimedia capabilities that had been located throughout the campus, thus fostering improved communication and cohesiveness within instructional departments. Moreover, lab spaces have been configured to allow efficient use of shared equipment and technical support staff. The science labs are state of the art and meet four-year university standards. The building also expanded instructional space, which has allowed programs such as printmaking and sculpture to fulfill their program requirements.

In 2008, the College constructed Gray Wolf Hall, which is a 77,000-gross-square-foot building that includes critically needed new space for classrooms, computer labs, and faculty and staff

offices. The facility also houses the University Center of North Puget Sound, which provides bachelor's and master's degree programs from several universities on a remote basis. The University Center allows transfer students who obtain an associate's degree to complete a more advanced degree without leaving the area.

To provide childcare services for the additional students, staff and faculty generated by Gray Wolf Hall, a 3,300-gross-square-foot addition to the College's Early Learning Center was included as part of this project. This expansion allowed the College to double the enrollment of the childcare center.

By the end of 2013, the College will construct two more new buildings: a replacement for Index Quad (health sciences building) and the Student Fitness and Health Center (Additional Doc. 8A.1 and Additional Doc. 8A.2).

The Student Fitness and Health Center will be a two-story building of approximately 50,000 gross square feet located just east of the College Station Transit Center. The building includes a gymnasium with retractable bleacher seating for 2,250 people, a cardio and free weight training room, a climbing wall, a running track, a juice/sandwich bar, a multipurpose small gymnasium, faculty/staff offices, and spaces for equipment and supplies.

The facility will provide classrooms for physical education and health programs, and space for intercollegiate athletics and intramural and extracurricular activities. The new energy-efficient building will incorporate significant sustainable design features.

The replacement for the Index Quad is planned to be a 70,000-gross-square-foot project that includes critically needed new space for classrooms, labs, and faculty and staff offices for the College's health science programs. Existing facilities in the Index Quad are outdated. In addition, the health sciences programs have outgrown this facility. The two larger buildings that make up the Index Quad are more than 40

years old, built in 1968; the two smaller buildings are more than 30 years old, built in 1976. The new facility will provide appropriately sized, technologically advanced, and intentionally functional classrooms, laboratories, offices, and support facilities. The space will closely simulate the environment in hospitals, clinics, and other health care settings. The facility will address the demand for increased nursing and health-professions programs based on employment needs in the community.

To meet enrollment demand, the College during the past several years has acquired several pieces of property along North Broadway to provide additional parking for students, faculty and staff. The City of Everett built the College Station Transit Center adjacent to campus in 2007 in order to improve the convenience of public-transit use for the College community.

The amount of campus parking continues to be a challenge because of continued enrollment growth. The College is pursuing creative solutions to the parking challenge through additional property acquisitions, promotion of public transportation for students and staff, and more efficient class scheduling.

Institutional Furnishings (8.A.3)

With the Whitehorse and Gray Wolf Hall capital projects, the College has been able to significantly upgrade furnishings to adequately support students, faculty, and staff. Historically, the College budget allocates limited resources toward upgrading furnishings in classrooms and offices in the older buildings. If an individual department identifies funds to purchase new furniture, its old furniture is typically offered to the rest of campus on a first-come-first-served basis. The College has become reliant on furnishings being updated primarily through capital projects.

The College's recent decision to vacate leases at the Everett Train Station and Broadway Center has also allowed the upgrade of

selected classrooms and offices across campus. Furnishings have been updated in many staff and faculty offices to meet ergonomic standards.

The library will receive new carpet and some new furniture as part of a remodeling project to be completed by summer 2010. The library is also on the capital-project list for a new building to be completed in 2019 (Additional Doc. 8A.3).

Management, Maintenance and Operation of Facilities – Health and Safety and Access by the Physically Disabled (8.A.4, 8.A.5)

The management, maintenance, and operations of the campus facilities have seen dramatic improvements during the past several years, and are adequate to support the educational programs and services of the institution.

The facilities department has increased its focus on customer service, and on resolving issues proactively. To implement these changes, the department streamlined its facility-office procedures, making daily operations more productive. The department also created a work-request system to track and monitor facility requests accurately. As a result, projects are completed on time and are of high quality.

The college historically hasn't dedicated enough resources for the custodial and grounds departments to effectively serve a growing campus. New maintenance and operation dollars from the past two major capital projects (Whitehorse and Gray Wolf Halls) have helped resolve many of these maintenance issues. More work still needs to be done, but the College is moving in the right direction to address these issues.

