



# **Bellevue College** **Year Seven Self-evaluation Report**

## **Appendices**



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## Chapter Two

### 2.A.6.

#### Appendix 2.A.6.i. Five-year Schedule for Policy and Procedures Review

Category	#	Title	Contact/ Responsible administrator	AY 18- 19	AY 19- 20	AY 20- 21	AY 21- 22	AY 22- 23
Admin	1000	Board of Trustees	President	X				
Admin	1100	Delegation of Authority to President	President	X				
Admin	1300	College Planning	President	X				
Admin	1400	Good Neighbor Policy	VP Admin	X				
Admin	1440	Prevention of Discrimination, Harassment and Retaliation	VP Human Resources	X				
Admin	1440P	Discrimination Complaint Resolution Procedures	VP Human Resources	X				
Admin	1450	Complaint Policy	President	X				
Admin	1450P2	Student Dispute Resolution Procedure	VP Instruction	X				
Admin	1460	Bias and Hate Related Procedures & Protocols	VP Diversity	X				
Admin	1460P	Bias and Hate Related Procedures & Protocols (Procedures)	VP Diversity	X				
Admin	1500	Access to Public Records	VP Admin	X				
Admin	1500P	Access to Public Records (Procedures)	VP Admin	X				
Admin	1600	Notification of Registered Sexual Offender(s)	VP Student Affairs	X				



Admin	1600P	Notification of Registered Sexual Offender(s) (Procedures)	VP Student Affairs	X				
Students	2050	Student Code	VP Student Affairs	X				
Students	2200	Admission Rules	VP Student Affairs	X				
Students	2200P	Admission Rules (Procedures)	VP Student Affairs	X				
Students	2250P	Registration Procedures (Procedures)	VP Student Affairs	X				
Students	2300	Establishing Residency for Tuition & Fee Purposes	VP Student Affairs	X				
Students	2300P	Establishing Residency for Tuition & Fee Purposes (Procedures)	VP Student Affairs	X				
Students	2400	Tuition and Fee Waivers	VP Student Affairs	X				
Students	2400P	Tuition and Fee Waivers (Procedures)	VP Student Affairs	X				
Students	2500	Accommodations for Students with Disabilities	VP Student Affairs	X				
Students	2500P	Accommodations for Students with Disabilities (Procedures)	VP Student Affairs	X				
Students	2850P	Assessment of Risk (Procedure)	VP Admin	X				
Instruction	3000	Grading	VP Instruction	X				
Instruction	3100	Credit by Examination	VP Instruction	X				
Instruction	3110	Award of Non-Traditional Credit	VP Instruction	X				
Instruction	3110P	Award of Non-Traditional Credit (Procedures)	VP Instruction	X				
Instruction	3200	Student Academic Standing	VP Instruction	X				

Instruction	3200P	Academic Standards (Procedures)	VP Instruction	X				
Instruction	3210	Academic Forgiveness	VP Student Affairs	X				
Instruction	3210P	Academic Forgiveness (Procedures)	VP Student Affairs	X				
Instruction	3400	Academic Advising	VP Instruction	X				
Instruction	3600	Copyright and the Right of Fair Use	VP Instruction	X				
HR	4000	Affirmation of Inclusion	President	X				
HR	4450	Family Relationships Policy	VP Human Resources	X				
HR	4650	Reasonable Accommodations (Disabled Employees)	VP Human Resources	X				
HR	4750P	Classified Staff Performance Evaluation (Procedures)	VP Human Resources	X				
HR	4760	Exempt Employee Performance Evaluation	VP Human Resources	X				
HR	4760P	Exempt Employee Performance Evaluation (Procedures)	VP Human Resources	X				
HR	4950	Separation from Employment	VP Human Resources	X				
Technology	5000	Acceptable Use of Bellevue College Computers	VP ITS	X				
Technology	5050	Email Usage	VP ITS	X				
Technology	5050P	Email Usage (Procedures)	VP ITS	X				
Technology	5100	Software Licensing Compliance	VP ITS	X				
Technology	5100P	Software Licensing Compliance (Procedures)	VP ITS	X				
Technology	5250	Information	VP ITS	X				

		Security						
Operations	6060P	Campus Closure (Procedures)	VP Admin	X				
Operations	6130	After Hours Building Use	VP Admin	X				
Operations	6130P	After Hours Building Use (Procedures)	VP Admin	X				
Operations	6150	Alcoholic Beverages on Campus	VP Admin	X				
Operations	6150P	Alcoholic Beverages on Campus (Procedures)	VP Admin	X				
Operations	6250P	College Keys (Procedures)	VP Admin	X				
Operations	6520	Animals on Campus	VP Admin	X				
Operations	6550P	Posting of Literature on Campus (Procedures)	VP Student Affairs	X				
Operations	6720	Bookstore	VP Admin	X				
Operations	6720P	Bookstore	VP Admin	X				
Operations	6880	Student Records	VP Student Affairs	X				
Finance	7120	Debt Service Limit Policy	President	X				
Finance	7350P	Cash Collection (Procedure)	VP Admin	X				
Admin	1250	Form. & Issuance, College Policies & Proc.	Policy Coordinator, AS		X			
Admin	1350	Establishment of Committees	President		X			
Admin	1650	Named Facilities	President		X			
Admin	1700	College-Foundation Relationship Regarding Donations and Fund-Raising	VP Admin		X			
Admin	1700P	College-Foundation Relationship	VP Admin		X			

		Regarding Donations and Fund-Raising (Procedures)						
Students	2020	Official Student E-Mail Communications	VP Student Affairs		X			
Students	2020P	Official Student E-Mail Communications (Procedures)	VP Student Affairs		X			
Students	2100	Hazing	VP Student Affairs		X			
Students	2100P	Hazing (Procedures)	VP Student Affairs		X			
Students	2150P	Student Academic Transcripts (Procedures)	VP Student Affairs		X			
Students	2350	Tuition and Fees	VP Student Affairs		X			
Students	2350P	Tuition and Fees (Procedures)	VP Student Affairs		X			
Instruction	3050	Credit Hours and Credit Load	VP Instruction		X			
Instruction	3450	Setting Classroom Behavioral Standards	VP Student Affairs		X			
Instruction	3450P	Setting Classroom Behavioral Standards (Procedures)	VP Student Affairs		X			
HR	4100	Equal Employment Opportunity Affirmative Action	VP Human Resources		X			
HR	4150	Equal Opportunity in Education and Employment	VP Human Resources		X			
HR	4160	Relocation Policy	VP Human Resources		X			
HR	4190	Volunteer Policy	VP Human Resources		X			
Technology	5150	Acceptable Use of the BC Network and BC Data Management Systems	VP ITS		X			

Technology	5150P	Acceptable Use of the BC Network and BC Data Management Systems (procedures)	VP ITS		X			
Technology	5160	BC Network and Internet Usage	VP ITS		X			
Operations	6000P	Emergency (Procedures)	VP Admin		X			
Operations	6050	Campus Hours of Operation	VP Admin		X			
Operations	6050P	Campus Hours of Operation (Procedures)	VP Admin		X			
Operations	6100	Facilities Use	VP Admin		X			
Operations	6190	Integrated Pest Management	VP Admin		X			
Operations	6190P	Integrated Pest Management (Procedures)	VP Admin		X			
Operations	6230	Driver Safety Program	VP Admin		X			
Operations	6230P	Driver Safety Program (Procedures)	VP Admin		X			
Operations	6680	Early Learning Center Admission Priorities	VP Admin		X			
Operations	6700	Food Services	VP Admin		X			
Operations	6700P	Food Services	VP Admin		X			
Operations	6750P	Printing Services (Procedures)	VP Inst Advan		X			
Operations	6900	Records and Email Retention	VP Admin		X			
Operations	6900P	Records and Email Retention (Procedures)	VP Admin		X			
Finance	7110	Reserve and Contingency Fund Policy	President		X			
Admin	1050	Organization/Operation Information	President			X		
Admin	1470	Mandatory Reporting of Child	VP Human Resources			X		

		Abuse						
Students	2550	Federal Privacy Act Disclosure: of Social Security Numbers	VP Student Affairs			X		
Students	2700	Eligibility for Participation in Intercollegiate Athletics	VP Student Affairs			X		
Students	2700P	Eligibility for Participation in Intercollegiate Athletics (Procedures)	VP Student Affairs			X		
Students	2750P	Vehicle Use (Athletics) (Procedure)	VP Student Affairs			X		
Students	2900	Digital Copyright Safeguards for Students	VP Student Affairs			X		
Students	2900P	Digital Copyright Safeguards for Students (Procedures)	VP Student Affairs			X		
Instruction	3150P	Exceptions to Degree or Certificate Requirements (Procedures)	VP Student Affairs			X		
Instruction	3350	Credit for Tech Prep Articulated Programs	VP Instruction			X		
Instruction	3550	Library Media Center Policies	VP Instruction			X		
HR	4050	Cultural Pluralism Policy	VP Diversity			X		
HR	4250	Standards of Ethical Conduct	VP Human Resources			X		
HR	4250P	Extra-duty Teaching Assignments for Classified and Exempt Employees (Procedures)	VP Human Resources			X		



HR	4350	Extra-duty Teaching Assignments for Classified and Exempt Employees (Procedures)	VP Admin			X		
HR	4350P	Honoraria (Procedures)	VP Admin			X		
HR	4700	Classified Employee Development and Training	VP Human Resources			X		
HR	4700P	Classified Employee Development and Training (Procedures)	VP Human Resources			X		
HR	4990P	Service of Process (Procedures)	VP Human Resources			X		
Technology	5170	Library and Career Center Internet Usage	VP ITS			X		
Technology	5260	Security Breach Notification	VP ITS			X		
Technology	5260P	Security Breach Notification (Procedures)	VP ITS			X		
Technology	5400P	Cellular Telephones (Procedures)	VP Admin			X		
Operations	6280	Employee Identification	VP Admin			X		
Operations	6280P	Employee Identification (Procedures)	VP Admin			X		
Operations	6320P	Service of State Owned Property (Procedures)	VP Admin			X		
Operations	6520P	Service Animals On Campus (Procedures)	VP Admin			X		
Operations	6650	Communications and Publications	VP Inst Advan			X		
Operations	6650P	Communications and Publications (Procedures)	VP Inst Advan			X		

Operations	6800	Gifts to the College	VP Admin			X		
Operations	6820	Grants and Contracts	VP Admin			X		
Operations	6820P	Grants and Contracts (Procedures)	VP Admin			X		
Finance	7000	Fiscal Year	VP Admin			X		
Finance	7450	Commercial Activity	President			X		
Finance	7450P	Commercial Activity (Procedure)	President			X		
Admin	1150	Signature Authority	VP Admin				X	
Admin	1550	Formal Hearing Rules for Contested Case Hearings	President				X	
Admin	1550P	Formal Hearing Rules for Contested Case Hearings (Procedures)	President				X	
Students	2800P	Student Outdoor Events (Procedure)	VP Student Affairs				X	
Students	2950	Accommodations for Reasons of Faith or Conscience- Students	VP Student Affairs				X	
Students	2950P	Accommodations for Reasons of Faith or Conscience (Procedure)	VP Student Affairs				X	
Instruction	3250	Final Examination Policy	VP Instruction				X	
Instruction	3500P	Guidelines Regarding Smoking of Tobacco Products in Drama Department Productions at BC (Procedures)	VP Admin				X	
Instruction	3650	Use of Human Participants in Instructional Activities	VP Instruction				X	

Instruction	3650P	Use of Human Participants in Instructional Activities (Procedures)	VP Instruction				X	
HR	4300	Investigator Significant Financial Interest Disclosure	VP Admin				X	
HR	4300P	Investigator Significant Financial Interest Disclosure (Procedures)	VP Admin				X	
Technology	5200	Student Network Web Space	VP ITS				X	
Technology	5200P	Student Network Web Space Usage	VP ITS				X	
Technology	5300	Computer Labs	VP ITS				X	
Technology	5300P	Computer Labs (Procedures)	VP ITS				X	
Operations	6200	Parking and Traffic	VP Admin					
Operations	6200P	Parking and Traffic (Procedures)	VP Admin				X	
Operations	6300P	Use of College Equipment Off Site (Procedures)	VP Admin				X	
Operations	6350	Smoking on Campus	VP Admin				X	
Finance	7050	Signators for the College	President				X	
Finance	7100	Investment of District Funds	President				X	
Finance	7200	Students' Financial Obligations	VP Student Affairs				X	
Finance	7200P	Students' Financial Obligations (Procedures)	VP Student Affairs				X	
Finance	7250	Non-Payment of Tuition and Course-Related Fees	VP Admin				X	
Finance	7300	Refunds and Administrative Fees for Student Schedule Changes	VP Student Affairs				X	

Finance	7300P	Refunds and Administrative Fees for Student Schedule Changes (Procedures)	VP Student Affairs				X	
Finance	7360	Identity Theft Prevention	VP Admin				X	
Finance	7360P	Identity Theft Prevention (Procedure)	VP Admin				X	
Admin	1200	College Vision, Core Values, Mission & Goals	President					X
Admin	1210P	College Governance	President					X
Students	2000	Student Responsibility for Adherence to College Policies & Procedures	VP Student Affairs					X
Students	2450	Official Withdrawal from a Course	VP Student Affairs					X
Students	2450P	Withdrawal from a Course (Procedures)	VP Student Affairs					X
Students	2600	Family Education Rights and Privacy Act: Disclosure of Student Information	VP Student Affairs					X
Students	2600P	Family Education Rights and Privacy Act: Disclosure of Student Information (Procedures)	VP Student Affairs					X
Students	2650	Student Participation in College Governance	VP Student Affairs					X
Instruction	3300	Special Instructional Programs	VP Student Affairs					X
Instruction	3655	Use of Human Participants in Research Activities	AVPESP					X

Instruction	3655P	Use of Human Participants in Research Activities (Procedures)	VP Instruction					X
HR	4400	Acceptable Use of State Resources	VP Human Resources					X
HR	4500	Drug Free Environment	VP Human Resources					X
HR	4550	Policy on Life Threatening Chronic or Debilitating Illness	VP Human Resources					X
HR	4600	Bloodborne Pathogens; Exposure Control	VP Human Resources					X
HR	4600P	Bloodborne Pathogens; Exposure Control (Procedures)	VP Human Resources					
HR	4800	Telecommuting and Alternative Schedule Policy	VP Human Resources					X
HR	4800P	Telecommuting and Alternative Schedule (Procedures)	VP Human Resources					X
HR	4850	Commute Trip Reduction Program	VP Human Resources					X
HR	4850P	Commute Trip Reduction Program (Procedures)	VP Human Resources					X
HR	4900	Employee Retirement	VP Human Resources					X
Technology	5110	Technology Accessibility	VP ITS					X
Technology	5350	Use of BC Computer Facilities by Outside Groups	VP ITS					X
Technology	5350P	Use of BC Computer Facilities by Outside Groups (Procedures)	VP ITS					X
Technology	5450	Web Advertisements or Sponsorships	VP Admin					X
Technology	5450P	Web Advertisements or	VP Admin					X

		Sponsorships (Procedures)						
Operations	6120	Use of Community College District VIII Facilities by College Groups and Non-college Groups for First Amendment Activities	VP Admin					X
Operations	6180	Implementation of State Environmental Policy Act	President					X
Operations	6210	Travel	VP Admin					X
Operations	6220	Vehicle Use	VP Admin					X
Operations	6420	Weapons and Fireworks	VP Admin					X
Operations	6850	Personal Service Contracts	VP Admin					X
Operations	6850P	Personal Service Contracts (Procedures)	VP Admin					X
Finance	7150	Returned Check Policy (Students)	VP Admin					X
Finance	7400	Ticket Sales for Raffles and Other Events	VP Admin					X

## 2.A.8.

### Appendix 2.A.8.i Internal Evaluation Tool

#### Bellevue College Board of Trustees 2017-2018 Self-Evaluation

Category	Evaluation of Self					Evaluation of Board as a Whole				
	Unsat.				Very Sat.	Unsat.				Very Sat.
	1	2	3	4	5	1	2	3	4	5

#### BOARD ORGANIZATION

<ul style="list-style-type: none"> <li>The board operates as a unit. Members work together as a team to accomplish the work of the board.</li> </ul>										
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<ul style="list-style-type: none"> <li>The board is appropriately involved in defining the college vision, mission, and goals.</li> </ul>										
<ul style="list-style-type: none"> <li>The board spends sufficient time discussing the future direction of the college.</li> </ul>										
<ul style="list-style-type: none"> <li>The board regularly reviews the mission and purposes of the institution.</li> </ul>										
<ul style="list-style-type: none"> <li>The board annually sets priorities in conjunction with the president.</li> </ul>										
<ul style="list-style-type: none"> <li>The board supports long-range strategic planning.</li> </ul>										

### BOARD-PRESIDENT RELATIONS

<ul style="list-style-type: none"> <li>A climate of mutual trust and respect exists between the board and president.</li> </ul>										
<ul style="list-style-type: none"> <li>The board sets clear expectations for the president.</li> </ul>										
<ul style="list-style-type: none"> <li>The board effectively evaluates the president on a regular basis, but also provides regular feedback.</li> </ul>										
<ul style="list-style-type: none"> <li>The board has clear protocols for communicating with staff that include the president.</li> </ul>										
<ul style="list-style-type: none"> <li>The board clearly delegates the administration of the college to the president.</li> </ul>										

### STANDARDS FOR COLLEGE OPERATION

<ul style="list-style-type: none"> <li>The board understands and manages its fiduciary responsibilities.</li> </ul>										
<ul style="list-style-type: none"> <li>The board assures that the budget reflects college priorities and the strategic plan.</li> </ul>										
<ul style="list-style-type: none"> <li>The board requires the college to regularly evaluate and report on program effectiveness.</li> </ul>										
<ul style="list-style-type: none"> <li>The board monitors the effectiveness of the college in fulfilling its mission.</li> </ul>										

### INSTITUTIONAL PERFORMANCE

<ul style="list-style-type: none"> <li>The board has adopted policies that require fair and equitable employment practices.</li> </ul>										
<ul style="list-style-type: none"> <li>The board adequately monitors the impact the college has on the community.</li> </ul>										
<ul style="list-style-type: none"> <li>The board is appropriately involved in the accreditation process.</li> </ul>										

<ul style="list-style-type: none"> <li>The board reviews accountability reports to state and federal agencies, i.e., state audit reports, student achievement initiative (SAI), and IPEDS.</li> </ul>					
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## BOARD LEADERSHIP

<ul style="list-style-type: none"> <li>The board understands its roles and responsibilities.</li> </ul>					
<ul style="list-style-type: none"> <li>The board adheres to a code of ethics or standards of practice.</li> </ul>					
<ul style="list-style-type: none"> <li>Board members work together as a team to accomplish the work of the board.</li> </ul>					
<ul style="list-style-type: none"> <li>Board members are prepared for board meetings.</li> </ul>					
<ul style="list-style-type: none"> <li>Through its behavior, the board sets a positive example for the president and other employees.</li> </ul>					
<ul style="list-style-type: none"> <li>The board actively encourages creativity and innovation in the actions of college employees.</li> </ul>					
<ul style="list-style-type: none"> <li>The board is willing to take a stand for what it believes is right for students and the community.</li> </ul>					
<ul style="list-style-type: none"> <li>The board works to build positive relationships with all stakeholders.</li> </ul>					


## ADVOCATING THE COLLEGE

<ul style="list-style-type: none"> <li>Board members are knowledgeable about the college's history, mission, values, and goals.</li> </ul>					
<ul style="list-style-type: none"> <li>Board members support the college by attending events.</li> </ul>					
<ul style="list-style-type: none"> <li>The board advocates for college interests to local, state and national agencies and legislators.</li> </ul>					
<ul style="list-style-type: none"> <li>Board members are knowledgeable about state laws and regulations.</li> </ul>					
<ul style="list-style-type: none"> <li>The board participates in community activities as representatives of the college.</li> </ul>					
<ul style="list-style-type: none"> <li>The board actively supports the college's foundation and fundraising efforts.</li> </ul>					


## BOARD EDUCATION

<ul style="list-style-type: none"> <li>New members receive an orientation to the board and the institution.</li> </ul>					
<ul style="list-style-type: none"> <li>The board has an ongoing program of board development.</li> </ul>					
<ul style="list-style-type: none"> <li>The board is knowledgeable about major social and economic trends and risk factors that affect the institution.</li> </ul>					


<ul style="list-style-type: none"> <li>The information requested by and provided to board members does not put an undue burden on staff.</li> </ul>										
<ul style="list-style-type: none"> <li>The board self-evaluation process provides useful information about board performance.</li> </ul>										

1. What are the board's greatest strengths?
2. What are the major accomplishments that were catalyzed or supported by the board?
3. What goals should the board adopt for the upcoming year?

Approved:

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Chair Date

---

Vice Chair Date

---

Member Date

---

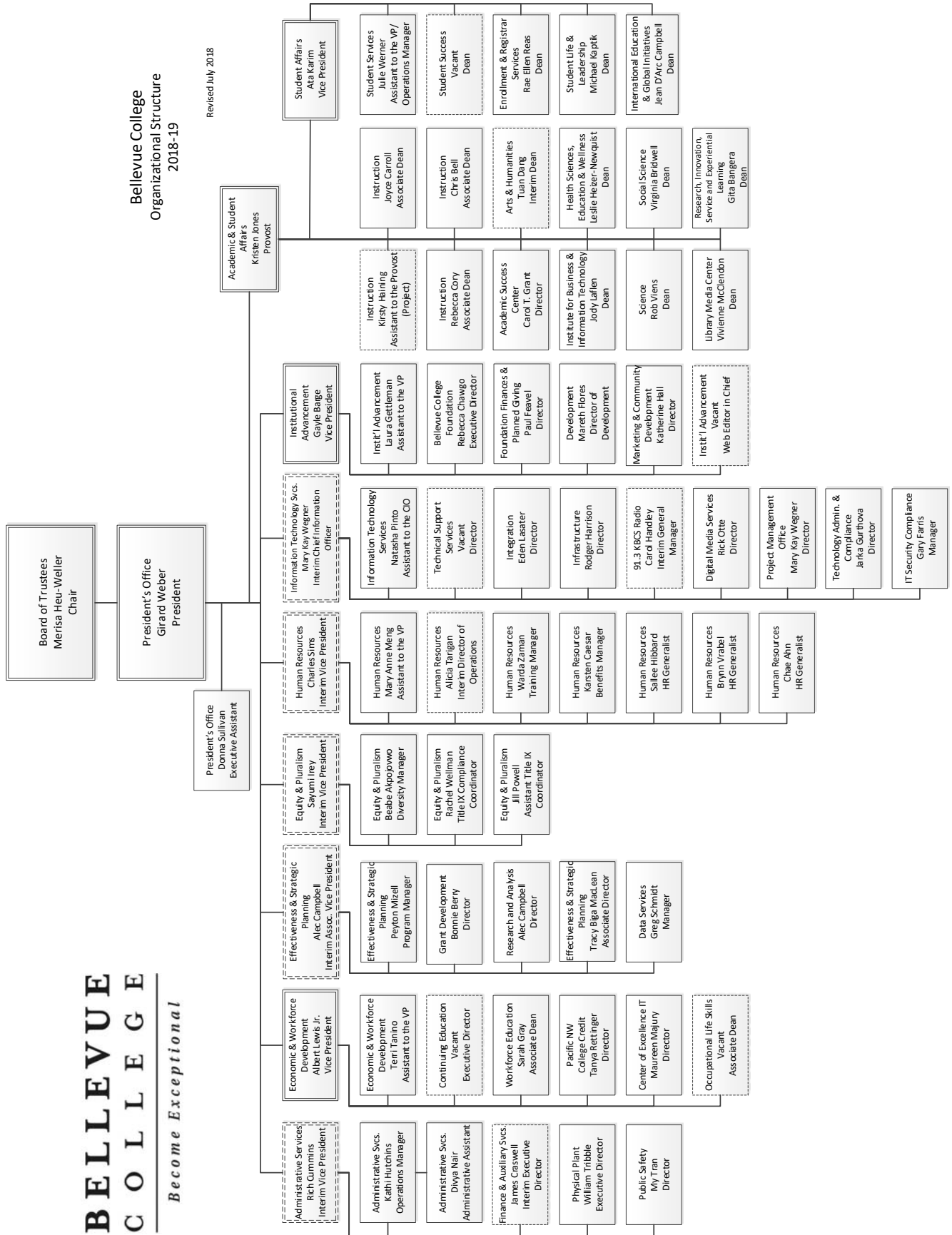
Member Date

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Member Date

## 2.A.9.

### Appendix 2.A.9.i Bellevue College Organizational Chart



### Appendix 2.A.10.i Dr. Jerry Weber Curriculum Vitae

## EDUCATION

BA: Northern Illinois University, DeKalb  
Major: English  
Minor: Industrial Arts

**President of Bellevue College, August 2017 – Present.**

**President of College of Lake County, 2009 – July 2017.**

College of Lake County (CLC) is a three-campus college serving the diverse needs of Lake County, Illinois. Fall census day enrollment is about 14,700 students (8,200 FTE). The college has a diverse student population with over 40% of the students identifying as Hispanic, Asian, or African American. CLC has a tradition of excellence in teaching and services to students. The college has a comprehensive array of over 40 transfer options and over 50 career programs from health care to business to those that aim to meet the changing technological landscape such as mechatronics and laser photonics. Some of my major focus and accomplishments are the following:



- Established student success as the central focus of the college from 2011 with Board leadership and support. CLC has reallocated resources to invest in student success programs and services. The result is graduation and transfer rate increased 17 percent since 2010.
- Created areas of excellence so that CLC is now recognized as a state and regional leader in diversity and equity, sustainability, and international education. For diversity and sustainability, CLC received national awards in the Fall of 2016.
- Led the college through a process to create a comprehensive strategic plan, and then supported the development of a data warehouse to measure the key performance indicators of that plan. While the foundation of the strategic plan is student success and access, the plan also focuses on innovation, external resources and developing partnerships.
- Through collegial processes, have moved the college to achieve greater efficiency while still advancing on major issues and priorities.
- Moved the CLC Foundation from friend-raising to fund-raising.
- Supported and lead the development of the CLC Sustainable Master Plan. The plan set the framework for the current \$150 million capital improvement plan, combining state and local funding. Major features include complete comprehensive renovation of core of the main campus and two new buildings designed for LEED Platinum.

**President of Kankakee Community College, 2001 – 2009.**

The college is located south of Chicago and the area was a former manufacturing center that has attempted to build a more diverse economy. Some major accomplishments are the following:

- Established student learning and success as the standard for institutional quality.
- Promoted institutional diversity, cited by state for increased success of minority students.
- Increased enrollment to a 10 year high after three straight years of decline (1998 to 2001).
- Moved college to quality-based accreditation and continuous improvement processes. College received seven year maximum accreditation.
- Oversaw three building projects including new Workforce Center, Science Building, and a LEED Certified renovation to create the Health Careers Center for Excellence in partnership with local hospitals.
- Comprehensive foundation development with new separate incorporation status, alumni development, and campaign to raise endowment and assets to \$5.5 million.
- Strengthened linkage of college to economic development and business.
- Restructured the human resources systems, professional development, and employee services, and resulting in positive change as measured by climate survey.
- Introduced interest-based bargaining, resulting in the first four-year contract for faculty.

**Vice President of Instruction, Heartland Community College, 1991 – 2001.**

Located in the more northern part of Central Illinois, the HCC district area was most known for two universities, Illinois State University and Illinois Wesleyan University. This college was founded in 1991. Being a part of the startup team was an incredible experience because it allowed me to understand how all the aspects of a college must work together to create effective instruction and services to students. Besides being the founding Chief Academic Officer and head of student services, I also initiated the adult education and corporate and community education functions of the college. Some accomplishments, besides a successful startup, were the following:

- Assisted in the planning and design of a new permanent campus through college-wide, collegial processes involving faculty, staff, and architects.
- Received initial accreditation in what was to that point the quickest time known.
- Built college into being a state leader in technology in the classroom.
- Created the infrastructure and systems that allowed quality instruction.
- Established the college with quality-based principles and process analysis.
- Created outreach centers to serve rural areas of district.
- Built educational alliance with Illinois State University and high school districts.
- Established community partnerships to link college efforts to community needs.

