

Bellevue College Year Seven Evaluation of Institutional Effectiveness Report



BELLEVUE
COLLEGE

February 25, 2026

Submitted to the
Northwest Commission on Colleges and Universities

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APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Bellevue College

(Name of Institution)

David May

(Name of Chief Executive Officer)

David May

Digitally signed by David May
Date: 2026.01.20 14:10:56 -08'00'

(Signature of Chief Executive Officer)

01/20/26

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A Note About This Report

Bellevue College has evaluated its work using the NWCCU rubrics for **1.B.**, **1.C.**, and **1.D.** These ratings are summarized in the **Accreditation Self-Assessment 2026** and are included in the Next Steps section for each standard.



Institutional Overview

Founded in 1966, Bellevue College is celebrating its 60th year as an open-access institution educating students in Washington state's Community College District VIII (includes Bellevue, Issaquah, Skykomish, Snoqualmie Valley, and Mercer Island school districts). It is one of 34 public institutions within the Washington State Board for Community and Technical Colleges (SBCTC) system. The college is governed by a six-member citizen board of trustees, including one student trustee, appointed by the Washington State Governor. The board employs the president, who hires faculty and staff, and the college operates under a system of governance that engages all college constituencies.

Bellevue College is located 10 miles east of Seattle in the city of Bellevue, which is known for major employers such as Microsoft, Amazon, Google, Boeing, T-Mobile, and several major hospital systems. The college annually serves a diverse population of 20,000 students through its baccalaureate, academic transfer, professional-technical, basic skills, and continuing education programs. The college's programs have received recognition for achievements in teaching, learning, and leadership (see [Awards and Achievements webpage](#)).

The college's 100-acre campus provides 982,000 square feet of facility space within 18 total buildings: 12 academic buildings; a 400-bed residence hall; multiple sports facilities (fitness center, challenge course, gymnasium, baseball field, soccer fields, and softball field); performance spaces (300-seat Carlson Theatre and 80-seat Stopgap Studio Theatre); and an arboretum. An additional college-owned building, located in north Bellevue, was previously used as an instructional site and is now rented out. The college is currently in a

major construction and renovation cycle that will continue through 2027. The college's facilities provide the infrastructure required to fulfill the college's mission, vision, and core values.

Bellevue College employs 1,375 faculty and staff members: 220 full-time faculty; 537 part-time faculty; and 618 exempt and classified staff. Ninety-two percent of full-time faculty members hold a master's degree or higher.

The college welcomes students from across the Puget Sound region and from more than 70 countries, with most students originating in the city of Bellevue and nearby cities such as Renton, Seattle, Redmond, Issaquah, and Sammamish. The college's operating budget for FY 2024–2025 was \$140 million, with 46% coming from the state allocation; other sources of funds include tuition and fees, student financial aid, and grants. More than 50% of funds are spent on instruction. The culturally diverse student population reflects that of its community. Within the city of Bellevue, 42% of residents are foreign born; more than 100 home languages are spoken in the Bellevue School District; and 42% of students in the district speak a first language other than English. The college strives to create a vibrant and inclusive campus community that supports all its students, faculty, and staff.

Programs are designed to support the college's mission to serve as "a catalyst for lifelong transformation that drives social and economic progress." In 2006, Bellevue College was one of the first State Board of Community and Technical Colleges (SBCTC) approved by the state to offer applied baccalaureate degrees and the first to offer a Bachelor of Science degree. It now offers 12 Bachelor of Applied Science degrees, a Bachelor of Applied Arts degree (Interior Design), and a Bachelor of Science in Nursing, as well as a Bachelor of Science in Computer Science (approved in 2016). In fall 2025, 40% of students were seeking one of nine transfer associate degrees; and 11% were seeking a baccalaureate degree. The college also offers 23 professional-technical degrees, 70 certificates, and two non-transfer associate degrees. Additional programs include adult basic education and community education.

Bellevue College's academic programs are organized into five divisions: Arts and Humanities; Health Sciences, Education, and Wellness Institute (HSEWI); Science; Social Science; and Connected Learning. Connected Learning includes Academic Success Center, First-Year Seminar, Interactive eLearning, Library Media Center, Occupational and Life Skills, and RISE Learning Institute.

In 2025, Achieving the Dream (ATD) recognized Bellevue College as a Leader College. This honor reflects the college's commitment to ATD practices that foster student success, encourage a data-driven culture, and close equity gaps. The college has made substantial progress since joining the ATD network in 2017, with demonstrated improvements in early momentum metrics, retention, and completion rates.

Transfer, degree and certificate completion, and earnings data substantiate the college's success: 55% of students who started at Bellevue College in fall 2020 graduated or transferred to a four-year institution within four years, while 60% of students who started in fall 2023 were retained in fall 2024. Professional-technical program success is reflected in a 73% employment rate and median earnings of \$75,000, measured four years after students first enrolled.

According to the **Georgetown University Center on Education and the Workforce's 2025 ROI rankings (winter 2026)**, Bellevue College ranks number one for highest 10-year return on investment among all public institutions in Washington state.



Preface: Institutional Changes Since the 2024 Policies, Regulations, and Financial Review

Since submission of its Policies, Regulations, and Financial Review in winter 2024, Bellevue College has experienced several significant institutional changes that reflect both strategic advancement and the realities of a challenging fiscal environment. Collectively, these changes have influenced institutional priorities, leadership structures, and resource allocation decisions.

Mission, Vision, and Core Values

In 2025, the Board of Trustees adopted revised mission, vision, and shared values statements. The updated mission emphasizes Bellevue College's role in supporting lifelong learning, removing barriers to student success, and preparing students for an evolving social and economic landscape. The new vision articulates an institutional aspiration toward innovation, impact, and excellence in higher education. The board also adopted a revised set of shared values. Together, these statements establish a new institutional foundation that informs strategic planning, assessment, and decision-making across the college.

Strategic Plan Adoption

Building on this work, the Board of Trustees adopted a new multi-year strategic plan, **Be Bold: Built for Students, Connected to Community**, that establishes institution-wide priorities and outcomes to guide planning, assessment, and resource allocation.

Academic Leadership Reorganization

To strengthen leadership alignment and coordination within Academic Affairs, the associate vice president of Academic Affairs role was reimagined as a vice provost position with responsibilities in planning, assessment, and instructional oversight.

As part of a broader academic reorganization, programs within the School of Business and Technology were integrated into other academic divisions in winter 2025. The new structure consolidates related disciplines, reduces administrative costs, and simplifies navigation for students and industry and transfer partners. This restructuring also enabled the creation of a new executive director of Workforce Partnerships position. This position will strengthen employer engagement and workforce-aligned programming and develop the college's community vibrancy priorities, including its work with Achieving the Dream.

Advancement and Foundation Leadership

The college hired a new vice president of Institutional Advancement and executive director of the Bellevue College Foundation, charged with strengthening advancement, philanthropy, and institutional priorities during a period of fiscal constraint.

Facilities and Infrastructure

During this period, the college continued targeted facilities and infrastructure work to support instructional delivery, student services, and operational needs, while balancing these investments against financial constraints. A new W Building, which replaces parts of the existing C Building, will open winter 2027 and will house arts programs, such as ceramics, metalworking, sculpture, woodworking, printmaking, digital media arts, and a makerspace. Other renovations to the C Building include renovations to the Student Union and student engagement office space. The cafeteria is also receiving upgrades. Additional mechanical and building system upgrades will address aging infrastructure and other needs across campus, in buildings A, B, D, E, G, and N. These efforts are part of a longer-term strategy to address years of deferred maintenance, improve building functionality, and prioritize projects that support health, safety, and core academic operations.

Fiscal Challenges and Budget Reductions

In response to declining state funding; a Washington State Office of Financial Management allocation error; changes to state allocation models; and enrollment declines projected to begin in 2028, Bellevue College implemented approximately \$4.2 million in budget reductions. These actions resulted in layoffs, program closures, and organizational restructuring across the institution and were undertaken to maintain fiscal sustainability and appropriately allocate resources.

National Recognition for Student Success

Bellevue College was designated a Leader College by Achieving the Dream, recognizing sustained use of student success data to inform improvement efforts. Less than one year later, the college received an invitation to apply for Leader College of Distinction status based on continued performance trends. In 2025, the Aspen Institute invited Bellevue College to apply as a semifinalist for the 2027 Aspen Prize for Community College Excellence, Aspen Top 200 institution. The college has also been recognized by local and national organizations for its achievements (see [Awards and Achievements](#) webpage).



1.A.1. Mission Statement

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Bellevue College's current mission statement was most recently updated by the Bellevue College Board of Trustees on April 23, 2025, as part of **BC Policy 1200**.

Bellevue College is a catalyst for lifelong transformation that drives social and economic progress. We innovate boldly, remove barriers, and equip students with the skills, knowledge, and resilience to thrive in an evolving world.

This statement replaced the previous mission, which had been adopted in 2008 and reaffirmed in 2011.

In addition to a new mission statement, the college has revised other aspects of BC Policy 1200, including its vision statement, which now reads:

Bellevue College will redefine higher education as a dynamic hub where innovation, purpose, and opportunity converge. As a national model for excellence, we will empower every learner—regardless of background—to shape their future, improve their industries, and strengthen our community.

These revisions reflect the college's role as the largest community college in Washington state, and its significant economic and cultural impact. With these updated foundational statements, the Board of Trustees, the president, and President's Cabinet recognize the need to articulate direction setting and shared purpose.

The college has also retired its core themes and added five core values.

- **Well-being:** We value well-being as essential to vibrancy and sustainability. We commit to nurturing dynamic development for students and employees.
- **Collaboration and Accountability:** We value collaboration and radical accountability as the foundation of a community of excellence where we support our colleagues, our campus, and our students with intention and dignity. We work together to deliver meaningful outcomes and measurable impact.
- **Agility:** Agility empowers us to lead with vision. We embrace change, respond to community needs, and commit to transformational practices that prepare our community for the future.
- **Curiosity:** We value curiosity as the spark of discovery and transformation. We encourage fearless exploration in asking bold questions, challenging assumptions, and pursuing learning with openness and imagination.
- **Integrity and Authenticity:** We act with integrity and authenticity, pursuing bold learning and change that honors who we are and who we serve.

1.A.1. Next steps

The college will update references in print and online to the guiding principles laid out in BC Policy 1200 and ensure that all members of the college community are aware of these changes. These newly adopted foundational statements will guide division operational planning. Each division will use a common template (see [Division Strategic Alignment Plan Template](#)) for operational planning, including the establishment of short- and long-term goals. Plans will be reviewed annually to ensure continuous improvement and responsiveness.

1.A.1. Evidence

[BC Policy 1200, College Vision, Core Values, Mission and Core Themes](#)
[Mission, Vision, and Core Values Webpage](#)





1.B.1. Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Bellevue College uses a comprehensive planning process to evaluate its effectiveness and guide resource allocation. This process is grounded in **BC Policy 1300, College Planning**. The college's new strategic plan, **Be Bold: Built for Students, Connected to Community**, establishes a framework to guide assessment and institutional planning. Structures and workflows for evaluation and reporting are being refined to ensure planning remains dynamic, integrated, and responsive to change.

The college periodically uses reports and environmental scans, produced internally and externally, to inform its decision-making processes.

- EAB Market Consultants developed reports to support the strategic planning process (see **EAB Reckoning with Relevance**, **EAB 2024 State of the Sector**; **EAB Strategic Planning Update—SWOT 2024**; **EAB New Associate Program Opportunities**; and **EAB New Bachelor's-Level Program Opportunities**.)
- ATD work was furthered through Community Vibrancy Framework reports prepared by Dr. Elena Bubnova in 2025 (see **Community Vibrancy Goal Matrix 2025**; **Data and Opportunity Scan**; **Alignment Report**; and **Recommendations Summary**.)
- In 2017 and 2025, the college administered the **ATD Institutional Capacity Framework and Assessment Tool** (ICAT) to assess seven essential capacities for creating a student-focused culture (see **ICAT Results Summary 2017** and **ICAT Results Summary 2025**).

Evaluation and Planning

Academic Affairs Program and Student Achievement Evaluation

Academic Affairs is guided by **Bellevue College’s mission, vision, and core values** statements. By defining purpose and priorities, Academic Affairs ensures that future decisions and resource allocations are grounded in the college’s strategic direction. The division is now developing its operational plan to set its priorities in alignment with the institutional plan. During winter 2026, Academic Affairs is conducting sessions with faculty and staff to inform and finalize this plan. Academic Affairs is building consistent structures for collaboration and information sharing, such as regular meeting rotations, organized Teams channels, and document libraries. The team is also focused on intentional professional development, such as the Arbinger Institute’s Outward Mindset approach that reflects pre- and post-assessment processes (see **Arbinger Institute Follow-Up Report 2025**).

The division has also addressed objectives and key results from prior leadership, systematically closing them out to prepare for the new division operational plan (see **Academic Affairs Objectives and Key Results Close-Out Report 2023–2024**).

The principal mechanism for evaluating academic programs is the Program Review process (discussed more fully in **1.C.5**). All programs are reviewed once every five years, with short summaries forwarded to the provost and vice president of Academic Affairs.

In 2019, the college recognized the importance of a more frequent assessment process and the need for a method to consider the economic feasibility of academic programs. Academic Affairs and Administrative Services developed an annual Program Viability Process for academic departments. The metrics considered cost per student headcount—based on faculty salaries and any program-specific budget lines, such as program manager support or major equipment needs—and class fill rates (see **Program Viability Procedures** and **Program Viability Rubric**). A committee comprised of Academic Affairs; Office of Institutional Effectiveness, Research, and Analytics; and Administrative Services personnel reviewed the collected data. Some programs were identified for further review and asked for analysis and plans to improve their performance. The Program Viability Process continued to operate through 2024; however, its effectiveness was not clearly demonstrated following the 2021 departure of the provost. While reports (see **Program Viability Worksheet Summer 2023**) were produced and discussed, ongoing transitions within leadership limited their ability to take meaningful action on the data. The provost position was restructured and filled in 2024 as the provost and vice president of Academic Affairs. The Program Viability process was intentionally paused for a planned period to allow the college to address staffing needs and subsequently re-evaluate the process. In winter 2026, the college began actively revising the Program Viability process to establish a clear and actionable framework for assessing academic offerings. Program Viability metrics and indicators are in development (see **Program Viability Framework and Matrix**) with implementation in spring 2026. The re-designed system will include new committee members; be conducted during the academic year, rather than summer; and generate signals for leadership to consider program sustainability, timelines, and communication planning.

Bellevue College also relies heavily on its participation in Achieving the Dream (ATD) to assess effectiveness across academic and student support functions. The initiative tracks key student success indicators, including enrollment trends, fall-to-winter and fall-to-fall persistence, three- and six-year completion rates, and performance in college-level math and English.

Bellevue College's Tableau dashboards, available through the MyBC SharePoint site, allow faculty and staff to analyze disaggregated data by student demographics and characteristics. This information has allowed the college to identify student success gaps and design targeted interventions.

Student Affairs Program Evaluation

Student Affairs is guided by the **Student Affairs Vision, Values, and Focus Statement**. A new Student Affairs division operational plan, designed to function in alignment with the college's new strategic plan, is nearing completion. It will include guidance on student support program evaluation. Currently Student Affairs engages in continuous localized assessment of programs and services. Its departments—Student Support, Access and Student Achievement, Student Life and Leadership, Enrollment Management, and International Education and Global Initiatives—internally monitor service utilization, delivery efficiency, and student outcomes. Departments analyze quantitative data, such as participation metrics and survey results, along with qualitative feedback, to measure satisfaction and identify barriers to success for students. Previously, departments compiled these findings in annual End-of-Year (EOY) reports that documented achievements, challenges, and progress toward divisional goals. After 2022, amid position restructuring and personnel changes, EOY reports were paused with the intended goal of the system. In the upcoming year, the Student Affairs Leadership Team (SALT) will lead the effort to revise and reinstate the annual evaluation system.