The facilities and maintenance department has provided outstanding workmanship and customer service on the small and mid-size projects that the department has completed on its own. Moreover, department leadership has effectively monitored the work of architects,

contractors, and consultants on recent large capital projects.

The College is making a significant investment in improving signage to direct visitors, students and staff throughout the campus and its buildings. A Wayfinding Master Plan (Additional Doc. 8A.4) has been completed and the College expects that signage will be installed throughout the campus by the end of the 2009-10 school year.

The College is a signatory to the American College and University President's Climate Commitment, and is the first community college in the state to hire a resource-conservation manager to support its strategic initiatives around sustainability (Additional Doc. 8A.5). The recycling program has improved dramatically during the past two years and a food-composting program is being piloted in the cafeteria, with plans to expand it campuswide. The implementation of this program has created new challenges in dealing with the amount of recycling generated by the campus.

During the past four years, the college has strategically allocated infrastructure funds to address long-term issues related to electrical, heating, and cooling systems. The College recently completed a major upgrade of its electrical system, and plans to replace major portions of its aging boiler system in the next few years.

The College recently implemented a new cleaning system – OS1 – creating teams per building and doing most of the major cleaning during third shift. This new system, along with new leadership directing this program, has significantly enhanced the cleanliness of each building. This past summer, Green River Community College brought their custodial team to campus to observe the program so it can implement OS1.

The College also has taken actions to improve the appearance of the campus grounds. The College hired a full-time landscape and

irrigation specialist and added funds to the grounds-supply budget. These changes have significantly enhanced the positive impression visitors and students have of the campus.

The facilities of the College are sufficient to maintain the health and safety of students, staff, and faculty, and to provide access by the physically disabled. Mechanical systems are serviced to maintain operational efficiency. Alarms and fire-suppression equipment are regularly inspected and serviced. Fire drills are conducted regularly. Access to each building is facilitated by elevators and by power-assisted door openers. Curb cutouts are available in many parking-lot locations.

The safety and security of the campus is monitored by the director of Campus Safety and Security. All incidents and accidents are investigated. The director supplies the campus with a weekly summary of all activity. If appropriate to the circumstances, the director recommends corrections to remove causes of accidents and to prevent recurrence. The staff of this department has increased from three to six in the past five years.

The College's Center for Disability Services (CDS) provides a wide-range of services and accommodations to students with disabilities. The College operates a Health and Safety Committee chaired by the director of CDS that meets monthly. The committee reviews health and safety issues, and recommends solutions to the director of Campus Safety and Security.

The College instituted an Emergency Management Planning Committee in 2008. This committee is co-chaired by the director of Security and the director of CDS. The committee is made up of students, staff, and faculty and meets monthly to continually update the

College's Emergency Preparedness Plan (Exhibit 8 E.11). To date, these efforts have focused on:

- *Updating the emergency management plan*
- *Communicating the importance of personal preparedness*
- *Developing a response plan for pandemic flu*
- *Re-instituting the building captains systems*
- *Creating emergency management scenarios for use by the president and vice presidents in developing problem-solving and decision-making skills*
- *Increasing the frequency of emergency drills*
- *Creating an emergency texting system for students, staff, and faculty*
- *Purchasing an emergency broadcast system for the campus*

Off-Site Facilities (8.A.6, 8.A.7)

The College has several off-site facilities that meet the needs of the programs located at these locations.

The cosmetology program is located in a leased space at 9315 State St., Marysville. The facility includes significant improvements made specifically for the program. The improvements include spaces for a salon, dispensary for supplies, classrooms, and a manicure lab. This location is well suited for walk-up traffic so the program can sell products and services.

The aviation program is located at Paine Field on property leased from the county. Three buildings, owned and maintained by the College, house the aviation program. The leased property is adjacent to the airport ramp and airplane taxiways. The location of the program is well situated with respect to regional aviation businesses and facilities.

The College has an agreement with the Tulalip Tribes for use of a portion of their South Lot facility on the Tulalip Reservation. This facility is composed of three classrooms, two of which are computer labs. The College is also renting

space at the Marysville Arts and Technical High School for several courses in the Tribal Enterprise Management program. Both locations serve not only the Tulalip Tribes, but also the communities of Marysville and Arlington.