**Dean, Academic Support Programs, Triton College, 1989 – 1991.**

Responsible for leading instruction and services to academically underprepared students. Provided leadership and administration of the Academic Support Programs, an area comprised of adult education, developmental education, special needs, and learning assistance.

**Positions at John Wood Community College.**

**Director, Open Learning Programs:** Responsible for competency-based learning centers throughout the district offering open-entry and open-exit courses. Supervised faculty and administered budgets for centers and oversaw library, media services, and distance learning courses. **Director, Computer-based Instruction:** Designed computer assisted instructional materials in collaboration with faculty instructional design teams.

**English Coordinator:** Taught English writing and literature for two-years.

**Writing Instructor, William Rainey Harper College.**

Taught developmental communications courses in composition and writing skills. Instruction methods included individualized and classroom-based instruction.

**COMMUNITY, DISTRICT, AND REGIONAL LEADERSHIP****Bellevue Chamber of Commerce, Board of Directors, August 2017 – Present.**

The Bellevue Chamber is a leader in Eastside public policy discussions affecting the business community and is committed to ensuring that our members' concerns are heard on a wide range of issues at the local, regional, state and federal levels of government.

**Lake County Partners (LCP), Board of Governors, January 2011 – Present.**

As the economic development corporation for Lake County, LCP seeks to maintain economic vitality in Lake County, Illinois by creating and retaining quality jobs, stimulating capital investment, pursuing economic diversity, and improving Lake County's business climate.

**Lake County Workforce Board, 2009 – Present.**

Lake County is a workforce region for the State of Illinois under WIOVA. Serving on both the Executive Committee and the Board allows me to interact with both operational and policy matters.

**Lake County Community Foundation Board of Directors, October 2011 – Present.**

The Lake County Community Foundation has connected the generosity of donors with community needs by making grants to organizations working to improve the lives of the most vulnerable residents of Lake County.

**Lake County Health Profession Education Consortium, 2011 – Present.**

The committee oversees a regional partnership of colleges and universities that provides a pipeline of skilled workers for health care in Lake County and the surrounding region. This effort is led by Rosalind Franklin University of Medicine and Science.

**Congressional District 14 Higher Education Advisory Committee, April 2013 – Present.** The purpose of this committee is to foster the exchange of ideas and information regarding higher education, specifically community colleges, in Illinois' 14th Congressional District.

**EXAMPLES OF LEADERSHIP IN NATIONAL ASSOCIATIONS**

**AACC Board of Directors, July 2015 – 2018.**

The American Association of Community Colleges (AACC) represents nearly 900 two-year, associate degree-granting institutions and more than 13 million students. The Board sets policy and direction for the association. I also serve on the Finance Committee, and chair the Commission on Marketing and Communications.

**AACC Commission on Marketing and Communication, July 2015 to 2017.**

Commissions were established to provide advice to the AACC Board and staff; encourage collaboration among community college entities and organizations; provide a forum for focused conversation about community college issues and priorities; and allow for increased involvement in the Association by AACC member CEOs.

**AACC Sustainability Task Force, April 2009 – Present.**

Funded by Kresge Foundation, the Task Force supported the development of AACC SEED (<http://www.theseedcenter.org/default.aspx>). The Task Force is charged with pulling together the resources of community colleges across the country, sharing information, and identifying how community colleges can build sustainable communities. I served as the founding chair (2009-2010) of the organization that now includes over 470 community colleges. The Task Force is changing to an advisory committee for AACC, and I still serve in an informal advisor to the new committee and the SEED Center.

## **OTHER COMMUNITY, DISTRICT, AND REGIONAL LEADERSHIP**

### **Clara Abbott Scholarship Program Academic Panel, October 2009 – 2015.**

The panel reviews and approves all international grant recipients.

### **Chicago Metropolitan Agency for Planning (CMAP) Economic Development Committee, March 2011 – December 2014.**

The committee focused on implementing the recommendations in the Human Capital Chapter of GO TO 2040 and engaged in policy matters that affect regional economic growth. The committee also reviews and discusses legislation related to economic development, innovation, and workforce development. Chair, 2012 – 2014, Vice Chair, 2011-2012.

### **Lake County Blue Ribbon Advisory Council for Illinois Route 53 Extension Ribbon Advisory Council, September 2011 – May 2012.**

The Council was convened to assist in the planning and potential building of the IL-53 North Extension to Route 120 in Lake County. The Council includes representatives of transportation, planning and local government agencies in Lake County, as well as members of business, transportation, and the environmental advocacy community.

### **Riverside Medical Board, 2005 – 2009.**

Community and education member of the medical board. At the time, Riverside Health Care System is a \$500 million hospital system, operating two medical campuses and a dozen community clinics.

### **Kankakee County Renewed Opportunity, 2006 – 2009.**

President of the KCRO (501C3 organization). KCRO is a collaboration of judges, social service agencies, law enforcement, and faith-based groups that builds a support network for former prisoners with the goal of lowering recidivism.

### **Economic Alliance of Kankakee County, 2006 – 2009.**

Founding board member of the new economic development association for Kankakee County. The association has a 14 member board drawn from elected officials and the private sector with one education representative.

## **ADDITIONAL EXAMPLES OF COMMUNITY INVOLVEMENT**

Economic Development Council of Kankakee County, 2001 – 2006.  
Board Chair, 2003 – 2004.  
Riverside Foundation Board, 2001 – 2004.  
Historical Society Board, 2006 – 2009.  
Rotary, Kankakee and Normal Rotary, 1993 – 2009.  
President, Kankakee Rotary, 2007 – 2008.  
Local Workforce Investment Board Region 16 and Region 11, 1990 – 2009.  
Co-Chair, Bloomington-Normal Education Alliance (BNEA), 1998 – 2001.  
Co-Chair, Community Advocacy Network, McLean County, Illinois, 1995 – 1998.

### **EXAMPLES OF STATE COLLABORATIONS AND LEADERSHIP**

#### **Illinois Green Economy Network (IGEN), 2007 – 2017.**

IGEN is a collaboration of all 48 Illinois community colleges. The College of Lake County (CLC) is the administrative agent with Southwestern Illinois College serving as the fiscal agent. IGEN enables colleges to share resources, expertise, and knowledge on sustainability and green jobs training. IGEN has lead green workforce training and oversaw multi-college energy projects. Two years ago, IGEN completed the management of a \$19 million Department of Labor TAACCT Grant for green workforce program development.

#### **Illinois Board of Higher Education Performance Funding Steering Committee, July 2011 – April 2012**

The mission of this committee is to implement the *Illinois Public Agenda* and secure Illinois' economic vitality. The Steering Committee provided the policy framework for the performance based funding system which is being implemented over a multi-year framework.

#### **Illinois Council of Community College Presidents (Presidents Council).**

Chair, 2010 – 2011

Vice Chair and Chair-elect for 2008 – 2009 and 2009 – 2010.

### **EXAMPLES OF STATE LEGISLATIVE AND POLICY LEADERSHIP**

#### **National and State Advocacy**

Have considerable experience in advocating for funding and legislation with Congress and with the Illinois State Legislature. For spring of 2016, CLC was the only community college to receive a major release of capital funds, \$14 million to complete our Science building.

#### **State Advocacy**

Lead legislative effort that resulted in Senate Bill passage for \$2 million in annual funding for the Illinois Green Economy Network (IGEN), community college collaboration open to all 48 community colleges.

### **Service on Issues and Policy Groups for Illinois Community College Board (ICCB).**

The ICCB is the state agency for community colleges:

ICCB Task Force on Essential Skills, 2003 – 2005.

ICCB Committee on International Education, 2001 – 2003.

ICCB Committee for Corrections Instruction Review, 2002 – 2003.

ICCB Committee to Review Remedial Education, 1999 – 2001.

ICCB Advisory Committee for Business and Industry Services, 1997 – 2000.

### **EXAMPLES OF PAST LEADERSHIP IN NATIONAL ASSOCIATIONS**

#### **AACC Presidential Advisory Council on China, January 2014 – Present.**

This council explores initiatives to enhance institutional partnerships, increase support for student and faculty exchanges, and meet the needs of our member institutions.

#### **Center for Green Schools' Advisory Board, July 2013 – July 2015**

Leadership to advance sustainability at The College of Lake County and in the community. Developed the executive education program, Core Business Integration of Sustainability, as USGBC's first educational offering for senior leaders in business, academia, and non-profit sector. In 2012, I received the first higher education award for community college leadership in sustainability at the Greenbuild International Conference and Expo.

#### **AACC Commission on Global Education, July 2012 – June 2015.**

The commission acts in an advisory capacity to the AACC Board of Directors on behalf of its member colleges.

#### **AACC Commission on Diversity, Inclusion, and Equity, July 2009 – 2011.**

The commission acts in an advisory capacity to the AACC Board of Directors on behalf of its member colleges.

#### **AACC Trades in Focus Advisory Committee, October 2010 – 2011.**

AACC and W.W. Grainger have partnered to launch a national awareness campaign designed to inform the public on employment opportunities available to students who successfully complete industrial-skilled-trades programs offered by community colleges.

### **EXAMPLES OF CONFERENCE AND PROFESSIONAL PRESENTATIONS**

#### **2018**

Co-Presenter: 21<sup>st</sup> Century Skills, AACC Annual Convention, April 2018, Dallas Texas

#### **2016**

Co-Presenter: Complete Career Pathways – High School to Health Professions, ACCT Leadership Congress, October 7, 2016, New Orleans, Louisiana.



Panel Speaker: Waukegan Main Street Lunch with the Mayor. May 9, 2016, Waukegan, Illinois.  
Co-Presenter: Aligning Governance and the College Community for Student Success, AACC Annual Convention. April 11, 2016, Chicago, Illinois.  
Panel Discussion: 3<sup>rd</sup> Annual Lake County Leaders Summit. April 11, 2016, Gurnee, Illinois.

## **2015**

Co-Presenter: Change and Student Success Roundtable, AACC Presidents Academy Summer Institute. July 20, 2015, Austin, Texas.  
Presentation: Moving from Integration to Transformation, Harvard Executive Leadership for Sustainability. July 8, 2015, Cambridge, Massachusetts.  
Co-Presenter: Change Leadership Strategies to Support Student Success, AACC Annual Convention. April 18, 2015, San Antonio, Texas.

## **2014**

Roundtable Discussion: Student Success. Superintendents Round Table of Northern Illinois. December 4, 2014, Lombard, Illinois.  
Co-Presenter: How to Engage Your Board on International Education. ACCT Leadership Congress 2014. October 24, 2014, Chicago, Illinois.  
Co-Presenter: Sustainability: Help Us Expand Trustee Leadership. ACCT Leadership Congress 2014. October 23, 2014, Chicago, Illinois.  
Co-Presenter: Executive Leadership for Sustainability: A New Model for Sustainability Leadership. Postsecondary International Network (PIN) Conference. October 7, 2014, South Korea.

## **2013**

Co-Presenter: Online/Blended Delivery Model: 1+2+1 Concurrent Enrollment Model.  
Scaling Up: Effective Practices in Higher Education Conference, October 2013, Normal, Illinois.  
Co-Presenter: Measuring Sustainability: How Green Are You? ACCT Annual Leadership Congress, October 2013, Seattle, Washington.  
Co-Presenter: Illinois Green Economy Network – A Collaboration Model Transforming Education and the Economy. AACC Annual Convention, April 23, 2013, San Francisco, California.

## **2012**

Presentation: Community Colleges in the United States and American Challenges in Higher Education. CLC-Xian Center Grand Opening Ceremony, June 13, 2012, Xi'an, China.  
Pre-Conference Workshop: Greening the Campus: Workshop for College Presidents and their Senior Staff. AACC Annual Convention, April 21, 2012, Orlando,

Florida.

Presentation: Challenge the Process. Dr. Vernon O. Crawley Leadership Academy/ Assembly 2012, March 29, 2012, Palos Hills, Illinois.

## **2011**

Panel Presentation: How and Where New Technologies Drives Us. ACCT Annual Leadership Congress, October 13, 2011, Dallas, Texas.

Moderator, Panel Presentation: Sharing and Building Quality Community College Workforce Development Practices in the Emerging Green Economy to Ensure a Skilled STEM Workforce. STEMtech Conference, October 2, 2011, Indianapolis, Indiana.

Panel Presentation: AACC Trades in Focus Forum. AACC Annual Convention, April 11, 2011, New Orleans, Louisiana.

Panel Presentation: A Matter of Degree: Males of Color Boosting Completion. AACC Annual Convention, April 10, 2011, New Orleans, Louisiana.

## **2010**

Presentation: Going Green: A Starter Kit for Colleges. ACCT Annual Leadership Congress, October 21, 2010, Toronto, Ontario, Canada.

Panel Discussion Moderator: Reflections on Service from Emeritus Trustees. ACCT Annual Leadership Congress, October 10, 2009, San Francisco, California.

Panel Presentation: The Green Future of Lake County, The Business of Being Green. September 30, 2010, Deerfield, Illinois.

Panel Presentation: Engaged Colleges and Universities. U.S. Department of Education Sustainability Education Summit "Citizenship and Pathways for a Green Economy," September 20, 2010, Washington, D.C.

Panel Presentation: Senator Richard J. Durbin Forum on For-Profit Institutions of Higher Education, August 31, 2010, Chicago, Illinois.

Presentation: Get Involved with the AACC National Taskforce on Sustainability. AACC Annual Convention, April 19, 2010, Seattle, Washington.

Interview: Public Policies to Promote Improved Higher Education Performance: A Multi-State Review Project. National Center for Public Policy and Higher Education and the University of Pennsylvania, August 18, 2010.

Panel Presentation: Understanding the Power of GCC Membership: Perspectives from Presidents. Global Corporate College 4<sup>th</sup> Annual Working Retreat, July 13, 2010, Milwaukee, Wisconsin.

Interview: Dr. Waddell Brooks, Voice of Lake County Radio. WKRS Radio Station, June 14, 2010, Waukegan, Illinois.

Interview: Robert Kessler, Executive Producer, GreenSense Radio. WCPT Radio Station, June 2, 2010, Willow Springs, Illinois.

Keynote Speaker: The City of Waukegan Chamber of Commerce Annual Award Scholarship Dinner. April 28, 2010, Waukegan, Illinois.

Presentation: Education and Key Actions for a Green and Sustainable Future. AACC Annual Convention, April 19, 2010, Seattle, Washington.

Presentation: Get Involved with the AACC National Taskforce on Sustainability. AACC Annual Convention, April 19, 2010, Seattle, Washington.

Panel Presentation: Meet the Sages: A Conversation with Community College Leaders. St. Louis Community College Chancellor's Leadership Academy, March 3, 2010, Innsbrook, Missouri.

## **2009**

Presentation to Illinois Congressional Delegation Staff on Illinois Community College Sustainability Network, January 2009, Washington, D.C. Panel Discussion Moderator: Reflections on Service from Emeritus Trustees. ACCT Annual Leadership Congress, October 10, 2009, San Francisco, California.

Panel Presentation: Leadership in the Community College. Triton College Leadership Academy, September 14, 2009, Starved Rock, Illinois.

Panel Presentation: Energy Efficiency and Retrofit Jobs in the Buildings Industry – Workforce Overview. U.S. Department of Energy Building Technologies Program and Department of Labor Webinar, August 27, 2009.

Panel Presentation: The President and Politics: National, State, and Local Advocacy. AACC Future Leaders Institute – Advanced, July 1, 2009, Chicago, Illinois.

Panel Presentation: The President and Politics: National, State, and Local Advocacy. AACC Future Leaders Institute – Advanced, July 1, 2009, Chicago, Illinois.

Panel Presentation: What the College of Lake County is Doing to Advance Green Collar Job Development and Training. Representative Eddie Washington's Green Collar Economic Development Summit, June 25, 2009, Waukegan, Illinois.

Presentation to Illinois Congressional Delegation Staff on Illinois Community College Sustainability Network, January 2009, Washington, D.C.

## **2008**

The Illinois Community College Sustainability Network (ICCSN): A State of Illinois DCEO and Community College Partnership. 2008 Sustainable University Symposium, July 29, 2008, Chicago, Illinois.

One Community College's Journey towards Sustainability. National Community College Conference on Sustainability, Eugene, Oregon, May 22, 2008.

Panel Presentation: The Educational Landscape of India: A Roadmap to Successful Partnerships. 2008 AACC National Conference, April 6, 2008, Philadelphia, Pennsylvania.

## **2007**

Panel Presentation: Everyone's Going Green -- Community Colleges Respond. 2007 AACC National Conference, Long Beach, California.

Presentation with George Boggs of AACC: American Community Colleges Indian Association for Workforce Skills (SKIP), Presentation with George Boggs President of AACC. Bangalore, India, March 2007.

## **2006**

Roundtable Panelist: Key Findings from *Mortgaging Our Future: The Impact of Financial Barriers on America's Global Competitiveness*. Hearing of

Department of Education Advisory Committee on Student Financial Assistance. Chicago, Illinois, December 18, 2006. (My comments focused on financial aid for community college students and the impact on baccalaureate degree completion.)

Responding to Leadership Challenges: Panel Discussion of Presidents.  
2006 AACC National Conference, Boston, April 2006.

## **2004**

The Role of Professional Associations in American Community Colleges.  
2004 China-US Conference on Community Colleges, Beijing, China, July 2004.  
Prospering in Times of Organizational Change. NCIA Academy for News and  
Aspiring Chief Instructional Officers, Minneapolis, Minnesota, April 2004.  
Beyond the Degree: Professional and Community Activities to Facilitate Career  
Advancement. AACC National Conference, Minneapolis, April 2004.

## **2000**

The Corporate University: A Tool for Partnering. Annual Conference National  
Council for Occupational Education, Denver, Colorado, October 2000.  
Building and Rebuilding Faculty. National Conference of AACC, Washington, DC,  
April 2000.  
National Council of Instructional Administrators Forum on Current Issues. National  
Conference of AACC, Washington, DC, April 2000.

## **1985-1999**

A Model for Planning for the Workforce Investment Act. State Conference on WIA,  
Bloomington, Illinois, 1999.  
Faculty Development Model. Council of North Central Two Year Colleges Fall  
Conference, Branson, Missouri, September 1996.  
Contexts and Issues in Assessment. Panel member at the Illinois Association of  
Learning Assistance Professionals Annual Conference, Allerton Park, Illinois,  
October 1994.  
Answers about Using Computers in Developmental Education. National Conference  
on Developmental Education, Cincinnati, Ohio, 1989.  
Evaluating the Effectiveness of Entry-level Placement. Conference on Institutional  
Effectiveness sponsored by the League for Innovation of Community  
Colleges, July 1988.  
Standards for Educational Programs and Professional Associations. Annual  
Conference of the Mid-America Association for Educational Opportunity  
Program Personnel, November 1987.  
Comparison of Techniques for Setting Cut Scores for Entering Freshmen. Paper  
presented at the Annual Meeting of the American Educational Research  
Association, San Francisco, California, 1986.  
Program Chair: Learning to Assess and Place Developmental and Remedial  
Students. Annual Meeting of the AERA, Chicago, Illinois, 1985.

## **PUBLICATIONS**

- Weber, J (2016). What leaders need to know for sustainability. Community College Daily, September 2, 2016 {Note: original article in the AACC Journal, August 2016} <http://www.ccdaily.com/Pages/Sustainability/What-leaders-need-to-know-for-sustainability.aspx>
- Weber, G. (1992). Creating the Environment for Minority Student Success: An Interview with Jacqueline Fleming. Journal of Developmental Education, Winter, 16, n2.
- Weber, G.W., editor, (1989). Special Issue on Assessment. Journal of Developmental Education, Winter, 13, n2.
- McDonald, A. and Weber, G.W. (1989). "Issues in Assessment and Placement for Mathematics." Journal of Developmental Education, Winter, 13, n2.
- Weber, G.W. & Prater, S. (1989) "The Student Advisory Committee: Program Evaluation That Develops Students." Innovative Higher Education, 13, n2.
- Weber, J. & Twing, J. (1986) "Comparisons of Methods for Setting Placement Scores of Entering College Freshmen." (ERIC Document No. 275 761).
- Weber, J. (1986) "Assessment and Placement: Reviewing the Research." Community College Review, 13, 3 (Winter 1985-1986).

## **2.A.13.**

### **Appendix 2.A.13.i Copyright Notice**

NOTICE: WARNING CONCERNING COPYRIGHT RESTRICTIONS The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

## **2.A.17.**

### **Appendix 2.A.17.i Associated Student Government Constitution**

**ASSOCIATED STUDENTS OF BELLEVUE COLLEGE**  
**CONSTITUTION**  
**COMMUNITY COLLEGE DISTRICT VIII**  
**Bellevue College**  
**Bellevue, Washington 98007**

**PREAMBLE**

We, the Associated Students of Bellevue College do ordain and establish the Constitution stated below to insure that we as students of Bellevue College are suitably represented and exercise our rights to participate in decisions concerning our education Bellevue College; to represent the students' needs and desires under this Constitution and within its jurisdiction.

**ARTICLE 1: NAME**

The name of the Association under this Constitution shall be Associated Students of Bellevue College.

**ARTICLE 2: AUTHORITY AND POWERS**

Under Washington State law, the Board of Trustees of Bellevue College District VIII is charged with the ultimate authority and responsibility for all programs and services at Bellevue College. The programs and services that are offered by the Associated Students of Bellevue College have been delegated by the District VIII Board of Trustees to the student body government to administer under the direction of the college administration. In acceptance of this authority and responsibility, the Associated Student Board of Directors recognize its responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington.

**ARTICLE 3: MEMBERSHIP**

All students of Bellevue College, upon paying tuition fees, shall be members of this organization and subject to the Student Code of Bellevue College.

**ARTICLE 4: EXECUTIVE DIRECTORS**

**Section 1: Membership**

The Executive Directors of the Associated Students of Bellevue College shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the President and the Vice President.

**Section 2: Authority**

The Executive Directors shall have the authority and be responsible for implementing all matters of legislation enacted by the Board of Directors.

## **ARTICLE 5: BOARD OF DIRECTORS**

### **Section 1: Membership**

The membership of the Associated Students of Bellevue College Board of Directors shall consist of the Executive Directors, and at least four (4) Representatives/Members to be appointed by a hiring committee as set forth by the ASBC Bylaws.

### **Section 2: Authority**

All legislative powers herein granted shall be vested in the Board of Directors of the Associated Students of Bellevue College. Such powers include the direction and regulation of all activities and policies of the Associated Students of Bellevue College and the enactment of measures for the general welfare of the Associated Students of Bellevue College. The Board of Directors shall be responsible for ensuring student membership on Bellevue College policy-recommending councils and for determining the student membership on Activity Boards which allocate student funds for programs on campus.

The Board of Directors shall have the authority to and be responsible for the charter of ASBC clubs and programs.

## **ARTICLE 6: JUDICIAL OVERSIGHT COMMITTEE**

The Judicial Oversight of the ASBC shall be held in accordance with conditions set forth in the ASBC By-Laws.

## **ARTICLE 7: FINANCES**

### **Section 1: S&A Committee**

The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large to be appointed in accordance with conditions set forth in the ASBC By-Laws.

### **Section 2: Raising Fees**

Associated Students of Bellevue College Board of Directors cannot levy or raise any student fees other than the Service and Activity Fee without a majority vote by the student body in a general or special election.

### **Section 3: S&A Fund Allocation**

Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a comprehensive request for funds to the Services and Activities Fee Budget Committee for the next academic year before any funds can be allocated.

### **Section 4: S&A Fee Budget Committee Recommendations**

The Services and Activities Fee Budget Committee recommendations shall be reviewed by the Board of Directors. Upon concurrence by the Board of Directors with the Services and Activities Fee Budget Committee recommendations, these recommendations shall be submitted to the College President.

## **ARTICLE 8: ELECTIONS & HIRING**

Elections and/or hiring shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws.

## **ARTICLE 9: VACANCIES**

### **Section 1: Officer Vacancy**

Should a vacancy occur on the ASBC Board of Directors, the Election Committee shall select and present a potential candidate to the remaining Board of Directors for confirmation of their appointment.

### **Section 2: Presidential Vacancy**

If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint the Vice President as President.

## **ARTICLE 10: REMOVAL**

Removal proceedings may be initiated against a member of the ASBC Board Directors in accordance with conditions set forth in the ASBC By-Laws.

## **ARTICLE 11: BY-LAWS**

The By-Laws of the Associated Students of Bellevue College shall be the lawful means by which the provisions of the Constitution shall be implemented.

## **ARTICLE 12: AMENDMENT**

Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a simple majority of the Associated Students of Bellevue College in a regular or special election.

## **ARTICLE 13: IMPLEMENTATION**

This Constitution shall be implemented upon its adoption by a simple majority of the Associated Students of Bellevue College in a regular or special election and upon approval of the Bellevue College District VIII Board of Trustees.



## **2.A.18.**

### **Appendix 2.A.6.i. Five-year Schedule for Policy and Procedures Review**

Please see above.

### **Appendix 2.A.18.i Instructions for Policy and Procedure Formation**

# Bellevue College Instructions for Policy and Procedure Formation

## Policy and procedure defined

“Policy” is a reserved word for a principle of action set by the Bellevue College (BC) Board of Trustees. Policies are developed by the college’s administration—with advice and review by members of BC Governance (BCG) and other college stakeholders—and enacted by board vote. All policies are numbered and posted electronically on the BC webpage with the date of board approval. “Procedure” is a reserved word for instructions on how to realize the goals of college policy. Like policies, they are developed by the college’s administration with advice and review by members of BCG and other stakeholders; they do not require a board vote. Procedures are posted electronically on the BC webpage; numbered to show their alignment with relevant policy, and designated with a “P.” In many cases, policies and related procedures will be developed and approved in tandem.

### Policy

- Widespread application
- Changes less frequently
- Usually expressed in broad terms
- Statements of "what" and/or "why" and sometimes "who"
- Answers major operational issue(s)

### Procedure

- Narrow application
- Prone to change
- Often stated in detail
- Statements of "how," "when" and/or sometimes "who"
- Describes process

## Role of the Responsible Administrator (RA)

Every policy and procedure is linked to an administrator whose area of responsibility aligns most closely with the goals and means described. The responsible administrator is charged with keeping a policy or procedure up-to-date. In most cases, responsible administrators are also BC Governance resource liaisons and are expected to communicate policy and procedure changes to their council(s).

## Role of the Policy Coordinator(PC)

The policy coordinator (PC) serves as a point of contact for individuals and groups engaged in policy formation, revision, or deletion. The PC ensures that the process for developing policies and procedures, including formatting, notifications, timelines, document management, and public postings are handled in an efficient and communicative way. The role of PC should be filled by a staff member in President’s Office. All relevant documents will be posted on the Policies & Procedures Tracking MyBC subsite of the President’s Office site (<https://bellevuec.sharepoint.com/sites/president/pptracking/Pages/Home.aspx>).

## Role of the Rules Coordinator (RC)

In addition to their position establishing the broad direction of the college, some policies also have the status of Washington Administrative Code (WAC) rules. Washington State law (RCW 34.05.312) requires that all state agencies designate a rules coordinator, “who shall have knowledge of the subjects of rules being proposed or prepared within the agency for proposal, maintain the records of any such action, and respond to the public inquiries about possible, proposed, or adopted rules and the identity of agency personnel working, reviewing, or commenting on them.” Information about the WAC rules process is linked from the BC website home page. The RC reviews all proposed policies from the perspective of WAC applicability.

### **Role of the Board of Trustees**

The Board of Trustees sets and reviews policy. It delegates its authority for implementation (procedure) to the college president. The board's role in setting policy is established by Washington State law and the requirements of the Northwest Commission on Colleges and Universities (NWCCU), the college's regional accreditor.