Student Affairs currently maintains a range of assessment strategies to identify and respond to student needs:

- **New Student Intake Survey.** Students are asked to identify their initial challenges, priorities, and support needs. Student Affairs uses these survey findings to inform program development and improve outreach strategies.
- **Benefits Hub.** The Benefits Hub, which provides food, housing, and other basic support to students, analyzes utilization data to configure its services to better meet the needs of specific populations. Benefits Hub also uses the **Hunger-Free and Basic Needs Campus Strategic Plan (2024)** to inform its practices.
- **Early Alert.** The Student Success and Retention Office within Student Affairs monitors Early Alert through the **Early Alert Analysis Report AY 2020/21–AY 2023/24**, and uses these findings to improve operations.
- **Disability Resource Center (DRC).** The DRC continuously evaluates data from the Accessible Information Management (AIM) system and post-Access Meeting surveys to analyze service utilization and accommodation effectiveness (see **DRC Accommodation Requests**). The department reviews each access specialist's caseload (see **DRC Caseload Data Fall 2022–2025**) to monitor workload and maintain timely student support. A caseload analysis in 2023 showed substantial increases in both the number of students served and the complexity of accommodation needs. The DRC used these data to justify two additional positions, expanding its capacity to provide individualized support.
- **Welcome Center.** The Welcome Center tracks prospective student interactions, including outreach events and individual appointments, through TargetX, the college's Customer Relationship Management (CRM) tool. Staff review participation data quarterly to identify trends in student interests and demand, especially in high-enrollment areas such as Health Sciences, Education, and Wellness. Automated Qualtrics

surveys gather immediate feedback on satisfaction and confidence, which have led to improvements such as website updates that simplified appointment scheduling (see **Welcome Center Service Survey Fall 2025**). The Welcome Center hosts regular **Discovery Days**, the college’s primary outreach and onboarding event, and uses post-event surveys and participation data to analyze attendance and engagement (see **Welcome Center Discovery Day Participant Survey Fall 2025**). Findings have guided changes to event planning, communication, and coordination across departments. Based on participation trends and feedback, the college reduced Discovery Days from three to two events per year to improve efficiency and resource alignment.

- **Veteran’s Services** tracks student achievement for veteran students who use the center (see **Veteran Resource Center Analysis**).
- The **Mental Health Counseling Center, Housing**, and **Umoja Scholars** programs use survey results to assess student satisfaction and improve operations.

To create a shared foundation for planning and assessment, Student Affairs has provided training on its redeveloped mission, vision, and values for the Student Affairs Cabinet (see **Student Affairs Cabinet Operational Excellence Training Summer 2025**). In its new Student Affairs operational plan, the Student Affairs Leadership Team (SALT) will integrate an assessment strategy for programs, including sections for individual departments, leading and lagging indicators that align with ATD, and more efficient processes (clear roles, timelines, and accountability structures). SALT expects departments to shift from reliance on usage-based evaluation to measuring how services affect student success, retention, and persistence outcomes.

Resource Allocation

Bellevue College develops its annual budget through a systematic process that uses academic and student support program evaluation and allows for stakeholder input (see 1.B.3 Planning Processes).

Figure 1.B.1a Budget Development Workflow



The Budget Review and Advisory Committee (BRAC) was formed in 2020 as a committee within Bellevue College Governance’s Resource and Planning Council. BRAC’s membership is a representative cross sample of campus constituents. Their charge is to review and advise on the college’s budget plan after it has been prepared by the division vice presidents and approved by the President’s Cabinet (see [Bellevue College Budget Review Advisory Committee Charter](#) and [President’s Cabinet Response to BRAC Consultation: Budget Strategies](#)). BRAC receives a list of budget adjustments from the President’s Cabinet and reviews each individually. BRAC and the President’s Cabinet exchange questions and information as needed. Committee members then vote in agreement with the budget proposals or request additional information (see [sample minutes for BRAC, January 15, 2025](#)). The collective responses are then forwarded to the President’s Cabinet. During FY 2025–2026, the usual BRAC process was modified because of budget shortfalls and delays with the state appropriations projects. BRAC was still able to review and comment on the FY 2025–2026 budget, which was approved by the Board of Trustees on December 10, 2025.

Leadership keeps the college community informed about the institution’s financial status through regular communications, including emails and town halls (e.g., [Budget Town Hall, Finance 101, September 29, 2025](#)).

1.B.1. Next Steps

Bellevue College rates itself as Emerging in both its process for assessing institutional effectiveness and its evaluation and planning process used for improvement. To progress beyond this stage, the college will further integrate data-informed decision-making throughout all operations. Metrics contained within the new strategic plan will be monitored and used to evaluate mission fulfillment and institutional effectiveness. Major areas of the college, such as Academic Affairs and Student Affairs, will develop division operational plans that coordinate with the new strategic plan. The Program Viability Process has been revived in early 2026 as an important tool for fiscal responsibility. The college is also developing a more efficient and reliable system for rolling evaluations and assessment into leadership discussions.

1.B.1. Evidence

[BC Policy 1300, College Planning](#)

[Be Bold: Built for Students, Connected to Community, Bellevue College Strategic Plan](#)
(Board of Trustees, January 6, 2026)

[EAB Reckoning with Relevance, 2024 State of the Sector](#)

[EAB Strategic Planning Update—SWOT 2024](#)

[EAB New Associate Program Opportunities](#)

[EAB New Bachelor’s-Level Program Opportunities](#)

[ATD Community Vibrancy Goal Matrix 2025](#)—Prepared by Dr. Elena Bubnova

[ATD Community Vibrancy Data and Opportunity Scan 2025](#)—Prepared by Dr. Elena Bubnova

ATD Community Vibrancy Framework Alignment Report 2025—Prepared by
Dr. Elena Bubnova

ATD Community Vibrancy Recommendations Summary—Prepared by
Dr. Elena Bubnova

ICAT Results Summary 2017

ICAT Results Summary 2025

Academic Affairs Objectives and Key Results Close-Out Report 2023–2024

Arbinger Institute Follow-up Report 2025

Program Viability Procedures

Program Viability Rubric

Program Viability Worksheet Summer 2023

Program Viability Framework and Matrix

Student Affairs Vision, Values, and Focus Statement

Student Affairs Cabinet Operational Excellence Training Summer 2025

Early Alert Analysis Report AY 2020/21 – AY 2023/24

Bellevue College Budget Review Advisory Committee Charter

President’s Cabinet Response to BRAC Consultation: Budget Strategies

Sample Minutes for BRAC, January 15, 2025

DRC Caseload Data Fall 2022–2025

DRC Accommodations Requests

Welcome Center Service Survey Fall 2025

Welcome Center Discovery Day Participant Survey Summer 2025

Veteran Resource Center Analysis

Mental Health Counseling Center Webpage

Umoja Scholars Program Webpage

Hunger-Free and Basic Needs Campus Strategic Plan (2024)

Budget Town Hall, Finance 101, September 29, 2025





1.B.2. Goals, Objectives, and Indicators

The institution sets and articulates meaningful goals, objectives, and indicators to define mission fulfillment and improve its effectiveness in the context of and comparison with regional and national peer institutions.

Bellevue College faculty and staff across the college use effectiveness data to assess the college's mission fulfillment and enact continuous improvement. The assessment of mission fulfillment is now contextualized within the framework of the college's new strategic plan, **Be Bold: Built for Students, Connected to Community**. With the plan's adoption, the college has published key metrics and designed a project next phase that will develop full result data and targets.

In its 2019 Year Seven Report, the college established 11 objectives and 23 indicators organized around the college's four core themes. The evaluation committee noted that the college should better define its targets and develop ways to measure success that go beyond "moving in the right direction." In the interest of simplifying this process, the college reduced the number of objectives and indicators for its mid-cycle report in 2022 (**Core Themes, Objectives, Indicators, and Metrics, 2022**). A key influence on these objectives and indicators was the college's engagement with Achieving the Dream (ATD), and this data has been closely tracked (see **BC Student Success Outcomes dashboard**). Additional information regarding indicators can be found in the response to recommendation No. 4.

In the years following the mid-cycle report, the college experienced disruptions due to the COVID-19 pandemic and both personnel and organizational changes. Significantly, the Office of Institutional Effectiveness, Research, and Analytics (IERA) has been without a permanent executive director from June 2024 to the present. During this time, the college engaged with

three major, related projects, which were seen as important elements of assessing mission fulfillment, but which diverted attention away from a dedicated effort to track indicators and establish targets: focus on ATD, adoption of new mission, vision, and core values statements (and retirement of its four core themes), and development of the new strategic plan.

Bellevue College has fully engaged with the ATD network and Guided Pathways frameworks and closely monitored and reported on the data associated with the college's Student Success Core Theme, including gateway course completion, education plans, advising engagement, and completion/transfer. (This data is explored more fully in standard 1.D.2.) The college's ATD efforts have yielded measurable gains, including increased completion rates, the development and publication of course maps for all academic programs, and recognition as a Leader College within the ATD network. Benchmarks were created for five of these indicators (3-Year Completion, Fall-to-Fall Retention, 45 Credits Year 1, English Year 1, Math Year 1), and targets for two indicators (3-Year Completion and Fall-to-Fall Retention). This data is featured in the [Bellege College Student Success Outcomes dashboard](#) and the [Bellevue College Student Achievement dashboard](#); and presented in annual ATD Board of Trustee reports ([ATD Board Presentation December 2024](#), [ATD Board Presentation December 2023](#)).

The college's recently adopted strategic plan, [Be Bold: Built for Students, Connected to Community](#), was completed in 2026 after an 18-month, institution-wide process (see standard 1.B.3 for more on the plan's development). In coordination with the development of the new strategic plan, the Board of Trustees also reviewed and revised the college's foundational statements ([BC Policy 1200 Vision, Core Values, and Mission, revised November 5, 2025](#)). The strategic plan establishes four foundational priorities: Students, People, Community, and Operations. For each section, the plan provides both institutional measures of progress and population indicators, based on short- and long-term outcomes. Institutional measures track the performance of programs or activities the college directly controls, while population indicators describe community conditions. To reflect the college's aspiration to meet nationally recognized benchmarks for effectiveness and student success, the Strategic Plan Steering Committee looked closely at outcomes and measures found at ATD Leader Colleges and Aspen-recognized institutions. In the short-term (1-2 years), the college will establish baselines and set targets for its metrics. Another short-term objective will be to develop division operational plans that function in alignment with the overall strategic plan.

1.B.2. Next Steps

Bellevue College rates itself as Emerging in establishing meaningful goals, objectives, and indicators to define mission fulfillment and Developed in comparing performance to regional and national peers. The Office of Institutional Effectiveness, Research, and Analytics will develop dashboards to track annual progress of strategic plan indicators and collaborate with college leadership to establish benchmarks and targets. Each vice president is developing a division operational plan to support the strategic plan, ensuring that goals and indicators are integrated into daily operations. These plans will provide a consistent framework for monitoring progress, and results will be used by President's Cabinet for resource allocation and prioritization. Strategic plan indicators will be regularly reported to the Board of Trustees, President's Cabinet, and the broader college community. The college will assess mission fulfillment based on this framework.

1.B.2. Evidence

Be Bold: Built for Students, Connected to Community, Bellevue College Strategic Plan

(Board of Trustees, January 6, 2026)

Core Themes, Objectives, Indicators, and Metrics, January 2022

Bellevue College Student Success Outcomes Dashboard

Bellevue College Student Achievement Dashboard

ATD Board Presentation December 2024

ATD Board Presentation December 2023

BC Policy 1200, Vision, Core Values, and Mission, revised November 5, 2025



1.B.3. Planning Processes

The institution provides evidence that its planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate necessary resources, and lead to improvement of institutional effectiveness.

Bellevue College engages in broad-based planning processes, which offer many opportunities for faculty, staff, student, and community input in areas such as institutional and operational planning, resource allocation, hiring, and policy development. College leaders intentionally engage with campus and community constituents through a variety of forums. These include Campus Community Days; townhall presentations, on topics such as the college budget and accreditation; and division engagement sessions. These campuswide interactions inform leadership deliberations, priorities, and decisions.

Strategic and Operational Planning

In fall 2024, Bellevue College launched an institutionwide strategic planning process to replace its previous strategic plan (adopted in 2017). During the first 18 months, the **Strategic Planning Steering Committee**, with representatives from across the college, focused on developing the new plan, in alignment with an updated mission, vision and values (see **BC Policy 1200, Vision, Core Values, and Mission**). The new plan, titled **Be Bold: Built for Students, Connected to Community**, was recently approved by the Board of Trustees. Unlike the previous plan, it includes metrics to assess progress and success. The new plan strengthens the college's capacity for ongoing assessment, evaluation, and resource allocation, and establishes a sustainable framework for institutional effectiveness (see standard 1.B.2 for more detail on plan organization and metrics).



College leadership designed the strategic planning process to be intentional, clear, inclusive, and collaborative. The plan incorporates feedback from a broad range of internal and external stakeholders, who engaged in listening sessions, surveys, open-house events, and focus groups. Participants included students, staff, faculty, professional-technical advisory committees, industry partners, K-12 and transfer institution partners, tribal leaders, elected officials, alumni, donors, and community organizations. Plan stakeholders were encouraged to concentrate on building a culture of accountability and continuous improvement, with a focus on student learning and achievement consistent with the college's commitment to Achieving the Dream.

The college is now entering the next phase of major planning, during which faculty and staff from across the college will develop division operational plans that align with and support the institutional strategy. Academic Affairs has scheduled a series of planning meetings

for Academic Affairs staff and all faculty (see [Winter Quarter Academic Planning and Alignment Series Invitation January 2026](#)) and developed facilitator guides for the sessions (see [Academic Planning and Alignment Session One Facilitator Guide, Winter 2026](#)). This second phase will provide a wide range of opportunities for faculty, staff, students, and community input.

Figure 1.B.3a Planning Cycle with Division Operational Plans

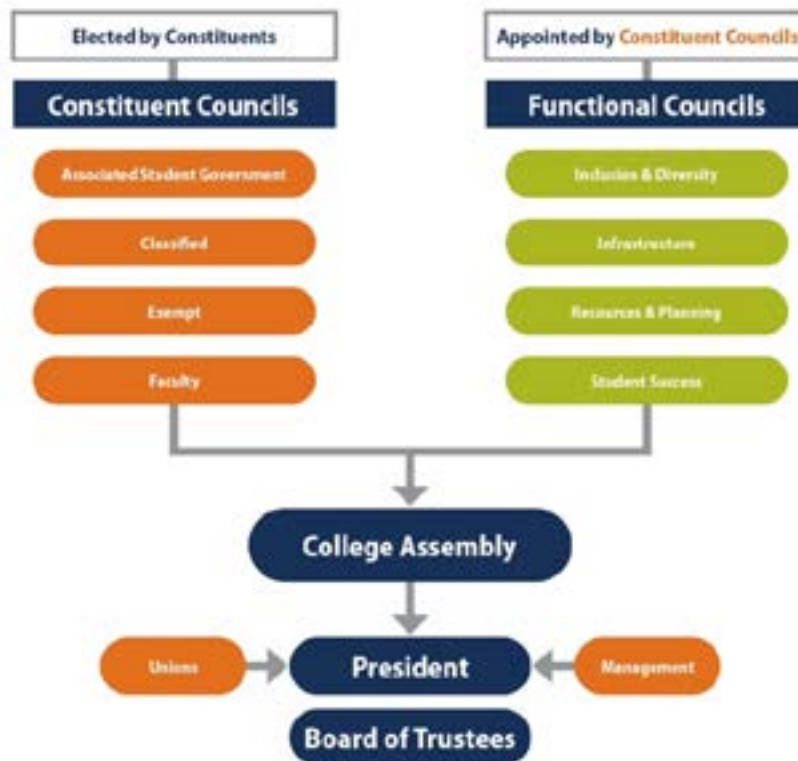


Bellevue College Governance and Campuswide Input

In 2017, Bellevue College adopted Bellevue College Governance (BCG), a participatory system committed to full and active engagement in the institution’s decision-making process by all members of the college community. As the [Bellevue College Governance Charter](#) states, “This system promotes open and honest communication among and between the constituencies that make up the college community. It maximizes agreement among constituencies and provides a mechanism to assess governance effectiveness” (see [Governance webpage on the Bellevue College public-facing website](#)). All members of the college community have access to detailed information, including meeting agendas, minutes, and proposals through the MyBC SharePoint portal.)