The Corporate and Continuing Education Center (CCEC) is a College facility located in south Everett. Although many continuing education or corporate-training courses are offered throughout the county, this location is near the businesses and industries—such as Boeing, Korry Electronics, and Teague—served by the instructional programs at that facility. The CCEC also houses the College's Ocean Research College Academy (ORCA) program. This location supports ORCA's cohort teaching model and is in close proximity to the waterfront.

The Monroe campus currently consists of two locations in the Monroe School District: Monroe High School and Park Place Middle School. Park Place Middle School is the site for six adult-education classes, an instruction-supported community technology center, and orientation, assessment, testing, and advising services for prospective Everett Community College students. Monroe High School serves as the site for university transfer classes, professional/technical classes, and a supervised eLearning lab and tutoring for math and English. Because these two locations offer only evening classes, the College is exploring ways to lease new space to offer day classes for east county residents.

The College also rents athletic facilities at North Middle School, Kasch Park, Marysville and Everett Boys and Girls Clubs, and Everett Memorial Stadium for volleyball, soccer, basketball, softball, and baseball, respectively. The College also uses space on an as-needed basis around the county for continuing education and adult education courses.

Equipment Availability and Maintenance (8.B.1, 8.B.2)

Equipment is suitable to meet educational and administrative requirements; however, the College needs to develop more long-term sustainable funding sources for the equipment-replacement process. The College uses capital budget and Perkins Grant funding, Student Technology Fee funding, and donations to offset the lack of operating budget dollars for equipment.

Due to increasing demand for technology, the College instituted a Student Technology Fee in 2005. The College's instructional computing equipment has been routinely upgraded primarily through the assistance of this fee. Computer labs and classrooms are upgraded on a four-year replacement cycle.

The College has become increasingly reliant on capital projects to upgrade equipment because limited operating dollars have been allocated to purchase equipment. For example, with the Whitehorse Hall capital project, the art and science labs were significantly upgraded. Moreover, some equipment has been obtained through donations: a 747 engine for the aviation program, steel for the welding program, and electronic metering testing devices for the engineering program.

Typically, hundreds of thousands of dollars in equipment requests are identified each year in the program reviews and prioritized by an instructional equipment committee. Only a small percentage of these requests are funded each year because of recent budget challenges (Additional Doc. 8A.6).

The College has approximately 2,900 staff and student computers and 42 computer labs/classrooms. This includes six laptop carts and two open computer labs, plus one roving laptop cart. As a rule, administrative computing equipment is not as current as the instructional equipment. Many of the desktop computers have been passed down from classroom or lab use.

In 2006, the College installed Voice over Internet Protocol (VoIP), which added 800 VoIP phones and additional servers for support. In 2009, the College further improved its IT infrastructure by implementing a system of virtual servers. This technology allows the College to add memory and disk capacity to its IT system, and to resolve system problems, with minimal or no disruption to service. Moreover, the use of virtual servers provides redundancy in both manual and automatic redistribution of critical network resources when hardware problems occur. This upgrade in infrastructure also resulted in a reduction in air conditioning costs.

Equipment is properly maintained and inventoried, and equipment repairs are made at departmental expense. Requests for new or upgraded equipment are made through the program review and budgeting process. Inventory records are maintained for all equipment that has an acquisition cost of \$5,000 or more. This inventory is performed once a year (Additional Doc. 8A.7).

The College held a surplus sale for the local community this past year and raised funds for equipment and furnishings.

Hazardous Materials Management (8.B.3)

Hazardous materials on College property are limited. With the opening of Whitehorse Hall, the College properly disposed of a large amount of old chemistry and photography chemicals. Employees, such as lab technicians, custodians, and grounds personnel, are trained in handling hazardous materials, and in the use of those substances in accordance with instructions provided by the manufacturer. Material safety data sheets are the basis for the training and disposal.

Hazardous materials are stored in suitable containers and in secured areas. Those locations are properly labeled. College security personnel

know storage locations and their contents. Each department that deals with hazardous waste is responsible for appropriate handling and disposal under the oversight of the director of Campus Safety and Security.

Master Plan (8.C.1)

The College's Master Plan (Exhibit 8E.3d) is consistent with its mission and the long-range education plan. The plan is also updated periodically. This plan identifies the capacity of the College to expand its main campus to meet the growing demand for educational opportunities. Based on the master-plan conclusions, the College has the ability to expand the campus from the current capacity of 6,000 FTE to 10,000 FTE. This expansion provides greater student access and better spaces to enhance teaching and learning.