WAC 132H-106-010 Board of trustees. The board of trustees is an agency of the state and derives its authority as described in RCW 28B.50.100 and 28B.50.140. It shall be the responsibility of the board of trustees to establish policy and to evaluate the total college program. The board of trustees shall appoint a college president to administer the college and shall delegate to him/her the authority and responsibility for implementation of board policy.

NWCCU Standard 2.A.6. The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The president, members of President's Cabinet, and BC Governance councils play an important role in bringing the need for new policies or policy revisions and deletions to the attention of the board. However, based on these standards, it is the board's responsibility to establish policies and execute a regular schedule for policy review.

## **POLICY**

### **Process for New, Revised, or Deleted Policy**

1. *Initiation.* Any individual or group—including an individual employee, a BC Governance council, the College Assembly, a member of senior leadership, the president, or the board of trustees—may propose a new policy or a revision or deletion of a current policy. Proposals should include a context and rationale, in writing, and suggest an appropriate responsible administrator (RA). The policy coordinator should be notified by the initiating individual or group as soon as there is a written proposal for the policy.

When a BC Governance council votes to recommend the development, revision, or deletion of a policy, it should be forwarded to the College Assembly for endorsement or non-endorsement before sending the proposal to the president.

2. *Development.* The president determines if a new policy, revision or deletion, initiated from any source, is warranted and assigns the task to a responsible administrator for development and formatting. The responsible administrator may choose to work with an appropriate council or other employees. Development should include the following:
  - The policy coordinator will notify the rules coordinator so potential changes can be reviewed for WAC implications.
  - The RA will inform and solicit assistance from President's Cabinet and relevant BCG councils.
  - A review term, not to exceed five years, should be noted for all policies.

Should the president elect not to allocate development resources, the Assembly or councils may write a policy and forward it to the president as a recommendation according to governance standards.

3. *BCG Advisory Review.* All proposed policy modifications will be announced through BC-Official and posted for comment to the college community for 45 days. This period allows for BC Governance councils and the Assembly to exercise their advisory role. College-wide input will be forwarded to the responsible administrator charged with developing the policy draft or deletion proposal. In addition to providing comments, the Assembly may endorse, not endorse, request an extension, or take no action.
4. *Presidential endorsement.* The president in consultation with President's Cabinet will determine whether the resulting policy, revision, or deletion proposal should be forwarded to the board of trustees as a recommendation. If the president chooses not to forward a policy recommendation that had been endorsed by the College Assembly, the president will provide a written rationale in accordance with BC Governance standards.
5. *Board of Trustees vote.* Policy recommendations approved by the president are sent to the board of trustees for a first read to be followed by a subsequent meeting for a vote.
6. *Publication.* Following an affirmative vote by the board of trustees, new policies, revisions, or deletions of a policy will be announced through BC-Official within 30 days. Notifications should include a brief explanation.
7. *Interim policy.* The board of trustees may delegate to the president the ability to adopt an interim policy responding to urgent circumstances. With college notification, an interim policy may remain in effect for up to six months from its date of issuance prior to BC Governance review. An interim policy may be posted on the BC webpage if it is marked as temporary and includes its expiration date.

# PROCEDURE

## Process for a New, Deleted, or Revised Procedure

1. *Initiation.* In most cases, a new, revised, or deleted procedure will be proposed by an administrator whose area of responsibility aligns with the process or implementation described in that procedure. Other individuals and groups may propose a procedure change by contacting the appropriate responsible administrator. The policy coordinator should be notified by the initiating individual or group as soon as there is a written proposal for the procedure.
2. *Development.* The responsible administrator works with the policy coordinator, President's Cabinet, councils, or other groups and individuals as appropriate to develop and format the procedure. A review term, not to exceed five years, should be included for all procedures.
3. *BCG Advisory Review.* All proposed procedure modifications will be announced through BC-Official and posted for comment to the college community for 45 days. This period allows for BC Governance councils and the Assembly to exercise their advisory role. College-wide input will be forwarded to the responsible administrator charged with developing the procedure draft or deletion proposal. In addition to providing comments, the Assembly may endorse, not endorse, request an extension, or take no action.
4. *Presidential endorsement.* If the president in consultation with President's Cabinet chooses to approve the procedure recommendation, that decision will be reflected on the "Policy and Procedure Manual" webpage.
5. *Publication.* New procedures, revisions, or deletions of a procedure, following adoption by the president, will be announced through BC-Official within 30 days. Notifications should include a brief explanation.
6. *Interim procedure.* The president may distribute an interim procedure in response to urgent circumstances. With college notification, an interim procedure may remain in effect for up to six months from its date of issuance prior to BC Governance review. An interim procedure may be posted on the BC webpage if it is marked as temporary and includes its expiration date.

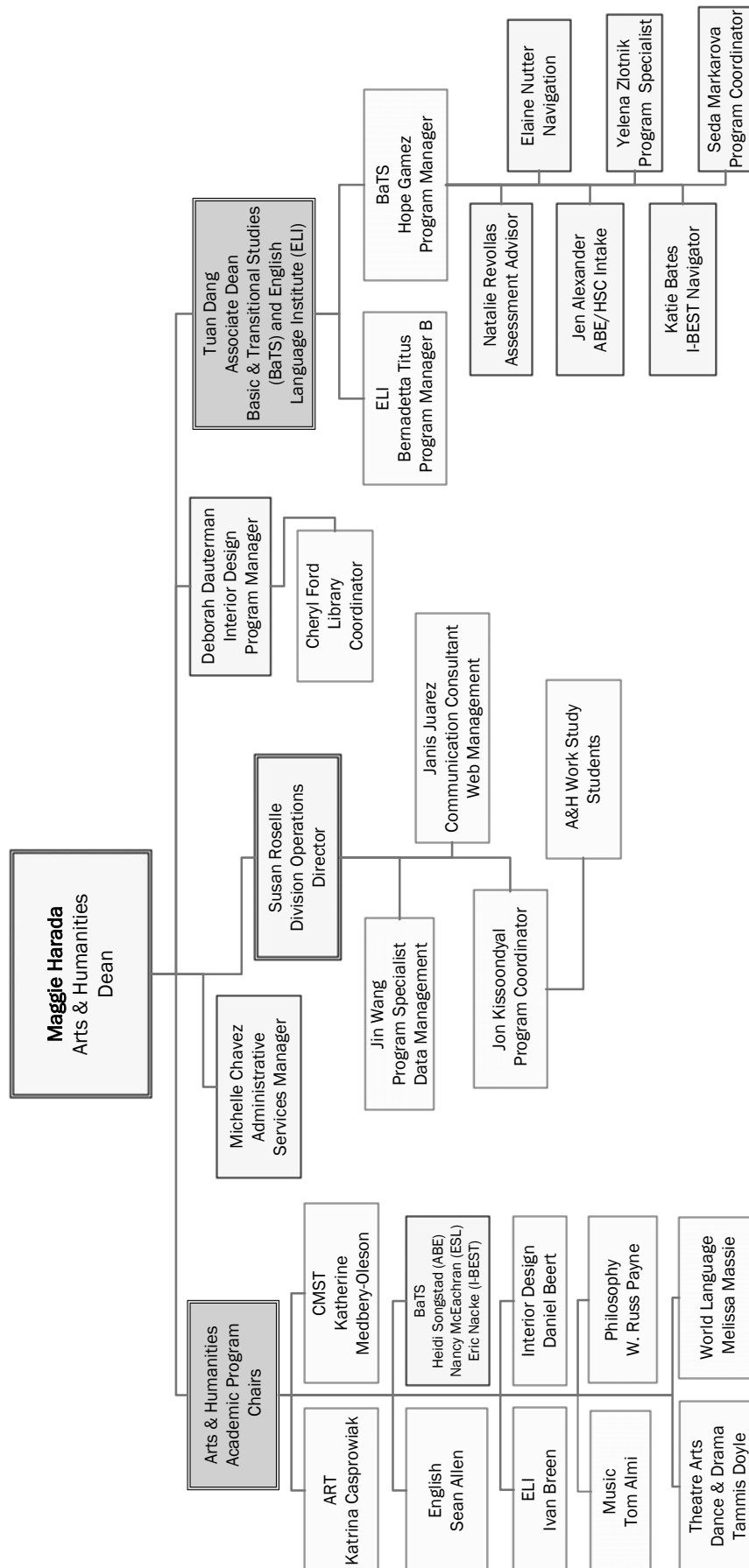
### Format

To format a new policy or procedure, use the [new policy](#) or [new procedure](#) forms available in the [Forms Library](#). Requested dates—including the "Original Date" and the "Last Revision Effective" date—should refer to the date on which an authorizing body votes. In the case of a policy, this will be the Board of Trustees. All new policies and procedures should note a review schedule.

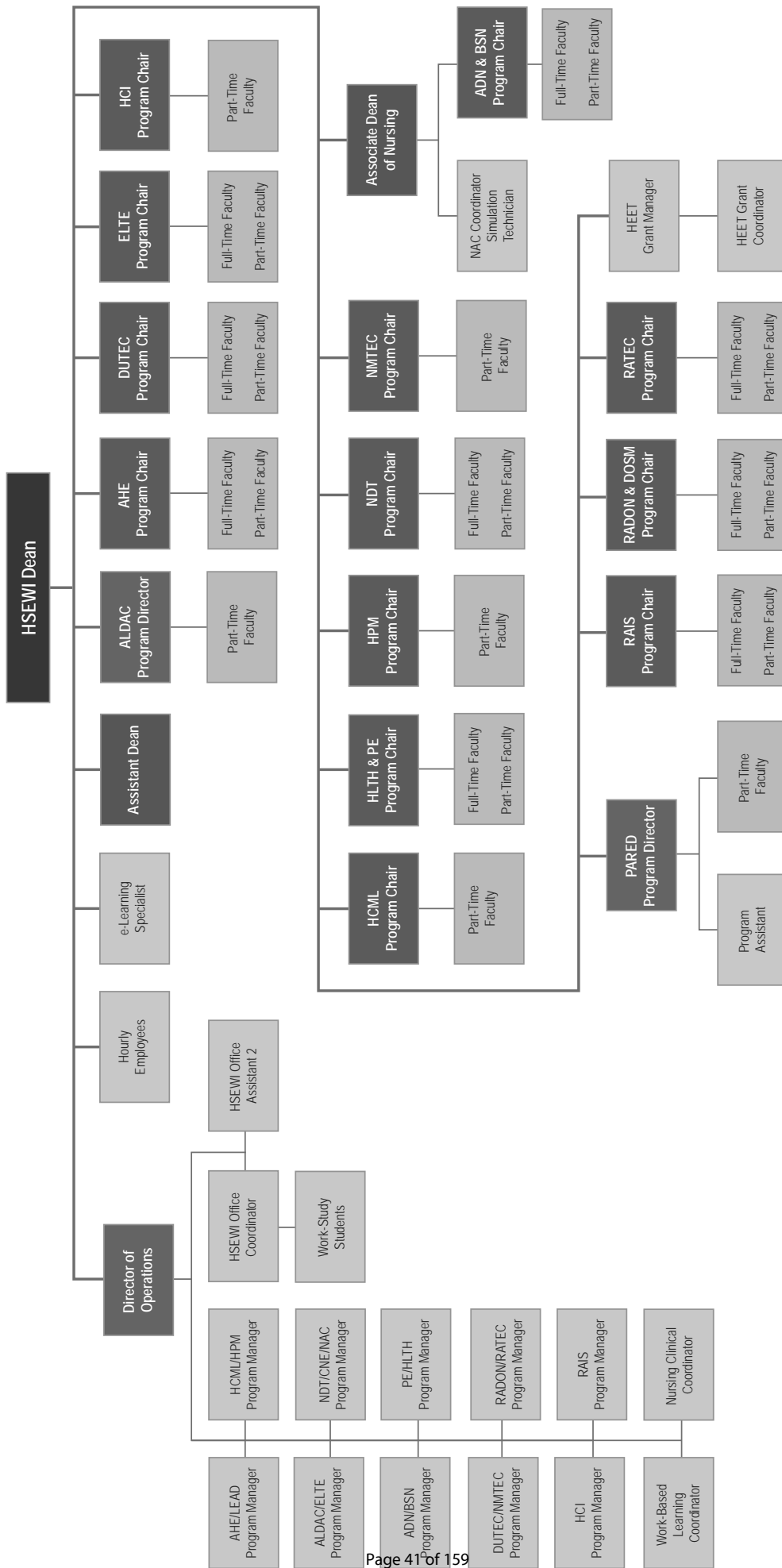
## **2.B.4.**

### **Appendix 2.B.4.i Academic Divisions Org Charts**

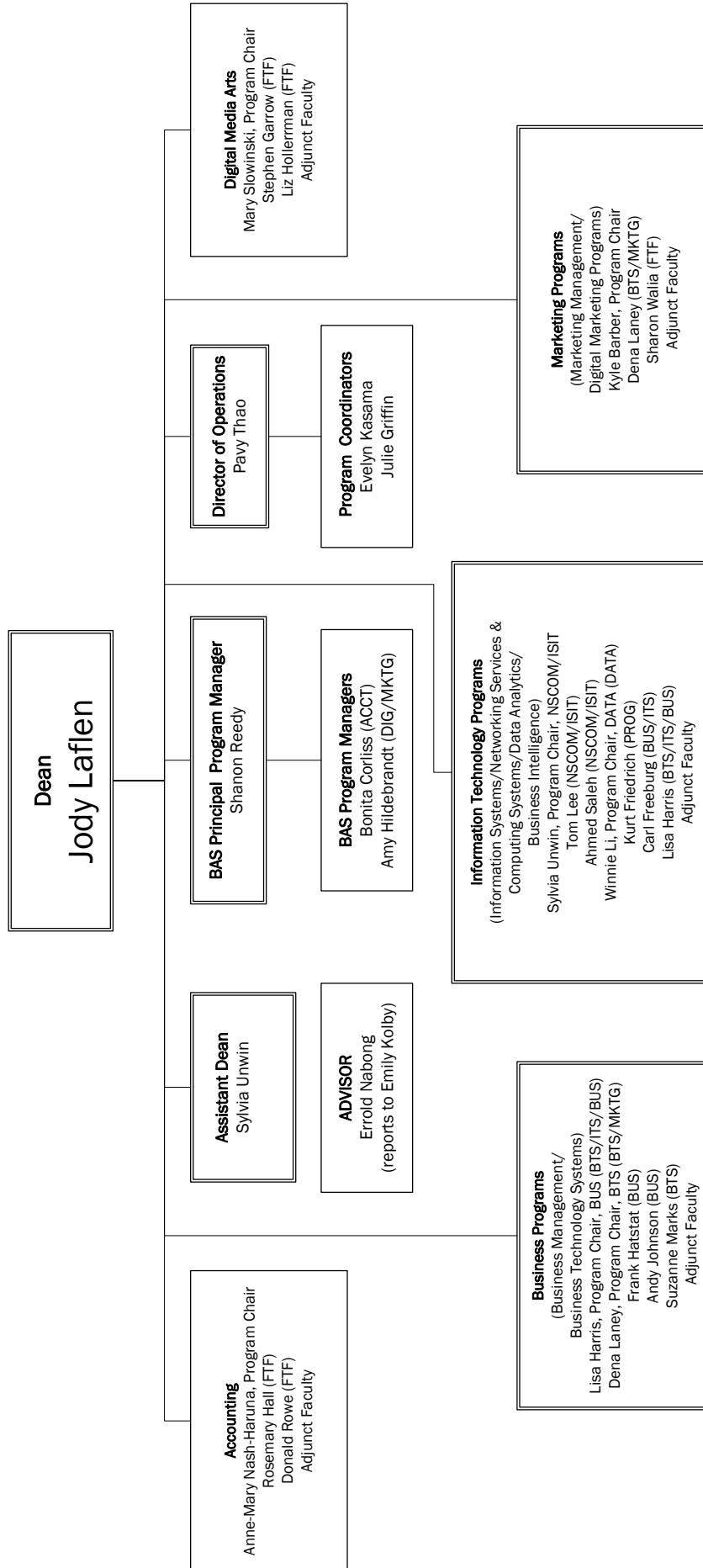
Arts & Humanities Division Organizational Chart 2018



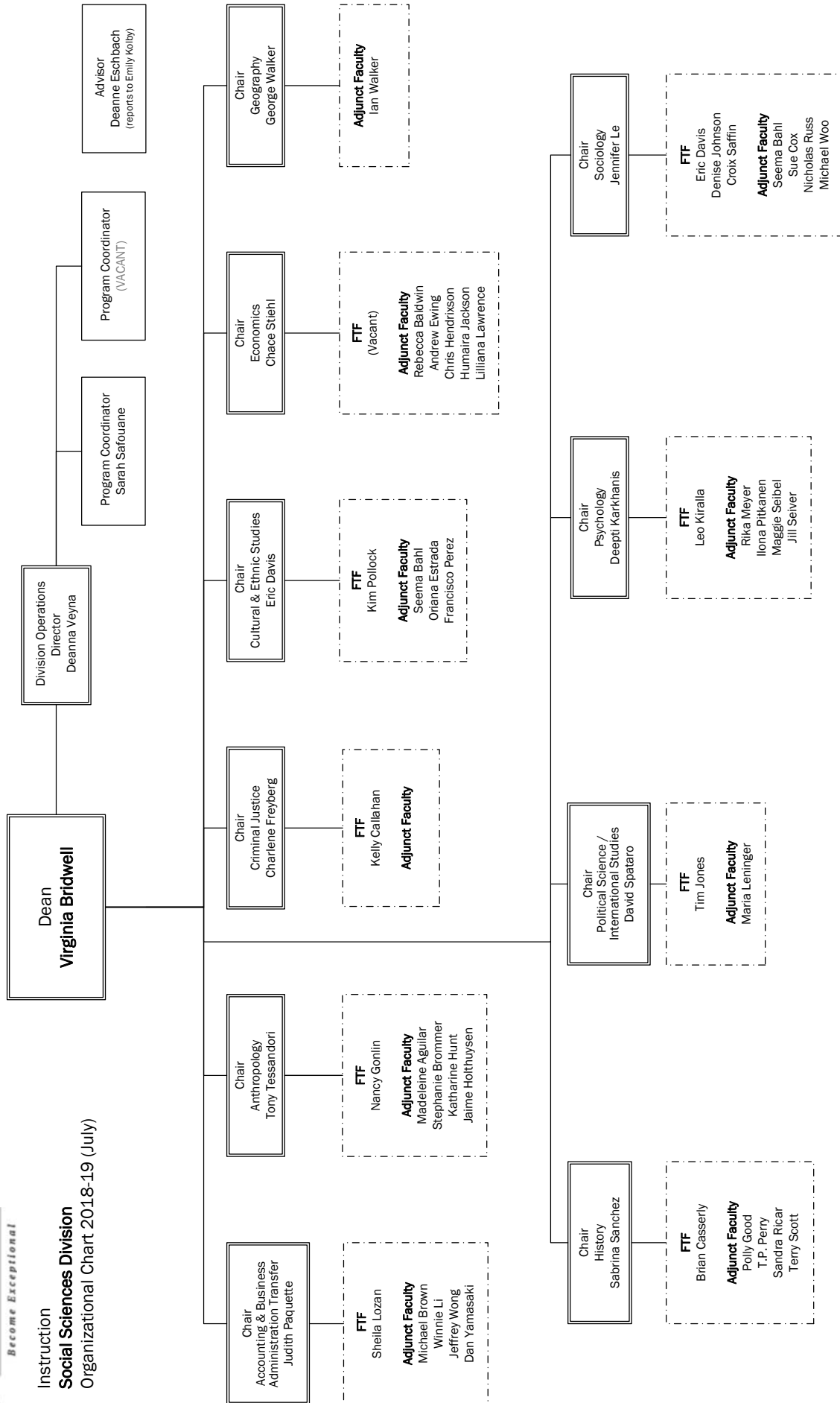
# Health Sciences, Education & Wellness Institute Organizational Chart



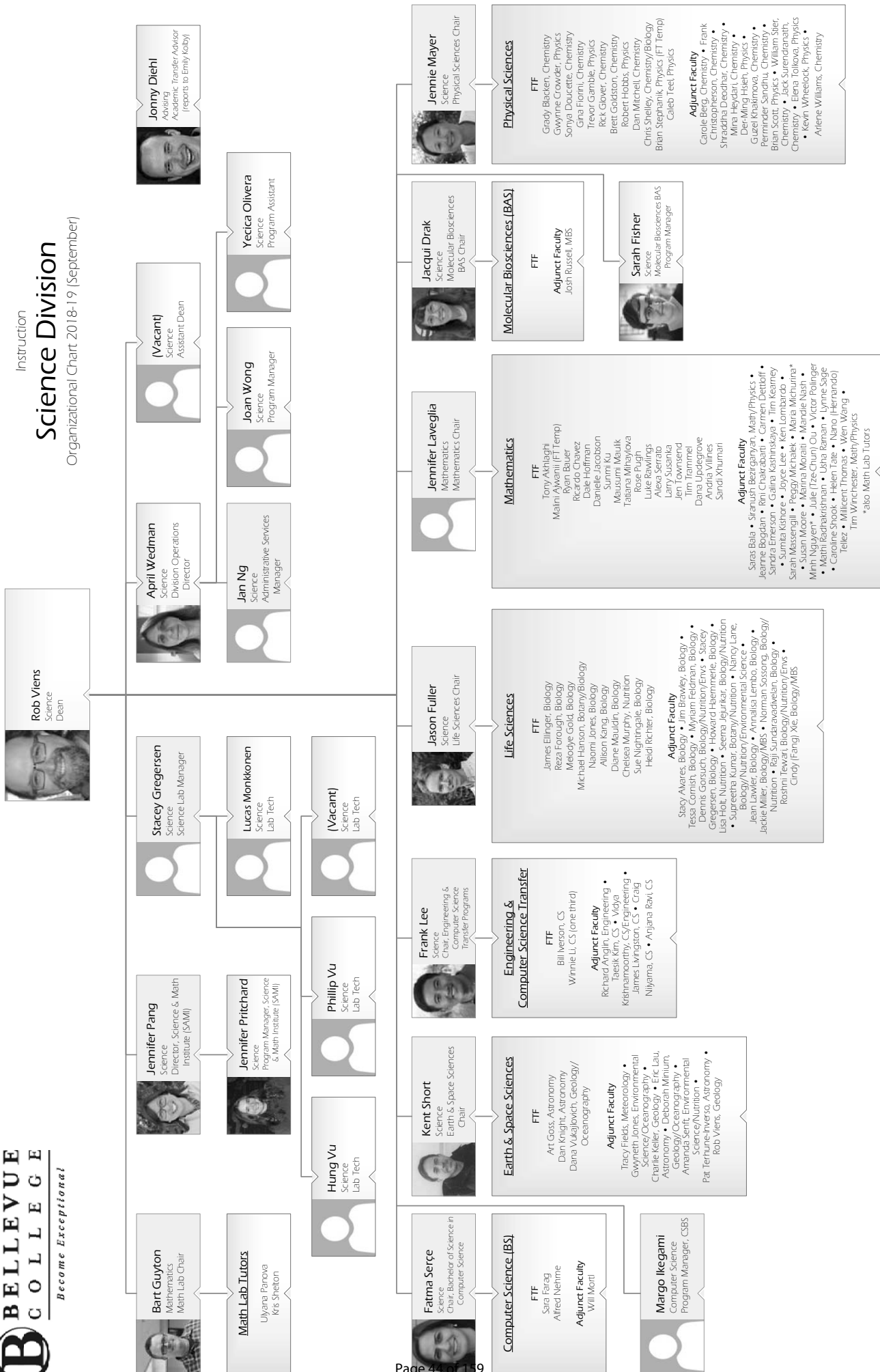




Instruction  
**Social Sciences Division**  
Organizational Chart 2018-19 (July)

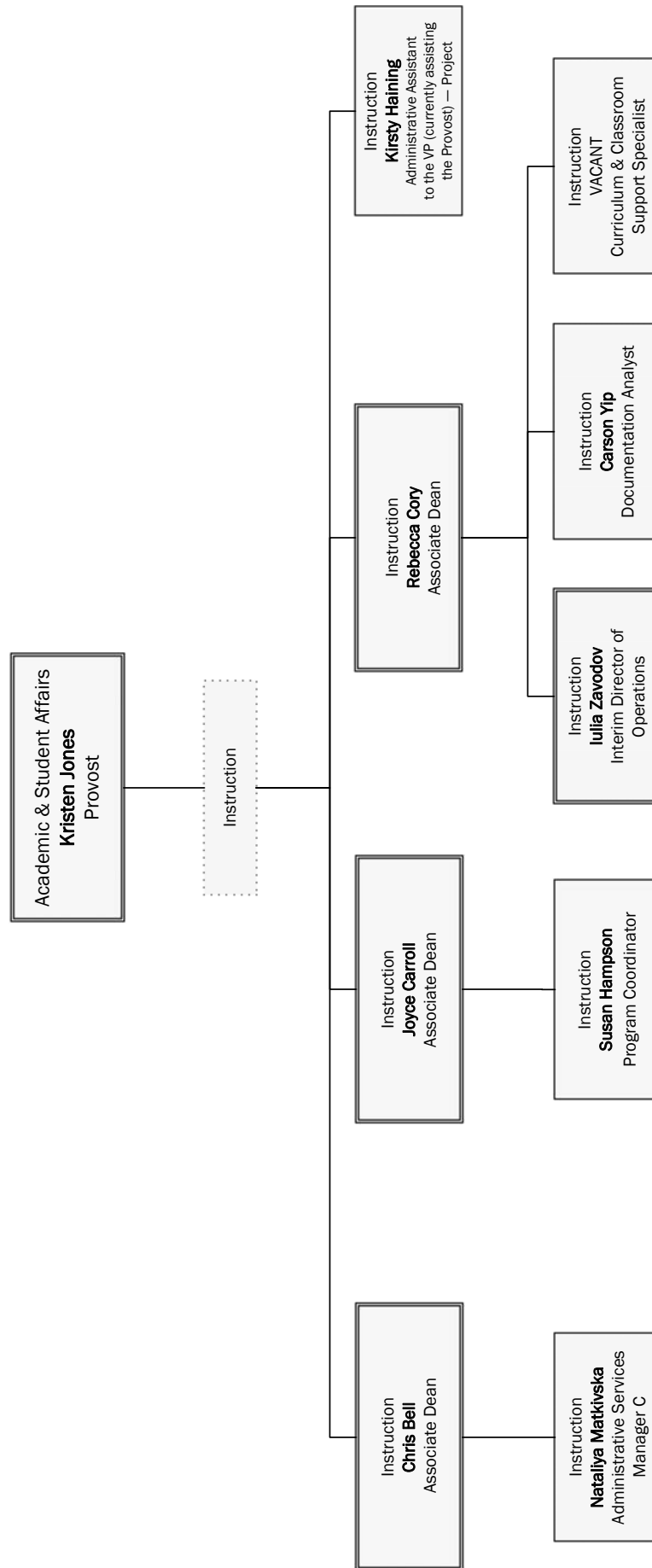


Instruction  
**Science Division**  
Organizational Chart 2018-19 (September)



## **Appendix 2.B.4.ii Academic Affairs Org Chart**

Instruction  
**Office of Instruction**  
Organizational Chart  
2018-19 (July)



## 2.C.1.

### Appendix 2.C.1.i Professional-Technical Program Approval Request

#### PROFESSIONAL-TECHNICAL PROGRAM APPROVAL REQUEST

College:		
Program Title:	CIP:	EPC:
Total Credits:	Anticipated maximum enrollment:	Anticipated yearly completions:

Primary ☐ (if so, initial ☐ or final ☐ documentation) Option ☐ Contract ☐

If **option**, to which primary program \_\_\_\_\_

If **option**, include curriculum guide for primary program.