BCG is made up of four constituent councils, four functional councils, a College Assembly, which acts as a coordinating body, and multiple committees (e.g., Budget Review Advisory Committee [BRAC]; Capitol Projects Recommendation Committee, Positive Policies for Adjuncts Committee).

Figure 1.B.3a. Bellevue College Governance Structure



Membership is intentionally broad, with representation from across employee groups, faculty categories, and students, ensuring a wide range of experiences and voices. Each council includes two, non-voting resource liaisons, who are members of the President’s Cabinet; they provide a line of communication to leadership and connect councils with resources and information. Through the College Assembly, councils, and affiliated committees, members of the college community can contribute perspectives on matters critical to the college’s success or initiate proposals for broader discussion. Recommendations are forwarded to the president and the President’s Cabinet, according to the **BCG Proposal Process**, creating a direct link between governance input and executive decision-making.

Council members are expected to share information with their constituencies, creating two-way communication channels that connect decision-makers with the entire campus community. Open communication and accountability are reinforced through published agendas and minutes. Governance leaders regularly provide updates at Board of Trustees meetings, informing trustees about campus perspectives on planning, policy, and institutional priorities.

A key area of BCG input resides with the college’s system for creating, revising, and deleting collegewide policies. This process engages members of relevant councils through an advisory

review, initiated through the policy developer (see [Bellevue College Instructions for Policy and Procedure Formation](#).) In addition to that review, every member of the college community receives an email describing proposed changes to college policy; stakeholders are invited to provide suggestions or questions during a 45-day comment period. These comments are regularly incorporated into adopted policy language.

Since 2017, BCG councils have contributed to college decision-making through recommendations regarding hundreds of formal and informal proposals (see [BCG Proposal Tracking Spreadsheet](#)). The college supports the system through a part-time governance coordinator position and stipends and release time for participating faculty members.

President’s Cabinet and Campuswide Engagement

President’s Cabinet, an advisory body to the president (see [President’s Cabinet Charter](#)), regularly communicates with faculty, staff, and students, providing information and soliciting input on a variety of topics. (The President’s Cabinet is comprised of the following: executive director of the President’s Office; provost and vice president for Academic Affairs; vice president for Community Care and Institutional Transformation; vice president of Human Resources; vice president of Student Affairs; vice president of Administrative Services; vice president of Institutional Advancement and executive director of the Foundation ; and vice president of Information Technology Services). The President’s Cabinet provides access to meeting agendas and action items on the internal SharePoint site. It also hosts regular town halls on issues, such as budget planning, immigration enforcement, academic affairs, campus operations and construction, and campus community care. Town halls are offered in person and by Zoom, with recordings posted on SharePoint for later viewing. Several vice presidents and the president also hold open office hours in the [Faculty Commons](#), providing additional opportunities to hear directly from faculty and staff.

To keep the college informed on major initiatives, President’s Cabinet members coordinate campuswide email communications. In 2025, these updates focused on strategic planning, budget development, and improvements to the scheduling process (see [examples of President’s Cabinet communications](#)). The President’s Cabinet involves the campus community in leadership transitions via open forums (in person, by Zoom, or through video recordings) with candidates being considered for cabinet-level positions. These forums allow community members to engage directly with candidates and provide written feedback, which is incorporated into hiring decisions.

1.B.3. Next Steps

Bellevue College rates the inclusivity and effectiveness of its planning processes as Developed. The policy coordinator will implement a more formal schedule for reviewing policies and procedures, and the college will undertake a comprehensive evaluation of its participatory governance system as it approaches its 10th anniversary. Each vice president will develop a division-level operational plan aligned with the strategic plan to ensure coordinated priorities across the institution. The President’s Cabinet plans to inventory all major initiatives within each division—particularly those connected to Achieving the Dream and strategic planning—to assess alignment, reduce duplication, and focus resources on fewer, yet higher impact priorities.

1.B.3. Evidence

Strategic Plan Steering Committee 2024–2026

BC Policy 1200, Vision, Core Values, and Mission

Winter Quarter Academic Planning and Alignment Series Invitation January 2026

Academic Planning and Alignment Session One Facilitator Guide, Winter 2026

Bellevue College Governance Charter

Governance Webpage on the Bellevue College Public-Facing Website

BCG Proposal Process

Instructions for Policy and Procedures Formation

BCG Proposal Tracking Spreadsheet

President’s Cabinet Charter

Examples of President’s Cabinet Communications





1.B.4. Monitoring Internal and External Environments

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.

Bellevue College actively monitors both internal and external environments to identify emerging patterns, trends, and expectations, and uses this information to inform institutional priorities. Through this monitoring, the college remains aligned with its mission and strategic priorities and responsive to student needs, workforce demands, and regulatory requirements.

The college regularly employs a variety of tools and processes to monitor **internal conditions**, including:

- Office of Institutional Effectiveness, Research, and Analytics (IERA) dashboards provide real-time data on enrollment, retention, completion, and equity gaps.
- Program review and assessment cycles evaluate academic quality and student learning outcomes.
- Biennial campus climate surveys for employees and students offer insights into campus culture and service quality.
- Institutional Capacity Framework and Assessment Tool (ICAT). This tool was initially administered in **2017** and was re-administered in **2025**.
- Audits and budget monitoring, including regular budget performance reports and training, ensure financial sustainability.
- Regular opportunities for campuswide input on institutional priorities and decisions.

These include Campus Community Days, open forums, and feedback surveys during hiring processes for cabinet level positions, a 45-day comment period for proposed policy changes, budget and accreditation townhalls, and quarterly Community Building coffee hours with the president and members of President’s Cabinet.

- Additional surveys and scans as needed for special initiatives, such as strategic planning, and campus climate surveys (see [HEDS Campus Climate Survey, Bellevue College Winter 2024](#); [HEDS Campus Climate Survey, Bellevue College Fall 2021](#).)

Results from the most recent HEDS campus climate survey (winter 2024) highlighted gaps in awareness regarding reporting concerns handled by the CARE Team. The CARE Team provides a proactive, coordinated approach to identifying, preventing, and managing interpersonal or behavioral threats to the safety and well-being of the campus community. Only 46% of students, 67% of faculty, and 72% of staff and administrators agreed or strongly agreed that they knew who to contact to report this type of concerning situation. In response, the college increased training and communication about the CARE Team and reporting processes for students, staff, and faculty to improve awareness and inform members of the college community about how to access support and report concerns. Student training on the CARE Team was incorporated into New Student Orientation. Staff and faculty training occurred through CARE Team presentations during Campus Community Days, and at divisional meetings.

Bellevue College also conducts systematic scans of **external factors** that influence higher education and workforce development. Key sources include:

- State and federal policy updates from the State Board for Community and Technical Colleges (SBCTC) and legislative mandates.
- Labor market data from sources like Lightcast to align programs with regional economic needs.
- Community and employer feedback through advisory boards, committees, and partnerships (see [Bellevue College Prof-Tech Advisory Committee Members](#)).
- Higher education trends and accreditation standards, ensuring compliance and practices.

An example of external monitoring was the use of state labor market data to identify a critical shortage of medical assistants and design responsive workforce programs. Projections showing over 1,600 annual openings in King County and similar demand in Snohomish County prompted Bellevue College to secure a Hospital Employee Education and Training (HEET) grant to address this need. The college was first awarded the grant in 2019 and has received multiple renewals. The most recent award was confirmed in April 2024 for \$223,000. These resources allow Bellevue College to partner with EvergreenHealth supporting a two-year pathway for up to 20 incumbent workers earning medical assistant credentials, including phlebotomy training. This initiative helps EvergreenHealth’s staffing needs, supports workforce diversity, and aligns with regional healthcare trends to strengthen service delivery.

Strategic Planning and Environmental Scan

As part of Bellevue College’s recent strategic planning process, the college conducted a comprehensive environmental scan to identify internal strengths and external opportunities. This work is central to aligning the college’s future direction with student needs, workforce demands, and community expectations.

The college engaged EAB, a nationally recognized higher education consulting firm, to produce detailed environmental scan reports at the start of the process (see **EAB Reckoning with Relevance**, **EAB 2024 State of the Sector**; **EAB Strategic Planning Update—SWOT 2024**; **EAB New Associate Program Opportunities**; **EAB New Bachelor’s-Level Program Opportunities**; and **EAB 360 Listening Tour Report**). These reports analyzed regional and national trends, including demographic shifts in student populations, labor market needs, and emerging career fields. These insights provided a foundation for the strategic planning process and are helping the college anticipate future challenges and opportunities.

To complement the data analysis, Bellevue College prioritized broad stakeholder engagement. Over the course of the planning process, the college conducted more than 30 listening sessions with diverse groups, including: faculty, staff, students, governance councils, local non-profit partners, K-12 school districts, local tribes, transfer institutions, and government officials (see **Classified and Exempt Strategic Plan Feedback Session 2025** and **Industry Partners Strategic Plan Feedback Synthesis**). These sessions were designed to gather feedback on the draft strategic plan and proposed priorities. Employee volunteers served as ambassadors, facilitating discussions and capturing detailed notes, which were then shared with the Strategic Planning Steering Committee for review and integration. Findings from the environmental scans and listening sessions were synthesized and shared with the campus through regular all-campus email communications. To ensure alignment between the new strategic plan and the college’s ATD work, the college conducted an **Achieving the Dream Community Vibrancy Framework (2025)** report (see standard 1.B.1 for all reports). The report considered institutional priorities and national best practices.

Governance Integration and Continuous Improvement

Councils within the college’s BC Governance (BCG) system review and act on findings from internal and external monitoring (see standard 1.B.3. for discussion of the college’s governance structure). Council members use the **BCG Proposal Process** to route initiatives from councils to the President’s Cabinet. An example from academic year 2024-25 emerged from Faculty Council. Data revealed that students enrolling after classes began had significantly lower success rates, and faculty lacked tools to identify late arrivals. In response, the Faculty Council proposed a system to notify instructors when students enroll after classes have started. This proposal was approved through the governance process and implemented in fall 2025, enabling timely outreach and better support for late-enrolling students.

1.B.4. Next Steps

Bellevue College rates itself as Developed in internal and external environmental monitoring and Emerging in governance system engagement in institutional effectiveness. The college will use the results of the ICAT to establish baseline data for seven essential functions. This information and discussion of its findings will be an important input into division operational plan development. In addition, the college is exploring participation in the Postsecondary Data Partnership (PDP) with the National Student Clearinghouse to enhance peer comparison data and strengthen evidence-based decision-making. Bellevue College will also establish benchmarks for strategic plan metrics, which will serve as the foundation for an annual institutional effectiveness report.

1.B.4. Evidence

2025–26 BC Prof-Tech Advisory Committee Member List
HEDS Campus Climate Survey, Bellevue College Winter 2024
HEDS Campus Climate Survey, Bellevue College Fall 2021
EAB Reckoning with Relevance, 2024 State of the Sector
EAB SWOT Analysis
EAB Market Insights New Associate Program Opportunities
EAB Market Insights New Bachelor-Level Program Opportunities
EAB 360 Listening Tour Report
Classified and Exempt Strategic Plan Feedback Session 2025
Industry Partners Strategic Plan Feedback Synthesis
Achieving the Dream Community Vibrancy Framework, 2025
BCG Proposal Process Graphic





1.C.1. Degrees and Certificates

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

Bellevue College offers more than 100 degrees and certificates that help prepare students for academic transfer, employment, and career advancement.

- Bachelor's degrees: Bachelor of Science, Bachelor of Applied Arts, Bachelor of Applied Science;
- Transfer associate degrees: Associate in Arts and Sciences, Associate in Science, Associate in Business, Associate in Music, Associate in General Studies, Associate in Applied Science Transfer, and Associate in Applied Science;
- Non-transfer associate degrees
- Professional/Technical associate degrees
- Baccalaureate certificates
- Certificates

The faculty-led Curriculum Advisory Committee (see [Curriculum Advisory Committee Charter](#)) ensures all degrees and certificates meet recognized academic and industry standards and maintain appropriate rigor and content. Curricula for degrees and certificates are reviewed on an as-needed basis. The CAC also reviews proposals for the adoption of new courses, revisions to existing courses, and course deletions and makes recommendations,

which are forwarded to the senior academic officer for final approval. **Program-level** and **course-level** learning outcomes are clearly defined in the **College Catalog**. To ensure that professional-technical programs offer degrees and certificates that align with workforce needs and industry standards, the college relies on its **advisory committees**, which meet regularly, in compliance with Washington state requirements. Advisory committee input is required when curriculum changes are submitted to the State Board for Community and Technical Colleges (SBCTC) (see **SBCTC Professional-Technical College Advisory Committee Procedures**).

Course sequencing follows traditional course numbering conventions and incorporates the Common Course Numbering system adopted by the SBCTC, promoting consistency and transferability across institutions. To support timely degree completion, Bellevue College has implemented course maps that outline recommended term-by-term pathways for each program. These maps are published on the website and integrated into academic advising.

All programs undergo regular Program Review (see **Program Review Template**), assessing the data, generating findings, and designing pedagogical strategies for addressing student success gaps (see the **Program Review Rotation Schedule**). The college also offers eight programs that maintain **programmatic or discipline-specific accreditation**. Program faculty adhere to the requirements of these accreditations when designing curricula.

1.C.1. Next Steps

Bellevue College rates itself as Developed in ensuring program content is consistent with recognized fields of study and in maintaining appropriate rigor in student learning outcomes that lead to college-level credentials. To deepen coherence and effectiveness, the Curriculum Advisory Committee will play a key role in mapping the newly adopted institutional learning outcomes to specific courses. The college will develop the community vibrancy pillar of the new strategic plan to strengthen engagement with industry and transfer partners in a more systematic and comprehensive way.

1.C.1. Evidence

Curriculum Advisory Committee Charter

Programs of Study Webpage of College Catalog

Course Webpage of College Catalog

College Catalog 2025–2026

2025–2026 Bellevue College Professional-Technical Advisory Committee Members

SBCTC Professional-Technical College Advisory Committee Procedures

Program Review Template 2025–26

Program Review Rotation Schedule AY 25–26 – AY 29–30

Discipline-specific Accreditation Webpage





1.C.2. Credit and Credentials Reflect Student Learning

Awarding of credit, certificates, programs, and degrees is based on student learning and learning outcomes that possess an appropriate breadth, depth, sequencing, and synthesis of learning.