The increased capacity will result from renovation and replacement of existing facilities and construction of new facilities. Property acquisition and construction of parking facilities will be required to complete the Master Plan. The Master Plan was approved in 2002 by the Board of Trustees and in 2005 by the City of Everett. The Board also adopted the 10-year Major Project Plan (2009-19) in 2007 (Exhibit 8E.3d).

Implementation of the Master Plan began in July 2005 with the groundbreaking on the first major replacement project, Whitehorse Hall, and the acquisition of three properties.

The Master Plan is divided into 10, two-year phases. The phasing takes into account program needs, enrollment, and the condition of existing facilities. The phasing assumes steady enrollment growth and ongoing capital funding. The timing and sequencing of the phases may be accelerated or changed depending on enrollment demand, program opportunities, and available funding.

Phase One, 2005 to 2007

Major Projects:

- *Whitehorse Hall (major replacement project)*
- *Property acquisition*
- *Tower Street parking lot*

Implementation of this phase is completed. Whitehorse Hall is an 85,630-square-foot facility for the arts and sciences programs previously located in Pilchuck, Glacier, Monte Cristo and Index halls. This includes modern laboratory, studio, and classroom space for chemistry, physics, engineering, geosciences, photography, journalism, visual communications, drawing and painting, ceramics, and other disciplines. The science labs in this building meet baccalaureate standards for instructional technologies and equipment.

Phase Two, 2007 to 2009

Major Projects:

- *Gray Wolf Hall (major growth project)*
- *Early Learning Center Expansion (major growth project)*
- *Property acquisition*
- *Parking facilities*

During this phase, the College constructed a 77,000-square-foot Gray Wolf Hall and expanded the Early Learning Center– the campus childcare and early childhood education program. This expansion allowed the College to double the number of children in the childcare center. In addition, funding was provided for property acquisition and new parking facilities.

Gray Wolf Hall serves students intending to complete an associate's degree in communications, social sciences, or world languages and then transfer to a four-year institution to obtain a baccalaureate degree. The programs in the facility include anthropology, education, English, history, philosophy, political science, psychology, sociology, speech, and world languages. The facility will increase

capacity by more than 800 FTEs, and support the College's current and future partnerships with universities, with the purpose of expanding access to baccalaureate and graduate degrees for the region.

Phase Three, 2009 to 2011

Major Projects:

- *Student Fitness and Health Center*
- *Property acquisition – College Plaza Shopping Center*

The Student Fitness and Health Center will be a two-story building of approximately 50,000 gross square feet, located just east of the College Station Transit Center. It will be completed in September 2010. The building includes a gymnasium with retractable bleacher seating for 2,250 people, a cardio and free weight training room, a climbing wall, a running track, a juice/sandwich bar, a multipurpose small gymnasium, faculty/staff offices, and support spaces.

In 2009, the College completed the exchange of its nine-acre athletic-facility property for the 17-acre College Plaza Shopping Center owned by Providence Hospital. The College received funds from Providence to support both the construction of the new Student Fitness and Health Center and the temporary relocation of the athletic and physical education programs.

Phase Four to Ten, 2011 to 2025

Major Projects:

- *Index Hall replacement (2011-13)*
- *Library Resource Center (library and media services) (2017-19)*
- *Growth projects*
- *Major replacement projects*
- *Major renovation projects*
- *Property acquisitions*
- *Parking facilities*

Index Hall currently houses the College's nursing and health professions programs. The facility

was constructed in 1968 and added onto in 1972. The College will replace this facility with a 70,000-square-foot facility. The new facility will more than double the square footage currently assigned to these programs and allow for significant program growth. Construction is anticipated to begin in July 2011. Classes are anticipated to begin January 2013.

Phases 4 through 10 also provide options for meeting future enrollment growth and evolving programmatic needs, including the continued growth of baccalaureate programs. The phases anticipate several growth projects, and the renovation or replacement of existing facilities. The specific programs for these facilities will be identified at a later date. The phases may be accelerated or changed depending on enrollment demand, program opportunities, and available funding.

Funding for Capital Needs (8.C.2)

The College relies on the state to fund major capital projects and renovations, repairs, and minor improvements, as does the entire community and technical college system. Because of a shortfall in the state capital budget, no major capital budget requests are being accepted for the 2009-2011 biennium and the Learning Resource Center project has been pushed out another two years, with construction in 2017-19.

Even with these funding limitations, the College's Master Plan sufficiently addresses funding needs in the short term. However, in the long term, there are significant concerns about the ability of the state to fund a Baker Hall/Olympus Hall replacement project and future growth projects at the College Plaza Shopping Center.