Award at completion (type of degree or certificate) \_\_\_\_\_

Brief program description:

Criteria	Plan Description
PROGRAM NEED	
1. Potential <b>career progression</b> , including job titles and <b>employment opportunities including wage data. Need studies or indication of need from employers should support new and emerging occupations not covered by standard forecasts or data.</b>	
2. Initial assessment of opportunities for <b>work-based learning/clinical sites</b> (must be answered if applicable to program)	
3. <b>Collaboration with other colleges</b> – Indicate which other colleges have similar programs and what potential conflicts may exist. <b>Provide evidence of attempts to collaborate with other colleges.</b>	

Criteria	Plan Description
4. <b>Planning/advisory committee</b> – Provide ADV form located at <a href="http://www.sbctc.ctc.edu/college/_e-wkforceproftechprograms.aspx">http://www.sbctc.ctc.edu/college/_e-wkforceproftechprograms.aspx</a> and minutes of the related meeting(s) showing evidence that the committee has determined there is a commitment in the geographic area to employ individuals who have been served by the program. <sup>1</sup>	
5. Other supporting documentation	
PROGRAM DESCRIPTION	
1. <b>Attach program description, goals, and learning objectives.</b>	
2. <b>Attach program/curriculum guide (list by course number, course title, credit and/or clock hours per course, and total credits).</b> <i>NOTE: May not be available for a new primary program at initial submission. Is required for final approval.</i>	
3. <b>Attach</b> course descriptions, goals, and learning outcomes as they will appear in the catalog (do not include course syllabi). <i>NOTE: May not be available for a new primary program at initial submission. Is required for final approval.</i>	

---

<sup>1</sup> If an active Joint Apprenticeship and Training Committee for the occupation exists in the region, at least one labor and one management member from that committee should be invited to serve on the advisory committee. The college shall contact the chairperson or secretary of the JATC and request representation for the specific occupation. In cases where representation is not provided by the JATC, a letter must be on file from the college to the JATC requesting representation for that occupation. JATCs may act as the advisory committee where it has been determined that both the college and the occupation could best be served. “Organized labor” representatives should be used whenever possible to ensure a balance of all points of view, and currency with issues relevant to the development of courses.

Criteria	Plan Description
4. Program goals are developed in conjunction with the planning/advisory committee. This joint development is reflected in the minutes of the committee.	

## Assurances

By the signatures below, we attest to the fact that the following actions have occurred:

1. The program has been integrated with the strategic planning and budgeting plan of the college.
2. The curriculum of this program has gone through the institution's established approval process.
3. The college will maintain an advisory committee of industry representatives to help the institution keep the program current with employer needs.
4. A continuous improvement plan is in place for this program.

## Approvals:

Chief Instructional Officer \_\_\_\_\_ Date

Workforce Education Director \_\_\_\_\_ Date

## Endorsements:

Advisory Committee Representative\* \_\_\_\_\_ Date

*\*Must be a voting member.*

## 2.C.5.

### Appendix 2.C.5.i Pluralism Representative Role and Responsibilities

#### Bellevue College

#### Pluralism Representative Role and Responsibilities

As stated in Bellevue College's Cultural Pluralism Policy, "Bellevue College is strongly committed to cultural, ethnic, and racial pluralism, a commitment which means that individuals representing different cultural, ethnic, and racial communities interact in a dynamic and collaborative way while maintaining and valuing their differences."

The Pluralism Representative is a Bellevue College employee who is an integral and full member of the screening committee with additional responsibilities to:

1. Promote and support equity and inclusion practices in the search and selection process by helping to:



- establish inclusive qualifications and criteria for selection, advertisement and recruitment of applicants
  - integrate pluralism into interview questions so that it is not treated as an isolated topic
  - determine the number of interviews
  - evaluate applicants on their demonstrated ability to respond effectively to issues of pluralism and inclusion and their demonstrated experience in participating in inclusion and pluralism efforts
2. Work with the selection committee chair to ensure the hiring committee composition represents multiple dimensions of diversity.
  3. Review the total applicant pool and recommend additional outreach if the recruitment efforts have not produced a sufficiently diverse and inclusive pool.
  4. Educate the selection committee members on issues of pluralism and inclusion by:
    - expanding their perspectives about the hiring process and criteria to include non-traditional candidates
    - clarifying and focusing on the essential functions of the job
    - broadening their definition of an ideal candidate to include non-traditional candidates
    - examining their own and others' assumptions, including those of the candidate pointing out the more subtle forms of bias and surfacing them for discussion
    - translating multi-cultural perspectives and styles so that they are heard and understood when candidates answer questions
  5. Participate in an evaluation process where the Pluralism Representative and the selection committee chair reflect on the effectiveness of the hiring process.

Rev 10/2012

## **Appendix 2.C.5.ii Faculty Hiring Process Flow Chart**

# PHASE I

**Dean:** Completes PRF & routes for approval. Selects a Committee Chair.

**Chair:** Selects Pluralism Advocate.

**Chair & Pluralism Rep:** Identify composition of Search Advisory Committee in compliance with BCAHE Agreement.

## Planning Meeting

**Search Advisory Comm & HR:** Develop Essential Functions and Min & Preferred Quals for position announcement. Plan for recruiting outreach. Begin to develop Applicant Qual Assessment, Teaching Demonstration, and Interview Qs & Criteria.

**Chair:** Sends signed original Confidentiality Agreement to HR.

### Following the Mtg

**Hiring Official:** Approves position announcement.

**HR:** Endorses and posts position announcement.

**Search Advisory Comm:** Finalizes Applicant Qual Assessment, Teaching Demo, and Interview Qs & Criteria.

**HR:** Reviews and approves Applicant Qual Assessment, Teaching Demo, and Interview Qs & Criteria. Screens for Min Quals. Releases passed apps to Search Adv Comm. Notifies external candidates who do not pass Min Quals screening.

**Chair:** Notifies internal candidates who do not pass Min Qual screening.

**Individual Search Advisory Comm :**  
Reviews released application.

## Candidate Selection Meeting

**Search Advisory Comm & HR :** Select candidates for interview. Discuss Interview Qs to Avoid and Recognizing Interviewer Bias.

**Chair:** Sends names of interviewees to HR. Gather Applicant Relationship Forms from members and submit to HR. Personally notifies internal candidates not chosen for interview.

### Following the Mtg

**Pluralism Rep:** Requests review of applicant pool\*

**HR:** Notifies external candidates not chosen for interview.

**Chair:** Schedules interviews and teaching demos. Coordinates paperwork on interview reimbursements.

**Search Advisory Comm:** Conduct Interviews & teaching demos.

*\* Option available at other times if results are not sufficiently diverse*

## Finalists Selection Meeting

**Search Advisory Comm & HR:** Make recommendations for Finalists.

**Chair:** Sends names of Finalists to HR.

### Following the Mtg

**Chair or Dean:** Work with Instructions to block time on VPI's calendar for interviews.

**Chair:** Sends Candidate Summary to VPI, with copies to Instruction & HR.

**HR:** Releases Finalists to VPI, Dir of Ops (Instruction), and VP Equity & Pluralism.

**Chair:** Personally notifies candidates not chosen for interview. Collects all recruitment notes/materials from each Search Adv Comm members. Submits all recruitment notes/materials to HR.

**Instruction:** Schedules Finalist Interviews with VP & Dean.  
(Chair subs for Dean, if necessary).



# PHASE II

**HR:** Reviews and approves Finalists interview questions and criteria.

**VPI & Dean:** Finalists interviews conducted.

**VPI:** Make the final hiring decision.

**Dean or Chair:** Conducts reference checks. Notifies finalist candidates not selected.

**HR:** Closes position in NeoGov.

**Chair & Pluralism Rep:** Meet to evaluate selection process. Submits input to HR.

**Dean:** Verbally offers position and reminds candidate to submit official transcripts. Notifies HR & Chair of offer acceptance/rejection by candidate. Discusses salary placement justification.

**Chair:** Notifies committee of hiring decision.

**HR:** Completes salary placement paperwork & consult w/BCAHE.

**BCAHE:** Reviews salary placement.

**HR:** Notifies Dean & VPI of salary placement.

**Dean:** Prepares Hiring Official's Form; sends to VPI for signature - must include reference check forms (at least 3 references - typed, not handwritten).

**VPI:** Sends New Faculty Offer Letter; copy to HR, Dean, and Program Chair. Signs Hiring Official's Form with reference check form; sends originals to HR.

# PHASE III

**HR:** Upon receipt of signed Hiring Official's form, prepares New Hire Packet for HR Generalist signature and prepares Contract for VPI's signature

**VPI:** Approves and signs Contract. Returns Contract to HR.

**HR:** Sends New Hire Packet to New Faculty Employee.

**New Faculty Employee:** Signs and returns New Hire Packet, Offer Letter, and Contract to HR.

**Division Directors of Operations:** Faculty ID information is available at HR. DDO's will initial upon receipt .

**HR:** New Employee Orientation Scheduled. Presents Contract to New Faculty Employee.

**WELCOME TO BELLEVUE COLLEGE !**



## **2.C.16.**

### **Appendix 2.C.16.i Continuing Education Student Survey**

Executive summary provided here; for full survey results refer to:

<https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE-StudentSurvey-Final.pptx>



# Bellevue College Continuing Education

## Student Needs Research

### Final report 16 November 2017

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## Objectives for Student Needs Study

This research was conducted to gain insight into the following areas:

- History with Bellevue College Continuing Education
- Perception of BCCE – quality, relevance, value
- Learner types
- Consideration factors when deciding on courses/programs/institution
- Satisfaction with factors
- Information sources
- Demographics

## Methodology Summary

Bellevue College Continuing Education Student Needs	
<b>Technique:</b>	Online survey
<b>Market &amp; Timing:</b>	Bellevue College market area Data Collection: <ul style="list-style-type: none"><li>• 18 Aug to 30 Aug 2017</li></ul>
<b>Sample Sources:</b>	1. Email to list from Bellevue College Continuing Education database (contacts since 2014) 2. Online survey panel
<b>Screening / Filter Criteria:</b>	<ul style="list-style-type: none"><li>• 25-64, at least 2 year degree</li></ul>
<b>Survey Content:</b>	<ul style="list-style-type: none"><li>• History with BCCE (most recent and first class)</li><li>• Top continuing education programs</li><li>• Continuing education reasons (professional, lifelong learner, hobby, language)</li><li>• [BCCE] Satisfaction, likelihood of future enrollment, likelihood of recommending</li><li>• Continuing education program attributes (Importance and Performance)</li><li>• Demographics</li></ul>
<b>Sample Sizes &amp; Reliability For Analysis:</b>	<ul style="list-style-type: none"><li>• 511 total 25-64 at least 2 year degree for analysis (reliability within <math>\pm 4.3</math> % pts. at 95% confidence). Unless otherwise noted, this is the sample used for analysis.</li><li>• 414 BCCE list (reliability within <math>\pm 4.8</math> % pts. at 95% confidence)</li><li>• 97 panel (reliability within <math>\pm 10.0</math> % pts. at 95% confidence)</li><li>• Full sample included all who responded to invitations to the BCCE list before filtering for age and education (820 total).</li></ul>



## Key Findings

- Over half (55%) are either currently taking a class or finished a class within the last 12 months.
- Fresh learner intake rate has improved, with 51% taking their first BCCE class within the past 3 years compared to 22% in 2013.
- Two-fifths of all respondents cited a professional reason as the main motivator for taking Continuing Education classes (23% preparing for a new job, 13% for their current job, and 8% skills to improve chances of promotion).
- On average, employers pay over one-third of class costs for Professional Learners who are taking classes for their current jobs or for career advancement. Three-quarters of those who are taking classes for a new job or a career change pay for their own continuing education.
- The most popular interest areas are Art and Design (22% overall, 44% among Lifelong Learners), Business (21% overall, 33% among Professionals), and IT/Programming (20% overall, 36% among Professionals).
  - IT and Programming were equally likely to be cited by Professionals, but Programming was somewhat more popular among Lifelong Learners.
- There is less crossover with other learning types for languages than other interest areas, with very few Professional Learners also interested in language classes.
  - Language learners are more interested in languages in general than specific languages.
- Only 12% (59 people) considered BCCE and didn't enroll (49 of them from the panel). Only 10 signed up for a different program, nevertheless their comments are consistent with other findings from students. The biggest barrier was the lack of classes for desired subjects. Value for money and scheduling were also barriers for some.

Unless specifically noted, all comments and charts refer to the analyzed sample (people 25-64 with at least a 2 year degree).

## Key Findings: continued

- Hybrid class delivery (partly in-class, partly online) is the preferred teaching modality by almost one-third overall.
- The BCCE website was most commonly identified as a source of information (73% of all respondents), followed by the print catalog (56%) and email newsletters (33%).
- Satisfaction levels are high. 86% are somewhat or very satisfied overall, with almost as many (82%) somewhat or very likely to recommend BCCE. Lower levels for plans to take another class within the next 12 months (53% somewhat or very likely) are more indicative of the general frequency of enrolling again than of any issues with BCCE.
- Using a modified form of the Secure Customer Index to account for the lower re-enrollment rate, 43% overall are classified as Secure (the most satisfied, most likely to recommend, and most likely to take another class at BCCE), with a further 36% classified as Favorable (the next category).
- The most important attributes for students choosing a Continuing Education program are location relative to home, value for money, and instructor credentials/experience, each earning least 85% for the top 2 of the 7 point scale.
- Location relative to home, value for money, and instructor credentials/experience are also at the top of the attribute satisfaction list for all students, with only a few people saying that these particular items are not applicable to their experience with BCCE.

## Key Findings: continued

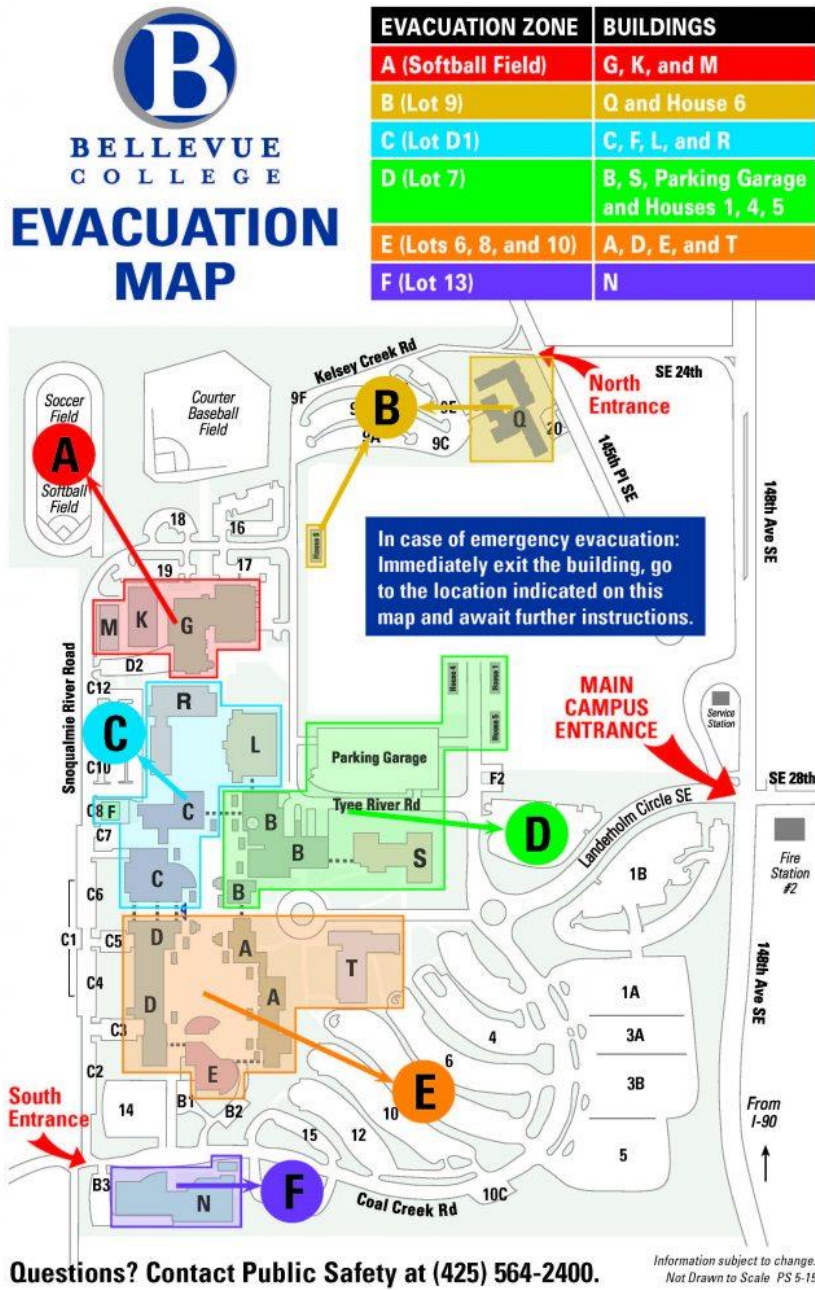
- Importance/Performance quadrants show considerable consistency among different learner types. Instructor credentials is a consistent strength of BCCE. Range of classes is a consistent weakness.
  - Reputation and value for money are in the strengths quadrant (just) for Professional Learners overall, but weaknesses for those taking classes for promotion.
  - Previous experience with BCCE is a strength overall, and for most learner types. Professional Learners consider previous experience less important, which suggests some different approaches to communication (described in the recommendations).
- Key drivers (using regression analysis to identify the attributes that have the most impact on overall satisfaction and likelihood of enrolling for another class or recommending) show the following:
  - Previous experience with BCCE, instructor credentials/experience, and value for money, are key drivers overall and for almost all learner types.
  - Certificates, and recommendations, are key drivers for Professional Learners.

## Recommendations

- Professional Learners are not homogenous. Consider targeted marketing for different situations and attitudes.
  - Share stories of promotions achieved by people who took classes at BCCE to demonstrate the benefit of previous experience. This should also increase the reputation of BCCE and the perception of value for money.
  - Although some sources of funding that were available when the previous study was conducted are no longer available, employers on average pay over 50% of class costs. This information can be used to reinforce the value proposition.
  - In addition, those taking classes for a new job could be reminded of the value of reputation and co-worker recommendations, as perceived by those taking classes for their current jobs.
- Value for money is important to non-Professional Learners as well. Beyond direct costs of classes, students should be reminded that a high quality Continuing Education institution nearby means lower cost.
  - Until the weakness of class breadth is addressed, messages should not use language like *“all the classes you want in your backyard”*.
- Differentiated messages for Lifelong Learners, Hobby Learners, and Language Learners may also be effective.
- Recognize that some learners will not enroll for another class as quickly as others. Some messaging could reduce the time for signing up for another class, but take care not to offend those who are content with infrequent classes.
- Publish the results of changes that were mentioned in this study to show that BCCE is listening and acting on student comments. Explaining the reasoning behind things that are not changed should also improve the perception that BCCE is listening.

## 2.D.2.

### Appendix 2.D.2.i Campus Emergency Maps



## Appendix 2.D.2.ii eLearning Department Inclement Weather Procedures



### Inclement weather procedures

**How will your students access your course in case of a campus-wide shut down?**

#### **Instructors:**

- Establish notification procedures for students (both to and from); reduce or eliminate unnecessary student trips to campus when the instructor cannot make it to campus.
- Design-in multiple, flexible communication and learning strategies and options that do not rely on in-person contact or delivery—for example, use BC Outlook email, Canvas Announcements, Canvas Conversations/Inbox, Skype for Business, etc.
- Please extend the due date on Assignments and Exams in Canvas if needed.
- If the Bellevue College website is not available,
- Login to Canvas directly using the url: **bc.instructure.com**
- Our Canvas instance is hosted on the Instructure Canvas company website and not on the BC campus.
- Check the [Canvas Status Page](#) for updates on Canvas.

#### **Register for Canvas 101!**

If you need more training on how to use Canvas, don't delay! Learn how to use Canvas to post your course materials and keep your course going, even though campus may be closed! [Register for Canvas 101!](#)

You will learn how to prepare for emergencies that may result in campus closure by having your course syllabus, course objectives, announcements, and reading materials available in Canvas for students to access at any time.

#### **For Instructors who use Canvas minimally:**

1. [Login in to Canvas](#) and search for your Canvas course.
2. Create a Home Page
3. Add your Announcements.
4. Publish your Canvas site.

## **2.D.4.**

### **Appendix 2.D.4.i Nursing AAS-T, Sample Teach-out Plan**

A teach-out plan is a written plan that provides for the equitable treatment of students if an institution of higher education ceases to operate or ceases instruction at one or more locations that provide 100% of at least one degree program or in one or more degree programs before all students have completed their program of study. The NWCCU Policy *Teach-Out Plans and Teach-Out Agreements* requires member institutions to create and submit a plan for review which:

1. is consistent with applicable standards;
2. provides that the institution will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment;
3. demonstrates the institution's stability and the ability to carry out its mission and meet all obligations to existing students; and
4. offers the program to students without additional charge over what had been previously in place, when the institution conducts the teach-out without involving another entity, or if another entity is involved, provides notification to students of any additional charges.

### Required Elements for Review of an Institutional Teach-Agreement

In some cases an institution may not be able to teach-out a program and may enter into a teach-out plan including a teach-out agreement with an accredited institution. In those cases, the NWCCU Policy *Teach-Out Plans and Teach-Out Agreements* requires member institutions to create and submit a plan for review that includes the **Teach-Out Agreement**.

“a written agreement between institutions that are accredited or preaccredited by a nationally recognized accrediting agency that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program.”

The **Teach-Out Agreement** must demonstrate it:

1. is consistent with applicable standards;
2. provides for the equitable treatment of students by ensuring that the teach-out is offered by an institution that has the necessary experience, resources, and support services to:
  - a. provide, insofar as possible without additional charge to the students, an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that provided by the institution ceasing operation entirely or of one of its programs or at one of its locations;
  - b. remain stable, carry out its mission, and meet all its obligations to students;
3. provides students access to program(s) and services without requiring them to move or travel great distances; requires the teach-out institution to provide notification to students of any additional charges.

### Required Elements for Review of an Institutional Teach-Out Plan

Degree level and name of program to be discontinued	Required program credits to completion	Date/s Institutional approval to discontinue the program	Date of Suspension of student admission	How were all student majors notified?	Date of the Last term of program teach-out
<b>Nursing AAS-T</b>	<b>142</b>	<b>CAC: 2/24/2017 IVPI: 3/07/2017</b>	<b>01/03/2017</b>	The ADN Program uses the cohort progression model. Current students are not affected by the change. All prospective applicants have been notified in	Anticipated last date of teach-out is December 7, 2018. Classes that meet the designated degree plan will be offered to any AAS-T student unable to complete degree

				emails, phone calls and information sessions about the proposed changes. Current students will complete Nursing AAS-T program courses per catalog requirements for the date of their admission.	requirements by December 7, 2018.
<b>How will these promises to the students be met?</b>		<b>Describe</b>			
Maintain the necessary experience, resources, and support services		The courses for the Nursing AAS-T degree serve as the foundation for the proposed Associate in Nursing DTA (AN-DTA). The new courses were developed to follow the WA State AN-DTA guidelines. The required nursing content has not changed from the current AAS-T and can be delivered as needed. The faculty are to maintain their current level of knowledge and expertise in nursing. The division and college will maintain the current level of support with numbers of faculty, office space, classroom space, lab space, and a broad range of student services.			
Remain stable, carry out its mission, and meet all its obligations to students		The nursing program is not being discontinued. This program has been offered for 50 years with great success. The division and the college are committed to the mission of serving the community by producing a diverse population of professional nurses.			
Offer the program without additional charge		Students will only pay the required tuition and fees that apply to courses on the degree plan designated on their admission date.			

## 2.D.9.

### Appendix 2.D.9.i Return of Fund and Repayment Notification

**Bellevue College, Financial Aid Office**  
3000 Landerholm Circle SE | Bellevue | WA | 98007 | (425)564-2227 |

\$DATE

\$FIRSTNAME \$LASTNAME  
\$ADDRESS  
\$CITY, \$STATE \$ZIP

### Return of Fund and Repayment Notification

Dear \$FIRSTNAME,

\$TRACK T1,T2,T3,T4,T5  
\$STATUS NR  
\$NOITEM  
\$NODATE

Our records indicate you did not complete any credits during \_\_\_\_\_ quarter. As a result, our office, in accordance with federal and state regulations, must determine if you owe a repayment of the financial aid funds you received. For detailed information regarding repayment requirements for both federal and state aid, please refer to our form Withdrawing, Attendance and Repayment Requirements located under the Forms Library on our website at: <https://www.bellevuecollege.edu/fa/forms/>.

A review of your records indicates you owe a repayment of the funds you received. Instructors must report your last date of attendance or participation in class for grades of HW, F and U. If you officially withdrew from class(es), we use the date you withdrew as your last date of attendance. We base the amount of aid you must repay on the last date you attended and/or participated in your classes.

**Our records show your last date of attendance/participation in your classes was**

\_\_\_\_\_.

#### **PART 1: Repayment of Tuition and Fees**

Based on your last date of attendance or participation in your classes, we returned the following amount of your tuition and fees. We returned this amount directly to the aid programs listed below, however, Bellevue College then charges you for reimbursement of these amounts. If you were eligible for a refund, we subtract the refund from the amount you owe to the college.

Unsubsidized Stafford Loan: \$\_\_\_\_\_ Subsidized Stafford Loan \$\_\_\_\_\_ Parent Plus Loan: \$

\_\_\_\_\_ Federal Pell Grant: \$\_\_\_\_\_ Federal SEOG Grant: \$\_\_\_\_\_ WA State Need Grant:  
\$\_\_\_\_\_

Total tuition and fees: \$\_\_\_\_\_ Less refund (if eligible): \$\_\_\_\_\_

**Amount you must repay to Bellevue College for Tuition and Fees: \$\_\_\_\_\_**



## Part 2: Repayment of other disbursed funds

After we determine the amount of tuition and fees we must return to the various aid programs, we then determine if you owe an additional repayment on the remainder of funds we disbursed to you. Based on your last date of attendance/participation, you must also repay the following amounts.

Federal Pell Grant: \$\_\_\_\_\_ WA State Need Grant: \$\_\_\_\_\_ Federal SEOG Grant:  
\$\_\_\_\_\_  
WA College Bound Scholarship \$\_\_\_\_\_

**Amount you must repay to federal and state aid programs: \$\_\_\_\_\_**

Until you repay the amount/s listed above, you cannot receive further financial aid funds, even if you successfully appeal the cancellation of your aid due to exceptional circumstances. This means we must cancel any pending disbursements of your aid, and we cannot award you for an upcoming school year. Under BC policy, you cannot register for future classes and your academic records are not released until full repayment is made to BC.

You may make an appointment with a financial aid advisor to discuss your options and to obtain information about establishing a repayment agreement. To make an appointment, please contact us at 425-564-2227, stop by Student Central on the first floor of the B building, or submit an online support request at <https://bellevuecollege.edu/sc-requests/>

Sincerely,  
Financial Aid Office  
\$END

## Appendix 2.D.9.ii Withdrawal and Repayment

### Withdrawing, Attendance and Repayment Requirements

#### What You Need to Know

**The financial aid you receive is based in part on the number of credits you take each quarter.**

**You may receive funds for the following enrollment levels:**

- **Full-time – 12 or more credits**
- **$\frac{3}{4}$  time – 9 to 11 credits**
- **$\frac{1}{2}$  time – 6 to 8 credits**
- **Less than  $\frac{1}{2}$  time – 1 – 5 credits**

**If you drop below the level of your funding, you are at risk of failing to make Satisfactory Academic Progress and may receive a Warning, Cancellation, or Ineligible status on your record. Review the Satisfactory Academic Progress policy to make sure you understand the consequences of dropping a class.**

**Additionally, if you drop a class or classes on or before our Census date, we must recalculate your Pell grant award, and this may cause you to owe a repayment. Review the Census Date information to make sure you understand what happens if you drop a class.**

**Finally, if you receive federal or state financial aid and withdraw (officially or unofficially) from all classes, or cease attending all classes for any reason, you are likely to owe a repayment of the aid you received. Additional information is included below.**

## **Federal and State Aid Repayment Policy**

**The Federal Return of Title IV policy is used to determine repayment of federal aid, which includes the Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), and/or Direct Loans. A separate policy for state aid, which includes the Washington State Need Grant, and College Bound is used as required by the Washington Student Achievement Council.**

### **A. COMPLETION OF COURSES**

- You must complete the courses you are funded for if you receive federal or state aid.
- If you do not complete any credits, the college is required to return the funds you received based on the percentage of the quarter you completed, or your last date of attendance.
- If you stopped going to class, but did not officially withdraw, your instructors report your last date of attendance at the end of the quarter when they submit grades.

