NWCCU Revised Standards

Year One Report

September 15, 2011

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Institutional Overview

In 1957, a group of Bellevue business and educational leaders envisioned a community college to serve the higher education needs of the small but growing communities east of Lake Washington. Bellevue Community College became a public, comprehensive community college in 1966, serving nearly 500 students on the Newport High School campus. In 1968, the college moved to its permanent location near the crossroads of I-90 and I-405. In the intervening years it has grown to fully occupy its 100-acre campus, serving over 38,000 students through its academic transfer, professional-technical, basic skills, and continuing education programs. Today, BC also offers two baccalaureate programs. The college owns a facility in north Bellevue where its Continuing Education program is housed as well as property in the city of Issaquah for a future campus.

Bellevue College is located in the city of Bellevue, Washington. Its geographic district encompasses the cities of Bellevue, Issaquah, Sammamish, Skykomish, Snoqualmie, Mercer Island and Newport. Once a bedroom community to the city of Seattle, the Eastside is now a prominent urban center recognized for such major employers as Microsoft, Costco Wholesale, Expedia, and Paccar.

Bellevue College is governed by the Washington State Board for Community and Technical Colleges (SBCTC).The statutory mission defined in Revised Code of Washington (RCW) 28B.50 establishes community colleges as open-access institutions that provide instruction in the areas of university transfer; workforce education; educational, cultural, and recreational community services; and adult education in basic skills and literacy.

The college is governed by a five-member citizen Board of Trustees appointed by the Governor. The Board employs the president, who hires faculty and staff. The college operates under shared governance that engages all the constituencies on the campus.

Bellevue's vision is to be "the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs." Toward this vision, the college has always sought to provide programs that support the region's economic, social and cultural well-being while encouraging the success of its students. BC offers 57 major-ready programs, including strong STEM options. It transfers more students to the University of Washington than any other Washington community and technical college. Data on Bellevue transfer students indicate that post-transfer, Bellevue students do as well or better than students who began their studies at the university.

In 1995, the college received one of the first National Science Foundation (NSF) grants given to community colleges to become a regional advanced technology education center. From this grew the college's National Workforce Center for Emerging Technologies which has been designated as a Center of Excellence for Information and Computing Technology. The college continues to receive grants from NSF, the

Department of Labor (DOL), and other federal and state agencies for innovative programs such as health information technology.

To serve the changing workforce needs of its community, the college, in 2006, was granted permission to develop one of the first four community college applied baccalaureate degrees in Washington State. The Bachelor of Applied Sciences degree in Radiation and Imaging Sciences began serving students in fall 2007, and the college changed its name to Bellevue College (BC) to acknowledge the expanded nature of its offerings. In 2009, a Bachelor of Applied Arts degree in Interior Design was added. At the same time, BC also underwent its full-scale accreditation site visit and was subsequently awarded accreditation as a baccalaureate institution.

To meet its students' educational needs, the college now offers 2 baccalaureate degree programs; 5 transfer associate degrees; 91 professional-technical degrees and certificates in the areas of health science, information technology, business, and design; and an associate-degree program for students with learning, cognitive, and intellectual disabilities. In addition, the college provides developmental programs in Adult Basic Education/GED and English as a Second Language (ESL); programs for high school students; and, through its Continuing Education division, a wide array of personal interest courses and career-training certificate programs in computing technology, business, health professions, technical communication, translation and interpretation, and art.

State funding represents less than one-half of BC's annual operating budget. The diversity of its funding streams is generated through program expansion, tuition, and grants and contracts. In AY 2010-11, 80 percent of enrollments at BC were in courses related to a degree, representing nearly 12,000 annualized full-time-equivalent students. Over two-thirds of these students were pursuing a BC baccalaureate or associate credential, one-half of these degree-seeking students were enrolled full-time (taking 12 or more quarter credits).The balance of the students were enrolled in Basic Skills, GED, ESL, and community service course offerings.

AY 2010–11 Profile	
STUDENT DATA	
Total Headcount (unduplicated)	**38,142**
Students in Degree-credit courses (unduplicated)	25,946
# in transfer or professional-technical programs	12,344
% full-time pursuing a degree	69.2%
% attending full-time (>=12 credits)	51.9%
EMPLOYEE DATA	
Total Employee Count (unduplicated)	**1,532**
Staff (all categories)	663
Faculty (full- and part-time)	869

Annually, BC's workforce includes about 1,500 individuals who are employed as exempt, classified, or hourly staff and as full-time and part-time faculty.

Bellevue College guides its future by promoting student success while serving the needs of its community. This report provides a response to the one recommendation made by the 2009 Visiting Committee and describes how the college's core themes will direct the institution as it moves forward.

Preface

Update on institutional changes since last report

Following its re-affirmation of accreditation at the associate degree level in January 2006, Bellevue College entered candidacy status for baccalaureate level accreditation. The college prepared its self-study for a fall 2009 site visit. In January 2010, the NWCCU informed the college president that the college had been re-affirmed at the associate degree level and granted baccalaureate accreditation status. Significant changes have occurred within the college since that time and are discussed below.

Reductions in Funding

The ongoing severe economic downturn has caused the college's state allocation for operations to shrink by one-fourth of its pre-recession total. Since December 2008, BC's state allocation has been reduced by $8 million. Student tuition increases and reductions in college expenditures were made to deal with these cuts. In addition to annual reductions in funding beginning in 2008, travel, purchases, and hiring were restricted.

BC utilizes a set of guiding principles for budgeting recommendations that are developed through its constituency-based Planning Council. The college was able to manage the first year of reductions without direct effects on students or personnel. However, for the second and third years, the college reduced its workforce by 24 exempt and classified employees, shifted 1.8 positions to other revenue sources, and limited the number of sections offered. This workforce reduction affected both students and part-time faculty.

The college maintains its commitment to preserve its core values while continuing to serve the region's educational needs through prudent fiscal policies, aggressive searches for alternative funding, and continued adherence to its guiding principles. For instance, as part of BC's commitment to improve the full-time/part-time faculty ratio, funding was continued to fill ten full-time faculty vacancies for AY 2011-12.

In light of recent information from the governor's office regarding the state's economy, the college is preparing for another 5 percent cut in its state allocation in fall 2011. If this is enacted, nearly $13 million will have been cut from the state budget allocation to the college—a 37 percent reduction since 2008.