Because of limited state capital dollars, the College asked the Associated Student Body to create a student enhancements fund that would be used to increase the quality of student spaces across campus. These dollars will help fund the new Student Fitness and Health Center, a

new Café/Bistro addition to the Parks Student Union building, and a remodel of space used by Student Services and by the library. The students' contribution is 40 percent on all of these and future projects. The construction work on these projects will start in summer 2010.

Planning for Accessibility and Involvement in Planning (8.C.3, 8.C.4)

Governing boards and affected constituent groups are significantly involved in planning physical facilities at the College. Faculty, staff, and students are on the design teams for all new buildings. Local neighborhood associations are consulted for their feedback on future expansion plans. Media, IT, campus security, and the CDS are also involved in the planning and design of all new buildings. In March 2002, the Board of Trustees adopted the 25-year Campus Facilities Master Plan. The plan emphasized the following major goals:

- *Create a campus that optimizes education—flexibility, cohesion, accessibility*
- *Accommodate growth*
- *Create a front door and a “heart of the campus” that produces effective campus flow and movement*
- *Create a major presence on Broadway Avenue*
- *Take advantage of views*
- *Explore “going up” rather than “going out”*
- *Develop to the east*
- *Address parking and traffic issues*

The Master Plan identified several growth, replacement, and renovation projects to be completed through 2013 (the “10 year project list”). In early 2007, a campus committee began meeting to develop a second 10-year plan. The committee included members from the entire campus community, including students. The committee considered the College’s Strategic Plan and other institutional priorities, program

growth and demands, demographic projections, technology, the Capital Analysis Model, the Facilities Condition Survey, and other factors.

The committee also sought input on recommendations for growth, replacement, and renovation projects. In November 2007, the Board of Trustees reviewed and accepted the committee’s recommendations. The board identified the construction of the Learning Resource Center as the College’s top priority (Additional Doc 8A.8). This project was added to the state’s capital project list during the 2007-09 biennium and is scheduled to be completed by 2019.

A Student Enhancement Fee Committee was formed in 2009. This committee consists of an equal number of College staff and students. It has identified a new 5,500 sq ft. Café addition to the Parks Student Union as one of its top priorities to increase the amount and quality of student space on campus.

Analysis and Next Steps

Strengths

The College has a strong Campus Master Plan adopted in 2002 and updated in 2007 through the work of the 10-year Capital Project Planning Committee (2009-19).

Beginning with the construction of Whitehorse Hall, the College has strategically focused on the integration of a new building's functionality, design, and technology.

The College has developed alternative funding sources for equipment and capital needs through the E-tech and the Student Enhancement Fund fees

The College's new sustainability initiatives are influencing the design, construction, and on-going maintenance of both new and existing buildings.

Challenges and Recommendations

The future demand for parking is greater than projected availability and won't meet the long-term growth needs of the College. To reduce the demand for parking, the College needs to explore efficiencies in scheduling classes, (e.g., block schedule and more online and hybrid offerings) and create a more robust Commute Trip Reduction Plan by creating closer partnerships with the local transit authorities. The College must continue to look for creative solutions to provide sufficient parking for the campus through property acquisition. (8.A.1, 8.C.1)

Long-term equipment needs are not being met through the current budgeting process. The College should develop and explore sustainable funding sources for small capital projects, as well as equipment purchases that are more closely linked with the budget process. (8.B.1, 8.B.2)

The availability of state capital dollars to fund and implement the College's Master Plan will decrease. The College should develop alternative funding sources to supplement the state capital dollars. (8.C.2)