Degrees, certificates, and credit are awarded based on requirements described on the **Graduation Information page** of the College Catalog and on degree-specific pages (e.g., **Associate in Arts and Sciences, AAS-DTA catalog page**; Software Development, AAS-T catalog page). Program faculty maintain curriculum currency by monitoring degree requirements and submitting proposed changes to the Curriculum Advisory Committee (CAC). The CAC, guided by its **committee charter**, makes curriculum change recommendations to the senior academic officer for approval. The **College Catalog** is updated annually and published both electronically and in a **College Catalog 2025–26, print-friendly version**.

BC Policy 3000, Grading, and its associated procedures, **BC Policy 3000P Grade Dispute (Procedures)** and **BC Policy 3000P2, Incomplete Grades and Course Auditing (Procedures)** are established to determine grades for student achievement. Faculty members assign grades and award credit based on criteria published in their syllabi (**Syllabus Template**). Learning outcomes for each course, consistent with the required breadth, depth, and sequencing of learning, are written by content expert faculty, with subsequent approval by the CAC and senior academic officer.

Degree requirements are updated annually in the college catalog to reflect any changes made by the CAC. Washington state's **Intercollege Relations Commission (ICRC)** (see **The ICRC Handbook**) establishes the curriculum for DTA degrees, subject to proposals from system colleges and approval from the SBCTC and Washington State Achievement Council. The curriculum for professional-technical degrees is established by faculty in conjunction with advisory boards comprised of industry and content experts.

The awarding of credit is guided by **BC Policy 3050, Credit Hours and Credit Load**; **BC Policy 3110, Academic Credit for Prior Learning**, and its associated procedures, **3110P**; **BC Policy 3150P, Exceptions to Degree or Certificate Requirements (Procedures)**; and **BC Policy 3350, Credit for Tech Prep Articulated Programs**. Students submit a graduation application, and Student Affairs conducts a formal audit to ensure that degree requirements, minimum GPA, and residency requirements are met. Eligible transfer credit is also reviewed.

Currently, students fulfill their general education requirements in three main overarching areas—Creative and Critical Thinking, Communication, and Connections—by completing courses in degree programs designed to incorporate these skills. These requirements are described on the **General Education and Degree Requirements page** of the College Catalog. Academic Affairs is currently piloting a system of institutional learning outcomes (ILO) to fulfill general education requirements (see standard **1.C.6** for a more detailed discussion of this transition).

1.C.2. Next Steps

Bellevue College rates itself as Developed in establishing an effective system of learning assessment and Developed in ensuring that learning outcomes are appropriate. Academic Affairs will continue to advance the transition to the ILO framework and map these outcomes onto current courses. This work will include updates to graduation requirement language to clearly communicate how general education requirements are met.

1.C.2. Evidence

Graduation Information, College Catalog

Associate in Arts and Sciences, AAS-DTA, College Catalog

Software Development, AAS-T, College Catalog

Curriculum Advisory Committee Charter

College Catalog 2025–2026

College Catalog 2025–2026, print-friendly version

BC Policy 3000, Grading

BC Policy 3000P, Grade Dispute (Procedures)

BC Policy 3000P2, (Incomplete Grades and Course Auditing (Procedures))

Syllabus Template

Intercollege Relations Commission (ICRC) website

The ICRC Handbook

BC Policy 3050, Credit Hours and Credit Load

BC Policy 3110, Academic Credit for Prior Learning

BC Policy 3110P, Academic Credit for Prior Learning (Procedures)

BC Policy 3150P, Exceptions to Degree or Certificate Requirements (Procedures)

BC Policy 3350, Credit for Tech Prep Articulated Programs

General Education and Degree Requirements, College Catalog





1.C.3. Learning Outcomes Published

The institution identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

All Bellevue College courses have published course learning outcomes (CLOs), which apply to all sections taught, regardless of instructor. CLOs for all courses are published in the **College Catalog** (e.g., **ENG& 101 – English Composition I**). These course outcomes are available to both enrolled and prospective students. The **Faculty Onboarding Handbook** stipulates that CLOs should be included in course syllabi, and there is a section for CLOs within the **syllabus template**). Requirements for information required or recommended on syllabi are regularly reviewed and updated, with notifications sent to instructors (see **Syllabus Template Updates webpage**). Since 2015, the Curriculum Advisory Committee (CAC) requires that CLOs are included in every course proposal. Proposed revisions to course learning outcomes must be approved first by the program chair and the division dean, then forwarded to the CAC, which reviews changes and makes recommendations to the senior academic officer for final approval.

Program learning outcomes (PLOs) for every professional-technical degree and certificate are listed in the **College Catalog** (e.g., **Cybersecurity BAS catalog page; Digital Marketing AAS-T catalog page; Phlebotomy Technician Certificate of Accomplishment catalog page**). Any modifications to a PLO must follow the established process for curricular change, which includes a CAC review and approval by the senior academic officer.

Degree-level outcomes for the college's nine associate transfer degrees and general education outcomes for professional-technical degrees are currently embedded in the college's **General Education Competency Requirements**, which are published in the College Catalog.

There are 18 specific topics across three overarching areas: Creative and Critical Thinking, Communication, and Connections. The knowledge, skills, and abilities relevant to the general education requirements are incorporated throughout the college curriculum, through linked course-level outcomes. For courses that claim general education, the College Catalog lists that information below the course outcomes.

As part of the transition from the current general education requirements to institutional learning outcomes (ILOs), the college will embed the six ILOs across the curriculum, linked to already existing course learning outcomes (see standards [1.C.5](#) and [1.C.6](#) for a discussion of this process and implementation).

1.C.3. Next Steps

Bellevue College rates itself as Highly Developed in publishing program and degree learning outcomes and Developed in providing students with those outcomes. Building on this strong foundation, the college is actively replacing its General Education Competency Requirements with institutional learning outcomes and developing a sustainable system of learning assessment. Academic Affairs is creating descriptions and rubrics for the six new ILOs and piloting an assessment process with full implementation is expected in fall 2027.

1.C.3. Evidence

[College Catalog](#)

[Syllabus Template](#)

[Syllabus Template Updates Webpage](#)

[Cybersecurity BAS Catalog Page](#)

[Digital Marketing AAS-T Catalog Page](#)

[Phlebotomy Technician Certificate of Accomplishment Catalog Page](#)

[General Education Competency Requirements](#)





1.C.4. Admission and Graduation Requirements Published

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Bellevue College establishes its admission requirements in **BC Policy 2200, Admission Rules**, and its associated procedures, **2200P**, which are published on the **Policies and Procedures** page of the public-facing website and on the **Enrollment Information page in the College Catalog**. Admissions information is also shared on appropriate webpages, such as the **Future Students** and **Getting Started** webpages, which guide prospective students through the process. The Getting Started webpage has been redesigned to offer specific information for different types of students (e.g., **Visiting Student, Open Doors Youth Reengagement**). The college website also provides admissions information for international students (**International Admissions and How to Apply**) or under-18 students (**Admission Process for Students Under 18**).

The college's redesigned website now highlights **BC Pathways**, including detailed information about the college's eight pathways, focus areas with descriptions, degrees offered, links to departments and admissions requirements, and course maps. Pathways are designed to help students choose an appropriate degree and courses and guide them towards their goals.

Degree programs with selective admissions criteria are noted in the **College Catalog**. More detailed information about selective admissions requirements and how to apply can be found on the relevant program website (e.g., Radiation and Imaging Sciences, Diagnostic Medical Sonography Concentration BAS **catalog page** and **program application webpage**).

Official graduation requirements for degrees and certificates are published on the [Graduation Information page of the College Catalog](#), on program webpages, and on the [Graduation webpage](#) of the public-facing website. Students can track their process towards their degree or certificate via the Academic Advisement Reports portal in ctcLink. Completion worksheets, available on the [Degree and Completion Worksheets webpage](#), show all requirements for Bellevue College degrees and certificates, providing another way to track progress.

1.C.4. Next Steps

Bellevue College rates its ability to make admission and graduation requirements accessible to students as Highly Developed. The college will continue to improve the admissions and graduation processes for students, providing personalized support as students navigate academic planning and move toward completion. Academic Affairs and Student Affairs will expand the use of advising systems, such as the Academic Advising Requirements portal in ctcLink and the capacity of TargetX to build individual education plans and automate communications to students (see [sample Advisement Report](#)).

1.C.4. Evidence

[BC Policy 2200, Admission Rules](#)

[BC Policy 2200P, Admission Rules \(Procedures\)](#)

[Policies and Procedures Webpage](#)

[Enrollment Information, College Catalog, 2025–2026](#)

[Future Students Webpage](#)

[Getting Started Webpage](#)

[Visiting Student Webpage](#)

[Open Doors Youth Reengagement Webpage](#)

[International Admissions & How to Apply](#)

[Admission Process for Students Under 18](#)

[BC Pathways Webpage](#)

[College Catalog, 2025–2026](#)

[Radiation and Imaging Sciences, Diagnostic Medical Sonography Concentration BAS College Catalog Page](#) and [Program Application Webpage](#)

[Graduation Information page of the College Catalog](#)

[Graduation Webpage](#)

[Degree & Completion Worksheets webpage](#)

[Sample Advisement Report](#)





1.C.5. Learning Assessment

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty in establishing quality, assessing student learning, and improving instructional programs.

Learning Assessment at Bellevue College

Bellevue College assesses student learning through a vertically aligned system that includes course-, program-, and institutional-level learning outcomes. Faculty and administrators work collaboratively within this system, with faculty leading the development and assessment of course learning outcomes (CLOs) and program learning outcomes (PLOs), and administrators supporting coordination, alignment, and the use of assessment information to inform institutional decision-making.

Assessment of CLOs and PLOs is well established and embedded in curriculum development, program review, and academic governance processes. At the institutional level, Bellevue College has engaged in multiple approaches to learning outcomes assessment over time; however, the college's current work to implement Institutional Learning Outcomes (ILOs) as a cohesive, sustainable, and summative framework for assessing student learning remains emerging, and an effective and sustained learning assessment system at the institutional level remains in development.

Faculty regularly assess student learning on individual and program levels. They analyze grade patterns, adjust curriculum, and monitor student progression toward program completion. However, the college does not yet have an integrated, institutionwide system for evaluating learning outcomes across programs. Consequently, evidence of student learning is not consistently aggregated or interpreted at the institutional level to inform summative judgments about overall learning achievement or mission fulfillment.

Program-Level Assessment of Student Learning

At the program level, Bellevue College demonstrates an effective and sustained approach to assess student learning. Faculty assess CLOs and PLOs through instructional practice, curriculum development, and the **Program Review Process**. Program review is led collaboratively by faculty, an appointed dean, and the Office of Institutional Effectiveness, Research, and Analytics (IERA) and is conducted on a five-year cycle. It provides a structured mechanism (see **program review template**) for examining learning assessment practices and results alongside student achievement and completion data.

Through program review and Program Review Committee dialogue, faculty and administrators analyze learning evidence and use findings to inform revisions to learning outcomes, curricular changes, and instructional delivery. IERA has historically supported this work through data preparation, analysis, and consultation. Reviewers can find current, disaggregated student achievement data, including comparisons with national and regional peer institutions, at the **Student Achievement Tableau site**. In the current cycle, the assigned dean provides additional coordination and support for the program review process, strengthening alignment between assessment findings, academic leadership, and institutional decision-making. (Examples of recent program reviews: **Economics Program Review 2020–2025** and **Economics Program Review Meeting Summary June 9, 2025**; **BAS Data Management and Analysis Program Review 2019–2024** and **BAS Data Management and Analysis Program Review Meeting Summary June 4, 2025**; **Philosophy Program Review 2018–2023**.)

Curriculum oversight further reinforces program-level assessment. Through the **Curriculum Advisory Committee (CAC)**, a faculty-majority governance body, learning outcomes for new and revised courses and programs are reviewed for coherence, rigor, and alignment prior to implementation. The committee includes an appointed dean and the vice provost, serving as the senior academic officer's designee, and is supported by the Office of Academic Strategy and Integrated Scheduling, whose director and coordinator provide strategic and operational support. A series of advisors from Financial Aid, Library, IERA, and other areas provide council to the committee. Recently, the CAC has started to review any stagnate courses for sunseting. A proposal, currently under review by the CAC, will remove courses that have not been taught in five years or have never been taught (see **Proposed Courses for Removal**). Together, these structures integrate faculty leadership with academic oversight and institutional alignment, strengthening the college's capacity to assess and improve student learning at the program level.

Institutional-Level Assessment of Student Learning

At the institutional level, Bellevue College has implemented multiple approaches to learning outcomes assessment over time, most notably through the Faculty Assessment Coordinating Team (FACT). While FACT generated substantial assessment activity and faculty engagement, the complexity of the system limited the college's ability to aggregate learning evidence, interpret results consistently at the institutional level, or sustain a manageable, summative framework.

Building on lessons learned from this earlier work, the college has launched a revised institutional learning outcomes (ILOs) framework supported by a faculty-led Institutional Learning Outcomes Leadership Committee with representation from Academic Affairs leadership. This committee is responsible for refining ILO definitions, developing shared

assessment approaches, and guiding early implementation. Institutionwide assessment cycles have not yet been completed, and aggregated learning evidence is not yet available to support summative institutional judgments.

Faculty Responsibility for Curriculum, Learning, and Instructional Improvement

Faculty at Bellevue College are responsible for curriculum, learning, and instructional improvement. They are institutionally supported in this work through the **Collective Bargaining Agreement**, which designates funding for professional development (Article 23), sabbatical leaves (Article 22), workload adjustments (Article 17), and new faculty onboarding (Article 24). The Faculty Commons functions as an important venue to explore teaching and learning initiatives and conduct training (Article 14).

Faculty demonstrate academic judgment and instructional decision-making within the participatory governance system and through established curriculum review and program review processes. Faculty define course and program learning outcomes, determine appropriate approaches for assessing student learning, and evaluate learning evidence to inform recommendations for instructional and curricular improvement. Learning evidence and instructional effectiveness are examined and used to develop recommendations for revising learning outcomes, course content, instructional methods, and program design. Faculty-developed recommendations are reviewed collaboratively with academic leadership and are subject to approval by the senior academic officer, ensuring both academic integrity and institutional alignment.

Through continued participation in curriculum oversight, assessment committees, and program-level analysis, faculty contribute directly to instructional improvement while working within structures that support institutional coherence and sustainability.

1.C.5 Next Steps

Bellevue College rates itself as Emerging in establishing an effective system of assessment and Developed in ensuring faculty responsibility for curricula, student learning, and instructional improvement. To improve these areas, the faculty and academic leadership will fully implement the institutional learning outcomes framework. This partnership will lead the new assessment system. This work will be integrated into Academic Affairs division operational planning, ensuring that assessment findings inform unit-level priorities, resource decisions, and instructional improvement efforts. These steps are intended to strengthen the effectiveness of the learning assessment system at the institutional level while building on established faculty responsibility for curriculum, learning, and instructional improvement.

1.C.5 Evidence

Program Review Process AY 2025–2026

Program Review Template AY 2025–2026



Student Achievement Tableau Site

Economics Program Review 2020–2025

Economics Program Review Meeting Summary June 9, 2025

BAS Data Management and Analysis Program Review 2019–2024

BAS Data Management and Analysis Program Review Meeting Summary June 4, 2025

Philosophy Program Review 2018–2023

Curriculum Advisory Committee Charter 2025–2026

Proposed Courses for Removal

Collective Bargaining Agreement By and Between the Board of Trustees of Bellevue College and The Bellevue College Association of Higher Education (2024–2026)





1.C.6. General Education Learning Assessment

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education and Institutional Learning Outcomes

Bellevue College has long articulated learning expectations through its general education curriculum. Historically, these expectations were embedded in curriculum requirements and course approval processes. The college currently uses a General Education Competency Requirements system, found on the [General Education and Degree Requirements page](#) of the [College Catalog](#), which identifies 18 specific topic areas organized into three broad categories: Creative and Critical Thinking, Communication, and Connections. Program faculty document how these outcomes are addressed during curriculum review, and the competencies claimed by a course appear on its catalog page alongside course outcomes.