Legislative Action Expanding Baccalaureate Authority

The 2011 Washington Legislature included language in the operating budget bill authorizing Bellevue College to offer applied baccalaureates in information technology, health care services and management, biotechnology, and pre-professional preparation for medical fields. The legislation requires the college to provide a two-year plan for offering the degrees to the Legislature by June 30, 2012, and the college is preparing the plan. Prior to the passage of the legislation, the college had begun planning its third baccalaureate degree in the area of health information technology, an emerging field with high job growth.

Property Acquisition

Two changes regarding physical property have occurred over the past two years:

1. In early 2011, the college purchased an existing building in north Bellevue for housing its continuing education programs. Prior to fall 2010, the college had leased a facility in northwest

Bellevue for these offerings. However, as the lease expiration date neared, the college determined that purchasing a facility for these programs was a more prudent use of funds than another lease.

2. The continued population growth in East King County also prompted the college to consider opportunities for future program expansion in that area. In 2010, BC acquired 20 acres of land in the Issaquah Highlands Community for future development of college facilities and program offerings, tapping its reserves to make the purchase. The college has begun a master planning effort to determine the types of facilities and programs that will be offered on the site within the next five years.

<u>Information Systems Conversion</u>
All Washington community and technical colleges utilize a common information system for managing administrative services—admissions and registration, finance, and personnel. Unlike enterprise resource planning systems (ERPs) typically found at most higher education institutions (e.g., Datatel Colleague, Banner, and PeopleSoft), the Washington community and technical college system is unique. The system, known by its users as "the HP," was developed in the 1980s and operated on a Hewlett-Packard HP3000 platform.

For many years, the vendor has not supported the HP3000, leaving it vulnerable to failure. The most recent unsuccessful attempt to convert to a more modern system, coupled with concerns for the continued functionality of the platform, prompted an effort—known as "Lift and Shift"—to migrate existing data and processes to a newer HP platform until a new ERP could be purchased. Key employees throughout the college were involved in all stages of the Lift and Shift project, which included redistributing duties once conducted by BC's Information Resources staff to Instruction and Student Services staff. The transition occurred at the end of May 2011 with relatively few mishaps. The search for a new ERP, being led by the SBCTC, is underway.

<u>Leadership Transitions</u>
Beginning in 2009, the college entered a period of major personnel changes in senior leadership positions. The positions of VP for Human Resources, VP for Instruction, and VP for Information Resources were vacated and subsequently filled with highly qualified individuals.

The VP for Equity and Pluralism position is now vacant as a result of a June 2011 retirement; and the VP for Institutional Advancement position was vacated in August 2011. In May 2011 B. Jean Floten, who had served as the college's president since 1989, announced she was leaving the college effective August 2011.

The Board of Trustees hired Dr. Laura Saunders, former Bellevue College VP for Administrative Services, to serve as interim president while it conducts a national search process for a new president.

In addition to these significant changes in the college leadership, the college continues to review its organizational structure for efficiency and effectiveness in light of the loss of employees and revenues resulting from the budget reductions.

Response to topics previously requested by the Commission

In October 2009, Bellevue College received one recommendation stating that BC's "academic assessment plan be fully implemented with all courses being assessed (2.B.1)." It further recommended that "all faculty engage fully in the assessment process (2.B.1 and Policy 2.2)."

BC's goal is for assessment to occur on the institutional, degree (general education and professional-technical degree outcomes), and course levels by the end of the 2011-12 academic year and for the first full cycle of assessments to be accomplished by the end of 2012-13. Each assessment level has a protocol for monitoring and acting on results. The results are then incorporated into the institutional key performance indicators. The following describes each level and its associated elements:

- **Course**: Programs assess key course outcomes in all currently offered courses on a two- or three-year cycle that engages all faculty in designing and administering assessments and taking action based on the results.
- **Degree**: Key course outcomes are tied to general education outcomes and professional-technical degree outcomes. A report is generated every three years describing aggregated performance on general education outcomes and next steps based on those results.
- **Institution**: Three-year administration cycle of nationally-normed assessments.
  Year 1: Collegiate Assessment of Academic Proficiency (CAAP) Math and Science administered in 200-level courses; Survey of Entering Student Engagement *(SENSE)* administered in developmental English and math, English 101 and first college-level math classes
  Year 2: Community College Learning Assessment (CCLA) pre/post assessment of critical thinking, analytic reasoning, written communication, problem-solving
  Year 3: Community College Survey of Student Engagement (CCSSE)

The table that follows describes the actions BC has taken to date and planned for the future to meet the assessment goal and respond to the commission's recommendation.

Student Learning Outcomes Assessment Plan				
	AY 2009-10	**AY 2010-11**	**AY 2011-12**	**AY 2012-13**
Course	▶ Placed responsibility for assessing courses with each department or program under the supervision of Division Deans. ▶ Convened an Assessment Task Force to develop mechanisms for assessing all courses and engaging all faculty.	Implemented the Assessment Task Force plan: ▶ Every academic department or program has scheduled assessment of all currently offered courses on a two- to three-year cycle. Over the course of three years all faculty will be engaged in assessment as the courses they teach come up for assessment. ▶ Every academic department or program assessed key course outcomes of the year-one courses.	Continue implementation of Assessment Task Force Plan: ▶ Every academic department or program assesses key course outcomes of the year-two courses, adjusting cycle if needed.	Continue implementation of Assessment Task Force Plan: ▶ Every academic department or program assesses key course outcomes of the year-three courses, adjusting cycle if needed.
Degree	▶ Convened a General Education Task Force to revise the general education outcomes, with an aim of reducing the number of outcomes from the current 18.	General Education Task Force recommended: ▶ Consolidate 18 general education outcomes into 3—Reasoning, Communication, Connections. ▶ Cross-walk the levels claimed by each course from the original outcomes to the consolidated outcomes. ▶ House responsibility for confirming department or program claim to be addressing a general education outcome with Division Dean.	Implement the General Education Task Force plan: ▶ Departments/programs connect courses to general education outcomes. ▶ Develop method to aggregate course assessment results for a clear picture of degree-level performance on general education outcomes. Analysis of/use of results is "local": by program or department.	▶ Year-three course assessment results address performance on relevant general education and degree outcomes. ▶ Analysis of/use of results is "local": by department/program. Year-three results also aggregated for a clear picture of degree-level performance on general education outcomes.
Institution	Implemented CCLA.	Administered CCSSE in 49 classes.	Fall: Administer SENSE. Spring: Administer CAAP.	Administer CCLA.

Chapter One – Standard One
Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

BC was created and authorized by the Community College Act of 1967 (revised as the Community and Technical College Act of 1991), Revised Code of Washington (RCW) chapter 28B, Section 50.150. BC has been continuously accredited by NWCCU since 1970.