### **B. EARNED AID**

- You must complete at least 60% of the quarter before you are considered to have earned 100% of your federal funds, and not owe a repayment of those funds.
- You must complete at least 50% of the quarter before you are considered to have earned 100% of your state aid, and not owe a repayment of your state funds.
- If you complete less than these percentages, you are considered to have earned a prorated amount and may owe a repayment.
- If you never attended a class or classes, you either owe a repayment based on a revised enrollment level, or you owe 100% of the funds you received.

### **C. SCHOOL AND STUDENT RESPONSIBILITY**

Bellevue College is required to return a portion your unearned aid to the appropriate federal aid program, and advise you of the amount you owe to the state aid program.

- The returned amount is not a refund of your tuition and fees. This is only a return of funds that were used to pay your tuition and fees.
- The college bills you for any amount returned to the federal aid program, which results in you owing a debt to the college.
- If you withdrew during a refund period, the refund is applied to the amount you owe first, which may reduce the amount you owe to the college.
- The college is not required to return funds directly to the state aid programs, and you are required to repay any amount due.

### **D. EARN ALL YOUR AID TO AVOID OWING A REPAYMENT**

The dates listed below represent the 60% point of the quarter. If your last date of attendance is on or after these dates, you will not owe a repayment of your financial aid:

<b>Quarter</b>	<b>60% of the quarter is completed on...</b>
Summer 2018	July 29, 2018
Fall 2018	November 4, 2018
Winter 2019	February 19, 2019
Spring 2019	May 21, 2019

*Bellevue College does not discriminate on the basis of race, color, national origin, language, ethnicity, religion, veteran status, sex, sexual orientation, including gender identity or expression, disability, or age in its programs and activities. Please see policy 4150 at [www.bellevuecollege.edu/policies/](http://www.bellevuecollege.edu/policies/). The following people have been designated to handle inquiries regarding non-discrimination policies: Title IX Coordinator, [425-564-2641](tel:425-564-2641), Office C227, and EEOC/504 Compliance Officer, [425-564-2266](tel:425-564-2266), Office R130.*

**Appendix 2.D.9.iii Bellevue College Cohort Default Rate Data for FY 2014, 2013,  
and 2012**



## School Default Rates FY 2014, 2013, and 2012

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2014	FY2013	FY2012
003769	BELLEVUE COLLEGE 3000 LANDERHOLM CIRCLE SOUTHEAST BELLEVUE WA 98007-6484	Bachelor's Degree	Public	Both (FFEL/FDL)	Default Rate	10	8.8	9.4
					No. in Default	97	87	81
					No. in Repay	969	984	855
					Enrollment figures	21,950	22,452	23,059
					Percentage Calculation	4.4	4.3	3.7

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2014 CDR Year will use 2012-2013 enrollment).

Current Date : 07/24/2018

[RETURN TO RESULTS](#)

## **2.E.1.**

### **Appendix 2.E.1.i Collection Development Guidelines**

# Collection Development Guidelines

## Library Media Center (LMC)

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### Introduction

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.

### Purpose

The primary purpose of the Library Media Center (LMC) is to create and enrich learning experiences for all. The vision of the LMC is to inspire life-long learning through connections, research and discovery. Our shared values center on respect, collaboration, diversity and equity, sustainability, and that our people are our greatest asset.

The LMC provides personnel, services, resources, and facilities, which encourage individualization of instruction, independent study, and effective use of resources by students, staff, faculty, and administrators. In addition, the LMC makes available its resources and services to residents of the community as well as to other libraries.

### Goals

The LMC strives to provide a current collection of resources to assist Bellevue College students, staff, faculty, and community in finding the information that supports their life-long learning. A wide variety of formats (print, audiovisual, and electronic) are employed to appeal to different learning preferences and styles. Through the collection, the LMC aims to:

- **Further Student Success** through
  - Helping students meet their educational goals through commitment to open access learning and collections
  - Offering a portfolio of appropriate and well-chosen educational resources
  - Attention to student persistence and educational attainment
  - Encouraging student learning through a variety of resources and formats
- **Promote Teaching and Learning Excellence** by
  - Ensuring collection relevance, responsiveness, and inclusiveness
  - Supporting the teaching and professional achievement of all faculty
  - Providing for the accessibility and quality of the collection

- Supporting the evolving education programs and curricula of the college
- **Strengthen College Life and Culture by**
  - Creating a collection that is diverse, inclusive, open, and accessible
  - Modeling a collection that affirms and embodies pluralism and values collaboration and shared decision making
  - Honoring and practicing sustainability, creativity and innovation
- **Encourage Community Engagement and Enrichment through**
  - Collaborating with faculty, staff, vendors, organizations, college consortia, and donors to develop, strengthen, and increase our collection to prepare individuals for academic success, employment, and lifelong learning; and to provide access to these resources to the community at large
  - Providing balanced resources, in both breadth and depth, for the benefit of the larger community

## Intellectual Freedom

The resources the LMC collects should further the above goals in addition to supporting intellectual freedom, which is a fundamental tenet of the LMC in carrying out its educational mission in a democratic society. The LMC firmly endorses the American Library Association's *Library Bill of Rights* (see Appendix A) and the International Federation of Library Associations and Institutions' (IFLA) *Statement on Libraries and Intellectual Freedom* (see Appendix B). The LMC supports an individual's right to read, seek information, and speak freely as guaranteed by the First Amendment.

## Academic Integrity and Copyright

The resources the LMC provides should be used in honest and legal means; students, staff, and faculty should respect the copyright protections of all LMC materials. When used, proper attribution and citation of material and resources should be given. The LMC has published guides on citation styles and copyright information. Librarians are available to discuss requesting permission for classroom use of materials and fair use guidelines as outlined in Title 17 of the United States Code.

LMC-owned materials in out-of-date formats are considered for archival format transfer on a case-by-case basis and in consultation with a librarian (see Archival Format Transfer, appendix C).

## Responsibility for Collection Development

The LMC Dean has overall responsibility for LMC services. The Collection Development Librarian has lead responsibility for collection development matters and all librarians actively participate in collection development activities.

Each full- and part-time reference librarian has collection development responsibilities, which include reviewing and making selections for print, digital, and media materials; forwarding the selections to the



Collection Development Librarian; and evaluating and providing input for databases, reference works, audio/visual material, and other high-cost acquisition possibilities under consideration for the LMC collection. Librarians should actively work with the faculty in their liaison areas to solicit material based on the expertise of our faculty. Liaison areas are broken down into the five following areas: Arts & Humanities, Health Sciences and Bachelors Programs, IBIT, Science, and Social Sciences.

Librarians are also responsible for staying current on the information needs of the Bellevue College community, including changes in the curriculum and college programs, and ensuring the collection is able to support those courses and programs.

## **Collection Development Budget & Lost Items**

The Collection Development budget includes:

- Print and media
- Databases and periodical subscriptions

Students, staff, and faculty are held responsible for the full replacement cost of LMC items lost.

If the item is part of a kit or part of a multi-volume work, the full kit will be purchased and the patron billed from the full replacement cost should the items not be sold separately. The Collection Development Librarian will purchase replacements through trusted vendors. Student replacement items will not be accepted. The patron does have the option to keep the used, non-lost items in the set.

## **Selection of Materials/General Guidelines**

The selection guidelines in this section have been created by LMC staff, faculty and Dean, with support of the Library Advisory Committee, and are based on perceived needs and trends; professional literature, research and best practices; and experience. The Collection Development Librarian will send an all BC-FYI email notifying the community upon approving or updating this policy. Further, these guidelines shall be available to faculty, staff, students, and the community in electronic form on the LMC website. The Collection Development Librarian monitors the print acquisitions budget and balances the requests and needs of divisions and departments within budgetary limitations.

General criteria of selection:

- Relevant to current and anticipated programs, curriculum, and Bellevue College community needs aided by faculty requests and librarian liaison work, student requests, and identification of subject areas of interest informed through reference work
- Reviewed by reliable, credible sources such as Choice Magazine, Library Journal, Kirkus, and professional journals
- Quality of contents
- Reputation and qualifications of authors or publishers
- Suitability of subject, style, and format for intended audience

- Reading and content levels that match the BC population
- Accessibility to materials regardless of teaching and learning mode
- Price
- Relation to the current collection and other material on the subject and contribution to the depth or breadth of the collection
- Interest to community, local significance of the author or topic

Content criteria:

- Comprehensiveness of treatment
- Authority, competence, reputation, and purpose of the author/work
- Currency and accuracy of the information
- Long-term significance or interest
- Representation of diverse points of view

Primarily, the LMC collects materials for the range of BC students including for:

- Developmental and basic education programs
- Professional and technical programs
- Transfer programs
- Baccalaureate programs offered at Bellevue College
- BC Reads! nominated and selected titles

Secondarily, the LMC may purchase materials to support:

- Staff and faculty research
- Staff and faculty professional development
- Campus diversity initiatives

## Required Texts

The LMC supports the Bellevue College curriculum by emphasizing collection development that supports the curriculum. In general, the LMC does not purchase required texts. Faculty donations of current required texts are welcome and placed on reserve for the quarters needed. The reasons for this policy include the frequent turnover of titles, cost, high demand, and the lack of fairness if a student checks out a required text for the quarter while other equally-deserving students purchase their own copies. Texts that offer students another perspective to material or have a potentially wider audience are considered for acquisition based on established selection criteria. Workbooks and other like material cannot be purchased due to their consumable nature as outlined in Title 17 of the United States Code.

Instructors are regularly encouraged to request LMC purchase of books on their “recommended reading” lists. The reasons for this practice are that the “recommended reading” lists are often classics that the LMC ought to own, and the cost of the required texts often places the recommendations outside the students’ budgets, so that only the more financially able students read them.

## Reference Collection

Reference sources are those sources meant for quick referral, for example, encyclopedias, dictionaries, atlases, and handbooks that do not circulate. The reference collection should meet curricular needs, be up to date, and only include such works that are referential in nature. All librarians are involved in purchasing and removing titles from the reference collection. Whenever applicable, discipline faculty are consulted in both the removal and addition of titles.

To make reference sources more accessible, the LMC is committed to purchasing electronic reference sources when possible. Finding tools to identify appropriate resources are also considered when making decisions.

## Standing Orders

Standing Orders, or continuations, are books published on a regular basis and received on a reoccurring schedule in order not to miss the new editions. Standing Orders are reviewed biannually or as needed by the librarians to ensure that purchasing continues to meet current needs.

## Audio Books

The LMC purchases audio books to ensure access to material of various formats. Considerations in purchasing audio books include diversity of content, quality of narration, cost, and availability. When possible, BC Reads! books will be purchased in audio format.

## Media Materials

Media that are purchased for the LMC collection should fit within the general selection criteria. Media should be viewed by the requestor first. In cases where the media has not yet been directly assessed or where substantial information is not available, requestors may be asked to preview the media for determination of inclusion into the collection at librarian discretion. Requestors may be provided the Media Selection Information Form to submit in support of requests (see appendix D). The LMC seeks to purchase current media formats when available and technologically compatible with college systems and policies to increase access to materials.

## Electronic Resources (Databases, e-books, e-Readers)

Electronic resources include databases, e-books, e-readers, and other non-print technology for traditionally printed materials (books, journals, magazines, newspapers, etc.). Electronic resources provide increased access to materials used by varying modes of teaching and for distributed access.

Where possible, the LMC strives for a collection driven by patron/student feedback. The LMC will seek out Patron Driven Acquisition (PDA) for electronic resources, where available, and routinely evaluate circulation statistics and collection requests for expanding areas of the collection. PDA is a newer model in electronic resource acquisitions and automatically adds these materials to our collection based on a

triggering event (e.g., student downloads an e-book title, views a title for more than 10 minutes, views more than 10 pages of a title). The PDA model for electronic resources allows us to create collections based on feedback from the greater campus community.

The LMC collects individual titles and collections of e-books to support student learning, including, when available BC Reads! titles.

- Periodical Database criteria:
  - Scope and coverage including the extent of coverage, breadth and depth of coverage, and timeliness of information
  - Compatibility with Primo discovery search layer
  - Availability of full text
  - Ease of use of the product including search features
  - Availability to multiple and simultaneous users
  - Result usability: downloading, printing, emailing capabilities
  - Equipment, technology, and training requirements
  - Enhancement of the print equivalents in terms of speed, flexibility, combinations of search terms, full text
  - Access to retrospective information
  - Reduction or elimination of the need to purchase multiple copies of a print source for multiple locations
  - Cost considerations including one-time fees, hosting fees, availability of consortium pricing
  - Appropriate licensing consideration
  - Vendor responsiveness, accountability, and technical support
  - Accessible through proxy service & IP authentication
  - Availability of statistical reporting modules including direct access to the administrator module
  - Use of overlap analysis tools for both subscribing and canceling a database
  - Special features or content unique to specific programs or curriculum
- E-book criteria (individual titles, reference e-books, E-book databases):
  - Currency of titles and editions available
  - Result usability
  - Licensing and restrictions on use of content
  - Availability to multiple and simultaneous users
  - Accessible through proxy service & IP authentication
  - Minimal technological maintenance requirements
  - Cost considerations including hosting fees
  - Availability of permanent rights to content and access
  - Availability of usage statistics
  - Accessibility and ADA considerations

## Periodicals

The same standards of selection are applied to periodicals, which include newspapers, magazines, journals, and other sources published with regularity. Periodicals should:

- Be relevant to BC curriculum and programs
- Have high quality of contents
- Come from a reputable publisher
- Contribute to breadth or depth of the collection

Specific considerations, beyond those outlined in the general selection criteria, include:

- Indexed content in existing LMC databases
- Availability of full text through existing LMC databases
- Vendor responsiveness and accountability

All requested titles are discussed and evaluated by the librarian team before submitting the final list. Approved periodical requests are transmitted to the Periodicals Technician who proceeds with the subscription process.

## Zines

Zine is short for fanzine and most easily characterized as an independently, self-published serial publication for small press distribution to a variety of groups. Primarily, zines are free of the constraints of mainstream media production and are usually produced by individuals or collaboratively created with one or more people.

Faculty in Arts & Humanities and Social Sciences divisions are using zines in their classrooms to challenge mainstream mass media and bolster student activism on and off campus. Zines are an interdisciplinary format, drawing on text and images in an accessible space, and can take the form of an art object or long form writing on a topic of personal or political significance.

The LMC collects zines in topic areas relevant to current and anticipated programs, curriculum, and Bellevue College community needs. The zine collecting focus of the LMC complements the pluralism and diversity values of the college, as zines amplify the voices and ideas of underserved populations.

## New Curricular Areas

The LMC works with programs to develop collections to support new areas of curriculum. Additional funding from outside the LMC's budget for specific materials will go towards developing new areas of curriculum based on general selection criteria as outlined above, faculty recommendations, and essential titles in the field.

Procedure for responding to requests:

- When a new course is proposed to the Curriculum Advisory Committee (CAC), the librarian liaison or contacted librarian will look in the LMC catalog and databases for existing materials before requesting materials for purchase
- The librarian will send the requesting faculty a list of already available resources and copy (cc) the Collection Development Librarian
- The Collection Development Librarian will keep track of new course material requests along with budget impacts
- The librarians will consider new course content and prioritize course purchases
  - prerequisite course needs have priority over electives
  - research based course needs have priority over non-research based courses

Purchases will be made in order of prioritization once the CAC has approved the course, and based on librarian feedback. Librarians and the LMC Dean will provide outreach to new courses and Baccalaureate programs to ensure that LMC collections support learning outcomes and curricular and student needs.

## Interlibrary Loan

The LMC cannot meet the needs of all users all the time. The LMC supports the use of public libraries for popular materials not available at the LMC. Interlibrary loan provides access to academic materials and provides materials from the LMC collection to other academic libraries. Interlibrary loan service is offered to BC faculty, staff, and currently enrolled students for research purposes. All interlibrary loans are in compliance with Title 17 of the United States Code.

Interlibrary loan service is available for materials not owned by the LMC including books, photocopies of periodical articles, and other loanable items. This service may be used when items are missing from the LMC's collection. The LMC assumes the cost of the interlibrary loan in most cases.

Materials which cannot be obtained include:

- Books owned by the LMC that are temporarily in use
- Print newspapers
- Reserve materials and faculty-owned materials
- Textbooks

Exceptions may be made on a case by case basis, at the Interlibrary Loan Technician's or librarian's discretion.

## Interlibrary Lending

Interlibrary Loan service is provided to other libraries at no charge. Postage and overdue fines are not charged.

LMC books have a 3 week loan period with one renewal allowed. Materials not loaned include the following: periodicals, print newspapers, reference books, reserve items, and media materials. Exception will be made on a case by case basis, at the Interlibrary Loan Technician's or librarian's discretion.

Requests for items are accepted via OCLC, phone, email, and in person. Rush requests are accommodated as time and staffing permit.

## Gifts

The Library Media Center, in coordination with the Bellevue College Foundation, welcomes gifts of materials with the understanding that the same standards of selection are applied to gifts as to materials purchased for the collection. Gifts are accepted without commitment as to their final destination and with the understanding that they may not be added to the collection. The LMC may choose not to accept some gifts. Any gifts that are not added to the collection will be discarded according to Washington State law. As a general guideline, gift materials should be less than three years old and in good condition. The Library Media Center accepts:

- Faculty, staff, and community donations of tangible materials

The Bellevue College Board of Trustees is authorized to accept gifts in the name of the college, provided that such gifts are appropriate to the college's mission and would not create a conflict of interest. The board has also delegated to the president the authority to accept gifts. Such gifts become property of Bellevue College, to be used or disposed of at the board's discretion, in keeping with any terms or conditions attached to the gifts. Gifts include:

- Memorial Funds
- Funds Towards Directed Purchasing

## Repair Policy

The LMC repairs damaged books to extend the circulation of materials in the most efficient archival method within current budget restraints. Damaged books are reviewed by the Collection Development Librarian, who recommends titles for repair; replaced if the work is in demand, newer, or essential to the collection; or weeded from the collection based on weeding guidelines.

## Weeding

All LMC collections are Washington State resources and will be disposed of according to state law (RCW 39.33.070).

To ensure a current, appropriate, and well-used collection, LMC materials will be continually assessed and removed from the collection if:

- The information contained in the material is outdated or inaccurate
- The material no longer supports a curricular need (this case may arise when a Bellevue College program or area of study is de-emphasized or terminated)
- The material has little/no circulation and is not considered a classic or standard title in the area

- The material is superseded by newer editions and the original is not considered classic or needed for historical purposes
- It is a duplicate copy of low-circulating materials
- Material that requires equipment that is unreliable, obsolete, or is no longer available

Some material may be kept if it is used for instructional purposes. Some materials that may otherwise qualify for weeding should be kept because they are used by instructors for teaching purposes.

The LMC collection is regularly reviewed and assessed for outdated, non-circulating, or lost material as well as to identify areas of collection improvement through the use of regularly scheduled reports and circulation statistics. Replacement or updated information is sought to keep the collection current and robust. The LMC current weeding schedule is an eight year rotating cycle and can be found in Appendix E.



This is an evolving document created through collaboration with all LMC staff.

Prepared by: Cadi Russell-Sauvé, Collection Development Coordinator

Revised by: Heath Ray Hayden, Collection Development Librarian

Approved by the Library Advisory Committee: May 13, 2013

Last Updated: January 2, 2018

# Appendices

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## **Appendix A: The Library Bill of Rights, American Library Association**

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

From American Library Association, <http://www.ala.org/work/freedom/lbr.html>

## Appendix B: Intellectual Freedom

"Intellectual freedom can exist only where two essential conditions are met: first, that all individuals have the right to hold any belief on any subject and to convey their ideas in any form they deem appropriate, and second, that society makes an equal commitment to the right of unrestricted access to information and ideas regardless of the communication medium used, the content of work, and the viewpoints of both the author and the receiver of information." *Intellectual Freedom Manual*, 7th edition

ALA actively advocates in defense of the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment. A publicly supported library provides free and equal access to information for all people of that community. We enjoy this basic right in our democratic society. It is a core value of the library profession.

From the Federation of Library Associations and Institutions

<http://www.ifla.org/faife/policy/iflastat/iflastat.htm>

## Appendix C: Archival Format Transfer

### Sample letter to Copyright Holder

Permissions Department

Dear Sir or Madam,

I am writing to request permission to copy the following work from VHS to DVD format for use in courses at Bellevue College. We have been unsuccessful in our attempted to locate the film to purchase. We explored acquiring this title through your website, Amazon, and other online shopping websites. We currently own one VHS copy of the program that we would like to change to DVD format for archival purposes. If you do not have the ability to grant these rights, I would appreciate any information on who could.

#### Item Information

- Title
- Original broadcast date:

#### Reproduction Information

- 1 copy
- Transference of our existing VHS tape to DVD format
- Method of distribution: Library use only; occasional classroom use

For further information and correspondence please contact the Bellevue College copyright officer:

Vivienne McClendon  
Dean, Library Media Center  
Bellevue College  
425-564-3056  
[vivienne.mcclendon@bellevuecollege.edu](mailto:vivienne.mcclendon@bellevuecollege.edu)

Thank you for your attention to this matter.

Sincerely,

## Appendix D: Media Selection Information Form

Please provide the following information for determination of media inclusion in the LMC collection.  
Please return this form to Heath Hayden, D260 or [Heath.Hayden@bellevuecollege.edu](mailto:Heath.Hayden@bellevuecollege.edu)

Primary requestor & contact:

Other requestor(s):

Media Title:

Length:

Price:

Language:

Subtitles / accessible captioning available: Yes ☐ No ☐

How will this media be used:

- ☐ In class
- ☐ Assigned viewing
- ☐ Recommending viewing
- ☐ Other, explain:

How frequently will this media be used:

- ☐ Quarterly
- ☐ Annually
- ☐ One time only
- ☐ Other, explain:

Does the content/information covered support or confirm that the media meets the following collection criteria:

- ☐ Comprehensive in subject treatment
- ☐ Authoritative, reputable, represents diverse points of view
- ☐ Current and accurate
- ☐ Long-term significance or interest
- ☐ Supports inclusive learning environments

How did you hear about this film?

- ☐ Colleague:
- ☐ Professional Organization
- ☐ Reviewed in Professional Periodical
- ☐ Reviewed in Other Periodical
- ☐ Internet, listserv, email
- ☐ Other, explain:

Overall review of media and applicability to Bellevue College mission & goals (use back as needed):

I recommend this film:

☐ Be purchased

☐ Not be purchased

## Appendix E: Weeding Schedule

Year 1 (2015-2016)	Reference
Year 2 (2016-2017)	P, Q, T
Year 3 (2017-2018)	QA, C-F, BF-BZ, H-HD, J
Year 4 (2018-2019)	R, ESL collection
Year 5 (2019-2020)	HM-HZ, K, T, S
Year 6 (2020-2021)	HE-HL, GN-GZ, L
Year 7 (2021-2022)	Z, U, V, QA
Year 8 (2022-2023)	R, B-E, G-GN, M-N

## **2.E.2.**

### **Appendix 2.E.2.i Database Review Cycle**

#### **Database Review Cycle**

To make decisions based on date and usage, the librarians have developed a three year review plan for databases. If the need arises to review a resource ahead of schedule, we can. As new packages are added, they will be added to the review cycle.

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
A-Z Maps	American City Business Journals	eAnatomy
A-Z Business	ArtStor	Films on Demand
Annual Reviews	EBSCOhost	Books 24 x 7
Chronicle of Higher Education	JSTOR	CQ Researcher
Medical Imaging in Video	ProQuest	Netter's Anatomy
Music Online	Science Direct	
S&P NetAdvantage		
Science Online		

## **2.E.3.**

### **Appendix 2.E.3.i Library Instruction Plan**

#### **Library Instruction Plan**

Librarians are devoted to providing instructional support to all students, by providing teaching and learning resources for library instruction. The librarians offer two library instruction options: Embedded and Face-to-Face.

Information literacy outcomes are best achieved in the context of specific class assignments. When you submit your library instruction request, include a copy and/or detailed description of your assignment(s). Creating library instruction materials takes time alongside other librarian responsibilities; take note of necessary lead time for our instruction options when making your request.

If you have questions about any of these options presented or need assistance in determining which option best fits for your class, please contact the library.

#### **Embedded Library Instruction**

For classes outside of the face-to-face library instruction model or class time cannot accommodate a session, we offer embedded library instruction. A librarian can be added to your Canvas course and/or you can download library instruction modules from Canvas Commons. In addition to library instruction modules, requests can be submitted for online research guides, video tutorials, and/or collaborating with a librarian on a research assignment. This option is available to all faculty (on-the-ground, hybrid, or online) with Canvas courses. If you cannot bring your students in for library instruction, embedded library instruction is a great option.

- Collaboration on research assignments- 1 week lead time
- Online research guides- 2 weeks lead time
- Canvas research modules- 2 weeks lead time
- Video tutorials- 2 weeks lead time

### **Face-to-Face Library Instruction**

For face-to-face library instruction, provide 7 days' notice for optimal scheduling and planning lead time. Multiple library instruction sessions are possible in the LMC Classroom (which has 36 computer stations, one is handicap accessible). Library instruction is collaborative in nature and instructors are required to be present for the duration of the session.

- Librarian visit to your classroom (10-15 minutes) - 5 days lead time
- Library instruction in D240L (Library computer classroom) - 1 week lead time

Full class library instruction is only available to the following courses:

- ESL, ELI, ENGL 072 and ENGL 092/3 courses
- ENGL 201, ENGL 235, BUS 101, BUS 120, and MKTG 101 courses
- History and Communication Studies courses
- Courses in Baccalaureate programs
- Courses in programs requiring information literacy instruction for accreditation
- Courses where tested alternatives to library instruction are insufficient

### **Assessment**

Library Instruction is assessed on a multi-year cycle. In the cycle's duration, we strive to assess most of the classes that come for library instruction. Our assessment plan coordinates with the campus assessment efforts, led by the Faculty Assessment Coordinating Team, FACT.

The cycle of assessment is as follows:

- English 201/235, Business 101
- Pre-college and ESL classes



The librarians work to develop assessment tools that provide consistent and comparable data. These assessment tools are regularly refined to provide better data, and as such librarians will assess the same classes using the developed tools over a multi-year period.

Due to the recent changes in library instruction, to provide more time to focus on embedded library instruction, we are in need of refining our assessment approach. We have initiated efforts to assess the instructional tools created for online instructional tools, in addition to assessing face-to-face instruction.

## **2.E.4.**

### **Appendix 2.E.1.i Collection Development Guidelines**

Please see above.

### **Appendix 2.E.2.i Database Review Cycle**

#### **Database Review Cycle**

To make decisions based on date and usage, the librarians have developed a three year review plan for databases. If the need arises to review a resource ahead of schedule, we can. As new packages are added, they will be added to the review cycle.