In response to the 2019 Northwest Commission on Colleges and Universities evaluation, a small group of faculty leaders and Academic Affairs administrators reviewed the college's general education learning framework to address concerns related to institutional-level assessment (discussed in recommendation No.2). While the Commission did not identify the number of general education topics as a compliance issue, this group concluded that the existing framework was too complex to function effectively as a sustainable, institutionwide assessment model. Based on this interpretation, they proposed a comprehensive redesign of the framework and the development of a streamlined set of institutional learning outcomes (ILOs). This process began in winter 2023.

As part of this work, the college established an Institutional Learning Outcomes (ILO) Leadership Committee (see [Charter for Institutional Learning Outcomes Leadership Committee](#)) to guide the redesign and discontinued the Faculty Assessment Coordinating Team (FACT). Although intended to advance progress toward the recommendation, the transition was not consistently communicated, contributing to faculty's concern about the direction of learning assessment work and the extent to which prior efforts were being honored. These concerns surfaced during a 2024 Community Day and prompted Academic Affairs leadership to pause the redesign process to clarify accreditation expectations around recommendation No. 2 and reset the work with greater clarity and shared understanding. This reset was informed by a presentation from NWCCU on [General Education and Institutional Learning Outcomes Assessment](#) (see [General Education / ILO Assessment presentation by Ed Harri Notes](#)).

The faculty-led ILO Leadership Committee, housed within Academic Affairs, has established a robust foundation for institutional learning by identifying six outcomes: Communication, Critical Thinking, Sustainability, Diversity, Information Literacy, and Quantitative Reasoning. Building on this foundation, Academic Affairs is providing the organizational infrastructure and logistical support needed for implementation, enabling broad faculty participation and cross-disciplinary integration of these outcomes.

The establishment of the ILO framework is proceeding with renewed attention to faculty engagement, institutional context, and alignment with accreditation standards. Planning documents such as the [General Education Reform Schedule 2025–2028](#) and [Leadership for Learning ILO Spring 2025](#) (see [Leadership for Learning ILO Notes Spring 2025](#)) provide a roadmap for phase implementation and faculty development activities.

While the ILOs are still in development, the college is working to balance respect for prior learning assessment efforts with the creation of a coherent and sustainable set of institutionwide learning expectations. The committee is in the process of completing definitions, knowledge, skills, abilities, and rubrics for these outcomes (see [Communication ILO description](#)).

Assessment of General Education and Institutional Learning Outcomes

Bellevue College has engaged in multiple approaches to assessing general education learning over time, most notably through the Faculty Assessment Coordinating Team (FACT). Under this model, faculty participated in course-embedded assessment using shared rubrics for general education areas and topics, generating substantial assessment activity, and supporting faculty reflection on student learning.

While these efforts demonstrated broad faculty engagement, they did not function effectively as a summative, institutionwide assessment system. The scale and complexity of the general education framework limited the college's ability to aggregate learning evidence across programs or to interpret and use results consistently at the institutional level.

As the college transitions to the institutional learning outcomes framework, systematic assessment of general education learning is in early stages. Although governance structures and faculty leadership are in place, the college has not yet completed a full assessment cycle using the ILOs, and aggregated learning evidence is not yet available to support summative judgments about general education learning across associate and bachelor programs.

1.C.6 Next Steps

Bellevue College has rated itself as Emerging in establishing and assessing ILOs and using evidence consistently for institutional improvement. The college will continue to implement the institutional learning outcomes framework, with faculty and academic leadership advancing early assessment cycles and refining shared approaches to general education assessment. During winter and spring 2026, this work will be integrated into the Academic Affairs division operational plan, ensuring that institutional learning expectations and emerging assessment findings inform divisional priorities, instructional planning, and academic decision-making.

1.C.6. Evidence

General Education and Degree Requirements page, College Catalog

Charter for Institutional Learning Outcomes Leadership Committee

General Education / Institutional Learning Outcomes Assessment presentation by Ed Harri

General Education / ILO Assessment presentation by Ed Harri Notes

General Education Reform Schedule 2025-2028

Leadership for Learning ILO Spring 2025

Leadership for Learning ILO Notes Spring 2025

Communication ILO Description





1.C.7. Use of Assessment Information

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Use of Assessment Information at Bellevue College

Bellevue College uses multiple forms of evidence to inform academic and learning support planning and practices, with a clear distinction between student learning assessment and student success data. The institution is transitioning from a general education outcomes framework to the use of institutional learning outcomes (ILOs) as the primary structure for articulating and assessing learning expectations. During this transition, learning expectations continue to be established through institutionwide curricular requirements (**General Education and Degree Requirements page of the College Catalog**).

Across academic programs and learning support services, faculty and staff use available evidence to inform local improvements in instruction and student support. As described in Standards **1.C.5** and **1.C.6**, challenges in using learning assessment data consistently across the institution have stemmed from uneven understanding of accreditation expectations and periods of inconsistent clarity and leadership direction following earlier changes to assessment structures. In summer 2024, Academic Affairs leadership intentionally paused this work and engaged external expertise to re-establish shared understanding of the standards, expectations, and intended outcomes for learning assessment (**General Education and Institutional Learning Outcomes Assessment** and **General Education / ILO Assessment presentation by Ed Harri Notes**). This reset focused on building shared ownership, reducing resistance, and aligning leadership around a coherent approach to the use of assessment information moving forward.

Use of Learning Assessment to Improve Academic Programs

Learning assessment at the institutional level is managed by Academic Affairs, with current coordination provided by the assigned dean and implemented through the faculty-led Institutional Learning Outcomes (ILO) Leadership Committee. The administrative position previously responsible for assessment and curriculum coordination was eliminated as part of broader budget reductions. Responsibility for this work has since been reassigned to the Office of Institutional Effectiveness, Research, and Analytics (IERA), ensuring leadership visibility and alignment with accreditation expectations while strengthening data-informed decision-making. Faculty serving in leadership roles for the ILO Committee and the Curriculum Advisory Committee contractually receive course release for this work, reflecting institutional investment in sustained faculty leadership and accountability.

Within this structure, faculty have led the development of shared assessment rubrics and the implementation of two pilot institutional learning assessments (**Communication ILO Description**). Faculty leaders collaborated to design common ILO rubrics. These were applied to samples of student work and used to examine the feasibility of scoring, aggregation, and interpretation in different courses. The adopted rubrics will be housed in Canvas, where instructors will submit assessment data. Faculty will continue to collaborate on expectations of student learning and refinements to rubric language, scoring, and assessment processes as implementation continues.

Use of Evidence to Improve Learning Support Practices

Bellevue College demonstrates a systematic use of evidence to inform learning support practices, with the **Academic Success Center** serving as the primary example. The Academic Success Center uses student success, utilization, and course performance data to guide operational decisions, service design, and resource allocation.

The Academic Success Center applies a data-informed framework that analyzes course success rates, enrollment volume, and tutoring utilization to prioritize support for high-challenge, high-enrollment courses (see **Academic Success Center: Data-Informed Equity and Efficiency Framework for Budget Reduction, Fall 2025**). This framework informs staffing and scheduling decisions, including adjustments made during significant budget reductions. The center also uses a structured, data-driven tutoring scheduling methodology to align available resources with demonstrated student needs (see **Academic Success Center Tutor Scheduling Guide Fall 2025**).

Taken together, these practices demonstrate how learning support services use evidence to guide decisions at scale, ensuring that limited resources are directed to areas of greatest instructional need and creating a clear connection between learning support practices and broader student success priorities.

Student Success Initiatives

Student success is a foundational institutional priority at Bellevue College and provides important context for how evidence is used across academic and learning support practices. The college's sustained engagement with **Achieving the Dream** (ATD) has been jointly led by Academic Affairs and Student Affairs, including faculty, staff, and administrators. This engagement reflects an ongoing effort to strengthen the use of student success data to inform improvement efforts.

Through its work with ATD, Bellevue College has been developing institutional capacity for using student success data to examine student experience, identify barriers to progress, and implement targeted interventions related to early academic engagement, persistence, and completion. This work reflects sustained cross-functional collaboration and continued attention to implementation and follow-up. In recognition of documented progress using student success data, Bellevue College was named an Achieving the Dream Leader College and, less than one year later, was invited to apply for Leader College of Distinction status based on continued performance trends (see [ATD Leader College Application](#), [ATD Leader College of Distinction Application](#)). These milestones reflect measurable progress while acknowledging that practices continue to evolve.

Student success data has also informed the design and scaling of academic practices intended to strengthen early academic engagement, most notably through the required First-Year Seminar (FYS). Analysis of retention and persistence data identified the first quarter as a critical period for student momentum, prompting Academic Affairs and Student Affairs, with faculty leadership, to embed structured academic support within a credit-bearing course ([2027 Aspen Prize Final Application](#)). While FYS does not function as a direct measure of student learning, its design and continued refinement demonstrate the institution's use of evidence to inform academic practices that support learning conditions and persistence.

Collectively, these student success initiatives demonstrate a developing culture of evidence-informed decision-making and shared responsibility that provides essential context for the continued implementation of Institutional Learning Outcomes and the more consistent use of learning assessment data across academic programs and learning support services.

1.C.7. Next Steps

Bellevue College rates itself as Emerging in using student learning assessment to improve academic programs and Developed in applying assessment to enhance learning support practices. The college will implement institutional learning outcomes and an effective system of assessment. The faculty-led ILO assessment process will be better integrated with program review. This work will be supported by the Office of Institutional Effectiveness, Research, and Analytics (IERA) and Academic Affairs. Accreditation oversight will be provided by the executive director of IERA, when that position is filled, serving as the Accreditation Liaison Officer.

1.C.7. Evidence

[General Education and Degree Requirements page of the College Catalog](#)

[General Education and Institutional Learning Outcomes Assessment](#)

[General Education / ILO Assessment presentation by Ed Harri Notes](#)

[Communication ILO Description](#)

[Academic Success Center](#)

[Academic Success Center: Data-Informed Equity and Efficiency Framework for Budget Reduction, Fall 2025](#)

Academic Success Center Tutor Scheduling Guide Fall 2025

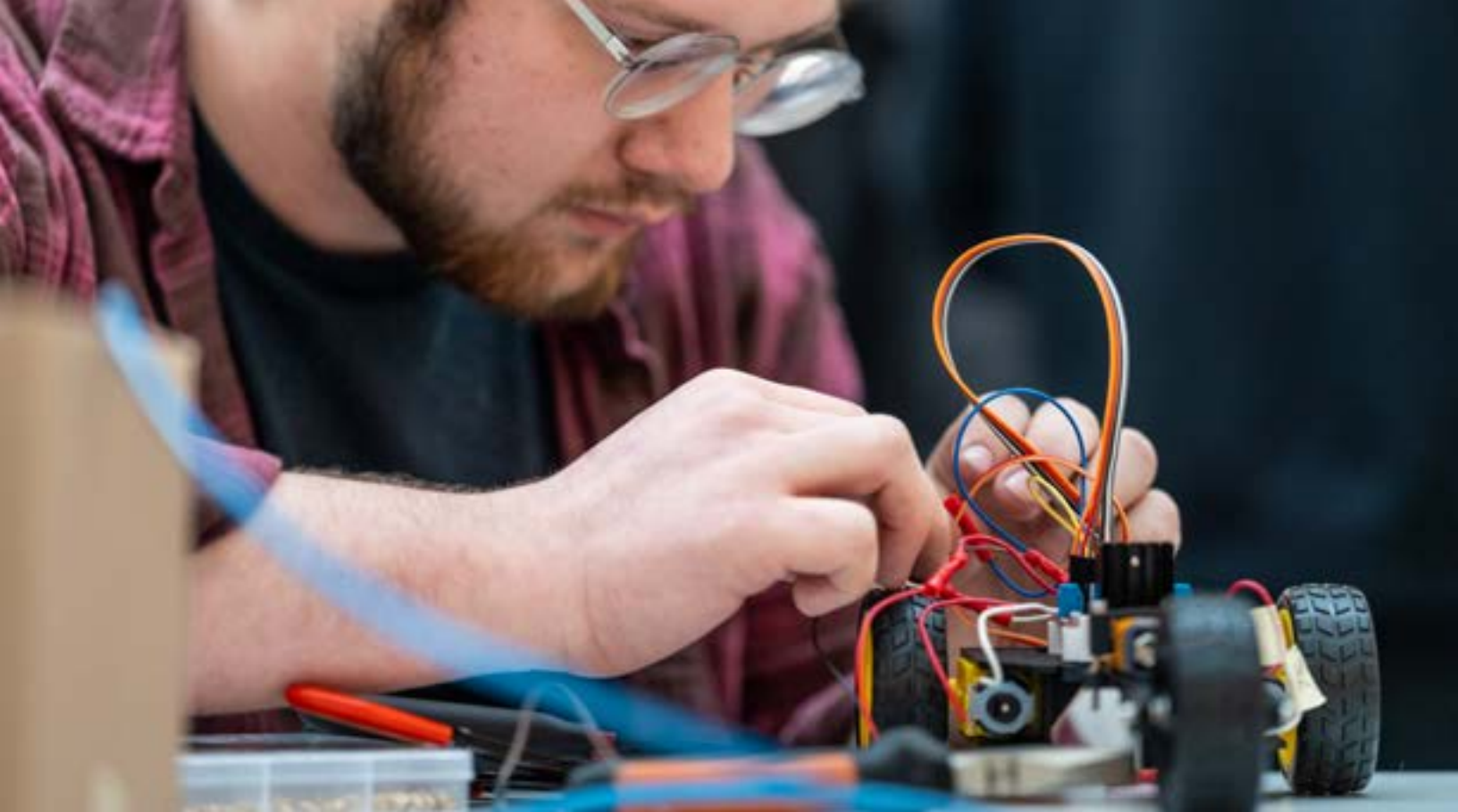
What is Achieving the Dream Webpage

2027 Aspen Prize Final Application

ATD Leader College Application

ATD Leader College of Distinction Application





1.C.8. Transfer and Prior Learning Credit

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Bellevue College transfer standards are established in **BC Policy 3120 Transfer and Course Substitution Credit**. It follows guidance established by the Washington State Board for Community and Technical Colleges through its **Articulation and Transfer Council** and **Joint Transfer Council**. The college also adheres to the Intercollege Relations Commission (ICRC), which defines transfer standards between community and technical colleges and four-year public institutions.

The college awards transfer credit from other higher education institutions with regional accreditation, as well as international credits. The Evaluations Office determines the applicability of transfer credit toward meeting degree requirements in accordance with college policies and state regulations. Official transcript evaluation is done after students complete the steps described on the **Transfer Credits to Bellevue College webpage**, which include submission of a request form and an official transcript.

Academic credit for prior learning is awarded through **BC Policy 3110 Academic Credit for Prior Learning**, and its associated procedures, **3110P**. The college awards credit for college equivalency exams, military experience, certifications and licenses, and work and life experience through portfolio work assessed by subject area faculty.

1.C.8. Next Steps

Bellevue College has rated itself as Highly Developed in its transfer and prior learning policies. The college will continue accepting College Level Examination Program (CLEP) credits while improving the efficiency of the transfer credit process for these credits. Faculty, staff, and administrators are currently researching methods to streamline CLEP acceptance and enhance communication with students about this opportunity.