Eligibility Requirement 3: Mission and Core Themes

The BC Board of Trustees, appointed by the governor of the state of Washington, approved and adopted the mission, core themes, and related indicators. All institutional resources are committed to the support of BC's educational mission and core themes.

Section I: 1.A Mission

1.A.1 Mission Statement

> Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region. (The BC Mission was approved by the BC Board of Trustees, June 11, 2008 and re-affirmed on June 29, 2011.)

1.A.2 Interpretation of Mission Fulfillment

In 2002-03, the college conducted a planning process to guide the college for the period 2004-2011. At that time, the college adopted the college mission statement above and the following nine institutional goals:

Access   *Financial Sustainability*
Student Success   *Technology Leadership*
Teaching and Learning Excellence   *Pluralism*
Institutional Accountability   *Community Leadership and Partnership*
Professional and Organizational Excellence

These goals and the college mission statement are reviewed routinely by President's Staff and updated as appropriate. The most recent review was in summer 2009. At that time, no revisions were recommended. (See Appendix A.1.)

The college's decision-making processes are further informed through the BC *Affirmation of Inclusion*, which was adopted in 1992 by the All College Council and the President. (See Appendix A.2)

Following the adoption of the 2004-2011 Strategic Plan, college leaders targeted specific annual initiatives to meet the goals. In 2006, the president began a college-wide initiative for engaging stakeholders in evidence-based decision making which resulted in focusing on two primary areas: Student Success and Institutional Development. These key concepts, which crossed multiple goals, resulted from internal analyses of data related both to improving student learning outcomes and to positioning the college for the future. President's Staff developed two-year focused initiatives, with measurable outcomes, around these areas. Baseline data were developed against which targets were set for measuring the progress and success of each initiative.

Over the following year and a half a cultural shift began within the college, characterized by intentional efforts to revise practices, processes, and behaviors in its operations, and use evidence as the basis for planning and decision-making. Multiple efforts occurred simultaneously converging to produce:

- revision of the college's key performance indicators (KPIs),
- introduction of the statewide Student Achievement Initiative (an accountability and performance-based funding mechanism), and
- creation of an Evidence Team to review student academic data.

The revised KPIs were designed to tie directly to BC's nine goals. Although the previous KPI model had connected indicators to goals at fairly high summary levels, the new model—adapted from Richland College, a 2005 Baldrige Award recipient—uses a weighting system to determine progress toward a goal within each layer of the model, providing more granular levels of analysis. The new KPI report was designed to facilitate drill-down capability from indicators to metrics. These metrics then roll up to scores based on targets and actual results.

Given the college's internal focus on student success and the new statewide Student Achievement Initiative, establishing key performance indicators, measures, and metrics (with baseline data) for the *Access* and *Student Success* goals became a priority.

The Evidence Team, comprised of stakeholders from all levels of the institution, became the model of how data could be used to effect improvement. The team was formed from concerns regarding the performance of historically underserved students at BC. Its function is to review academic performance data to discern patterns of inequality, if and where those patterns exist.

At the same time the Evidence Team needed student data, longitudinal data were being generated for the KPIs and the development of a college Diversity Scorecard. Members of the Evidence Team as well as instructional and support units were trained in data review techniques as well as in the use of software that display the data. Giving people the software skill and the ability to understand the appropriate use of data meant they could conduct their own analyses. Making data available in greater detail proved beneficial in helping stakeholders understand the potential dangers of basing decisions on highly aggregated data. For example, viewing *all* course completion rates in the aggregate could conceal higher or lower performance in pre-college versus college-level courses. Basing decisions solely on highly aggregated data could produce unintended consequences.

The first indicators report under the new model—with longitudinal baseline data only and no weights assigned—was presented at the summer 2009 Leadership Retreat. This unveiling coincided with the publication of the proposed NWCCU revised accreditation standards, also introduced at the retreat. The accreditation presentation motivated a discussion of the college mission statement, resulting in BC's four core themes (an illustration of the derivation of the core themes is included in Appendix A.3):

| Student Success | College Life and Culture |
| Teaching and Learning Excellence | Community Engagement and Enrichment |

From this point forward, the core themes became the foundation for institutional planning—both strategic and operational—and annual focused initiatives. The nine goals, which the college acknowledged were more reflective of its values, and related performance indicators were also cross-walked to the core themes. (See Appendix A.4.)

Implementing the KPI weighting structure was postponed in order to more fully develop the core themes, commitments, expected effects, indicators of achievement, and rationale. A Core Theme Task Force was charged with defining each core theme, including possible measures. Then, the task force reports were published on the college portal site for comment. Those comments were compiled for review and incorporated into subsequent drafts.

All elements of each core theme were reviewed and updated by the Council for Institutional Effectiveness and Research (CIER), the Planning Council, the Evidence Team, and President's Staff; posted for comment a second time on the portal site; and then submitted to the BC Board of Trustees for review.

During this process, the college adopted its own accreditation terminology to differentiate between the terms used in common by NWCCU and BC's internal planning process:

NWCCU Term	Equivalent BC Term
Core Themes	Core Themes
Objectives	Commitments
Outcomes	Expected Effects
Indicators of Achievement	Indicators of Achievement

Although the Core Theme Task Force reports contained suggested measures that might be used for determining mission fulfillment, the CIER recommended deferring measure development until the indicators of achievement had been reviewed and adopted. During summer 2011, the CIER began developing the structure and content of the data dictionary for use in developing the evidence for each core theme. (See Appendix A.5.)

At its meeting on September 7, 2011, the BC Board of Trustees adopted a method for articulating an acceptable threshold of mission fulfillment that involves establishing a weighting and scoring system, structured as follows.

Weighting
    Each core theme, commitment, expected effect, indicator of achievement, and measure will be assigned a weight, with the sum of all weights in a given category equal to 100% (e.g., the sum of weights for all core themes equals 100%).

Scoring

- Targets are *only* set at the measure level. The target is set against baseline data and supported by rationale using comparative data from peer institutions as well as national and state data sources.
- Actual performance will be compared to the target and translated to a score. All scores will be based on a maximum score of 10. Any score that exceeds 10 will be adjusted to 10.
- Weights will be applied against scores and summed upward:
  - All measure scores sum to the related indicator producing a score for that indicator.
  - All indicator scores sum to the related expected effect producing a score for the expected effect.
  - All expected effect scores sum to the related commitment producing a score for the commitment.
  - All commitment scores sum to the related core theme producing a score for the core theme.
  - All core theme scores sum to produce a view of total institutional performance.