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
A-Z Maps	American City Business Journals	eAnatomy
A-Z Business	ArtStor	Films on Demand
Annual Reviews	EBSCOhost	Books 24 x 7
Chronicle of Higher Education	JSTOR	CQ Researcher
Medical Imaging in Video	ProQuest	Netter's Anatomy
Music Online	Science Direct	
S&P NetAdvantage		
Science Online		

## **2.F.1.**

### **Appendix 2.F.1.i Financial Projection Model**

Operating Funds History and Projections										
	Actuals				Actual	Projections				
FISCAL YEAR	FY1415	FY1516	FY1617	FY1718	Projected FY1819	FY1920	FY2021	FY2122	FY2223	
Sources Operating Budget Funds										
State Tuition	\$ 22,689,432	\$ 22,224,071	\$ 23,647,503	\$ 24,172,716	\$ 24,477,287	\$ 24,838,439	\$ 25,211,742	\$ 25,597,925	\$ 25,997,770	
Excess Tuition	3,857,129	2,100,341	-	-	-	-	-	-	-	
Total State Tuition	\$ 26,546,561	\$ 24,324,412	\$ 23,647,503	\$ 24,172,716	\$ 24,477,287	\$ 24,838,439	\$ 25,211,742	\$ 25,597,925	\$ 25,997,770	
International(With ELI)										
Running Start	11,307,030	12,236,456	11,631,120	11,883,134	10,447,629	10,009,612	9,589,959	9,187,900	8,802,698	
BAS Self-Support	7,256,385	10,099,177	11,141,935	12,105,455	16,658,029	17,924,961	19,166,614	20,527,444	21,984,892	
Other Student Fees & Grant Revenue	1,597,908	2,211,300	2,348,010	15,157,279	15,873,676	15,159,942	15,179,852	15,213,946	15,262,512	
Total Revenue	\$ 64,499,627	\$ 64,492,780	\$ 64,492,779	\$ 63,318,584	\$ 67,456,621	\$ 67,932,954	\$ 69,148,168	\$ 70,527,216	\$ 72,047,871	
Operating Appropriation	28,534,635	33,288,569	34,404,080	35,153,879	35,904,014	37,093,290	38,206,088	39,352,271	40,532,839	
Capital Approp- for Operating	590,300	590,300	590,300	590,300	590,300	590,300	590,300	590,300	590,300	
Reimbursements other agencies	3,287,622	2,807,716	1,937,390	1,731,000	1,714,518	1,702,339	1,690,530	1,679,099	1,668,057	
Total Operating Budget Sources	\$ 96,912,184	\$ 101,179,365	\$ 101,424,549	\$ 100,793,763	\$ 105,665,453	\$ 107,318,882	\$ 109,635,086	\$ 112,148,886	\$ 114,839,067	
%Inc/Decr) Over Prior Year		4.4%	0.2%	-1%	5%	2%	2%	2%	2%	
\$ Inc/(Decr) Over Prior Year		\$ 4,267,181	\$ 245,184	\$ (630,786)	\$ 4,871,689	\$ 1,653,430	\$ 2,316,203	\$ 2,513,800	\$ 2,690,181	
Uses Operating Budget Funds										
Full-Time Faculty	11,375,118	12,189,831	13,167,284	13,851,117	14,914,466	15,361,900	15,822,757	16,297,440	16,786,363	
Part-Time Faculty	14,075,585	15,353,464	15,941,325	16,225,000	16,870,441	17,382,640	17,924,984	18,499,535	19,108,515	
Faculty Contract Addition										
Cost of Stipends	1,988,011	1,647,324	1,740,828	1,368,756	1,493,394	1,538,196	1,584,342	1,631,872	1,680,828	
Exempt Salaries	12,616,961	13,205,587	13,939,754	13,795,743	14,582,991	15,020,481	15,471,096	15,935,229	16,413,285	
Classified Salaries	8,569,475	9,345,411	9,628,142	10,345,211	11,624,279	11,973,007	12,332,198	12,702,164	13,083,228	
Unfilled Positions Budget										
Other Salaries	3,173,380	3,067,211	3,201,973	3,289,007	3,354,787	3,421,883	3,490,321	3,560,127	3,631,329	
Benefits	15,247,078	17,741,285	18,859,165	19,827,049	20,989,919	22,039,415	23,141,386	24,298,455	25,513,378	
Salary/Benefit Transfers	(26,296)	(27,318)	(225,095)	(570,435)	(597,245)	(615,163)	(633,618)	(652,626)	(672,205)	
Goods & Services/ Personal Svcs	13,131,878	12,466,383	12,953,080	11,103,385	13,727,313	14,001,859	14,281,896	14,567,534	14,858,885	
Student Services	3,195,798	3,064,485	2,928,985	3,045,165	3,105,413	3,168,631	3,235,770	3,307,064	3,382,764	
Equipment, Furniture	2,610,707	2,581,016	1,897,545	2,316,871	2,258,097	2,303,259	2,349,324	2,396,311	2,444,237	
Travel	699,361	897,791	738,882	794,224	810,108	826,311	842,837	859,694	876,887	
Non Salary Transfers	458,070	255,020	(83,772)	(186,461)	(230,525)	(235,136)	(239,838)	(244,635)	(249,528)	
Addl Exp > Prior One-Time Exp.										
Other Expenses (New Bldgs)	\$ (1,164,609)	(911,939)	(726,509)	-	-	2,000,000	2,040,000	2,080,800	2,122,416	
Total Expenses	\$ 85,930,517	\$ 90,875,551	\$ 93,961,587	\$ 95,204,632	\$ 105,150,738	\$ 110,502,001	\$ 114,027,613	\$ 117,694,646	\$ 121,509,738	
Net (No Depreciation)	\$ 10,981,667	\$ 10,303,814	\$ 7,462,962	\$ 5,589,131	\$ 514,715	\$ (3,183,118)	\$ (4,392,527)	\$ (5,545,760)	\$ (6,670,670)	
Operating Margin	11%	10%	7%	6%	0%	-3%	-4%	-5%	-6%	
Student Services Center PE,PD						1,500,000	1,500,000	1,500,000	1,500,000	
Projected Local Capital Spending					\$ 26,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	
Proj. Net.minus local capital projections					\$ (25,485,285)	\$ (7,683,118)	\$ (8,892,527)	\$ (10,045,760)	\$ (11,170,670)	
Fund Bal/Proj Fund Balance*	\$ 113,168,437	\$ 118,162,365	\$ 114,259,717	\$ 110,041,341	\$ 84,556,056	\$ 76,872,938	\$ 67,980,410	\$ 57,934,651	\$ 46,763,980	
* Excludes net from auxiliary operations										

Projection Model Assumptions:

- 1 State lower-level enrollment -1% 1819 and -1% thereafter.
- 2 BAS enrollment at 371 FTE in 1819 growing 5% a year thereafter
- 3 ELI enrollment decline of 22% in 1819 and -5% thereafter
- 4 International contract FTE 11% decline 1819 and 5% decline thereafter
- 5 No conversion of international FTE's assumed due to current allocation model's frozen targets.
- 6 Tuition rates increase by 2.2% for residents and .85% for non-residents in 1819, then 2% and .85% in future years.
- 7 Running Start growth in rates according to legislature.
- 8 Running Start enrollment at 2,299 in 1819. (Growth of 12%) and 5% growth thereafter.
- 9 Class/lab and other student fee rates do not increase.
- 10 Class/Lab revenues increased based on enrollment growth in fee-paying categories.
- 11 Vacancy values based on prior 4 years avg
- 12 Part-Time faculty salaries based on cost per FTE inflated by 4.6% in 1819 and 3% in future years.
- 13 Cost of stipends in 1819 increased by 10% in 1819 and 3% after.
- 14 FT faculty salaries increase 4.7% in 1819, 3% after.
- 15 Salaries for exempt and classified increase 3% from 1819 and 3% thereafter
- 16 Benefits increase based on budget in 1819, and increased by 5% after.
- 17 Appropriation based on initial estimate for 1819, up by 2% in 1920 and 3% after.

## **2.F.2.**

### **Appendix 2.F.2.i Resources and Planning Council Budget Process Proposal**



## Resources & Planning Council Budget Process Proposal

July 2018

RPC Team: Bonnie Berry, Chris Bell, Subramanya Betageri, Virginia Bridwell, Jennifer Carnahan, Xiaolin Huang, Sharon Kussy, Anne-Mary Nash-Haruna, Makoto Okuyama, Judith Paquette, Jennifer Pritchard, Aron Segal, Aimee White

## Current Process Calendar

- Database opens for input
- Training and brown-bag lunches held
- One-time fund requests submitted

March

April

- One-time funding requests reviewed
- Budget Office compiles submissions into formal proposal for Cabinet

- Final review by Cabinet
- Review and Vote by Board of Trustees

May-June



## Division Budget Sample 2017 vs. 2018

FY17					
TITLE	FYR_BDGT	EXP/REV	FY17 BALANCE	FY18 VS. FY17	%
FACULTY-TEMP PT	2,473,748	3,704,036	(1,230,288)	163,334	7%
FY18					
TITLE	FYR_BDGT	EXP	4-12-18 BALANCE	EST. EXP SPG18	FY18 EST Balance
FACULTY-TEMP PT	2,637,082	2,797,301	(160,219)	1,082,582	(1,242,801)

The current process does not incorporate a review of budget vs. actuals for continual improvement



### Goal:

Develop a college-wide budget, planning, and resource allocation process that will facilitate development of operational and capital budgets, enable variance analyses, and align with the college's strategic goals.

- ❖ Transparency
- ❖ Improved alignment with strategic and operational objectives and enrollment patterns
- ❖ Accountability for alignment to operational plans through metrics



## Proposal Research

- ❖ Grand Rapids Community College
  - ❖ Change during a lean time
  - ❖ Hope was to find some savings
  - ❖ Step towards zero-based budgeting
  - ❖ Staged, multi-year roll-out
- ❖ New player in the mix – Budget Review Committee



## Compare/Contrast

- ❖ Transparency
  - ❖ Current: Public meetings held only once budget complete
  - ❖ Proposed: Series of formal comment opportunities throughout a year-long process
- ❖ Enrollments
  - ❖ Current: Budgets are roll-over, excepting one-time funding, no adjustments for shifts in enrollment or plans
  - ❖ Proposed: Analysis of enrollment trends drives the initial allocation; changes driven by specific initiatives



## Compare/Contrast

### ❖ Capital

- ❖ Current: One-time requests independent from overall budgeting process
- ❖ Proposed: Integrate all budget requests and tie to actual goals

### ❖ Accountability

- ❖ Current: Inconsistent
- ❖ Proposed: Budget authorities report on specific metrics that aid in the allocation process and map to College priorities



## Budget Review Committee

- ❖ Goal: analyze each unit's budget requests based on pre-defined rubric from operational plan
- ❖ Rubric
  - ❖ Instructional and non-instructional
- ❖ Score and make recommendations
  - ❖ Response Form available for Budget Authorities
- ❖ Evaluate process





## Proposal Timeline

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Budget Office	Use enrollment forecast to make initial budget allocations based on PY metrics and share with BAs (10/15)					Build and distribute draft budget based on Cabinet feedback (2/21-3/7)		Rebuild budget (4/21-5/15; 5/15-6/15). Receive State allocation; adjust budgets as necessary		
Budget Authorities			Complete proposals and submit to BRC (11/15)		Meet, as needed, with BRC to receive scoring and feedback; complete Response Form, as needed, and send to BRC (1/15-2/1)					
Budget Review Committee			Analyze each unit's proposals based on pre-defined rubric (11/15-1/15)			Send proposals, scoring, and BA response forms to Cabinet (2/1-2/8)				
President + Cabinet						Prioritize using proposals, BRC scores, and responses (2/8-2/21)		Make budget proposal adjustments considering community input and provide feedback to Budget Authorities (4/7-4/21)		
College Community							Proposed budgets are shared with College Community by Cabinet and input is solicited (3/7-4/7)			
Board of Trustees									First read of draft budget (5/15)	Approval of final budget (6/15)

## Budget Request Form

- ❖ Section A: Identify College Core Indicators
  - ❖ Teaching and Learning Excellence, College Life and Culture, Community Engagement and Enrichment
- ❖ Section B: Student Success Indicators
- ❖ Section C: Metrics specific to the Budget Authority



## Budget Request Form Continued

- ❖ Section D: Budget request

- ❖ Includes comparative data

- ❖ Section E: Budget narrative

Example: Department X					
PY Budget	PY Actual	Difference	Proforma Allocation	Budget Request	Difference
\$835,000	\$800,000	\$35,000	\$835,000	\$900,000	(\$65,000)



## Next Steps: FY 2018-19

- ❖ Interface with Cabinet
  - ❖ Identify test groups
  - ❖ Determine scope of Budget Review Committee
- ❖ Complete rubrics
- ❖ Create Budget Review Committee charter and bylaws
- ❖ Create Community Feedback Form
- ❖ Develop orientation and training materials
- ❖ Work with test groups
  - ❖ Complete Budget Request Form
  - ❖ Run test cases of rubrics
  - ❖ Design Budget Authority Response Form



### **2.F.3.**

#### **Appendix 2.F.3.i SAO CAFR Audit**



# Office of the Washington State Auditor

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## Pat McCarthy

### **Audit Results Notification: Bellevue College**

The Office of the Washington State Auditor's vision is increased trust in government. Our mission is to provide citizens with independence and transparent examinations of how state and local governments use public funds, and develop strategies that make government more efficient and effective.

The purpose of this document is to share the results of the State of Washington Comprehensive Annual Financial Report (CAFR) audit as it relates to your agency.

#### **Audit Scope**

We performed a financial statement audit for the State of Washington for the fiscal year ended June 30, 2018. We audited the following balances related to Bellevue College activity:

- *Cash and Cash Equivalents*
- *Depreciable Assets (Net of Accumulated Depreciation)*
- *Charges for Services*
- *Education Expenditures*

#### **Audit Highlights**

We would like to thank officials and employees from your agency for their helpfulness and timely response to our audit requests.

#### **Audit Results**

The Office of Financial Management (OFM) is charged with the responsibility of preparing the State of Washington's CAFR. We would like to bring to your attention the following as it relates to our audit of the State CAFR:

- An unmodified opinion was issued on the CAFR, which means that we believe it is presented fairly, in all material respects.
- This report was issued by OFM on November 21, 2018.
- Our opinion will also be included in the State's Single Audit Report. This report is expected to be issued by OFM in March of 2019.
- As required by *Government Auditing Standards*, we also issue a report on any significant deficiencies and material weaknesses in internal control over financial reporting. This report will be included in the State's Single Audit Report.

**We are pleased to report there were no audit recommendations for your agency.**

#### **Report Publication**

Audit reports are published on our website and distributed via e-mail in an electronic .pdf file. We also offer a subscription service that allows you to be notified by email when audit reports are released or posted to our website. You can sign up for this convenient service at: <https://portal.sao.wa.gov/saoportal/Login.aspx>

#### **2.F.4.**

##### **Appendix 2.F.3.i SAO CAFR Audit**

Please see above.

#### **2.F.5.**

##### **Appendix 2.F.5.i Debt Service Schedules**

State of Washington  
 Date: 03/08/2013  
 Time: 4:05 pm

Treasury Management System  
 ReportID: DMCOPPMtSched

**Agency Payment Schedule**  
**Dated Date: March 19, 2013 Series: LP\_2013B (WASCOP13B)**  
**As of 03/19/2013**

**Agency: Bellevue Community College**

Lease Number: s627 - 8 - 1

Property: Refinance Series LP\_CCs, 2003C for lease s627-5-1 for the construction of a new parking lot.

Principal: 8,255,000.00 Term (Years): 11.00 Interest Rate: 1.82864 %

Number of Months Until 1st Payment: 9

Payment Number	Due Date	Scheduled			Date Paid	Paid		Principal Balance*
		Payment	Principal	Interest		Principal	Interest	
1	12/01/2013	281,451.67	0.00	281,451.67				
2	06/01/2014	759,650.00	580,000.00	179,650.00				
3	12/01/2014	165,150.00	0.00	165,150.00				
4	06/01/2015	875,150.00	710,000.00	165,150.00				
5	12/01/2015	150,950.00	0.00	150,950.00				
6	06/01/2016	890,950.00	740,000.00	150,950.00				
7	12/01/2016	132,450.00	0.00	132,450.00				
8	06/01/2017	907,450.00	775,000.00	132,450.00				
9	12/01/2017	113,075.00	0.00	113,075.00				
10	06/01/2018	928,075.00	815,000.00	113,075.00				
11	12/01/2018	92,700.00	0.00	92,700.00				
12	06/01/2019	947,700.00	855,000.00	92,700.00				
13	12/01/2019	75,600.00	0.00	75,600.00				
14	06/01/2020	965,600.00	890,000.00	75,600.00				
15	12/01/2020	57,800.00	0.00	57,800.00				
16	06/01/2021	982,800.00	925,000.00	57,800.00				
17	12/01/2021	39,300.00	0.00	39,300.00				
18	06/01/2022	1,004,300.00	965,000.00	39,300.00				
19	12/01/2022	20,000.00	0.00	20,000.00				
20	06/01/2023	1,020,000.00	1,000,000.00	20,000.00				
<b>Total s627-8-1</b>		<b>10,410,151.67</b>	<b>8,255,000.00</b>	<b>2,155,151.67</b>				

\* The Prepayment Price would include any unamortized costs of issuance, escrow fees, and the cost to fund the relevant escrow.

Agencies intending to prepay should contact the Office of the State Treasurer to receive prepayment amount.  
 The interest rate shown is calculated from the dated date, based on a 360 day year.

## Agency Payment Schedule

Dated Date: March 02, 2017 Series: LP\_2017A (WASCOP17A)

As of 03/02/2017

## Agency: Bellevue Community College

Lease Number: s627 - 9 - 1

Property: Enter into a financing contract on behalf of Bellevue College for up to \$45,700,000 plus financing expenses and required reserves pursuant to 39.94 RCW to construct student housing.

Principal: 42,755,000.00 Term (Years): 20.00 Interest Rate: 3.48070 %

Number of Months Until 1st Payment: 9

Payment Number	Due	Scheduled			Date Paid	Paid		Principal Balance*
		Payment	Principal	Interest		Principal	Interest	
1	12/01/2017	1,775,520.14	0.00	1,775,520.14				
2	06/01/2018	1,068,875.00	0.00	1,068,875.00				
3	12/01/2018	1,068,875.00	0.00	1,068,875.00				
4	06/01/2019	2,363,875.00	1,295,000.00	1,068,875.00				
5	12/01/2019	1,036,500.00	0.00	1,036,500.00				
6	06/01/2020	2,396,500.00	1,360,000.00	1,036,500.00				
7	12/01/2020	1,002,500.00	0.00	1,002,500.00				
8	06/01/2021	2,427,500.00	1,425,000.00	1,002,500.00				
9	12/01/2021	966,875.00	0.00	966,875.00				
10	06/01/2022	2,461,875.00	1,495,000.00	966,875.00				
11	12/01/2022	929,500.00	0.00	929,500.00				
12	06/01/2023	2,499,500.00	1,570,000.00	929,500.00				
13	12/01/2023	890,250.00	0.00	890,250.00				
14	06/01/2024	2,540,250.00	1,650,000.00	890,250.00				
15	12/01/2024	849,000.00	0.00	849,000.00				
16	06/01/2025	2,584,000.00	1,735,000.00	849,000.00				
17	12/01/2025	805,625.00	0.00	805,625.00				
18	06/01/2026	2,625,625.00	1,820,000.00	805,625.00				
19	12/01/2026	760,125.00	0.00	760,125.00				
20	06/01/2027	2,670,125.00	1,910,000.00	760,125.00				
21	12/01/2027	712,375.00	0.00	712,375.00				
22	06/01/2028	2,717,375.00	2,005,000.00	712,375.00				
23	12/01/2028	662,250.00	0.00	662,250.00				
24	06/01/2029	2,767,250.00	2,105,000.00	662,250.00				
25	12/01/2029	609,625.00	0.00	609,625.00				
26	06/01/2030	2,819,625.00	2,210,000.00	609,625.00				
27	12/01/2030	554,375.00	0.00	554,375.00				
28	06/01/2031	2,874,375.00	2,320,000.00	554,375.00				
29	12/01/2031	496,375.00	0.00	496,375.00				
30	06/01/2032	2,936,375.00	2,440,000.00	496,375.00				
31	12/01/2032	435,375.00	0.00	435,375.00				
32	06/01/2033	2,995,375.00	2,560,000.00	435,375.00				
33	12/01/2033	371,375.00	0.00	371,375.00				
34	06/01/2034	3,061,375.00	2,690,000.00	371,375.00				
35	12/01/2034	304,125.00	0.00	304,125.00				
36	06/01/2035	3,129,125.00	2,825,000.00	304,125.00				
37	12/01/2035	233,500.00	0.00	233,500.00				
38	06/01/2036	3,198,500.00	2,965,000.00	233,500.00				
39	12/01/2036	159,375.00	0.00	159,375.00				
40	06/01/2037	3,269,375.00	3,110,000.00	159,375.00				
41	12/01/2037	81,625.00	0.00	81,625.00				
42	06/01/2038	3,346,625.00	3,265,000.00	81,625.00				
Total s627-9-1		71,458,645.14	42,755,000.00	28,703,645.14				

State of Washington  
Date: 03/14/2013  
Time: 2:57 pm

**Agency Payment Schedule**  
**Dated Date: May 28, 2003 Series: LP\_BCC, 2003C (WASCOBCC03C)**  
**As of 03/14/2013**

Treasury Management System  
ReportID: DMCOPmtSchedAgy

**Agency: Bellevue Community College**

Lease Number: s627 - 5 - 1

Old Lease Number: s627-0005

Property: Bellevue CC, Parking Structure RE2003C

Principal: 16,120,000.00

Term (Years): 20.00

Interest Rate: 3.91204 %

Payment Number	Due Date	Scheduled			Date Paid	Paid		Principal Balance**
		Payment	Principal	Interest		Principal	Interest	
1	12/01/2003	325,713.98	0.00	325,713.98	12/01/2003	0.00	325,713.98	16,120,000.00
2	06/01/2004	835,251.25	560,000.00	275,251.25	06/01/2004	560,000.00	275,251.25	15,560,000.00
3	12/01/2004	269,651.25	0.00	269,651.25	12/01/2004	0.00	269,651.25	15,560,000.00
4	06/01/2005	889,651.25	620,000.00	269,651.25	06/01/2005	620,000.00	269,651.25	14,940,000.00
5	12/01/2005	263,451.25	0.00	263,451.25	12/01/2005	0.00	263,451.25	14,940,000.00
6	06/01/2006	898,451.25	635,000.00	263,451.25	06/01/2006	635,000.00	263,451.25	14,305,000.00
7	12/01/2006	257,101.25	0.00	257,101.25	12/01/2006	0.00	257,101.25	14,305,000.00
8	06/01/2007	902,101.25	645,000.00	257,101.25	06/01/2007	645,000.00	257,101.25	13,660,000.00
9	12/01/2007	250,651.25	0.00	250,651.25	12/01/2007	0.00	250,651.25	13,660,000.00
10	06/01/2008	910,651.25	660,000.00	250,651.25	06/01/2008	660,000.00	250,651.25	13,000,000.00
11	12/01/2008	240,751.25	0.00	240,751.25	12/01/2008	0.00	240,751.25	13,000,000.00
12	06/01/2009	920,751.25	680,000.00	240,751.25	06/01/2009	680,000.00	240,751.25	12,320,000.00
13	12/01/2009	230,551.25	0.00	230,551.25	12/01/2009	0.00	230,551.25	12,320,000.00
14	06/01/2010	930,551.25	700,000.00	230,551.25	06/01/2010	700,000.00	230,551.25	11,620,000.00
15	12/01/2010	220,051.25	0.00	220,051.25	12/01/2010	0.00	220,051.25	11,620,000.00
16	06/01/2011	940,051.25	720,000.00	220,051.25	06/01/2011	720,000.00	220,051.25	10,900,000.00
17	12/01/2011	209,251.25	0.00	209,251.25	12/01/2011	0.00	209,251.25	10,900,000.00
18	06/01/2012	949,251.25	740,000.00	209,251.25	06/01/2012	740,000.00	209,251.25	10,160,000.00
19	12/01/2012	197,226.25	0.00	197,226.25	12/01/2012	0.00	197,226.25	10,160,000.00
20	06/01/2013	962,226.25	765,000.00	197,226.25				
21	12/01/2013	184,603.75	0.00	184,603.75				
22	06/01/2014	974,603.75	790,000.00	184,603.75				
23	12/01/2014	170,778.75	0.00	170,778.75				
24	06/01/2015	990,778.75	820,000.00	170,778.75				
25	12/01/2015	156,428.75	0.00	156,428.75				
26	06/01/2016	1,006,428.75	850,000.00	156,428.75				
27	12/01/2016	140,491.25	0.00	140,491.25				
28	06/01/2017	1,020,491.25	880,000.00	140,491.25				
29	12/01/2017	123,991.25	0.00	123,991.25				
30	06/01/2018	1,038,991.25	915,000.00	123,991.25				
31	12/01/2018	106,835.00	0.00	106,835.00				
32	06/01/2019	1,051,835.00	945,000.00	106,835.00				
33	12/01/2019	87,935.00	0.00	87,935.00				
34	06/01/2020	1,072,935.00	985,000.00	87,935.00				
35	12/01/2020	68,235.00	0.00	68,235.00				
36	06/01/2021	1,093,235.00	1,025,000.00	68,235.00				
37	12/01/2021	46,710.00	0.00	46,710.00				
38	06/01/2022	1,116,710.00	1,070,000.00	46,710.00				
39	12/01/2022	23,972.50	0.00	23,972.50				
40	06/01/2023	1,138,972.50	1,115,000.00	23,972.50				
Total s627-5-1		23,218,300.23	16,120,000.00	7,098,300.23		5,960,000.00	4,681,111.48	

\*\* The Prepayment Price would include any unamortized costs of issuance, escrow fees, and the cost to fund the relevant escrow.

Agencies intending to prepay should contact the Office of the State Treasurer to receive prepayment amount.  
The interest rate shown is calculated from the dated date, based on a 360 day year.



## **2.F.6.**

### **Appendix 2.F.3.i SAO CAFR Audit**

Please see above.

## **2.F.7.**

### **Appendix 2.F.3.i SAO CAFR Audit**

Please see above.

### **Appendix 2.F.7.i Office of the Washington State Auditor Exit Conference Document**



# Office of the Washington State Auditor

## Pat McCarthy

**Pat McCarthy**  
State Auditor

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## Exit Conference: Bellevue College

### About our Office

The Washington State Auditor's Office's vision is government that works for citizens. Our goal is for government that works better, costs less and earns greater public trust.

The purpose of this meeting is to share our audit results and draft reporting. We value and appreciate your participation.

### Audit Highlights

- We would like to thank Jennifer Strother, Executive Director of Finance and Auxiliary Services and College staff for their cooperation and timely responses to our requests during the audit.
- We also want to thank the College for its ongoing commitment to build our working relationship.

### Audit Scope

We performed the following audit for your College:

- **Financial statement audit for 2017** See draft report.

### Financial Statement required communications

In relation to our report, we would like to bring to your attention:

- There were no uncorrected misstatements in the audited financial statements.
- There were no material misstatements in the financial statements corrected by management during the audit.

### Work of Other Auditors

A financial statement audit was performed by Smith Bunday Berman Britton, P.S. for the Bellevue College Foundation. Additionally, a portion of the financial statement audit was performed as part of another SAO audit. Professional audit standards require us to evaluate relevant work done by other auditors and communicate certain matters to the governing body.

- We performed procedures to ensure we could rely on the work of the external auditors and reference their audit in our audit report. These procedures included consideration of attendance at key meetings, evaluation of the firm's last peer review report, review of the other auditor's work, review of the other auditor's results and communications with the other auditor.
- We did not become aware of any instance in which the work of the other auditors gave rise to concern about the quality of their work.
- There were no limitations that restricted our analysis of the other audit(s).
- We did not become aware of any instance in which a material misstatement of the financial statements has or may have resulted from fraud or suspected fraud.

## **Recommendations not included in the Audit Reports**

### **Exit Items**

We have provided exit recommendations for management's consideration. Exit items address control deficiencies or non-compliance with laws or regulation that have an insignificant or immaterial effect on the entity, or errors with an immaterial effect on the financial statements. Exit items are not referenced in the audit report.

## **Concluding Comments**

### **Report Publication**

Audit reports are published on our website and distributed via e-mail in an electronic .pdf file. We also offer a subscription service that allows you to be notified by email when audit reports are released or posted to our website. You can sign up for this convenient service at: <https://portal.sao.wa.gov/saoportal/Login.aspx>

### **Audit Cost**

At the entrance conference, we estimated the cost of the audit to be \$30,000 and actual audit costs will approximate that amount.

### **Audit Survey**

When your report is released you will receive an audit survey from us. We value your opinions on our audit services and hope you provide feedback.