1.C.8. Evidence

BC Policy 3120 Transfer and Course Substitution Credit

Articulation and Transfer Council

Joint Transfer Council

Transfer Credits to Bellevue College Webpage

BC Policy 3110 Academic Credit for Prior Learning

BC Policy 3110P Academic Credit for Prior Learning (Procedures)





1.D.1. Recruiting and Admission

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

Outreach and Recruitment

Bellevue College's recruiting and admissions processes reflect its open-door policy in accordance with **Revised Code of Washington 28B.50.090**. The college admits high school graduates, or those with a GED or equivalent high school credential; adult learners at least 18 years of age or older; and those participating in an approved enrollment options program, such as **Running Start**, a statewide program that allows high school juniors and seniors to earn high school and college credit at the same time. Applicants are admitted based on **BC Policy 2200 Admission Rules**, and its associated procedures **2200P**, which describe eligibility and how to apply for general college and selective admissions programs, as well as international and underage admissions.

Student Affairs coordinates student recruitment through its **Welcome Center**. The **Welcome to Bellevue College webpage** provides well-organized information about degree and enrichment options. The college recently redesigned its website to improve access to information about academic departments and degrees, including **BC Pathways** and course maps (e.g., **Communication Studies: Human Communication course map**). The website guides students to virtual or in-person tours and virtual or one-on-one advising sessions.

Student Affairs recruitment resources are offered both on-campus and at various locations throughout the community. Twice a year, the college partners with Marketing and Communications to host on-campus, open-house Discovery Day events, which typically draw

around 600 attendees. Prospective students and their families are invited to meet program faculty and staff and learn about academic programs, degrees, student services, and campus resources. These events include more than 50 tables staffed by subject matter experts; campus tours; information sessions on topics such as admissions, financial aid, and Running Start; and printed materials on programs (e.g., [Allied Health program flyer](#); [TRIO program flyer](#)). Outreach sessions also take place throughout the community at locations such as libraries, Department of Social and Health Services offices, and other organizations. For example, Bellevue College collaborates with Eastside Pride PNW, an LGBTQIA+ education and advocacy organization, on regular presentations and personalized onboarding sessions.

To improve its ability to communicate with prospective students, the college has implemented the TargetX customer relationship management (CRM) platform, funded, in part through a Title III grant. In the five years since its acquisition, the CRM has provided valuable data earlier in the process to improve recruitment efforts. Outreach coordinators and advisors can directly determine if students have completed placement exams through TargetX student profiles, without using other systems. This enables timely guidance and reduces delays in the enrollment process. CRM data from online inquiry forms allows Marketing and Communications to track responses from the college's digital advertisements and assess marketing effectiveness, as well as target specific program communications to those that have expressed interest. The college can record all student touchpoints from inquiry to graduation.

Bellevue College's outreach and recruitment work is guided by the goal of serving the community and eliminating barriers to college access. Outreach communications are designed to be culturally sensitive, and some materials are provided in multiple languages (see [Discovery Day flyer—Spanish version](#)).

Onboarding and Orientation

The college's orientation is made up of two parts: the New Student Orientation (NSO) Canvas course and a New Student Enrollment (NSE) session (see [Student Learning Outcomes for NSO and NSE](#)). These are required for all degree- or certificate-seeking students in non-baccalaureate programs, except International Education and Running Start students. Students enrolled in [Career Education Options](#), a reengagement program that provides education and services for students aged 16-21, who do not have a high school diploma, are credit deficient, or at risk of dropping out of high school, are also not currently required to complete NSO and NSE. Applicable degree and certificate-seeking students must complete NSO and NSE before registering for classes. NSO is a self-paced online module introducing academic expectations, student resources, and college policies. Information in the NSO Canvas course is updated yearly with input and feedback from relevant departments: Enrollment, Financial Aid, Placement and Testing, BC Pathways, Student Conduct, Title IX, Financial Aid, Umoja, Puente, Student Success and Retention, and First Year Seminar (FYS). NSE is a 90-minute live session with a peer educator and academic advisor, available both in-person and online. During NSE, students receive timely advising, strategies to navigate college, and assistance with registering for appropriate first-quarter courses, including English, Math, and the First-Year Seminar (FYS) student success course.

The initial implementation of the NSO/NSE model in late 2023 presented challenges. Although the requirement was widely communicated, many students delayed completing NSE, creating enrollment bottlenecks, and ultimately reducing courses available for students to choose from. Some staff also expressed concern that registration holds tied to NSE completion could

negatively affect enrollment, although these ultimately proved unfounded. The college responded by expanding virtual NSE offerings, adding evening and weekend sessions, and partnering with key support programs, such as TRIO, Veterans, Workforce Education, and dual-enrollment programs to provide cohort-specific sessions. Communication between Student Affairs and Academic Affairs increased to add sections of high demand courses. These adjustments ensured equitable access to timely advising and registration while maintaining the integrity of the structured onboarding process.

1.D.1. Next Steps

Bellevue College rates itself as Developed in recruiting and admitting students who will benefit from its programs and in orienting students for success. To strengthen these efforts, Student Affairs will develop a division operational plan designed in coordination with the college's 2026-2031 Strategic Plan. The plan will include expansion of NSO and NSE to additional student groups, providing proven onboarding experiences to all students. It will also strengthen accessibility and student success by increasing cohort-specific sessions and increasing multilingual resources.

1.D.1. Evidence

[Revised Code of Washington 28B.50.090](#)

[Running Start Webpage](#)

[BC Policy 2200 Admission Rules](#)

[BC Policy 2200P Admission Rules \(procedures\)](#)

[Welcome Center](#)

[Welcome to Bellevue College webpage](#)

[Communication Studies: Human Communication Course Map](#)

[Allied Health Program Flyer](#)

[TRIO Program Flyer](#)

[Discovery Day flyer—Spanish version](#)

[Student Learning Outcomes for NSO and NSE](#)

[Open Doors Youth Reengagement, Career Education Options Webpage](#)





1.D.2. Student Achievement Indicators

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Bellevue College closely monitors student achievement indicators to assess mission fulfillment. Since joining Achieving the Dream (ATD) in 2017, the college has adopted ATD metrics to promote student success and enable data-informed decision-making. The college also considers metrics associated with the Guided Pathways framework adopted by Washington state. The Office of Institutional Effectiveness, Research and Analytics (IERA) collects and distributes leading and lagging indicator data for fall-entering, degree-seeking students in the following categories:

- Retention (quarter to quarter, third quarter, and following year)
- Persistence in following year
- 45-credits in year one
- Graduation or transfer within 2/3/4 years
- College-level English in Year 1
- College-level Math in Year 1
- Post-graduation of employment and earnings

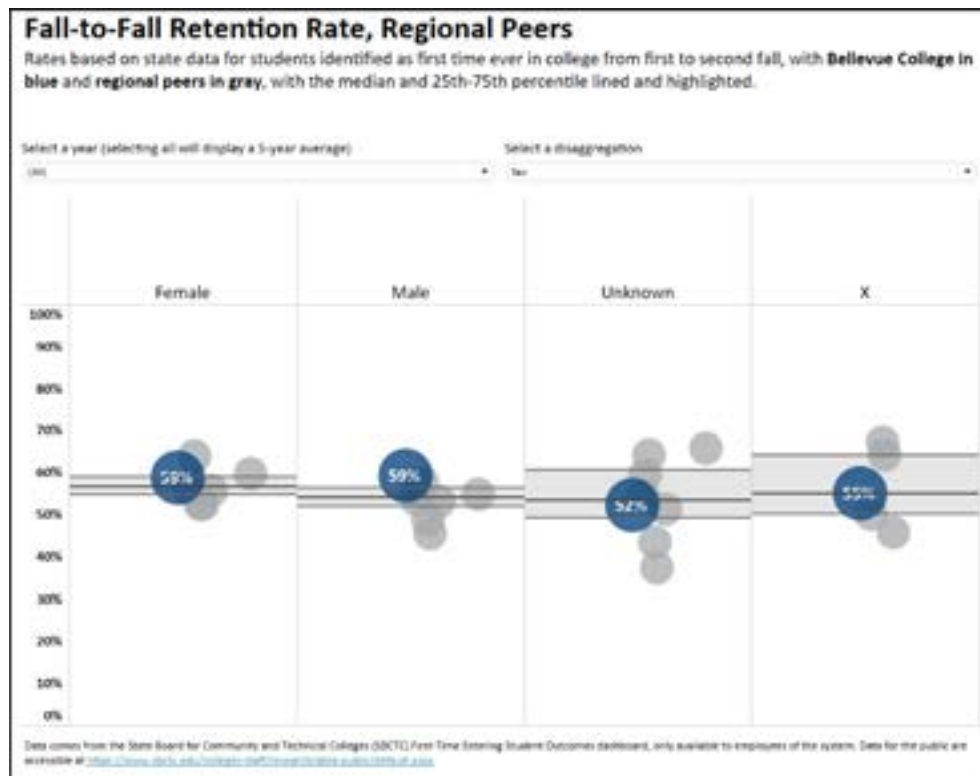
Student achievement data is disaggregated by the following characteristics:

- Major Race/Ethnicity
- Registered Gender
- Age
- First Generation
- Title III Population

Bellevue College has also chosen the following institutionally meaningful categories to recognize and address achievement gaps: enrollment intensity (full-time/part-time), duplicated race/ethnicity, veteran benefits, international/domestic, and individuals identifying as having a disability. IERA staff members regularly review these categories and access opportunities to introduce new categories when data is available. As an example, a new category related to basic needs insecurity will be added in 2025-2026.

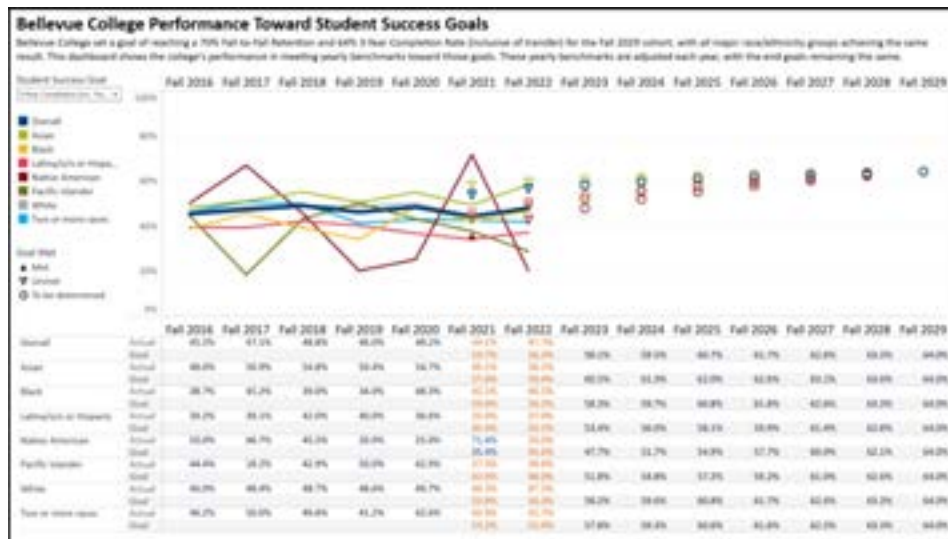
Student achievement indicators are shared with faculty, staff, and students via interactive Tableau dashboards accessed through the college's MyBC SharePoint site. IERA also publishes three enrollment and achievement dashboards publicly on the [College Data Resources webpage: Undergraduate Student Enrollment and Disaggregation, Student Achievement](#), and [College in the High School Enrollment and Disaggregation](#). These dashboards were built and are maintained by college staff. Filters allow users to disaggregate data by multiple characteristics in various combinations.

Figure 1.D.2a Example of Student Achievement Dashboard



These dashboards provide actionable data at the department, program, and individual faculty member levels. IERA partners with the ATD leadership team and the dean of Student Central to regularly present data findings to college stakeholders across a variety of forums, including quarterly enrollment reports (see [Fall 2025 Quarterly Enrollment Report to Board of Trustees](#); [Spring 2025 Quarterly Enrollment Report to Board of Trustees](#); [Winter 2025 Quarterly Enrollment Report to Board of Trustees](#)); and annual student success reports (see [Student Success Report to Board of Trustees Dec 2024](#) and [Student Success Report to Board of Trustees Dec 2023](#)). In addition to sharing key information, these reports and presentations empower stakeholders to navigate and use the tools themselves.

Figure 1.D.2b Example of Bellevue College Student Success Outcomes Dashboard



National and Regional Peer Institution Benchmarking

The Office of Institutional Effectiveness, Research and Analytics (IERA) benchmarks student achievement results against both national and regional peers. These comparators were selected prior to the college’s mid-cycle evaluation report and visit in 2022 and have been used since then.

To identify national peers for benchmarking, IERA used College Scorecard data filtered by institutional type, size, and student demographics. Institutions were selected from the Carnegie classification of Baccalaureate/Associate’s Colleges: Associate’s Dominant, excluding those with graduate programs. Peers were further narrowed based on enrollment and FTE ranges comparable to Bellevue College, as well as similar proportions of Pell recipients and underrepresented minority students. The final selection of peer institutions prioritized those that awarded a high volume of degrees in the same program areas as Bellevue College’s most enrolled academic programs (general studies and health professions) and included colleges recognized for their commitment to student success, such as members of the Achieving the Dream (ATD) network and institutions honored by the Aspen Institute. This process resulted in a list of 18 peers. As a member of the Washington State Board for Community and Technical Colleges (SBCTC), Bellevue College has access to robust benchmarking data from within the system. From its national peer list, Bellevue College selected seven SBCTC institutions with similar enrollment and demographic profiles to serve as regional peers. The other 11 institutions are outside of Washington state and are used as national peers.

Regional Peers

- Cascadia College, Bothell, WA
- Green River College, Auburn, WA
- Highline College, Des Moines, WA
- Lake Washington Institute of Technology, Kirkland, WA
- North Seattle College, Seattle, WA
- Olympic College, Bremerton, WA
- Tacoma Community College, Tacoma, WA

National Peers

- Clark College, Vancouver, WA
- Delaware Technical Community College – Terry, Middletown, DE
- Eastern Florida State College, Melbourne, FL
- Henry Ford College, Dearborn, MI
- Midland College, Midland, TX
- MiraCosta College, Oceanside, CA
- Pasco-Hernando State College, New Port Richey, FL
- Rio Hondo College, Whittier, CA
- Santa Fe College, Gainesville, FL
- Seminole State College of Florida, Sanford, FL
- Tallahassee Community College, Tallahassee, FL

Figure 1.D.2c: Map of Regional and National Peers Locations



1.D.2. Next Steps

Bellevue College rates itself as Developed in establishing and widely sharing indicators and Highly Developed in establishing indicators and comparing against peers. In AY 2025-2026, as Bellevue College implements its new strategic plan, the President’s Cabinet will re-evaluate the list of regional and national peer comparators to ensure alignment with Bellevue College’s 2026 updated mission, vision, and strategic priorities. The re-evaluation will go beyond Achieving the Dream and Aspen affiliation to focus on institutions recognized for excellence (e.g., Leah Meyer Austin Award recipients and Aspen Prize finalists and winners). These institutions reflect sustained, systemic improvements in equity, student success, and institutional effectiveness

1.D.2. Evidence

[College Data Resources Webpage](#)

[Undergraduate Student Enrollment and Disaggregation Dashboard](#)

[Student Achievement Dashboard](#)

[College in the High School Enrollment and Disaggregation Dashboard](#)

[Fall 2025 Quarterly Enrollment Report to Board of Trustees](#)

[Spring 2025 Quarterly Enrollment Report to Board of Trustees](#)

[Winter 2025 Quarterly Enrollment Report to Board of Trustees](#)

[Student Success Report to Board of Trustees Dec 2024](#)

[Student Success Report to Board of Trustees Dec 2023](#)





1.D.3. Student Data Published

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Bellevue College has built a culture of using student data to inform admissions, pedagogy, and student support. For more than 10 years, the college has used disaggregated data and data visualization to facilitate equitable student outcomes. Since 2017, these efforts have been coordinated through the Achieving the Dream network and development of Guided Pathways. The Office of Institutional Effectiveness, Research, and Analytics (IERA) has created and routinely updates 20 different interactive Tableau dashboards, three of which are publicly available on the [College Data Resources webpage](#). Additional dashboards are accessed through the MyBC SharePoint system, available to faculty, staff, and students. In addition to its interactive dashboards, IERA presents data findings to college stakeholders in various forums throughout the year.