Thresholds

- Scores that reach 90% or more of the target reflect optimal performance (exceed expectations for mission fulfillment).
- Scores between 75% and 89.99% of the target reflect expected performance (meet expectations for mission fulfillment).
- Scores less than 75% of the target reflect substandard performance (below expectations for mission fulfillment).

Figure 1 illustrates the process for determining BC's thresholds for mission fulfillment.

Figure 1.
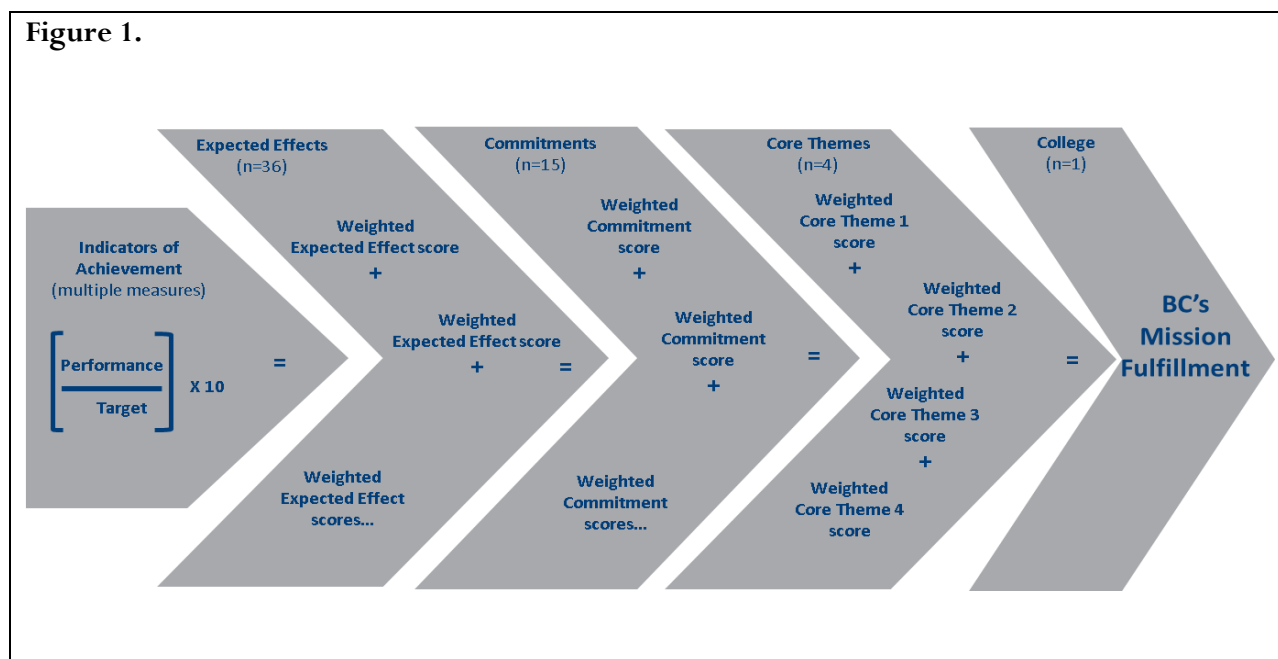
Section II: 1.B Core Themes

1.B.1 Mission to Core Themes

The four core themes are embedded within the BC mission—Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment. BC's terms—Commitments, Expected Effects, and Indicators of Achievement—further define the mission of Bellevue College.

In each of the core theme narratives below, the underlined phrases in "Mission Alignment" indicate how the core theme was derived from the mission.

1.B.2 Core Themes, Commitments, Expected Effects, Indicators of Achievement, Rationale

In constructing the core themes, commitments, expected effects, and indicators of achievement, BC intentionally ensured that measurements would be defined within the appropriate context. Indicators of achievement were compared to existing institutional indicators, and the issue of data availability was explored. Suggestions for metrics that emerged during core theme development were captured and are being considered alongside newly developed concepts through an intensive inclusive process currently underway.

And, while selected indicators of achievement may appear to repeat across multiple core themes, in each case where this seems to be true, the measurement focus relates directly to specific areas of interest and focus within the college. For example, Student Success and Teaching and Learning Excellence both have indicators related to persistence and retention.

Core Theme 1: Student Success

Mission Alignment: Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region.

Description: Student success is the reason for the college's existence. Student success occurs through a coordinated and cooperative effort across every work group on campus and resonates throughout the college – from admissions through graduation to continuing education.

Student success at BC is supported not only through its extensive inventory of high quality, flexible, and accessible educational programs but also through support programs that offer advising, financial planning assistance, and other resources to an increasingly diverse student body. BC welcomes and serves (1) degree-seeking students, both at the associate and bachelor levels; (2) students pursuing credentials leading to employment or advancement; (3) students gaining a basic skills education or a command of the English language; (4) students honing their academic skills to enable them to further their educational attainment; and (5) lifelong learners. Throughout the educational process the college promotes excellence in students and encourages them to challenge themselves to not only meet their goals but reach their potential.

Commitments, Expected Effects, Indicators of Achievement, and Rationale

Commitment 1: BC commits to being an open access institution.

Rationale
BC is committed to ensuring education is provided, available, and accessed by populations that historically have been underserved. Open access to lifelong learning plays a central and strategic role in improving the educational attainment levels and economic competitiveness of the citizenry of the United States, as well as those who come here from other countries to study. BC attracts and serves students with varying

Expected Effects	Indicators of Achievement
1.1 Students of varying demographics and educational needs are increasingly attracted to BC.	1.1.1 Enrollment equitably reflects the communities served.
	1.1.2 All populations are adequately served.
1.2 Students of varying demographics and educational needs have access to economic assistance and support services.	1.2.1 Economic assistance is available to students who need it.
	1.2.2 Students receive appropriate enrollment support services

backgrounds and levels of educational need both from within and outside the region. The college is continuously adapting to the ever-changing needs of the communities it serves, providing opportunities for learning at multiple entry points. Within the context of this commitment, the definition of "communities served" takes into account areas that extend beyond BC's legislatively mandated service district.

Maintaining service levels at affordable costs to students is paramount to ensuring those who need access to education have it. In doing so, BC is mindful of the value in removing or ameliorating barriers to educational opportunities by offering support services such as financial aid programs, access to child care facilities, transportation agreements to reduce costs, technology services, and academic support in multiple forms.

Commitment 2: BC offers a diverse portfolio of programs and support.