Content Management Table Standard Eight: Physical Resources		Mailed				Onsite	
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online
Required Documentation (D)		EvCC Documentation					
8D.1 Campus map, and/or, if applicable, other educational site maps	D.1a Campus Map & Directory	X	X			X	X
	D.1b Campus Parking Map from EvCC Website	X	X			X	X
	D.1c Directions to EvCC from EvCC Website	X	X			X	X
Required Exhibits (E)		EvCC Exhibits					
8E.1 Policy statements regarding access to campus/visitor information	E.1a Access to Campus Facilities					X	X
	E.1b General Policy Statement					X	X
	E.1c Visitor Parking Information					X	X
	E.1d Pets on Campus Policy					X	X
	E.1e Volunteer Program Policy					X	
	E.1f Campus Safety and Special Events					X	X
	E.1g Affirmative Action Policy					X	X
	E.1h Alcohol & Drugs on Campus Policy					X	X
	E.1i Drug Free Campus Policy					X	X
	E.1j Chemical Hygiene Plan					X	X
	E.1k Communicable Diseases Policy					X	X
	E.1l Emergency Preparedness Plan					X	X
	E.1m Facilities Use Policy					X	X
	E.1n Reasonable Accommodation-Disabilities Policy					X	X
	E.1o Commercial Activity Policy					X	X
E.1p Tobacco Use Policy					X	X	
8E.2 Replacement schedule for instructional equip and inventory examples	E.2a Instructional Equipment Replacement Schedule					X	
	E.2b Equipment Inventory List					X	
8E.3 Campus facilities master plan, with maps and changes indicated	E.3a MP Maps from SRG Architects 2008					X	
	E.3b 25 Year MP with Parking Structures at 6-01					X	
	E.3c 10 Year MP with Transit Center at 6-01					X	
	E.3d Master Plan					X	
8E.4 Annual & long-term plans for remodeling, renovation and major maint	E.4a Major Capital Projects Plan 2009-2019					X	
	E.4b Capital Projects Summer 2009					X	
8E.5 Major property additions/capital improvements: past 3/next 3 yr plans	E.5a Major Capital Projects Plan 2009-2019					X	
	E.5b Major Property Acquisition & Capital Plans					X	
Additional Supporting Documentation (A)		EvCC Additional Documentation					
8A.1	A.1 Index Hall Pre-Design					X	
8A.2	A.2 Student Fitness & Health Center					X	
8A.3	A.3 PRR for Library Resource Center					X	
8A.4	A.4 Wayfinding Master Plan					X	
8A.5	A.5 President's Climate Commitment					X	
8A.6	A.6 Program Review-Equipment List					X	
8A.7	A.7 BOT Minutes 11/2007					X	
8A.8	A.8 BOT Minutes 03/2002					X	
8A.9	A.9 Building Overview					X	

9 Institutional Integrity



Adherence to High Ethical Standards (9.A.1)

Institutional integrity is a value held by Everett Community College's leadership and all personnel affiliated with EvCC. The College strives to attain a high level of ethical standards and action in its use of resources, and in the relations between and among staff, students, and the community.

The College recently reviewed its ethics policy, and the Board of Trustees approved an updated Ethics Policy in November 2008. This policy (Exhibit 9E.2b) was approved by the Washington State Executive Ethics Board and coordinates with the Washington state ethics in public service law (RCW 42.52). It sets forth ethical standards expected of college employees regarding conflicts of interest, acceptance of gifts, use of college resources, confidentiality, and reporting of violations. Ethical violations may be reported to either the College's Human Resources department or the Washington State Executive Ethics Board.

While the ethics policy applies to College employees, a detailed statement of student rights and responsibilities applies to students (Exhibit 9E.3c). These rights and responsibilities address many aspects of the relationship between students and the College. Revised during the 2006-07 academic year, the Student Rights and Responsibilities statement includes a comprehensive list of student rights, a detailed student conduct code, and due process procedures for disciplinary actions and grievances. The rights and responsibilities

promote a fair, open, and ethical relationship between students and the College.

The College adheres to many other procedures that support ethical practices, including the following:

- *State of Washington procedures related to purchasing, contracting, and reporting of enrollment.*
- *Hiring policies and procedures developed by the College's Human Resources department, including the requirement that hiring decisions be reviewed by multiple levels of college administration.*
- *Requirements that College publications contain a statement of the College's non-discrimination policy.*
- *Procedures regarding the assignment of textbooks or other materials by a faculty member who will receive royalties.*

The College believes that transparency is an important characteristic of institutional integrity because it promotes open dialogue and critique. Open meetings, one aspect of transparency, are a standard practice at the College. With the exception of personnel, counseling, and disciplinary meetings, all meetings related to the College's day-to-day business and decision-making are open to interested employees and students, and meeting minutes are published on the College's Intranet site. These meetings include the following:

- *Board of Trustees*
- *President/vice presidents staff*
- *Deans Council*
- *College Council*
- *Instructional Council*
- *Budget meetings*
- *Contract Administration Committee*
- *Academic Standards Committee*
- *Long-Range Financial Planning Committee*

The College further demonstrates institutional integrity through the promotion of shared values within the College community. One of the first actions of the College Council, which was formed during the 2007-2008 academic year, was the development of a Statement on Civility and Community (Exhibit 9E.5c). That statement identifies seven values shared by all members of the College community: respect, civility, integrity, honesty, accountability, inclusion, and collaboration. These values guide the interactions between members of the College community, create the environment in which teaching and learning occur, and enhance the integrity of those activities.