### **Your Next Scheduled Audit**

Your next audits are scheduled to be conducted in Spring 2018 and December 2018 and will cover the following general areas:

- Accountability for Public Resources (July 1, 2013 through June 30, 2017) – Spring 2018
- Financial Statement (July 1, 2017 through June 30, 2018) – December 2018

Accountability audits are performed on a four-year cycle and paid for entirely by the State Board. The estimated cost for the next financial audit based on current rates is \$30,000. This preliminary estimate is provided as a budgeting tool and not a guarantee of final cost.

## **Appendix 2.F.7.ii Office of the Washington State Auditor Exit Recommendations for Management**



Exit Recommendations  
Bellevue College  
Audit Period Ending: June 30, 2017

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**Financial Audit:**

**Open Public Meeting Act (OPMA)**

We noted the following recommendations during our review of the Bellevue College meeting minutes:

- We noted several instances where the College's meeting minute documentation only stated that the Chair of the Board presided over regular and special meetings. Without documenting a roll call, the reader of the meeting minutes cannot easily determine if a quorum of Board members were present in order to take action. Further, we noted that aye and nay votes on all actions items were not properly documented to demonstrate how each Board member voted.
- The College structures its Board meeting packets as such: current meeting date, current meeting agenda, prior regular meeting minutes approved during the current session, and any current meeting action items. While this format follows the flow of a regular meeting, it is difficult to gain an understanding of the action that occurred since action items will be included within the packet but no discussion related to those items is reflected until the next session. To ensure that all meeting minutes are complete, the current meeting minutes and current action items should be included within the same packet.
- We noted several instances during special meetings where the Board conducted regular business and did not document this business within the meeting minutes. Further, all actions taken during special meetings must be documented within the minutes to ensure transparency.

We recommend that the College comply with all regulations set by RCW 42.30 to ensure compliance with the Open Public Meeting Act.

**Net Investment in Capital Assets:**

The College did not properly add back the full portion of its due from other governments COP proceeds from its calculation of net investment in capital assets which caused the balance to be misclassified by \$6,382,144.

We recommend that the College properly add back the full portion of its due from other governments COP proceeds when calculating its net investment in capital assets balance.

## **2.F.8.**

### **Appendix 2.F.8.i Bellevue College Foundation MOU**

AGREEMENT  
between  
BELLEVUE COMMUNITY COLLEGE  
and  
BELLEVUE COMMUNITY COLLEGE FOUNDATION

This Agreement is entered into by and between Bellevue Community College, Community College District No. VIII ("College"), and the Bellevue Community College Foundation, a Washington nonprofit corporation under RCW 24.03 ("Foundation").

WHEREAS, the College, pursuant to RCW 28B.50.140(8), may receive such gifts, grants, conveyances, devises and bequests of real and personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out College programs; and

WHEREAS, the College has, from this express power to receive property, the implied power to solicit the same; and

WHEREAS, the College has the authority to enter into contracts for these and other lawful purposes; and

WHEREAS, the Foundation as a tax-exempt nonprofit corporation is organized and operated to receive and administer property for the benefit of the College, in furtherance of College purposes to make contributions, grants, gifts, and transfers of property to the College and to otherwise act; and

WHEREAS, the Foundation is empowered by the College to solicit and receive contributions, grants, gifts, and property in the name and on behalf of the College, and receive property and to make contributions, grants, gifts and transfers of property to the College; and

WHEREAS, the Articles of Incorporation of the Foundation set forth in Article Three state that the purposes of the Foundation include, in pertinent part:

A. General Purposes: To aid and assist in the development, maintenance, promotion, growth and preservation of Community College District VIII, its faculty, students, staff and facilities; to benefit the Community College District VIII; to improve its standards and potential as an institution of higher learning and its usefulness to the people of District VIII and the State of Washington; to provide or grant scholarships, loans, and other assistance to men and women of promise; to encourage and provide funds for research, public service and teaching; to assist in developing and increasing better and broader educational opportunities for service to the citizens of the State of Washington by Community College District VIII; to provide funds for expenditure by the trustees of the Community College District VIII, in their discretion, for college purposes, including, but not limited to, securing lecturers, writers and other persons of standing, competence, and ability in the general fields of discovering,

transmitting, and applying knowledge, wisdom and skill; to promote the general welfare of the Community College District VIII by such proper means as may seem advisable; and to operate exclusively for charitable, scientific, literary, or educational purposes, including, but not limited to, receiving contributions and paying them over to or for the benefit of Community College District VIII, or to one or more organizations connected with Community College District VIII and exempt from taxation under Section 501(a) of the Internal Revenue Code, as now enforced or hereafter amended or recodified, and, in so doing, to act without profit as trustees of educational or charitable trusts; to administer gifts, grants or loans of money or property, real or personal, whether made by or for the benefit of public governmental bodies, local, state, or national, or by or for the benefit of corporations or natural persons, and whether in the form of conventional expressed trusts or otherwise.

B. Ancillary Purposes: To do and engage in all lawful activities that are in furtherance of one or more of the general purposes of the Foundation.

And:

WHEREAS, the Foundation and College recognize that close collaboration and cooperation is necessary to (a) appropriately serve the educational mission and priorities of the College; and (b) to avoid competition for funds or unproductive duplication of effort;

NOW, THEREFORE, the parties hereby agree as follows:

#### I. SEPARATE OBLIGATIONS

A. The Foundation shall:

1. Expend its best efforts given its available resources to seek to accrue gifts, grants, conveyances, devises, and bequests of money and real and personal property for the benefit of the College. For this purpose, it will design and implement programs and procedures approved by the College President or other appropriate College official to solicit and receive such money and property and also to acquire such property by purchase, lease, exchange or otherwise, all to further the purposes of the educational mission of the College as determined by the Board of Trustees in stated goals, objectives and priorities.

2. Comply with all applicable federal and state laws. For this purpose, the Foundation will establish rules and procedures for the management of all affairs of the Foundation in accordance with (a) the requirements applicable to entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, and (b) the laws of the State of Washington applicable to the Foundation including, but not limited to, those governing charitable solicitations (e.g., RCW 19.09), nonprofit corporations (e.g., RCW 24.03), trusts holding property for charitable purposes, and the authority of state agencies (e.g., RCW 11.110 and 43.09).



3. Tender to the College immediately or within such other period of time as the College and the Foundation may agree, all gifts and donations it may receive wherein the College is designated as recipient, and properly account and be responsible for all donations which designate the Foundation as recipient.

4. Accept, hold, administer, invest and disburse such funds and properties of any kind or character as from time to time may be given to it, in accordance with the terms of such gift, provided, however, that any restricted or conditional gift which in any way obligates the College shall not be accepted by the Foundation unless acceptance is (a) consistent with policies, programs or procedures previously approved by the College, or (b) approved by the College President or other College official specifically delegated with authority to approve such gifts on behalf of the College.

5. Make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the College.

6. Use all assets and earnings of the Foundation exclusively in furtherance of College purposes or for payment of necessary and reasonable administrative expenses of the Foundation. No part of such assets and earnings shall accrue to the benefit of any director, officer, member, or employee of the Foundation or of any other individual, except for appropriate payment of reasonable compensation for services actually rendered or reimbursement of reasonable expenses necessarily incurred.

7. As soon as is practicable, amend Article Twelve ("Amendment") of its Articles of Incorporation to provide that the Foundation will not amend Article Three ("Purposes"), Article Four ("Operation") or Article Twelve or otherwise amend its Articles of Incorporation in a manner that would change the charitable purposes towards which Foundation assets may be applied, without the College's prior written approval.

8. Not merge, consolidate, or amend any provision of its Articles of Incorporation, the amendment of which requires the College's consent pursuant to paragraph 7 above, without notifying the College and obtaining the College's prior written consent; provided that, if the College does not respond to such notice within thirty (30) days of receipt, the Foundation shall provide the notice to the Chair of the College Board of Trustees to be put on the agenda at the next regularly scheduled meeting of the Board of Trustees.

9. Foundation staff shall act in cooperation with the College faculty and staff and conduct themselves in accordance with the College's operational policies and procedures as determined by the College Board of Trustees.

10. Accept, hold, invest, protect, administer, and disburse funds received from the State and other sources under the exceptional faculty awards program in accordance with RCW 28B.50.835-.844 and WAC 131-16-450, and any instructions provided by the College pursuant to exceptional faculty awards rules, regulations, and agreements. The Foundation will invest the permanent endowment corpus in insured/guaranteed/protected earnings categories normally used by the Foundation. If the Foundation ceases to exist or function properly, or fails

to provide the services specified in this Agreement, the ownership, management, and control of all such funds shall, upon notice and in accordance with the directions from the College Board of Trustees, be transferred to the College. The Foundation further agrees that at the end of each fiscal year it will provide a report and accounting of the endowment corpus and interest and any appreciation in value earned by the exceptional faculty award fund. The Foundation further agrees to provide to the College any other such information the College may request regarding the endowment funds.

B. The College shall:

1. Provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment; use of other on-campus rooms and facilities for meetings and special events; and warehouse space for temporary storage of donated materials and equipment;

2. Provide the Foundation with use of office machines, materials and services as reasonably required for its operation, including consumable office supplies, telephone service, postage, use of word-processing, photocopying, facsimile transmission, duplication, publication, and audio-visual equipment and services, and part-time professional and/or staff services including without limitation, accounting/bookkeeping services, an individual to function as part-time Executive Director of the Foundation, an individual to function as part-time Development Officer and an individual to function as part-time assistant to the Foundation's Executive Director and Development Officer. The time allocated to services to the Foundation shall not be full-time for any College employee.

## II. ACCOUNTING AND AUDITING

To provide proper accounting and auditing for the property and services provided by each party under Article I:

A. Accounting and fiscal functions shall be performed by the College business office.

B. Before each fiscal year (July 1 through June 30), the College business office shall prepare a budget showing all anticipated transactions and services under this Agreement for that upcoming fiscal year, including all space and equipment, supplies, personnel, and other services the College expects to provide to the Foundation for review by the presidents of the Foundation and the College, and/or their designees.

C. The value of all space and equipment, supplies, personnel, and other services which the College provides to the Foundation shall not exceed the total amount of Three Hundred Thousand Dollars (\$300,000) in any fiscal year. The College will regularly keep track of the space and equipment, supplies, personnel, and other services it is providing to assure that this maximum amount is not being exceeded. The College business office will annually prepare, and the presidents of the Foundation and the College and/or their designees will annually review, a post-closing summary of the transactions between the two parties to assure that this maximum has not been exceeded.

D. The Foundation shall annually confirm to the College (1) that it has fully complied with its obligations to expend its best efforts given its available resources to seek to accrue gifts, grants, donations and endowments for the benefit of the College; and (2) that it has used all assets and earnings of the Foundation exclusively in furtherance of College purposes or for the payment of necessary and reasonable administrative expenses of the Foundation. For this purpose, the Foundation will list its accomplishments for the preceding year and share with the College its revenue and expense statements for the preceding year and its end-of-year balance sheet.

E. The foundation is a separate entity from the College, and shall be periodically audited by a reputable independent accounting firm.

F. The College is a state institution of higher education, and shall be audited by the State Auditor's Office.

G. The Foundation shall permit the President of the College, or the President's designee, to inspect and/or copy all Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The President's designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.

### III. OTHER AGREEMENTS

A. Independent Capacity: At all times and for all purposes of this Agreement, each party shall act in an independent capacity and not as an agent or representative of the other party.

B. No Indemnification. Each party shall be responsible for the actions and inactions of itself and its own officers, employees, and agents acting within the scope of their authority. The College shall indemnify and hold harmless the Foundation from all claims, costs, damages, or expenses arising out of the negligence of the College, its officers, employees, or agents. Likewise, the Foundation shall indemnify and hold harmless the College from all claims, costs, damages, or expenses arising out of the negligence of the Foundation, its officers, employees, or agents. In the case of negligence of both the Foundation and the College, any damages allowed shall be levied in proportion to the percentage of negligence attributable to each party.

C. No Assignment: This agreement is not assignable by either party, in whole or in part.

D. Governing Law and Disputes: This Agreement shall be governed by the laws of the State of Washington. Before instituting any legal action hereunder, a party, through its president, shall meet with the president of the other party and attempt in good faith to resolve the disagreement. Venue of any action hereunder shall be in King County Superior Court.

E. Entire Agreement. This constitutes the entire agreement of the parties, including all oral understandings, on the subject of their general and overall relationship. However, the parties may enter into other stand-alone agreements on specific subjects. All such other agreements

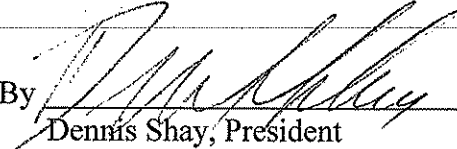
shall also be in writing, signed by the parties, and approved as to form by the Attorney General or designee.

F. Modification. No alteration or modification of any term of this Agreement shall be valid unless made in writing, signed by the parties, and approved as to form by the Attorney General or designee.

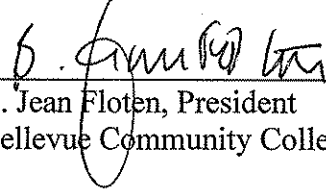
G. Termination. This Agreement shall continue until terminated. It may be terminated by the College Board of Trustees or the Foundation only at the end of a State fiscal biennium, upon written notice to the other party given at least ninety (90) days in advance. .

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on this 6<sup>th</sup> day of July, 2005.

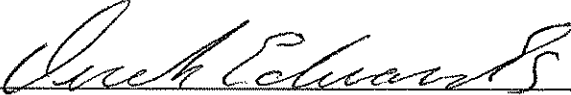
BELLEVUE COMMUNITY COLLEGE  
FOUNDATION

By   
Dennis Shay, President  
Bellevue Community College Foundation

BELLEVUE COMMUNITY COLLEGE

By   
B. Jean Floten, President  
Bellevue Community College

Approved as to form:

  
Assistant Attorney General

## **2.G.2.**

### **Appendix 2.G.2.i Science Division Chemical Hygiene Responsibilities**

#### **Chemical handling and disposal roles and responsibilities**

##### **Science Division, Bellevue College**

The Science Division at Bellevue College collects, processes, and disposes of chemical waste from its laboratory classes as well as stores and prepares chemicals for use in those labs.

Responsibilities for chemical hygiene are distributed among the science division laboratory manager, individual lab technicians, and faculty.

##### **Laboratory Manager**

Laboratory Manager responsibilities include:

- Properly storing chemicals and reagents that are purchased and prepared with respect to federal, state, and county guidelines
- Labelling all chemicals and waste with the appropriate GSH and NFPA hazard classification
- Collecting, sorting, and disposing of waste based on King County, Washington State and Federal regulations
- Maintaining waste treatment whether waste is treated and disposed in sewer or disposing of hazardous waste through a 3<sup>rd</sup> party waste collector
- Clean up chemical spills that can be done so safely or alerting authorities when necessary
- Evaluating the biological hazard of reagents and ensuring that staff and faculty have requisite training for each lab activity
- Maintaining the Safety Data Sheets from chemicals in stock (they currently reside on a shelf outside of the lab managers office)
- Reviewing new and modified lab experiments and demonstrations for their relative risk to students, instructors, and lab technicians
- Sitting on the lab safety committee in the science division

##### **Laboratory Technician**

Laboratory Technician responsibilities include:

- Properly storing chemicals and reagents that are purchased and prepared with respect to federal, state, and county guidelines
- Labelling all chemicals and waste with the appropriate GSH and NFPA hazard classification
- Disposing of waste based on guidelines set by the lab manager and using hazard classification systems

##### **Faculty**

Faculty responsibilities include:

- Designing and implementing laboratory activities and demonstrations that balance learning outcomes with relative risk and communicating procedures and chemical needs/usage to the Laboratory Manager

- Ensuring that students and themselves are trained and using the proper personal protective equipment (PPE) for the laboratory activity based on to departmental and regulatory standards
- Properly storing chemicals and reagents that are purchased and prepared with respect to federal, state, and county guidelines
- Labelling all chemicals and waste with the appropriate GSH and NFPA hazard classification
- Collecting, sorting, and disposing of waste based on King County, Washington State and Federal regulations
- Clean up chemical spills that can be done so safely or alerting authorities when necessary

#### **Current Lab Safety Standard Operating Procedures (SOPs)**

Current Lab Safety Standard Operating Procedures (SOPs) are held in physical copy by the Lab Manager. These SOPs are currently being updated by a committee including the Lab Manager, Lab Technicians, and Faculty from each program in science. The goals for updating/modernizing SOPs are: to give students more access and understanding of the risks associated with laboratory activities using GHS symbols to communicate hazard, standardize safety and PPE practices between different classes and programs, publish completed procedures online. Additional roles of the committee are to assist the Laboratory manager to assess risk involved in new or existing laboratory activities or demonstrations in classes or clubs.

#### **Appendix 2.G.2.ii Clean Harbors Environmental Services, Inc. Uniform Hazardous Waste Manifest 2017**

Please print or type. (Form designed for use on elite (12-pitch) typewriter.)

CI 1706238384-002 SC PPW 10/10/2017 Form Approved, OMB No. 2050-0039

UNIFORM HAZARDOUS WASTE MANIFEST

1. Generator ID Number: **WAD089937353**

2. Page 1 of 2

3. Emergency Response Phone: **(800) 483-3718**

4. Manifest Tracking Number: **011550592 FLE**

5. Generator's Name and Mailing Address: **Bellevue College Science Depar  
3000 Linderholm Circle Southeast  
Bellevue, WA 98007**

Generator's Phone: **(425) 564-4085**

6. Transporter 1 Company Name: **Clean Harbors Environmental Services, Inc.**

U.S. EPA ID Number: **MAD039322250**

7. Transporter 2 Company Name:

U.S. EPA ID Number:

8. Designated Facility Name and Site Address: **Clean Harbors Aragonite LLC  
11600 North Aptus Road  
Grantsville, UT 84029**

Facility's Phone: **(435) 884-8100**

U.S. EPA ID Number: **UTD981552177**

9a. HM

9b. U.S. DOT Description (including Proper Shipping Name, Hazard Class, ID Number, and Packing Group (if any))

10. Containers

No. Type

11. Total Quantity

12. Unit Wt/Vol

13. Waste Codes

1. <b>RQ, UN1993, WASTE FLAMMABLE LIQUIDS, N.O.S., (ACETONE, ETHANOL), 3, PG II (D001)</b>	001	DF	00130	P	D001	F003
2. <b>UN1993, WASTE FLAMMABLE LIQUIDS, N.O.S., (ETHANOL, ISOPROPANOL), 3, PG II</b>	001	CF	00030	P	D001	
3. <b>UN2924, WASTE FLAMMABLE LIQUIDS, CORROSIVE, N.O.S., (ETHANOL, HYDROCHLORIC ACID), 3, (8), PG II</b>	001	DF	00011	P	D001	D002 F002
4. <b>UN1325, WASTE FLAMMABLE SOLIDS, ORGANIC, N.O.S., (2,4 DINITRO PHENYL HYDRAZINE), 4.1, PG II</b>	001	DF	00005	P	D001	D003

14. Special Handling Instructions and Additional Information

1. LCCRD **ERG#128 1X35**

2. LCCRD **ERG#128 1X35**

3. LCCRD **ERG#132 1X35**

4. LCCRD **ERG#133 1X35**

15. GENERATOR'S/OFFEROR'S CERTIFICATION: I hereby declare that the contents of this consignment are fully and accurately described above by the proper shipping name, and are classified, packaged, marked and labeled/placarded, and are in all respects in proper condition for transport according to applicable international and national governmental regulations. If export shipment and I am the Primary Exporter, I certify that the contents of this consignment conform to the terms of the attached EPA Acknowledgment of Consent. I certify that the waste minimization statement identified in 40 CFR 262.57(a) if I am a large quantity generator or (b) if I am a small quantity generator is true.

Generator's/Officer's Printed/Typed Name: **WILLIAM HUGHES**

Signature: *William Hughes*

Month Day Year: **12/12/17**

16. International Shipments ☐ Import to U.S. ☐ Export from U.S.

Port of entry/exit: **DATE LEAVING U.S.:**

Transporter signature (for exports only):

17. Transporter Acknowledgment of Receipt of Materials

Transporter 1 Printed/Typed Name: **Samantha Freese**

Signature: *Samantha Freese*

Month Day Year: **12/13/17**

Transporter 2 Printed/Typed Name:

Signature:

Month Day Year:

18. Discrepancy

18a. Discrepancy Indication Space ☐ Quantity ☐ Type ☐ Residue ☐ Partial Rejection ☐ Full Rejection

Manifest Reference Number:

U.S. EPA ID Number:

18b. Alternate Facility (or Generator)

Facility's Phone:

18c. Signature of Alternate Facility (or Generator)

Month Day Year:

19. Hazardous Waste Report Management Method Codes (i.e., codes for hazardous waste treatment, disposal, and recycling systems)

1. **H040** 2. **H040** 3. **H040** 4. **H040**

20. Designated Facility Owner or Operator: Certification of receipt of hazardous materials covered by the manifest except as noted in Item 18a

Signature:

Printed/Typed Name:

Month Day Year:

DESIGNATED FACILITY TO DESTINATION STATE (IF REQUIRED)

EPA Form 8700-22 (Rev. 3-05) Previous editions are obsolete.

Clean Harbors has the appropriate permits for and will accept the waste the generator is shipping.

011550592FLE



UNIFORM HAZARDOUS WASTE MANIFEST		1. Generator ID Number <b>WAD089937353</b>	2. Page 1 of <b>1</b>	3. Emergency Response Phone <b>(800) 483-3718</b>	4. Manifest Tracking Number <b>011550593 FLE</b>		
5. Generator's Name and Mailing Address <b>Bellevue College Science Depart 3000 Linderholm Circle Southeast Bellevue, WA 98007</b>				Generator's Site Address (if different than mailing address) <b>SAME</b>			
Generator's Phone: <b>(425) 564-4085</b>							
6. Transporter 1 Company Name <b>Clean Harbors Environmental Services, Inc.</b>				U.S. EPA ID Number <b>MAD039322250</b>			
7. Transporter 2 Company Name				U.S. EPA ID Number			
8. Designated Facility Name and Site Address <b>Clean Harbors El Dorado LLC 309 American Circle El Dorado, AR 71730</b>				U.S. EPA ID Number <b>ARD069748192</b>			
Facility's Phone: <b>(870) 862-7472</b>							
GENERATOR	9a. HM	9b. U.S. DOT Description (including Proper Shipping Name, Hazard Class, ID Number, and Packing Group (if any))	10. Containers No. Type		11. Total Quantity	12. Unit Wt./Vol.	13. Waste Codes
	<b>X</b>	<b>1. UN3287, WASTE TOXIC LIQUID, INORGANIC, N.O.S. (MERCUROUS NITRATE, MERCURY CHLORIDE), 6.1, PG II</b>	<b>001</b>	<b>DF</b>	<b>00010</b>	<b>P</b>	<b>D009</b>
14. Special Handling Instructions and Additional Information <b>1. LCBG4 ERG0151 175</b>							
15. GENERATOR'S/OFFEROR'S CERTIFICATION: I hereby declare that the contents of this consignment are fully and accurately described above by the proper shipping name, and are classified, packaged, marked and labeled/placarded, and are in all respects in proper condition for transport according to applicable international and national governmental regulations. If export shipment and I am the Primary Exporter, I certify that the contents of this consignment conform to the terms of the attached EPA Acknowledgment of Consent. I certify that the waste minimization statement identified in 40 CFR 282.27(a) (if I am a large quantity generator) or (b) (if I am a small quantity generator) is true.							
Generator's/Officer's Printed/Typed Name <b>WILLIAM HUGHES</b>				Signature <i>William Hughes</i>		Month Day Year <b>12/12/17</b>	
TRANSPORTER INTL	16. International Shipments <input type="checkbox"/> Import to U.S. <input type="checkbox"/> Export from U.S.		Port of entry/exit: Date leaving U.S.:				
	17. Transporter Acknowledgment of Receipt of Materials						
	Transporter 1 Printed/Typed Name <b>Samantha These</b>		Signature <i>Samantha These</i>		Month Day Year <b>12/12/17</b>		
DESIGNATED FACILITY	18. Discrepancy						
	18a. Discrepancy Indication Space <input type="checkbox"/> Quantity <input type="checkbox"/> Type <input type="checkbox"/> Residue <input type="checkbox"/> Partial Rejection <input type="checkbox"/> Full Rejection						
	Manifest Reference Number:						
	18b. Alternate Facility (or Generator) U.S. EPA ID Number						
	Facility's Phone:						
18c. Signature of Alternate Facility (or Generator) Month Day Year							
19. Hazardous Waste Report Management Method Codes (i.e., codes for hazardous waste treatment, disposal, and recycling systems)							
1. <b>H141</b>		2.		3.		4.	
20. Designated Facility Owner or Operator: Certification of receipt of hazardous materials covered by the manifest except as noted in item 18a							
Printed/Typed Name				Signature		Month Day Year	

EPA Form 8700-22 (Rev. 3-05) Previous editions are obsolete.

Clean Harbors has the appropriate permits for and will accept the waste the generator is shipping. DESIGNATED FACILITY TO DESTINATION STATE (IF REQUIRED)

## Appendix 2.G.2.iii Radioactive Waste Disposal Procedures

### RADIOACTIVE WASTE DISPOSAL PROCEDURES

Radioactive waste should be segregated by half-life. All items with short half-life (<24 hours) should go into a shielded drawer or the shielded sharps container. Save I-131 capsules in their lead pigs, and check for remaining radioactivity three months after the calibration date.

#### Sharps Containers:

1. Sharps containers should each have a "Radioactive" sticker. Number containers consecutively, i.e., "NB-01," "NB-02," etc. Put the date of first use on the outside of the container.
2. When a sharps container is full, close the container's lid and enter an end-storage date one week later. Put the container on the lower shelf of the lead-lined cabinet.
3. When the end-storage date has passed, verify that Geiger counter QC has been done, then remove the container from the cabinet and check its radiation level.
4. If the sharps container reads at background, deface or remove the "Radioactive" label. The container may then be disposed of as a regular sharps container. For disposal, call the Warehouse or put a ticket in Request Center (Maintenance [Symbol] Other; request garbage service on a different ticket). If it reads higher than background, put it back into the cabinet for further decay.

#### I-131 Capsules:

1. These may be returned to Cardinal in the lead vial shielding and ammo can they were delivered in.
2. Alternatively, the following procedure is followed for decay-in-storage and disposal:
  1. I-131 capsules will be stored for a minimum of 90 days. Keep the capsule in its container, inside the lead pig. Keep the Cardinal label that is on the outside. Add a "Radioactive Materials" sticker indicating the 90-day check date.
  2. Put the pig on the lower shelf of the lead-lined cabinet.
  3. When the 90 days is up, verify that Geiger counter QC has been done, then remove the vial containing the capsule and read the surface radiation level. If it is at background, the vial can be dispensed into the currently open sharps container.
  4. The lead pig can then be returned to Cardinal (remove the RAM labels).

Mo-99/Tc-99m Generator: see separate procedure for generator receipt/return.

Garbage (non-sharps):

1. The garbage can under the fume hood is labeled "Radioactive Material" and should be used for materials generated in the lab.
2. Anything that is known to be radioactive (e.g., the alcohol swab used to absorb too-large drops at the TLC station, gloves and paper towels used for cleaning) should be put into the "Radioactive Waste" drawer for decay.
3. The Radioactive Materials garbage can should be monitored with the Geiger counter at the end of each day, in the context of the daily Area Surveys. If the can and contents are at background, the contents can then be dumped into the larger garbage can by the door.
4. The larger garbage can is also checked with the Geiger counter at the end of each day of lab use. It should never contain anything radioactive, but if it does the offending item must be removed from the can and stored in the "radioactive waste" drawer.
5. The large garbage can be put outside the T206 door for emptying by custodial staff only if it has been checked and verified that nothing radioactive is inside.