Rationale
Educational planning, goal-setting, and linkages between schooling and career opportunities vary among cultures. Providing students with services and learning opportunities that support their educational goals contribute to

Expected Effects	Indicators of Achievement
2.1 Curricular programs and support services are accessible and relevant and provide meaningful support for academic achievement.	2.1.1 The college maintains a broad and diverse portfolio of programs and services.
2.2 Students engage with faculty, staff, campus life and the community.	2.2.1 Students are actively engaged in their learning.
2.3 Advising and training provide valuable assistance in establishing and progressing in learning, career, and continuing educational plans and goals.	2.3.1 Students work with faculty and staff as appropriate to access and utilize services and establish educational plans and goals.

academic achievement. Innovative education links knowledge building with occupational development in ways conventional higher education has not. Faculty who are involved in co-curricular programming provide a link between schooling and campus involvement that demonstrates to students the value and relationship of co-curricular participation and curricular achievement.

Commitment 3: **BC pledges to help students reach their educational goals.**

Rationale

Selective admissions institutions typically measure graduation rates as an indicator of student success. Open access colleges have a greater challenge in describing the success of their students because many students attend college part-time and frequently "stop out" to take care of personal matters or for work-related reasons.

Expected Effects	Indicators of Achievement
3.1 Students make progress toward meeting academic and career goals.	3.1.1 Students persist toward their educational goals.
3.2 Students succeed in gatekeeper and gateway courses and course sequences.	3.2.1 Students successfully complete gatekeeper and gateway courses.
	3.2.2 Based on student goals, students successfully complete course sequences within disciplines, achieve level gains from pre-college to college level, and transition from basic skills to pre-college and college-level.
3.3 Degree- and certificate-seeking students complete a program of general education or related instruction.	3.3.1 Students complete general education and related instruction requirements.

Consequently, measuring progress toward a stated educational goal better describes academic achievement for these students than traditionally used graduation rates. Reviewing classroom success rates aids the college in improving the classroom experience for all students.

- BC defines *gatekeeper* courses as the essential pre-college courses required for entering college-level coursework (primarily English and math).
- BC defines *gateway* courses as the foundational college-level courses that form the basis for success in all disciplines as well as those courses within selected programs identified as essential to successful program completion.
- BC defines *persistence* as a measure of <u>student</u> progress toward attainment of educational goal.
- BC defines *retention* as an <u>institutional</u> measure of students who remain at the college quarter-to-quarter and year-to-year.

The general education program provides students with a broad foundation of skills and knowledge beyond the subject matter of their curriculum. This program prepares students to succeed in society and contributes to professional success. BC students who complete a degree or certificate have received instruction that contributes to the development of well-rounded individuals.

Core Theme 2: Teaching and Learning Excellence

Mission Alignment: <u>Bellevue College is</u> a student-centered, comprehensive and innovative college, <u>committed to teaching excellence,</u> that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success <u>by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness</u>; and acting as a catalyst and collaborator for a vibrant region.

Description: Bellevue College's campus, instruction, curriculum, and community display a culture of inquiry, global consciousness, assessment, and ongoing improvement. BC asserts the potential of all people

to learn and benefit from access to learning in holistic settings. It develops and sustains educational programs that serve diverse populations and are both local and worldwide in scope, reach, and application. BC promotes the values of pluralism and equity, understanding their influence upon teaching and learning, and dedicates itself to the achievement of student success.

Teaching and learning excellence exists in the relevance, responsiveness, and inclusiveness of curriculum; the teaching and professional achievement of all faculty; the accessibility of quality learning support services to all instructional areas; and the academic and professional success of all students.

Teaching and learning excellence derives from a commitment to currency in disciplines and pedagogy. It results in curricula that build critical, creative, experiential, and reflective knowledge and skills informed by intercultural understanding and communication. Excellence develops from and is developed by individuals with an active sense of personal, social, professional, and civic responsibility and engagement, as well as an intellectual and creative curiosity about the world and the confidence to contribute, innovate and lead, applying critical habits of mind and skills to complex problems faced by individuals and groups.

Commitments, Expected Effects, Indicators of Achievement, and Rationale

Commitment 1: BC maintains high quality course, curriculum, and program design.

<u>**Rationale**</u>
Well-designed curricula reflect humanity's diverse experience, thinking, imagination, and skills across time, regions, disciplines, nationalities, races, cultures, languages, and abilities. Providing all the opportunity to learn both within and across disciplinary boundaries prepares a

Expected Effects	**Indicators of Achievement**
1.1 Curricula are relevant, responsive, and inclusive.	1.1.1 Accrediting bodies deem BC programs to be valid and meeting all standards.
	1.1.2 The college maintains a breadth and diversity of general education offerings.
	1.1.3 Workforce programs align with the needs of industry.
	1.1.4 Transfer program aligns with transfer requirements for receiving institutions.
	1.1.5 General education student learning outcomes reflect the institution's commitment to pluralism.
1.2 Programs engage in a continuous improvement process and respond to feedback.	1.2.1 Data are used to inform course curriculum and program decisions.
	1.2.2 Programs take actions based on recommendations from assessments of student learning and program review.
	1.2.3 Programs successfully meet program review benchmarks.

diverse student body to be adaptive, resilient, innovative, and productive citizens now and in the future. Monitoring program relevance and adapting programs and curricula based on research and feedback ensures that students learn what will serve them well as they move through their educational pathways.

Commitment 2: BC is committed to providing effective teaching.

Rationale

Academic achievement emerges from the dynamics of the learning process, whether in conventional, technology-mediated, or virtual classrooms. Engaged, qualified, and prepared faculty face the complex demands of delivering instruction to a student body of diverse ages, backgrounds, languages, and levels of academic preparation. Faculty preparation, practice, aptitude, and on-going learning is

Expected Effects	Indicators of Achievement
2.1 The college maintains well-qualified and diverse faculty.	2.1.1 Faculty are appropriately credentialed in their discipline.
	2.1.2 Faculty are evaluated by students, peers and academic deans.
	2.1.3 Faculty (full-time and part-time) and staff demographics reflect the ethnic, racial and cultural makeup of the service area.
2.2 Faculty maintain discipline currency.	2.2.1 Faculty participate in professional development.
2.3 Faculty apply best practices and current thinking in their teaching.	2.3.1 Faculty revise syllabi and course delivery to reflect best practices and current thinking.
2.4 Faculty are available to students outside the classroom.	2.4.1 Faculty are available to students through multiple modes.
2.5 Faculty promote the ongoing learning of their students.	2.5.1 Faculty support student learning beyond the classroom.
2.6 Faculty actively engage in the assessment of student learning and program review.	2.6.1 Course assessment and program review occurs on a regular schedule with full participation of all faculty.

essential to keep pace and effectively reach all students. BC supports their efforts through its allocation of resources and the availability of professional development, on-going education, and opportunities for collegial dialogue and collaboration. Formal and informal interactions among students and faculty strengthen the learning experience. Beyond the classroom, faculty interact with students in person and through technology, providing advice, support, and references for students who pursue further education, scholarships, and employment. BC has focused its recruitment efforts to improve the diversity of talented individuals in its applicant pools for open positions. Over time, the college intends for its employee population to more closely reflect the ethnic, racial, and cultural diversity of the communities it serves.