Following adoption of the Statement on Civility and Community, the College has actively promoted the statement's shared values across campus, including in the following ways:

Workforce Equity, Diversity and Opportunity Committee is developing skits to generate campus discussion of shared values.

Diversity and Equity Center is implementing shared values with respect to student diversity issues.

Human Resources has provided mandatory cultural competency training for classified staff.

Human Resources has provided training in diversity and organizational climate for exempt staff.

Job postings for new hires emphasize the shared values.

Diversity Teaching Lab has explored the dynamics of diversity in classrooms and across campus.

Evaluation and Review Processes (9.A.2)

Information, policies, and publications emphasizing the College's commitment to high ethical standards are reviewed and revised through external and internal processes. External reviewers provide valuable ongoing

advice. For example, the Washington State Executive Ethics Board reviewed and approved the College's ethics policy. The assistant attorney general assigned to the College regularly reviews contracts between the College and other entities, and consults on actions that affect staff, students, and the community, ensuring consistency and fairness in the College's actions. Where appropriate, the assistant attorney general recommends revisions to policies, procedures, and publications. Moreover, the state Office of Financial Management audits the College's adherence to financial standards, policies, and procedures.

The College also has internal review processes that support its integrity. A variety of standing committees and councils, which represent a wide range of college constituencies, periodically review and update the College's policies and procedures. Some recent examples demonstrate the diversity of these reviews:

Refund Exception Committee reviewed and approved a revised refund policy.

Academic Regulations and Appeals Committee reviewed course repeat, academic warning, and refund policies and procedures.

College Council developed and approved a college-wide Statement on Civility and Community.

Instructional Council reviewed and updated degree requirements for the associate in technical arts, as well as associate in arts and sciences degrees.

President/vice president Staff Council reviewed and approved a policy on awards of financial assistance to students in the Workforce Training Program.

Board of Trustees reviewed and approved tuition waiver regulations, family medical leave policy, shared leave policy, and ethics policy.

Although the College attempts to review and update its policies and procedures periodically, those reviews often occur because of the

initiative of individual committees or councils, or because of changes in the law. The College lacks a comprehensive, systematic process for reviewing policies and procedures.

Publication of Information About the College (9.A.3)

The College makes a concerted effort to represent itself accurately and consistently in its catalogs, publications, and official statements. For example, to ensure accuracy in its ethics policy, the College asked the Washington State Executive Ethics Board to review and approve the policy. Following the executive ethics board's approval, the College communicated that policy to students, staff, and the general public through campus e-mail announcements and on the College website.

To ensure the accuracy and consistency of policies and procedures that apply to College employees, in 2009 the Human Resources department summarized those policies and procedures and organized and consolidated them into a single, comprehensive Employee Handbook (Exhibit 9E.3d). The Human Resources department also began requiring orientations for all new employees, at which the department reviews the handbook with each new employee, and provides an overview of the College's policies and procedures.

The College catalog, published annually, serves as the primary reference for policies and procedures for students. The class schedule, published quarterly, also includes policies and procedures relevant to students' enrollment status and information on services and programs. Both publications are reproduced on the College website. The catalog and class schedule are thoroughly reviewed prior to republication by a cadre of college employees to assure comprehensiveness and accuracy. The two publications are continuously updated. Additionally, a wide variety of brochures, handouts, and booklets that contain information for students are available on campus. These

materials, which are periodically reviewed and updated, focus on specific topics or programs, such as tuition waivers, student rights and responsibilities, parking regulations, degree requirements, testing-center information, nursing-program packet, and the TRIO-Student Support Services Program for low-income and first-generation students.

The College also provides comprehensive information about the College in the Student Handbook. That handbook, which contains the entire Student Rights and Responsibilities statement, is provided to new students through new student orientations, at Student Activities information tables, and on the College website. The handbook is reviewed and updated annually. Each department reviews, revises, and approves the accuracy of its information. The handbook is then reviewed for final approval by the vice president of administration. During the year, if information in the handbook changes, the version of the handbook on the website is updated immediately, and the printed version is updated during the next annual review cycle.