Student Achievement Results Published

IERA shares student achievement metrics, including regional and national peer comparisons, on its publicly available [Student Achievement dashboard](#). Users can view more than five years of trend data, disaggregated based on filters, such as race/ethnicity, gender, age, and receiving need-based aid. Benchmarking relative to regional peers is done using the State Board of Community and Technical Colleges (SBCTC) data. For national peer comparisons (listed in standard 1.D.2), the college relies on sources with more limited data availability, such as the Integrated Postsecondary Education Data System (IPEDS) and College Scorecard. These provide comparative graduation, employment, and earnings rates.

In 2023, the college created a new data visualization specialist position. This role has expanded the college's capacity to publish and maintain disaggregated dashboards, collaborate with stakeholders on new data sets, and ensure more frequent updates to existing dashboards. In summer 2025, IERA partnered with Information Technology Services (ITS) on a new TeamDynamix (TDX) data ticketing system to support cross-departmental data collaboration.

Sharing Student Achievement Data

In addition to publishing dashboards, IERA actively supports campuswide data literacy by educating stakeholders on using disaggregated data. Training materials are available on the Data Homepage in the MyBC portal. In February 2024, IERA led Bellevue College's Winter Campus Community Day, an event with more than 20 sessions focused on data-informed decision-making, which featured internal and external speakers (see **Campus Community Day Winter 2024 sessions**). IERA regularly hosts virtual and in-person office hour sessions offering hands-on support with dashboard navigation, filter usage, and metric definitions. To expand participation in 2024–2025, IERA partnered with **Faculty Commons** to host quarterly office hour sessions. IERA has also developed a presentation given as part of the Leadership for Learning series. This presentation, **Driving Decisions with Data**, demonstrated to Academic Affairs and Student Affairs leadership teams how to embed data insights into planning and operational decision-making.

Survey Data Benchmarked

Bellevue College regularly administers surveys that compare data across multiple institutions. In fall 2021 and winter 2024, Bellevue College administered the **Higher Education Data Sharing Consortium (HEDS)**'s biennial Campus Climate Survey to students, faculty, and staff (**Fall 2021 results**; **Winter 2024 results**). The survey collects anonymous feedback on perceptions of the campus climate, including experiences with discrimination and harassment; results are benchmarked against other participating institutions. The full survey reports are published on the **Office of Community Care and Institutional Transformation website**. For the upcoming 2026 HEDS survey, IERA is exploring ways to increase participation and yield more meaningful results.

The college also participates in the **Washington Student Experience Survey** and has used this data to identify and address disparities in food, housing, and financial insecurity among its student population. Findings from the 2024 survey revealed that 38.7% of students experienced food insecurity, with significantly higher rates among Black and Latine students. In response, the college developed the **Hunger-Free and Basic Needs Strategic Plan (April 2024)** and launched targeted initiatives, such as the Bulldog Food Pantry, the Housing Navigation Program, and expanded case management through the Benefits Hub. The food pantry increased the number of students served from 3,670 in 2023–2024 to 4,766 students in 2024–2025, representing a 30% increase in engagement.

1.D.3. Next Steps

Bellevue College rates itself as Highly Developed in publishing results widely and in benchmarking disaggregated indicators against peers. The college is exploring participation in the Postsecondary Data Partnership (PDP) with the National Student Clearinghouse and the Community College Survey of Student Engagement (CCSSE). These tools could broaden the college's ability to compare performance nationally and identify areas for improvement.

The Office of Effectiveness, Research, and Analytics (IERA) will improve dashboard accessibility in alignment with updated Title II standards and publish a key terms and metrics data dictionary within all dashboards.

1.D.3. Evidence

College Data Resources Webpage

Student Achievement Dashboard

Campus Community Day List of Sessions February 8, 2024

Faculty Commons Webpage

Driving Decisions with Data

Higher Education Data Sharing Consortium (HEDS)

Campus Climate Survey Fall 2021 Results

Campus Climate Survey Winter 2024 Results

Washington Student Experience Survey Webpage—Washington Student Achievement Council

Bellevue College Hunger-Free and Basic Needs Campus Strategic Plan, April 2024





1.D.4. Use of Student Achievement Data

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Bellevue College uses disaggregated data to inform planning, guide decision-making, and support resource allocation. Academic programs regularly examine student data to identify achievement gaps and target areas for improvement. This work is documented through the academic program review process (described more fully in **1.C.5**). During program review (see **Program Review Template**), faculty members draw on student achievement data—easily accessible through Tableau dashboards—to identify patterns, analyze disparities, and plan improvements. Program faculty are expected to use data to reflect on the impact of prior interventions and report progress. Faculty also regularly access student achievement data individually and through department meetings. Student support programs, housed within Student Affairs, also regularly access student achievement data to inform their practices and improve services. The Office of Institutional Effectiveness, Research, and Analytics (IERA) shares data in a variety of ways: regular communications (e.g., **IERA Data Insights 2025**), presentations (e.g., **ATD Board of Trustee Presentation-December 2023**, **ATD Board of Trustee Presentation-December 2024**), and reports (e.g., **Academic Standing Report-July 2024**, **Early Alert Report-September 2024**, and **First Year Seminar Report-March 2024**).

Data Collection and Analysis

Bellevue College has made significant structural improvements in how student data is stored and accessed to support academic and student support programs. Since 2021, IERA has moved away from standalone tools like Microsoft Access and Excel, which limited real-time access and collaboration. With support from Information Technology Services (ITS), a dedicated SQL data server was established, enabling dynamic access to key data sources across campus.

In late 2021, the college transitioned its student information system to ctcLink. This major, statewide project required extensive resources to implement. With access to frequently refreshed ctcLink data sets in SQL, IERA can deliver real-time data to the college community. The SQL server also allows IERA to integrate data sets from other, disparate tools across campus, such as TargetX (Student Relationship Management software), Benefits Hub, National Clearinghouse, and Involve (Student Engagement software).

The college publishes automatically refreshed dashboards to a Tableau Server maintained by SBCTC, available without the need to submit individual data requests. The shift to more sophisticated and user-friendly visual tools has transformed how college personnel interact with data, which includes up-to-date information on enrollment, student outcomes, and other metrics. Real-time access has improved responsiveness and reduced delays in decision-making.

Examples of Data-Informed Continuous Improvement

Use of IERA interactive dashboards allowed the college to identify significant achievement gaps in early academic momentum. In 2016, the data revealed that only 32.3% of new students completed college-level English and 24.4% completed college-level math in their first year, with Black and Latine students trailing their peers by over 10 percentage points. This information inspired the college to analyze its onboarding process and identify systemic barriers in placement, advising, and course registration.

In response, Student Affairs implemented a structured onboarding model aligned with Achieving the Dream (ATD), Guided Pathways, and State Board of Community and Technical Colleges (SBCTC) research. Beginning in winter 2024, all ATD cohort students are required to complete a self-paced New Student Orientation (NSO) and a live New Student Enrollment (NSE) session before registering (see [NSO and NSE Learning Outcomes](#)). This model ensures early connection to advisors, academic planning, and key first-quarter courses. Between Fall 2019 and Fall 2024, college-level English completion rose from 46.1% to 58.4%, and math completion from 31.4% to 44.4%, with Black and Latine students showing the most significant gains. Early registration rates also improved.

Institutional research also informed a new, faculty-initiated Early Alert system to proactively identify and effectively support students at risk of academic difficulty. In Fall 2019, the overall first-to-second-year persistence rate was 67.9%, but rates for historically underrepresented groups were lower at 62.9%. Recognizing that student momentum depends on both structural and relational support, the college launched several integrated initiatives to address the underlying causes of attrition: Early Alert, First-Year Seminar, and culturally responsive cohort programs. Evaluation of the Early Alert program demonstrates positive outcomes. Students whose alerts were resolved through direct communication passed their courses at a higher rate (31.9%) and showed stronger quarter-to-quarter retention (57.3%) compared to those without successful contact.

Access to Student Success Data

Bellevue College prioritizes user access to student achievement data through its integration into TargetX. This access allows timely operational decision making by advisors and student support staff. Available metrics include gateway course completion rates, Early Alerts, completion of FYS and NSO/NSE, and advising engagement. With this information, staff can identify students in need of support and intervene proactively (see [example of TargetX Student Record with Leading Indicator Data](#)).

The integration of institutional research data into TargetX has transformed the college's capacity for timely, collaborative intervention. These insights support differentiated advising strategies and allow departments to coordinate outreach across programs and services. This data-informed infrastructure strengthens Bellevue College's ability to respond appropriately to student needs and advance the college's retention and completion goals.

1.D.4. Next Steps

Bellevue College rates itself as Developed in using indicators for continuous improvement and in establishing processes and methods for collecting and analyzing data. The college will revise its program review process to emphasize leading and lagging student achievement indicators and performance metrics, ensuring that the process provides actionable insights for improvement. Additionally, the college recognizes the need to improve its documentation of data-based decisions and communications about those decisions.

1.D.4. Evidence

Program Review Template, 2025–2026

IERA Data Insights 2025

ATD Board of Trustee Presentation-December 2023

ATD Board of Trustee Presentation-December 2024

Academic Standing Report-July 2024,

Early Alert Report-September 2024

First Year Seminar Report-March 2024

Student Learning Outcomes for NSO and NSE

Example of TargetX Student Record with Leading Indicator Data





Conclusion

In the seven years since its last comprehensive accreditation report and visit, Bellevue College has navigated changing external conditions, leadership transitions, revised accreditation standards, and internal reassessment of long-standing practices. Throughout this period, the college has remained focused on serving a diverse student population while examining how effectively its systems support student learning, achievement, and continuous improvement.

This evaluation reflects on the college's progress and moments of recalibration, drawing together work that has been sustained over time, intentionally redesigned, and continues to unfold. To make that story clear, this conclusion considers the evidence through three lenses: what the college learned earlier in the cycle, where it stands now, and how it is positioned to move forward.

Looking Back: Foundations and Lessons from the Cycle

Bellevue College has invested significant effort in establishing structures intended to support institutional effectiveness, including participatory governance, faculty-led curriculum and assessment processes, extensive use of student achievement data, and broad engagement in planning. Many of these foundations remain strengths and are evident throughout this report.

At the same time, the college recognizes that some earlier approaches became overly complex or insufficiently integrated. The general education assessment framework, while grounded in faculty leadership and strong intentions, proved difficult to sustain and did not consistently yield meaningful institution-level information. Planning and evaluation activities also did not always operate as a coordinated system, and connections between assessment, planning, and resource decisions were not consistently clear. These challenges were first identified through the college's own self-assessment and were subsequently reflected in feedback from the

2019 Year Seven Self-Evaluation Report and 2022 Mid-Cycle Report. Bellevue College treated these outcomes as opportunities for institutional learning, clarifying the importance of coherence, sustainability, and usability in institutional systems.

Where We Are Now: Alignment and Evidence

The evidence presented in this evaluation reflects an institution that has taken deliberate steps to strengthen alignment across its systems. Bellevue College's progress was affirmed in the **Year Six Policies, Regulations, and Financial Review (PRFR)**, which resulted in no findings (see **PRFR Letter and Assessment**). In 2025, the Board of Trustees revised Policy 1200 to adopt a new mission, vision, and core values and formally retire the previous core themes. This action established a single foundation to guide planning, assessment, and evaluation. The adoption of the strategic plan, **Be Bold: Built for Students, Connected to Community**, further reinforced this alignment by articulating institutional priorities and identifying measures of progress informed by national practice and peer institutions.

Bellevue College demonstrates strong capacity in the use of student achievement data. As documented in Standard 1.D, the college routinely analyzes disaggregated data to inform curriculum design, onboarding practices, advising, learning support services, and the allocation of limited resources. Engagement with Achieving the Dream and Guided Pathways has supported improved early momentum outcomes and more intentional support for students in gateway courses. These practices represent a clear institutional strength.

At the same time, the college is well aware and open about areas that remain in development. Student learning assessment at the institutional level is in transition. Faculty leadership has initiated a redesign through the development of six institutional learning outcomes, supported by piloting, rubric development, and a phased implementation timeline. Bellevue College does not present this work as complete, but it does demonstrate that Recommendation No.2 is being addressed through a purposeful, faculty-led redesign grounded in national best practices.

Planning, governance, and resource alignment also continue to evolve. Broad-based participation through Bellevue College Governance remains a strength, while leadership has focused on strengthening connections between assessment, planning, and decision-making. This work directly addresses Recommendation No.5 and reflects intentional recalibration of existing practices.

Looking Ahead: Focus and Intentionality in a Constrained Environment

Bellevue College enters the next phase of its work in a context defined by fiscal constraint and uncertainty. Statewide budget shortfalls have required difficult decisions, including program reductions and staffing impacts being felt across the institution. These conditions have affected morale and heightened concern about change. The college recognizes this reality and understands that clarity of purpose, open communication, and trust are essential as improvement work continues.

Within this context, the college's path forward emphasizes focus and intentionality. While some new initiatives may be necessary, Bellevue College is prioritizing doing fewer things well rather than expanding the number of efforts underway. Central to this work is completing and strengthening existing commitments, including the implementation of institutional learning outcomes and the integration of assessment results into curriculum, program review, and instructional improvement.

At the same time, the college will continue refining how planning, assessment, and resource allocation function together. Strategic priorities established through the institutional strategic plan will guide decisions, and institutional effectiveness reporting will provide clearer reference points for governance and leadership. These efforts reflect a deliberate choice to align work with capacity, reinforce coherence, and support sustainable improvement over time.

Closing Perspective

This Year Seven evaluation does not present Bellevue College as having completed its work. It presents the college as an institution that understands its history, has learned from experience, and is intentionally strengthening its systems. The evidence reflects a commitment to community care, faculty leadership, governance engagement, and continuous improvement.

Evaluators are encouraged to view this report as a coherent account of institutional development across the seven-year cycle. Bellevue College approaches the next accreditation cycle with clearer alignment, a stronger foundation for assessment and planning, and shared responsibility for ongoing improvement in service of its mission and students.





Addendum No.1: Responses to Recommendations

Response to Recommendation No.1: Library and Information Resources

Focus on increasing the breadth and depth of library and information resources to support the baccalaureate programs and ensuring that a process is in place during curriculum adoption to identify and address required resources (2020 Standard 2.H.1).

Since the spring 2019 Year Seven Self-Evaluation Report, Bellevue College has taken deliberate, structural steps to ensure that library and information resources are systematically integrated into curriculum development, academic planning, and institutional decision-making. These actions reflect a shift away from ad hoc or budget-driven responses toward a process-based approach aligned with institutional planning, assessment, and continuous improvement.