Commitment 3: BC's learning support services are accessible.

Rationale

Effective, successful learning occurs when explicit challenge or rigor is met with intentional and accessible learning support structures both in and outside of the classroom. Measuring the impact of learning support systems links the curriculum and co-curriculum. Reviewing data regarding the number of requests for services, the use of those services, and the benefit of those

Expected Effects	Indicators of Achievement
3.1 Instructional support services enhance student learning.	3.1.1 Students receiving support services benefit from those services.
3.2 Learning environments are available and accessible for all students.	3.2.1 Faculty honor requested and reasonable requests for accommodations and services.
	3.2.2 Faculty adapt instructional delivery modes, methodologies, alternatives for textbooks, and information literacy as appropriate.
	3.2.3 Faculty incorporate student feedback toward continuous improvement.

services provides evidence for the value added from student support services. BC considers both the extent to which formal accommodation requests are honored as well as alternative forms of instructional delivery that accommodate multiple learning styles of students.

Commitment 4: BC students are engaged in learning.

Rationale

This commitment reflects the college's efforts to ensure students are provided the appropriate instruction and attention in the classroom to ensure success in courses. Engagement is a mutual effort on the part of faculty and students. When teaching is successful and learning engaged, students make progress in their studies and the achievement of their learning goals. (This assumes that other mitigating factors are being met via additional college resources, such as finances, family care, or employment.)

Expected Effects	Indicators of Achievement
4.1 Students are retained in courses.	4.1.1 Students start a course and complete the course.
4.2 Students persist in a program of study.	4.2.1 Students progress in a program of study from quarter to quarter, year to year, and make measureable gains.
4.3 Students complete basic skills, professional technical or academic degree, and certification programs.	4.3.1 Students progress through basic skills levels.
	4.3.2 Students in basic skills and developmental education transition to academic or professional-technical pathways based on their goal.
	4.3.3 Students complete degree and certificate programs.
	4.3.4 Students transfer to colleges and universities.

Core Theme 3: College Life and Culture

Mission Alignment: <u>Bellevue College</u> is a student-centered, comprehensive and innovative college, committed to teaching excellence, that <u>advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community</u>. The college promotes student success <u>by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness;</u> and acting as a catalyst and collaborator for a vibrant region.

Description: People are the heart of Bellevue College's educational enterprise**.** The college values a workplace that is open, transparent, inclusive, and recognizes and appreciates everyone's individual contributions. Shared values unite the college and its important missions of developing human potential and finding joy in helping students to achieve. The college strives to sustain the community's strength, health, and energy by providing essential support to students and employees alike who are engaged in demanding work and may at times deal with difficult situations. The community's vitality depends on a support structure, through which trained and competent employees ensure a safe and well-maintained campus, provide for a healthy campus life, manage human resource needs and programs, maintain a strong connection to our external community, and provide effective management of resources.

Commitments, Expected Effects, Indicators of Achievement, and Rationale

Commitment 1: BC supports a diverse and inclusive campus environment.

<u>**Rationale**</u>
To succeed in the global community, BC must attract and retain both students and employees who bring varied perspectives to the learning environment. In order to support student success and cultivate a rich pool of employees who collectively engage in ensuring the success of the college, BC provides multiple opportunities for students and employees

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 The college community is diverse.	1.1.1 Employees and students reflect the demographics of our community.
	1.1.2 The college designs employee search and hiring practices to attract applicants from diverse populations.
	1.1.3 Programs meet the needs of diverse student populations.
	1.1.4 Employee diversity reflects equity across employee groups and programs.
	1.1.5 Marketing and outreach efforts are designed to attract students from diverse populations.
1.2 Students and employees are aware of, appreciate, and actively support the importance of inclusion and pluralism.	1.2.1 The college offers programs and activities related to pluralism that are attended and valued.
	1.2.2 Course curricula incorporate pluralism.

to achieve their educational and professional goals. These opportunities exist in an environment that values equity and inclusion.

Commitment 2: BC maintains an open, safe and accessible learning and working environment.

<u>**Rationale**</u>
In adopting its *Affirmation of Inclusion,* BC committed to valuing the welfare of all members of its community so that individuals may pursue their college-related goals safely in an environment that respects, protects, and supports their individual needs, perspectives, and physical and emotional well-being.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 The college environment is considered safe.	2.1.1 All populations of students, employees, visitors, and the surrounding community consider the campus safe.
	2.1.2 The campus crime rate is lower than or comparable to that of the city of Bellevue.
	2.1.3 The college maintains programs to prevent or mitigate accidents, to secure data and personal information, and to prepare for disasters that comply with applicable regulations.
2.2 The college is accessible.	2.2.1 The college facilities are ADA compliant.
	2.2.2 Learning and working environments are accessible.
	2.2.3 The college provides access to academic and student support services.
2.3 Opportunities for rich, timely, open, and safe communication and dialogue are available.	2.3.1 Employees and students participate in community dialogues.
	2.3.2 The college community encourages freedom of expression and fosters the open exchange of ideas.
	2.3.3 The college community routinely solicits input to inform decision-making.

Commitment 3: BC provides a sustainable, creative and innovative learning and working environment.

Rationale

The college culture applies sustainable practices to promote institutional and global health. The college utilizes a transparent and public process that analyzes social and environmental impacts of decisions on the use and application of fiscal resources, as well as the intended and unintended consequences of those decisions on sustaining and upholding its core values and fiscal health.

Expected Effects	Indicators of Achievement
3.1 Sustainable practices guide institutional decision making.	3.1.1 The college makes progress toward its sustainability goals.
	3.1.2 Sustainability considerations influence business processes and services.
	3.1.3 Responsibility and sustainability are reflected in all campus operations.
	3.1.4 Curriculum content and design incorporate environmental, economic, and social sustainability practices.
3.2 Students and employees value sustainability, creativity and innovation.	3.2.1 Students and employees participate in endeavors that foster sustainability, creativity and innovation.
	3.2.2 The college invests in innovative and creative endeavors in order to remain nimble and sustainable.