Information posted on the College's website is frequently reviewed for accuracy and consistency. Web content editors are responsible for the accuracy of the information posted on the website. In addition, the College's media and communications coordinator monitors the website and directs questions about accuracy and clarity to the web content editors. Moreover, the Web Steering Committee reviews and resolves issues related to the website's functionality, and to the accuracy, timeliness, and relevance of information on the website.

In addition to the foregoing efforts to provide accurate and consistent information, the College has formed an E-communications Committee, whose mission is to provide even more effective and more consistent communication between the College and students and staff.

Conflict of Interest Policy (9.A.4)

The College's ethics policy prohibits Board of Trustee members and all employees of the College from participating "in activities in either their personal or professional lives that conflict with their official duties, or participate in decision-making where they or their family members have a personal or family financial interest." Nor may they "accept a gift, favor or preferential treatment that comes with personal benefit or obligations (explicit or implied)." The policy explains in detail the behavior that constitutes a conflict of interest.

Free Pursuit and Dissemination of Knowledge (9.A.5)

The College demonstrates its commitment to academic freedom in its contract with the faculty union, AFT Everett (Exhibit 9E.1a). That contract describes academic freedom as follows:

A major purpose of community college education is to share with students the scholarly, imaginative, and scientific efforts that have been made toward understanding our human condition and our world. Informed and critical students will be more able to act responsibly as citizens to make choices in their own lives and to attempt solutions for problems of the future than uninformed, uncritical followers. The purpose of Academic Freedom is to insure this intellectual development of students. (Section 25.10)

The contract emphasizes that faculty are free "to exercise all their constitutional rights without institutional censorship, discipline, or other interference," "to conduct research and to publish its results," and to select the content, methods and resources necessary to perform their responsibilities (Section 25.20).

The College's Institutional Integrity (Policy 9.1)

The evidence in this and the other sections of the self study demonstrates that the College adheres to high standards of institutional integrity. The College's Vision Statement and Mission Statement establish its priorities. Moreover, the Strategic Plan, policies, procedures, and other actions that carry out those priorities confirm the College's commitment to the free pursuit of knowledge; to quality and innovative teaching and learning in its educational programs; to serve any person who wants to further his or her education; to support and develop each student as an individual; and to serve the academic, technical, and cultural needs of the local community.

Analysis and Next Steps

Strengths:

The College has a comprehensive ethics policy that was approved by the Board of Trustees and by the Washington State Executive Ethics Board.

The College recently upgraded its Internet and Intranet sites, making information about the college more readily available to employees, students, and the public.

The Statement on Civility and Community, adopted by the College Council, articulates core values shared by the entire campus community.

Challenges and Recommendations:

Although the College has comprehensive policies and procedures, consistently reviewing and updating them, aligning them with each other and with the classified staff and faculty collective bargaining agreements, and publishing them widely is a constant challenge. The College should develop more rigorous procedures for reviewing, updating, coordinating, and distributing policies, procedures, and other information. (9.A.2)

		Mailed				Onsite		
		Thumb Drive	In Self-Study Report	In Appendix	Separate Document	Exhibit Room	Online	
Content Management Table Standard Nine: Institutional Integrity								
Required Documentation (D)		EvCC Documentation						
N/A		N/A						
Required Exhibits (E)		EvCC Exhibits						
9E.1	Statements or policies on academic freedom	E.1a	Policy from 2008-2011 AFT Contract				X	X
9E.2	Statements or policies on conflict of interest	E.2a	Conflict of Interest Policy from Website				X	X
		E.2b	Standards of Ethical Conduct Policy				X	X
9E.3	Policies that guarantee fair treatment of faculty, admin, staff & students	E.3a	AFT Contract 2008-2011				X	X
		E.3b	AFSCME Contract 2007-2009.pdf				X	X
		E.3c	EvCC Student Handbook 2009-10			X	X	X
		E.3d	Employee Handbook 2009-10				X	
		E.3e	EEO Anti-Discrimination Policy				X	X
		E.3f	Workplace Violence Prevention Program				X	
		E.3g	Harassment in the Workplace Presentation				X	
		E.3h	Sexual Harrassment Presentation				X	
		E.3i	Affirmative Action Policies				X	X
9E.4	Copies of print and electronic promotional materials	E.4a					X	
9E.5	Code(s) of conduct, statement(s) of ethical behavior	E.5a	Standards of Ethical Conduct Policy				X	X
		E.5b	EvCC Standards of Ethical Conduct Policy				X	X
		E.5c	EvCC Civility Guide				X	