A central improvement has been the intentional integration of the Library into academic governance and leadership structures. Bellevue College added a librarian as a voting member of the **Curriculum Advisory Committee** (CAC), ensuring that library and information resource implications are formally reviewed as part of the curriculum approval process for new and revised courses and programs. This change embeds resource consideration into the institution's primary academic quality assurance mechanism, providing early identification of needs and reducing reliance on retroactive adjustments.

In addition, the associate dean for Library and Media Services participates in the Academic and Student Affairs Leadership Team, a reimagined leadership structure that brings together all deans and associate deans. This structure ensures that library perspectives inform institutionwide academic planning, student support strategies, and prioritization decisions,

while also strengthening cross-functional collaboration and shared accountability. Together, these governance and leadership changes establish a durable, integrated framework through which curriculum, assessment, and resource capacity are considered.

Following receipt of the recommendation, the college also made two targeted one-time investments through Academic Affairs to support library capacity-building related to baccalaureate programs. These investments provided time and resources for librarians to assess upper-division needs, analyze usage data, collaborate with faculty, and evaluate opportunities to reallocate or redesign collections and subscriptions. Leadership transitions and broader fiscal constraints have affected the pace of longer-term funding strategies. Library staff and faculty members are identifying where resources can be reallocated or retired to support baccalaureate-level instruction within a constrained fiscal environment.

Consistent with broader institutional efforts to strengthen integrated planning and decision-making, Bellevue College has increasingly emphasized integration, prioritization, and institutional capacity over isolated budget actions. As the college implements its strategic plan, it is examining where activities can be redesigned, deprioritized, or retired to sustain critical academic resources within a context of reduced capacity and ongoing fiscal constraints. As part of this work, the college will also deepen the involvement of all deans and associate deans, including the associate dean for Library and Media Services, in Achieving the Dream–aligned planning, equity, and student success efforts to further connect resource prioritization with institutional outcomes.

This recommendation addresses Standard 2.H.1, which is now reviewed as part of the Policies, Regulations, and Financial Review (PRFR). Bellevue College’s most recent PRFR submission in spring 2025 confirmed full compliance with this standard and noted no findings. The PRFR team verified that the campus library is well-staffed with professionals, has a strategic plan focused on student learning and collection development (see [Bellevue College Library Collection Development Guidelines](#)), and maintains strong instructional programs assessed for continuous improvement. Through its actions, Bellevue College demonstrates substantive alignment with the expectations of Standard 2.H.1 and the Commission’s emphasis on sustainable, institution-wide processes.

Response to Recommendation No.2: Student Learning Outcomes Summative Assessment Framework

Review the formative measures it uses to assess student learning outcomes and develop a summative assessment framework that can be effectively used as evidence to assess mission fulfillment. (2020 Standards 1.B.1, 1.B.2, 1.C.5).

Bellevue College acknowledges that it has not yet satisfied this recommendation. While the college has made sustained efforts to redesign its approach to student learning outcomes assessment, this work remains in progress and has not yet resulted in a fully implemented, institutionwide summative framework that can be used as evidence of mission fulfillment.

At the time of the 2019 Year Seven Report, Bellevue College assessed general education through three broad outcomes, articulated through 18 topics. In practice, this structure proved difficult to implement consistently, challenging to assess at scale, and ineffective for producing

institution-level evidence of student learning. Although the framework was conceptually sound, its complexity limited the college's ability to aggregate results, close the loop, or use learning evidence meaningfully in planning and evaluation.

In response, a group of college leaders and faculty initiated a redesign. This work resulted in a shift from three outcomes with multiple categories to six clearly articulated institutional learning outcomes (ILOs) intended to represent the core knowledge, skills, and capacities expected of all Bellevue College graduates. The goal of this redesign was to simplify assessment, strengthen coherence, and support the development of summative evidence across programs.

While this structural change addressed important technical challenges, the process of transition was difficult for the institution. The previous general education outcomes, developed through years of faculty effort and participatory governance, were dissolved without a formal closure process or consistent communication across the college. As a result, the ILO effort began under challenging conditions and perceptions.

Despite these challenges, faculty workgroups persisted. Through surveys, listening sessions, and broad consultation, they finalized six institutional learning outcomes, intentionally reframing the work from general education assessment to institutionwide learning outcomes. However, this process surfaced a broader institutional need: rebuilding shared understanding, particularly among academic leadership, of what ILOs represent, how they function in relation to faculty work, and how they serve as summative evidence of mission fulfillment.

To support this recalibration, Bellevue College invited its NWCCU Liaison to campus to engage Academic Affairs leadership in a focused reset. This engagement was pivotal in clarifying expectations and surfaced unresolved strain from earlier phases of the transition, including the fact that academic deans, who play a critical role in implementation, had not been meaningfully engaged in the redesign process. Addressing these challenges requires time and intentional reengagement to rebuild trust and shared purpose.

The college has now reestablished forward momentum. Bellevue College has formed six faculty-led working groups, each assigned to one ILO. To ensure inclusive representation across transfer and professional-technical or workforce programs, the dean of Health Sciences, Education, and the Wellness Institute serves as the Academic Affairs leadership representative on the ILO Committee.

At this stage, the ILO framework is designed but not yet fully operationalized. The college has not yet produced consistent, institutionwide summative assessment data, nor has the framework been fully integrated into planning, evaluation, or mission fulfillment reporting. Bellevue College recognizes this gap clearly.

As the institution moves to implement its newly adopted strategic plan, the development of division operational plans will provide the structure necessary to advance this work in a more deliberate, clear, and sustainable way. Bellevue College views Recommendation No.2 as unfinished but understood and is committed to completing this work with greater clarity, care, and shared ownership.

Response to Recommendation No.4: Indicators of Achievement

Review the objectives for its core themes and develop meaningful, assessable, and verifiable indicators of achievement, metrics, and benchmarks that form the basis for achievement of core theme objectives and that support improvement by informing planning and decision-making. (2020 Standards 1.B.2; 1.B.4).

Bellevue College has intentionally redesigned how mission fulfillment is defined, assessed, and communicated. In alignment with the 2020 revisions to the NWCCU Standards, which made core themes optional, the college has transitioned away from reliance on standalone core themes and toward an integrated, strategy-driven framework for assessing institutional effectiveness. This shift reflects a deliberate commitment to ensuring that indicators of mission fulfillment are meaningful, assessable, verifiable, and directly connected to planning and decision-making.

Since the 2019 Evaluation of Institutional Effectiveness (EIE) and the 2022 Mid-Cycle Review, the college has taken concrete steps to strengthen institutional indicators and reduce fragmentation. In January 2022, Bellevue College revised its institutional objectives and indicators, reducing them from 11 objectives and 23 indicators to 10 and 12, respectively. This work clarified institutional intent, reduced input-focused measures, and strengthened alignment with student success and institutional effectiveness outcomes.

At the same time, the college invested in strengthening its institutional data infrastructure to address previously identified concerns regarding siloed and underutilized data. Implementation of ctcLink, expanded use of TargetX, and centralized reporting environments improved the college's capacity to establish baselines, monitor trends, and communicate institutional performance. Institutional dashboards and recurring board-level reporting, including Achieving the Dream updates, have increased a shared understanding of progress toward institutional outcomes.

Building on this work, Bellevue College launched a comprehensive, institutionwide strategic planning process in summer 2024. As part of this process, the Board of Trustees reviewed and approved revised **mission, vision, and core values statements** and formally discontinued the college's previous core themes. These actions clarified institutional direction and established a unified framework for defining and assessing mission fulfillment through a single, shared set of institutional priorities rather than through parallel core theme structures.

The resulting strategic plan, **Be Bold**, organizes institutional direction around four Foundational Priorities—Students, People, Community, and Operations—each with clearly articulated strategic outcomes, performance indicators, and population-level measures. This framework now serves as the primary mechanism through which mission fulfillment is defined, assessed, and used to inform planning and decision-making across the institution.

As the college transitions from strategic planning to implementation, Bellevue College will continue refining and operationalizing these indicators. Performance and population indicators within the strategic plan will guide the establishment of verified baselines, benchmarks, and targets. Institutional dashboards will support annual monitoring and evaluation, ensuring that assessment results are systematically used to inform planning, prioritize improvements, and guide institutional decision-making.

Through this progression, Bellevue College has moved from a fragmented core theme-based model to a coherent, integrated system for assessing mission fulfillment. The work completed since the 2019 Evaluation and 2022 Mid-Cycle Review demonstrates substantive alignment with the intent of Recommendation No.4 and the expectations of the 2020 NWCCU Standards.

Response to Recommendation No.5: Comprehensive Planning

Develop a process that utilizes comprehensive planning to guide and document resource allocation. The process needs to integrate the use of assessment and evaluation to illustrate the review of institutional capacity, and that resource allocation aligns to outcomes of assessment and evaluation and guiding continuous improvement. (2020 Standards 1.B.1; 1.B.3; 1.B.4; 1.C.7).

Bellevue College has intentionally redesigned how planning, assessment, and resource decisions are made. Rather than relying on parallel or episodic processes, the college has established a coordinated approach to comprehensive planning grounded in evidence, broad engagement, and institutional priorities. This work reflects a deliberate commitment to using assessment and evaluation to guide decision-making and resource allocation in support of continuous improvement.

Over the past 18 months, the college completed a comprehensive strategic planning process that integrated internal data, environmental scanning, and extensive stakeholder engagement. Faculty, staff, students, governance bodies, and community partners participated in multiple engagement and listening sessions designed to surface institutional strengths, capacity constraints, and emerging priorities. This work resulted in a clear set of institutional priorities, intended outcomes, and measures that now guide planning and resource decisions. The strategic plan was adopted by the Board of Trustees on January 6, 2026.

As part of this broad planning process, the Board of Trustees reviewed and approved revised mission, vision, and core values statements and formally discontinued the college's previous core themes. These actions clarified institutional direction and established the framework within which a single, shared set of foundational priorities will be adopted, ensuring that planning, assessment, and resource allocation are guided institutionwide rather than within individual divisions or functions.

This completed planning process represents a substantive advancement since the Mid-Cycle Review in addressing Recommendation No.5. It moved the institution from fragmented planning efforts to a shared understanding of institutional direction informed by assessment and evaluation rather than proposals alone. The adopted strategic plan now serves as the primary framework for aligning planning and allocation decisions.

As the college transitions from planning to implementation, assessment of institutional capacity will occur before and inform division operational planning. In winter 2026, Bellevue College implemented the Institutional Capacity Assessment Tool (ICAT) through Achieving the Dream as a foundational input to the planning cycle. ICAT results will provide a structured assessment of institutional capacity across areas central to institutional effectiveness, including student performance outcomes, data use, teaching and learning, leadership, and operational systems. Results will be cross walked to strategic priorities to establish a shared understanding of institutional strengths and constraints prior to division operational plan development.

Following completion of the ICAT assessment in 2025, the results (see [ICAT Results Summary 2025](#)) were reviewed and interpreted through a facilitated Capacity Café process. Division operational plans are now being drafted, using ICAT findings, baseline institutional data, and the adopted strategic plan as primary inputs. In spring 2026, divisional plans will be reviewed and aligned across divisions, supported by institutional dashboards and shared review processes, to ensure coordinated use of resources and informed prioritization. Implementation will launch in summer and fall 2026.

Through this progression, Bellevue College has moved from establishing institutional direction through an extensive strategic planning process to implementing a coordinated planning and allocation cycle that integrates assessment, evaluation of institutional capacity, and resource decisions. The work completed to date, combined with the structured implementation now underway, demonstrates alignment with the intent of recommendation No.5.





Addendum No.2: Distance Education

Bellevue College affirms compliance with NWCCU’s Distance Education Policy and federal requirements for identity verification, student privacy, and instructional quality. The following summarizes institutional practices and supporting evidence.

Distance Ed ID Verification

Policies and procedures for ensuring the student who registers in a Distance Education course or program is the same student who participates in the course and receives credit.

All new Bellevue College students apply for general admission through the Washington State Community and Technical Online Admission Application Portal managed by the State Board for Community and Technical Colleges (SBCTC). This application requires the input of personal information to verify an applicant’s identity. Students new to the SBCTC system are issued a unique identification number (ctcLink ID) and prompted to create a secure password and set up dual-factor authentication. Using this ctcLink ID, students establish a NetID, which provides access to Bellevue College email and technology resources, including the Canvas learning management system. Students manage their credentials securely online and can request technical support through the Information Technology Services (ITS) service desk. These measures ensure that the student who registers for a distance education course is the same student who participates and earns credit.

Distance Ed ID Verification Evidence

BC Policy 2050 Student Conduct Code (codified as WAC 132H-126-100(4)
Academic Dishonesty)

BC Policy 5150 Acceptable Use of Information Technology

BC Policy 5150P Acceptable Use of Information Technology (Procedures)

TDX Knowledge Base article on NetID and Password

TDX Knowledge Base article on Multi-Factor Authentication

Student Privacy Ensured

Policies and procedures that make it clear student privacy is protected.

Bellevue College safeguards student privacy through compliance with Family Educational Rights and Privacy Act (FERPA) and institutional policies that govern data security and disclosure. Multi-factor authentication processes do not expose personal information, and all faculty and staff are required to complete FERPA training.

Student Privacy Ensured Evidence

Faculty Collective Bargaining Agreement Sept 2024 – Section 17.5

BC Policy 2550 Federal Privacy Act: Disclosure of Social Security Numbers

BC Policy 2600P Disclosure of Student Information

Bellevue College FERPA website

Notification of Charges

Notifications to students at the time of registration of any additional charges associated with verification procedures.

While some Bellevue College programs require proctored exams, either on-campus or via approved online proctoring services, neither on-campus testing nor ID verification procedures incur extra fees for students enrolled in on-line classes.

Notification of Charges Evidence

RCW Chapter 28B.15

Regular and Substantive Interactions

Academic policies and procedures for instructors to implement requirements for regular and substantive interactions in Distance Education courses or programs.

Bellevue College ensures regular and substantive interaction in distance education courses through faculty training and instructional design standards. Faculty teaching online credit-bearing courses must complete the Online Excellence Teaching Academy (OETA), which provides structured training in pedagogy, accessibility, copyright, and best practices for instructor-initiated engagement. Completion of OETA is required within specific timelines and is monitored by the eLearning department. The OETA curriculum includes guidance on maintaining meaningful interaction with students throughout the course (see [Regular and Substantive Interactions Guidance, OETA](#)).

Regular and Substantive Interactions Evidence

[Faculty Collective Bargaining Agreement Sept 2024 – Section 17.5](#)

[Faculty Collective Bargaining Agreement Sept 2024 – Appendix B](#)

[Regular and Substantive Interactions Guidance, OETA](#)

Distance Ed Consistent with Mission

The institution's Distance Education programs are consistent with the mission and educational objectives of the institution (Standard 1.C.1).

Distance education programs are consistent with Bellevue College's mission and educational objectives, supporting access and opportunity while maintaining academic rigor, as required by Standard 1.C.1. Fully online programs, such as Healthcare Management and Leadership, Healthcare Informatics, and Radiation and Imaging Sciences, reflect institutional priorities and workforce needs.

Comparable Across Modalities

Institutions that offer courses or programs via multiple delivery modalities ensure learning outcomes and levels of student achievement are comparable across modalities (Standard 1.C.6).

The college ensures comparability of learning outcomes and levels of student achievement across modalities through common course outcomes, analysis of success rates by modality, and ongoing assessment and program review processes. All interactive Tableau dashboards used for institutional effectiveness reporting allow users to disaggregate data by modality (e.g., online, hybrid, in-person). This enables faculty, staff, and leadership to examine patterns in student success metrics across delivery modes, identify achievement gaps, and contribute to informed decisions about curriculum design and resource allocation.