Commitment 4: BC is a supportive and enriching learning and working environment.

Rationale

A supportive learning and working environment that considers the needs of the members of the college community is a primary ingredient for professional and personal success. Employees who are satisfied with their work contribute to student success and reflect a positive image not only to those with whom they have direct contact but also to the community at large. Toward this end, the college monitors and aligns the development of the infrastructure and allocation of

Expected Effects	Indicators of Achievement
4.1 Facilities, equipment, and services support people, jobs, functions, and studies.	4.1.1 The campus master plan is developed to align with the learning and working needs of the college community.
	4.1.2 Employees have the tools, training, equipment and materials essential for learning and working.
4.2 Employees thrive in their professions.	4.2.1 Employees express satisfaction in their work.
	4.2.2 Employee and student training, personal enrichment, and lifelong learning opportunities are offered, enrolled, and valued.
4.3 Employees contribute to the success of the college.	4.3.1 Employees understand their roles and responsibilities.
	4.3.2 Employees contribute to fulfillment of the college mission.

resources to meet programmatic needs and invest in its personnel. It provides opportunities to improve skills and wellness and to pursue new activities.

Core Theme 4: Community Engagement and Enrichment

Mission Alignment: <u>Bellevue College</u> is a student-centered, comprehensive and innovative college, committed to teaching excellence, that <u>advances the life-long educational development of its students</u> while <u>strengthening the economic, social and cultural life of its diverse community</u>. The college promotes student success by providing high-quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and <u>acting as a catalyst and collaborator for a vibrant region</u>.

Description: Since its establishment, Bellevue College has served as a catalyst for new ideas and a collaborator with the economic, cultural and service engines of the community. The college's commitment to the region's economic health and vitality drives connections with business and industry, government and non-profit social service agencies, local school districts and postsecondary institutions. The college is noted for developing and refining academic programs to develop a work-ready and competitive employment base that addresses the community's civic, cultural, social, and educational needs. The Bellevue College Foundation supports students as well as forms partnerships to support student learning.

The college is a conduit for lifelong learning, encouraging K-12 students to pursue postsecondary education, preparing BC students to succeed at their next institution. It offers educational, cultural, and recreational experiences for area residents of all ages who can then stay current, adapt to change, and pursue their interests. The college creates programs to bring students and the community together, provides its facilities and services to external groups, and offers its professional expertise in the form of customized and contract training, speaking engagements, newspaper articles, and involvement in community organizations.

Commitments, Expected Effects, Indicators of Achievement, and Rationale

Commitment 1: BC maintains a productive collaboration with community and business partners and primary transfer institutions.

Rationale

BC collaborates with primary transfer institutions and community and business partners in order to maintain program relevance and promote students' success when they leave the college. Students planning to continue their education at transfer institutions are exposed to up-to-date knowledge and skills which form the foundation for their further studies. Students preparing for direct entry into the workforce also engage a robust, state-of-the-art

Expected Effects	Indicators of Achievement
1.1 Programs offered reflect involvement with regional business, industry and transfer institutions.	1.1.1 BC programs monitor, adapt, and respond to trends in business and industry, and primary transfer institution programs.
	1.1.2 Advisory committees and relationships with primary transfer institutions contribute to continuous program development and improvement.
	1.1.3 BC partners with business and industry and primary transfer institutions to sponsor events, to provide student internship experiences, and to support scholarships for students in need of financial assistance.
	1.1.4 BC provides contract and customized training for regional business and industry needs.
1.2 BC provides effective and relevant curriculum and pathways.	1.2.1 BC graduates evaluate their preparedness and success to validate curriculum and pathways efficacy.
	1.2.2 BC evaluates graduate input and revises its program mix to reflect economic demand.

training curriculum that readies them for hiring, workplace achievement, taking advantage of future educational opportunities, and active community participation.

Commitment 2: The BC Foundation generates support for the college through donor sponsorship.

<u>**Rationale**</u>
As federal and state funding streams continue to decline, students need other forms of support to reach their educational goals. The Bellevue College Foundation's activities raise funds to support college programs and activities. Through its activities, the Foundation also creates awareness and a community sense of involvement and investment in the College.

Expected Effects	Indicators of Achievement
2.1 Business, industry, and the community support Bellevue College.	2.1.1 The BC Foundation is successful in its campaigns and development activities.
	2.1.2 BC creates and maintains alumni relationships.
	2.1.3 The BC Foundation Board membership reflects the community.
	2.1.4 The BC Foundation Board members give and leverage other gifts.

Commitment 3: BC partners with local school districts to strengthen the educational pipeline.

<u>**Rationale**</u>
In order to provide for a well-educated society, educational institutions must work together to foster a culture that values academic preparation and

Expected Effects	Indicators of Achievement
3.1 BC designs pathways to educational attainment for future students.	3.1.1 BC develops programs that encourage young learners to achieve their full potential.
	3.1.2 BC develops programs that complement those of local school districts.

success. This begins by linking pre-school, K-12, and higher education around the common goal of educational attainment. By building strong ties with local school districts, BC is a strong presence in developing appropriate, well-designed, and progressive learning experiences. These individuals are well-prepared to succeed in postsecondary education and the workforce.

Commitment 4: BC enhances the quality of life within the community at large.

<u>**Rationale**</u>
Acknowledging the role the college plays within its community is vital to the success both of the college and of the region's citizens. The college maintains high levels of visibility through multiple avenues of engagement to ensure that it is well-positioned to add value to the communities it serves.

Expected Effects	Indicators of Achievement
4.1 BC engages the community at large.	4.1.1 BC reaches out and engages its diverse community by offering lifelong learning and enrichment activities.
	4.1.2 BC collaborates with other educational institutions, social service agencies, businesses, and city and county governments.
	4.1.3 BC employees and students are represented on community boards and committees.
	4.1.4 BC student programs partner with the community.

Conclusion

The new accreditation standards were introduced just as the college was preparing for a full-scale site visit for accreditation as a baccalaureate institution. Since summer 2009, presentations on the new standards have been made across the college, often in conjunction with budget and planning discussions. The full impact of the new standards is becoming more evident as the college continues efforts to link effectiveness, planning, and budgeting.

The timing of the Year One Report coincides with multiple efforts within the college to move closer to evidence-based decision-making:

- the creation of the Evidence Team and its intensive review of student performance data through inquiry,
- the introduction of the new key performance indicators methodology,
- the launch of a college-wide institutional effectiveness effort to build engagement within and across units regarding the contributions each unit (down to the individual) makes to mission fulfillment, and
- multi-year deliberations and actions required as a result of budget reductions.

The new accreditation standards provide an impetus for developing a discipline to bring these seemingly disparate activities together under a common goal—ensuring the success of all students.

The Year One Report for Bellevue College provides the overall perspective that shows the alignment of the college's mission, vision, values, and core themes. The process for developing the report facilitated broad engagement from the campus community across disciplines, departments, and units. The rich discussions and conversations that occurred while developing the narrative for each core theme brought together members of the college community around common interests and goals. The process also moved the college towards an understanding of all the ways it fulfills its mission.

The previous work accomplished by the Evidence Team was utilized in developing the indicators of achievement for the core themes. The Council for Institutional Effectiveness and Research is reviewing and recommending metrics for each of the indicators to President's Staff. This process supports the transition of the culture from one of "working in silos" to a more cross-functional perspective. The new key performance indicators framework is the foundation for monitoring mission fulfillment. Nearly all units have formed a unit purpose statement relative to mission fulfillment. These units established goals to quantify the contributions of the unit, and measures and targets to guide continuous improvement activities or the development of new initiatives. The difficult process of multiple years of budget reductions helped focus attention on how the college might do things differently and continue to serve students. Throughout all of these processes, the core themes were key references.

With submission of the Year One Report, the Standard Two Task Force, created shortly after the 2009 site visit, is now positioned to convene and focus on the college's resources and capacities for the Year Three Report. The ongoing effects of the state's economic condition and the significant changes in leadership at the college will contribute to those deliberations.

Appendices

A.1. BC Planning Document 2004-11

B ELLEVUE C OLLEGE

STRATEGIC PLAN 2004-2011

VISION

Bellevue College is the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs.

CORE VALUES

We, the Board of Trustees, faculty, staff, and administration of Bellevue College, place students at the center of all we do and support and promote the excellence of their efforts. We affirm and embody pluralism; value collaboration and shared decision making; and honor creativity and innovation. We consider it our duty to anticipate changing demands in education and welcome the opportunity to shape its future. We acknowledge our responsibility to society and embrace the belief that widespread access to excellent postsecondary education is the cornerstone of a democratic society.

MISSION

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community. The college promotes student success by:

- Providing high-quality, flexible, accessible educational programs and services
- Advancing pluralism, inclusion and global awareness
- Acting as a catalyst and collaborator for a vibrant region

Revised vision and mission approved by the Bellevue College Board of Trustees June 11, 2008

GOALS

Access
BC will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.

Student Success
BC will support students' lifelong educational development by offering programs and services consistent with their needs, interests, and abilities.

Teaching & Learning Excellence
BC will offer educational programs and services that are responsive, flexible, and of the highest quality.

Institutional Accountability
BC will maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs.

Professional & Organizational Excellence
BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal.

Financial Sustainability
BC will remain preeminent by strengthening its financial position.

Technology Leadership
BC will be a leader in administrative and educational technology, including online learning.

Pluralism
BC will advance diversity programs that promote pluralism, inclusion, and global awareness.

Community Leadership & Partnership
BC will be a leader and partner in building a strong and vibrant region.

A.2. Affirmation of Inclusion

Affirmation of Inclusion

Bellevue College is committed to maintaining
an environment in which every member
of the campus community feels welcome
to participate in the life of the college,
free from harassment and discrimination.

We value our different backgrounds
at Bellevue College, and students, faculty,
staff members, and administrators are to
treat one another with dignity and respect.

As adopted by the All College Council and President, June 9, 1992

BC: From Mission to Core Themes

Bellevue College is a student-centered, comprehensive and innovative college, committed to teaching excellence, that advances the life-long educational development of its students while strengthening the economic, social and cultural life of its diverse community.

The college promotes student success by:
- Providing high-quality, flexible, accessible, educational programs and services.
- Advancing pluralism, inclusion and global awareness.
- Acting as a catalyst and collaborator for a vibrant region.

FOUR CORE THEMES

Student Success	Teaching & Learning Excellence	College Life & Culture	Community Engagement & Enrichment

BC's Nine Goals Relate to Core Themes

♥ **Access**

♥ **Student Success**

♦ **Teaching & Learning Excellence**

▲**Institutional Accountability**

▲**Financial Sustainability**

▲ **Professional & Organizational Excellence**

▲ **Technology Leadership**

▲ **Pluralism**

▼**Community Leadership & Partnership**

♥ **Student Success**

♦ **Teaching & Learning**

▲ **College Life & Culture**

▼ **Community Engagement & Enrichment**

A.5. Core Themes Data Dictionary

Field	Definition
Core Theme	One of four major focus areas derived from the BC mission: Student Success, Teaching and Learning Excellence, College Life and Culture, Community Engagement and Enrichment.
Commitment	A concrete statement that specifies what the college is intending to provide or what the college provides within the scope of a Core Theme.
Expected Effect	A statement(s) describing intended impacts under each Commitment.
Indicator of Success	A gauge(s) for determining progress toward or achievement of an Expected Effect.
Measure(s)	Single or multiple metrics, either quantitative or qualitative, for an Indicator of Success.
Rationale--measure	A description of the reason the Measure is a valid and useful evaluative assessment.
Data Provider	The individual responsible for providing the data for the Measure.
Data Source	The source for the Measure data.
Source Data Available	The determination of whether the data required for the Measure are available. If not, when we would expect it to be.
Compiled Data Available	The point in time that data will be expected to be published.
Update Frequency	The rate data will be refreshed for reporting.
Data Table	The name of the file containing the data.
Baseline	An initial value against which progress will be measured.
Target	A future value to be achieved.
Rationale--target	The reasons the Target is set both at an expected value and for the expected timeframe it will take to achieve the Target value.
KPI?	This is a code that indicates whether the Measure or Indicator exists in the current institutional KPI data.
Interpreter(s)	The position title(s) of the individual(s) who are designated for being responsible for interpreting the data. Interpreters develop summaries of their interpretations and share with Recommending Bodies.
Recommending Bodies	The entity that would suggest a next step based on the summaries provided by Interpreters.
Recommendation	The suggestion(s) put forth by the Recommending Body.
Achievement status	The status of the Measure relative to the Target in terms of performance levels. Status options include: *Improve*: Additional resources will need to be focused in this area to achieve the target. *Maintain*: Existing resources are sufficient to maintain current levels of performance. *Monitor*: There may be more than sufficient resources to maintain current performance levels. If revising resources reduces performance levels, the data will reflect this. *Alter*: Indicator, Measure, or Target should be revised based on new rationale.