## **Appendix 2.G.2.iv Nuclear Medicine Technology Department Lab T206**

## Room T206 Hot Lab Overview

Room T206, the nuclear medicine hot lab, is the main location for radioactive materials use at BC. It is appropriately labeled with “Radioactive Materials” signs, both inside and on the outside door. Specific rules for working in the lab are in force; these are reviewed with students at several points in the NMTEC program and are posted in the lab. This section includes a number of procedures for receipt, use, and disposal of the various RAMs we will be working with. Protocols for equipment quality control are also included.

Radiopharmacy lab – the primary use of the hot lab is for nuclear medicine technology students to practice radiopharmacy skills. The major occurrence of this training occurs in NMTEC 234 (Clinical Education V), in the winter of the second year, during which time each student gets 4 days in the lab. The weeklong radiopharmacy lab rotation description is included in this section. Briefly, we receive a Mo-99/Tc-99m generator, which is a device that allows the elution of Tc-99m pertechnetate, the chemical that results when Mo-99 molybdate decays. Each day, more Mo-99 molybdate has decayed, and more Tc-99m pertechnetate can be removed. The Tc-99m pertechnetate is then used to create a radiopharmaceutical kit. The kit preparation is tested to be sure that the compounding chemistry happened correctly. The lab also requires the student to verify the proper function of equipment and check for contaminated areas.

Laboratory exercises –NMTEC 201 (Basic Nuclear Medicine Science) and NMTEC 202 (Instrumentation) include laboratory exercises, some of which use RAMs and are done in the hot lab. They serve to increase the students’ proficiency in the use of Geiger counters, ionization survey meters, dose calibrators, and scintillation detectors.

Access to T206 – this room has a keypad entry system, as well as a regular key lock. Keys are possessed by the RSO, Public Safety, the HSEWI Safety Officer, and Campus Operations (the locksmith). Access codes are possessed by the RSO, NMTEC faculty, the nuclear medicine program manager, and the HSEWI Safety Officer.

Emergency procedures – unusual circumstances in T206 and what to do about them are detailed in the Emergency Procedures Manual. This manual can be found in a number of locations:

- The Hot Lab Logbook (located inside T206)
- The T208 front desk, in the “RAM Emergency Kit” found in the upper right hand drawer
- With the following individuals:
  - Radiation Safety Officer
  - HSEWI Safety Officer
  - Campus Operations director
  - Emergency Operations Officer (Public Safety)
  - Nuclear Medicine Technology program manager

In addition, the main set of directions on what to do for various kinds of emergencies is posted outside the door of T206, along with contact information for the State Office of Radiation Protection. The RAM Emergency Kit contains gloves, shoe covers, a sign indicating that a spill clean-up is in process, as well as the Emergency Procedures Manual.

Radioactive contamination – contamination is inevitable when working with unsealed radioactive materials. Part of the point of the radiopharmacy lab is to learn how to identify and to clean areas of contamination, and to use other means of protection when cleaning does not remove all contamination. Procedures for cleaning contaminated areas, a contamination incident form, and protocols for daily and weekly surveys are included in this section. All are

used routinely during the radiopharmacy lab weeks, and intermittently at other times of the year.

We anticipate getting an I-131 capsule once a year for NMTEC 201/202 lab exercises. I-131 has an 8-day half-life, so it must be stored for approximately 3 months before disposing of it. This radionuclide has particular concerns in regard to potential health effects. In the event that an I-131 capsule was crushed, the potential exists for inhalation of I-131 into the body, where it would collect in the thyroid gland. A procedure for measuring the I-131 level in the thyroid, called a bioassay procedure, has been developed for this circumstance.

Appropriate response to an area of increased radiation level, such as a radioactive spill, include donning appropriate personal protective equipment (in this case, gloves and possibly shoe covers) before starting to clean, notifying people that there is an area of increased radiation levels, and using time, distance, and shielding to decrease radiation exposure. Students are instructed in these measures in the classroom, in the context of various lab exercises, and in their clinical rotations. The RAM Emergency Kit at the T208 front desk contains gloves, shoe covers, and a laminated sign, should a spill that spreads outside of T206 occur. Disposal of items contaminated in the response to a radioactive spill are discussed in the disposal section below. Delivery of RAMs – possession of RAMs are allowed only as permitted in the institution's RAM license. Protocols for ordering, receiving, and returning a RAM package follow federal and state guidelines. The following are specific to Bellevue College:

1. The person requesting a RAM delivery shall inform the RSO, who shall place the order.
2. The RSO will inform the Emergency Operations officer and the Campus Operations director of the delivery date and approximate time. When unsealed RAMs are to be stored in the T206 fume hood, the Campus Operations director shall inform the facilities and grounds staff attending to the T building roof, so that they can avoid the fume hood exhaust pipe.
3. The person delivering or picking up a RAM package must be escorted by a Public Safety officer.
4. Deliveries are accepted only during regular business hours on weekdays. A procedure for a delivery that occurs outside of that time frame has been developed.
5. Deliveries should be made directly into T206. The RSO, nuclear medicine faculty, nuclear medicine program manager, or HSEWI Safety Officer can open the room, or the escorting Public Safety Officer can unlock the door.
6. The person who ordered the RAM package is responsible for opening the package within the timelines specified in the package receipt protocol. This will usually be one of the nuclear medicine faculty. The RSO may also open packages as needed. The receipt procedure may be performed by a student, with observation by nuclear medicine faculty or RSO.
7. The RSO is responsible for return of RAMs as needed.

The most frequent deliveries will be Mo-99/Tc-99m generators. As mentioned in the section on the radiopharmacy lab, this device allows the separation of the radionuclide of interest, Tc-99m, from its parent radionuclide, Mo-99. We receive the generators from Cardinal Health's Seattle radiopharmacy, where they have been used for a two-week period, after which they expire (from the standpoint of making doses for administration to humans). Cardinal has permission to send the expired generators to BC, where we can still obtain amounts of Tc-99m suitable for lab exercises. The generators will be stored in the fume hood, which is locked except when we are in the lab. The radioactive materials are completely contained within the generator until the Tc-

<sup>99m</sup>Tc pertechnetate is eluted, at which point it is in liquid form within a glass vial with a rubber septum (in other words, completely sealed). We use the elution to make a radiopharmaceutical kit or for quality control and equipment testing purposes.

Disposal of RAMs – this aspect of the hot lab requires specific protocols for each kind of radioactive material being used.

1. Generator return – once we're done with the generator (usually no longer than 1 week), it is put back into the shipping box and returned to Cardinal. The RSO or NMTEC faculty member ensures that the shipping box is properly closed and sealed, and provides shipping papers for the return. Cardinal is required to return each generator to its manufacturer, both because the components can be reused and because the shielding is made from depleted uranium, which has potential for illicit uses.
2. Contaminated sharps (needles, syringes, vials) – these items are disposed of into a puncture-proof sharps container, which is inside a container made of lead for shielding purposes. Each sharps container must be held until it is documented as being at a background radiation level. The sharps containers are numbered as described in the waste disposal procedure, so that each can be tracked into use, into storage, and then to be disposed. The Warehouse is called for disposal of the non-radioactive sharps container.
3. I-131 capsules – The capsule is checked with a Geiger counter to be sure that it has really decayed to a background radiation level, and is then disposed of into the current sharps container. Alternatively, the capsule may be repackaged and returned to Cardinal using similar mechanisms as for the generators.
4. Contaminated non-sharps (gloves, absorbent paper, paper towels) – these are put into a cupboard drawer (if they produce a reading on the Geiger counter) or the "Radioactive" garbage can under the fume hood (if they have been used around unsealed sources). The former are generally gloves, paper towels, or absorbent paper that are known to be contaminated (e.g., in the process of dealing with a contamination incident). They are monitored with a Geiger counter to verify that they are no longer radioactive before being disposed into the large garbage can near the T206 door. The "Radioactive" garbage can is checked at the end of each day that unsealed sources have been used, to be sure that there is nothing producing a measurable reading, and then dumped into the large garbage can. The large garbage can will be put outside the door for emptying on an as-needed basis, after being checked with the Geiger counter to ensure that nothing radioactive is in it.

Equipment quality control – all of the instruments used in T206 require quality control testing to ensure that they are working properly. This includes the fume hood and eyewash stations. A quality control program provides additional opportunities for students to practice these procedures. The following table lists the equipment requiring quality control, the test(s) to be performed, and the frequency of the tests:

Instrument	Test	Frequency
Geiger counter	Battery/function	Daily (before use); minimum weekly
	Accuracy/calibration	Annually
Ionization survey meter	Battery/function	Daily (before use); minimum weekly

	Accuracy/calibration	Annually
Dose calibrator	Constancy	Daily (before use); minimum weekly
	Activity linearity	Quarterly
	Accuracy	Annually
Thyroid probe/well counter	Calibration/constancy	Daily (before use)
	Chi-square test	Quarterly
	Efficiency	Annually
Fume hood	Function (air flow yes/no)	Weekly
	Air flow measurement	Annually
Eyewash stations	Function	Weekly

### **T206 HOT LAB EMERGENCY PROCEDURES**

#### **Room T206 Hot Lab**

This room contains radioactive materials, mostly in small quantities and in sealed containers. It is unlikely that any emission of radioactive materials out of the room or into the environment would occur in any foreseeable emergency. Here are appropriate responses for each of the following situations:

- Liquid coming under door of T206: notify Public Safety (x2400), and then the Radiation Safety Officer (RSO). If the RSO is not available in T208, ask for the HSEWI Safety Officer. Public Safety will secure the area and have a hazmat-trained individual clean the spill.
  - Other college personnel who can be of assistance in the case of a liquid spill:
    - Gail McFarland, Nuclear Medicine Technology faculty, x2603
    - Bill Hughes, Science Division lab manager, x4085
    - Jennie Mayer, Chemistry faculty, x2281
    - Reza Forough, Biology faculty, x4105
- Fire/smoke emanating from T206: call Public Safety (x2400) immediately; notify the RSO and the HSEWI Safety Officer next.
- Broken window/unsecured door of T206: call Public Safety (x2400) and the RSO immediately. Public Safety will secure the area.
- Earthquake/damaged building: follow building evacuation procedures. Release of the radioactive materials in this lab is highly unlikely and any released amount would be immediately diluted to the extent that it would be not harmful to anyone.
- Radiation exposure or skin contamination from radioactive materials: notify the RSO.

#### **Emergency contact phone numbers:**

- Bellevue College Public Safety: x2400
- Radiation Safety Officer (RSO): Jennifer Prekeges, office x2475; cell 206-898-6436; home 206-361-8923
- Nuclear Medicine Faculty: Gail McFarland, office x2603; cell 206-605-7025
- BC Emergency Operations Officer: Adrienne Chambers, office x2234
- HSEWI Safety Officer: Gabriel Brown, x2019

- Nuclear Medicine Program Manager: Suzanne Lane, x2013

## **Appendix 2.G.2.v BC Rules for Safe Handling of Radioactive Materials**

### **General Laboratory Rules for Safe Use of Radioactive Material**

1. Wear laboratory coats or other protective clothing at all times in areas where dispersible radioactive materials are used.
2. Wear personnel monitoring devices (body dosimeter) at all times while in areas where radioactive materials are used or stored. These devices should be worn at chest or waist level.
3. Wear disposable gloves at all times while handling dispersible radioactive materials.
4. Wear TLD finger badges when manipulating millicurie or greater quantities of radioactive materials.
5. Monitor hands and clothing for contamination after each procedure or before leaving the area.
6. Do not eat, drink, smoke, or apply cosmetics in any area where radioactive material is stored or used.
7. Do not store food, drink, or personal effects with radioactive material (e.g., in refrigerator).
8. Confine radioactive solutions in covered containers plainly identified and labeled with name of compound, radionuclide, date, activity, and radiation level, if applicable.
9. Store radioactive materials in locked cabinets. Sealed sources are stored in drawers. Radioactive liquids (such as prepared kits) are stored in the drawer marked "Prepared kits". I-131 diagnostic capsules are stored in the drawer marked "I-131 capsule". The Mo-99/Tc-99m generator is stored in the fume hood; the locking mechanism must be engaged when the lab session is completed.
10. Manipulate liquid radioactive materials behind an L-block shield. Prepare radiopharmaceutical kits and draw doses behind the L-block shield in the fume hood. Use syringe and vial shields for these activities.
11. Store radioactive materials in clearly labeled containers. The label should indicate the name of the radionuclide (sealed sources) or the radiopharmaceutical (unsealed materials).
12. Dispose of radioactive waste only in properly shielded receptacles. Tc-99m and I-131 waste will be stored for decay. All waste in syringes will be stored for decay in locked cupboards or sharps containers, with shielding as needed.
13. Never pipette by mouth.
14. Survey laboratory work area for contamination after each procedure, or at the end of the day. Decontaminate if necessary.
15. Only sealed radioactive materials may be taken out of the hot lab.

**I understand the importance of and agree to abide by all of the rules listed above.**

---

Student Signature

DATE



## **Appendix 2.G.2.vi Nuclear Medicine Technology Department Lab T206 Safety Instructions for Ancillary Personnel**

### **INSTRUCTIONS TO ANCILLARY PERSONNEL**

1. Area of radioactive materials (RAM) use/storage – T206
2. Potential hazards
  - a. Mo-99, Cs-137, Ba-133, Co-57 are sealed and/or inaccessible.
  - b. Tc-99m is in liquid form (less than 20 ml total volume). It could be spilled if one were to drop the vial to the floor or step on it. The amount in a vial is about the same as what would be used for an imaging study in the nuclear medicine department of a hospital.
  - c. I-131 is in the form of a capsule. Liquid I-131 as sodium iodide is added to a binder, which absorbs the liquid and chemically binds the sodium iodide. The amount of radioactivity is small (similar to what would be given for a diagnostic medical procedure), but it has a long half-life and hence requires greater attention. The capsule should not be handled or ingested, and it could be broken open by dropping or stepping on it.
3. Radiation safety procedures
  - a. T208 front desk personnel:
    - i. Deliveries and pickups – delivery personnel have been instructed to check in with Public Safety before coming to the T building, so they should be escorted by a Public Safety Officer while on campus. The following individuals have keycard access to T206 for the delivery or pickup:
      1. The Radiation Safety Officer
      2. Nuclear Medicine Technology faculty
      3. The Nuclear Medicine Technology program manager
      4. The HSEWI Safety OfficerPackages should be placed/picked up from the area just to the left of the doorway inside T206.
    - ii. Spills/liquid coming from under doorway of T206 – follow directions on “Emergency Procedures” sheet (posted outside of T206). There is an “emergency kit” in the top right-hand drawer behind the T208 front desk, consisting of gloves, shoe covers, a sign, and the **T206 Emergency Procedures Handbook**.
  - b. Warehouse/mailroom personnel:
    - i. Deliveries – we expect delivery of RAM packages via the US Postal Service or commercial carriers to be rare. In such a circumstance, the package should be delivered to the indicated recipient. If the name is not a known Bellevue College person, notify the RSO as soon as possible.
  - c. Custodial and building personnel:

- i. Room cleaning – provide cleaning service only when requested. Custodial staff should have an escort (usually the RSO) during room cleaning. The normal procedure for trash removal will be that the trash can will be placed outside the door when it has been checked to be sure that nothing is radioactive.
        - ii. Emanations from fume hood stack release – we will notify Public Safety and Facilities of the weeks during the year when significant amounts of radioactive materials will be in use in the lab. Public Safety will notify persons attending to the garden or the HVAC system on the roof of the T building of potential for an inhalation hazard from the stack during those weeks.
      - d. Public Safety:
        - i. Receipt/return of radioactive materials – you will receive an e-mail that a package delivery is planned. The approximate time of delivery will be included. The delivery person will call Public Safety on arrival, and will need to be escorted to the T building and up (in the elevator) to T208. The delivery items are to be placed inside T206; the RSO and HSEWI Safety Officer have keys. A similar protocol will be followed when the package is ready for pickup by the delivery person.
        - ii. Door – the T206 door should be locked at all times. If the door is found unsecured or the window is broken, follow the directions on “Emergency Procedures” sheet (posted outside of T206). If needed, Public Safety has a master key, and the RSO has a key to T206.
        - iii. Fire/smoke/liquid emanating from T206 – follow directions on “Emergency Procedures” sheet (posted inside and outside T206). The Emergency Operations manager also has a **T206 Emergency Procedures Handbook**.
4. Pertinent state and federal regulations
  - a. The use of radioactive materials under a specific license is governed by Washington Administrative Code Title 246, specifically Chapters 221 (Radiation Protection Standards), 235 (Radioactive Materials – Specific Licenses) and 240 (Radiation Protection – Medical Uses of Radioactive Materials).
  - b. State regulations are based on federal regulations promulgated by the Nuclear Regulatory Commission and found in the Code of Federal Regulations Title 10, Parts 20 (Standards for Protection against Radiation) and 35 (Medical Use of Byproduct Material).
5. Response to concerns
  - a. If at any time you feel that a condition is or might be unsafe or might result in a violation of state regulations or license conditions, you should report that to the Radiation Safety Officer.

**Radiation Safety Officer: Jennifer Prekeges**

On campus: x2475 (425-564-2475)

Cell phone: (206) 898-6436

Home phone: (206) 361-8923

- b. If you believe that any state regulations, the conditions of the license, or personnel exposure limits are being violated in any way, you have the right to request an inspection of the facility. Contact information for the Office of Radiation Protection can be found on the yellow “Notice to Employees” placard posted in the hot lab and is copied here.

**Washington State Office of Radiation Protection**

Radioactive Materials: (360) 236-3220

X-ray Machines: (800) 229-9729

[www.doh.wa.gov/ehp/rp](http://www.doh.wa.gov/ehp/rp)

**2.G.4.**

**Appendix 2.G.4.i Information Technology Services Technology Plan**



# Information Technology Services Technology Plan 2016 – 2018

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## Introduction

The Information Technology Services (ITS) technology plan is one of the Pillars of Support for Bellevue College (BC) Strategic Plan. The recognition of ITS as integral to the foundational support of BC demonstrates that technology can no longer be viewed as a tactical asset. As such, the technology strategic planning process represents a comprehensive approach to root out issues and opportunities to inform goals and initiatives that provide strategic value to BC.

The ITS planning process started with a campus-wide data collection effort to identify issues and opportunities for how ITS serves students, faculty, and staff and how campus technology projects are supported. Information was collected through individual interviews, focus groups and an online survey. The data from this collection effort was synthesized and used to inform the basis for identifying goals and initiatives that are the basis of this plan. The ITS leadership team convened in a full-day session that resulted in a vision for the technology plan and goals and initiatives that align to BC's strategic plan.

The next step in the ITS planning process concludes with the development of an implementation plan and performance measures.

## Bellevue College Mission & Vision

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

## ITS Technology Plan Vision

The ITS technology plan vision is to fully align with BC goals and priorities and provide the foundation to ensure excellence in customer service; a focus on student success; and foster innovation in teaching and learning.

## Values & Guiding Principles

A set of values and guiding principles have been set to enable success. ITS seeks to

- Enable optimal accessibility to support student success
- Focus on excellence in delivering customer service
- Nurture an environment that encourages and rewards creativity and contributions from ITS staff
- Strive to consistently align and support BC campus priorities

## ITS Goals and Initiatives

### Introduction & Alignment with Bellevue College Priorities

The ITS technology plan is comprised of four goal areas containing ten initiatives. These goals and initiatives align with the Core Themes in the BC strategic plan. The table below illustrates the relationship between ITS priorities and BC core themes.

ITS Goal Areas & Initiatives	Bellevue College Core Theme	Bellevue College Core Theme	Bellevue College Core Theme	Bellevue College Core Theme
	Student Success	Teaching & Learning Excellence	College Life & Culture	Community Engagement & Enrichment
1.0: Technology Governance & Planning	x	x	x	x
<ul style="list-style-type: none"> <li>1.1: Establish an inclusive campus-wide technology planning mechanism in accordance with BCG.</li> </ul>				
<ul style="list-style-type: none"> <li>1.2 Develop a technology project prioritization process.</li> </ul>				
<ul style="list-style-type: none"> <li>1.3 Create a clear ITS operational planning process that aligns to the BCG campus planning efforts.</li> </ul>				
2.0 Student Success Outcomes	x	x	x	x
<ul style="list-style-type: none"> <li>2.1 Develop and implement a technology accessibility plan.</li> </ul>				
<ul style="list-style-type: none"> <li>2.2 Complete Case Management solution phase one and phase two planning and implementation.</li> </ul>				
<ul style="list-style-type: none"> <li>2.3 Design and beta test analytics and prescriptive intervention solution.</li> </ul>				
3.0 Technology and Pedagogy Integration	x	x		
<ul style="list-style-type: none"> <li>3.1 Develop an inclusive campus-wide strategic plan for the integration of technology and pedagogy.</li> </ul>				
4.0 ITS Customer Experience	x	x	x	x
<ul style="list-style-type: none"> <li>4.1 Develop and implement consistent project management approach to ITS and campus-wide technology initiatives</li> </ul>				
<ul style="list-style-type: none"> <li>4.2 Develop a service level agreement strategy.</li> </ul>				
<ul style="list-style-type: none"> <li>4.3 Establish a comprehensive customer service feedback process.</li> </ul>				
5.0 Enterprise Resource Planning Readiness (CTLINK)	x	x	x	x
<ul style="list-style-type: none"> <li>5.1 Establish a college ERP project governance model and group for CTCLINK</li> </ul>				
<ul style="list-style-type: none"> <li>5.2 Conduct a baseline readiness assessment for CTCLINK</li> </ul>				
<ul style="list-style-type: none"> <li>5.3 Develop a college ERP project plan for CTCLINK</li> </ul>				

## Goal Area 1.0: Technology Governance & Planning

Each year BC invests significant resources to plan, acquire, implement, and maintain technology solutions to enable student success and support campus operations. A more robust campus-wide technology planning mechanism will boost efforts to systematically incorporate student, faculty and the broader BC community needs in planning for technology investments. Initiatives in this goal area capitalize on the BC Governance (BCG) structure currently being finalized. A campus-wide inclusive technology planning mechanism will anchor consistent two-way communication capabilities between ITS and the diverse constituents they serve. Key outcomes of a more structured, sustainable planning process include:

- Improved communication pathways between ITS and campus constituents
- Improved relationships and trust with campus constituencies and within ITS
- Consistent, transparent process for how technology decisions are made, priorities set, and action taken on responding to campus technology needs
- Increased BC community participation in technology planning

### Initiative 1.1 Establish an inclusive campus-wide technology planning mechanism in accordance with BCG.

Campus technology planning efforts will be synthesized into the four Functional Councils (Student Success, Resource and Planning, Diversity and Inclusion, and Infrastructure) that form a segment of the BCG. ITS integration in these Functional Councils is a necessary first step to gain more effective alignment position as a strategic planning partner in BCG.

Critical success factors:

- Clearly defined technology planning mechanism within the Functional Councils
- Clearly defined Function Council roles and responsibilities in technology planning

### Initiative 1.2 Develop a technology project prioritization process.

The ITS leadership team will develop a formalized technology project prioritization process to improve transparency in how technology investment decisions are made. This prioritization process will be integrated into the annual technology planning processes. The intent is to develop an evaluation tool that assigns value to key attributes associated with technology projects. This will facilitate a consistent ITS resource allocation model to support projects that are ranked highest on a priority hierarchy. In addition, this process will support increased transparency in technology investments and budgeting processes within ITS.

Critical success factors:

- Campus leadership buy-in to prioritization model
- Quantitative criteria for setting technology project priorities
- Consistent application of final prioritization model

### Initiative 1.3 Create a clear ITS operational planning process that aligns to the BCG campus planning efforts.

ITS leadership will establish an annual planning process that will crystalize directions and priorities for ITS operations. Another key component of the ITS operational planning process is to develop a clear two-way communication pathway for ITS staff and leadership. The objective is to improve how leadership and staff collaborate in providing excellence in service and support at BC.



Critical success factors:

- Leadership engagement and buy in the planning process
- A well defined planning process that is simple and sustainable
- Consistent execution of planning process

## Goal Area 2.0: Student Success Outcomes

The basis for constructing a solid technology platform grounded in student success defined as improved learning outcomes, retention, transfer success, and persistence to graduation. BC has had success in launching early intervention models that targeted 150 – 200 students through the Multicultural Services unit (MCS). The goal is to expand the principles and methods that have been deployed successfully in MCS and apply to the broader at risk student population. Three important technology initiatives are currently underway to enable optimal educational program and student service delivery in more meaningful, measurable ways. These initiatives are focused on accessibility, case management, and student success systems focused on intervention and analytics.

Critical success factors that contribute to the launch and ongoing progress of these initiatives are:

- Consistent project management
- Clear communication and engagement with technology solution business owners
- Visible executive sponsorship support as initiatives are rolled out

### Initiative 2.1 Develop and implement a technology accessibility plan.

A Digital Accessibility Task Force was convened in early 2015 at the request of the President's Cabinet to review and recommend any changes or enhancements to procedures or resources in support of BC's Technology Accessibility Policy. The Task Force is focused on four primary areas: captioning; software procurement; textbooks/courseware; and web accessibility. A target end date for drafting recommendations for action is the end of Spring 2016. There are pervasive implications about accessibility at BC that address equity in student access to technology, systems and processes that support students with disabilities, and other factors related to staff productivity and effectiveness.

Critical success factors:

- Leadership support in structuring longer-term governance and ownership of this initiative
- Resource and funding allocated to priority actions set in report
- Continued visibility and communication about initiative campus-wide
- Defined policies and procedures
- Actionable steps that contribute to measureable improvement in student success outcomes

### Initiative 2.2 Complete Case Management solution phase one and phase two planning and implementation.

The Case Management solution is a CRM system that unifies experiential student data from multiple touch points. Experiential data is captured and analyzed at interaction points throughout a student's journey through the educational lifecycle. This transactional student data will be managed in this system that is being built on a Microsoft Dynamics platform. The Case Management solution will be accessible by students to set up advisory appointments, communicate with faculty and academic advisors, and maintain an educational plan. In addition, faculty and staff will have a central system for tracking and accessing touch points with students. In January 2016 a pilot Case Management solution has been rolled out to four units: MCS, Workforce Development, Enrollment Services, and high school programs. The pilot results are being evaluated and will wrap up in the Summer of 2016.

This initiative will focus on taking the lessons learned from Phase One and apply to an expanded phase two implementation of Case Management. Phase two implementation and beyond will be the basis for informing the larger Learning Genome solution (Initiative 2.3) focused on Analytics and Prescriptive Intervention.

Critical success factors:

- Continued consistent communication with pilot users
- Clear project management approach for Phase Two

### Initiative 2.3 Design and beta test analytics and prescriptive intervention solution.

The third component to the student success system is focused on analytics and prescriptive intervention and is called the Learning Genome Project. Today the understanding of the use data is at a pivotal point. BC has begun to gather data from every source possible and will use it to build data warehouses and lakes. Machine algorithms are already being trained to provide data models that can produce information beyond the predictive analytics. Prescriptive analytics are the next logical step in this work as they build on the predictions and provide known interventions and guidance based on the models that show successful outcomes. This solution will enable BC to systematically track, analyze, and provide early prevention support to students at risk. In addition, these prescriptions may also be applied to the learning model that may illustrate delivery methods that best empowers each individual learner. As we move into this field we will work with the educational and business community to amass as much data as possible, the more we gather the faster we will be able to map the learning genome. This solution is in the design phase.

Critical success factors:

- Continued executive sponsorship
- Eventual delegation of project management to ITS staff member
- Continued funding commitment

## Goal Area 3.0: Technology and Pedagogy Integration

Instructional technology is the cornerstone for innovative expansion of learning opportunities to improve and foster student success. The pervasive use of instructional technology informed from a pedagogy perspective requires support from both technical and academic standpoints. BC is at an important juncture in determining how to strategically plan, manage and sustain a model of leadership and support for this key area. A single initiative in this goal area will result in several actions to move the needle forward in creating a sustainable approach.

### Initiative 3.1 Develop an inclusive campus-wide strategic plan for the integration of technology and pedagogy.

Questions that will be answered in this planning initiative include:

- What organization construct for best serves BC?
- How are ITS technology investments informed by instructional technology priorities? What technology applications will support our academic mission?
- How does this organization serve the technical and pedagogical exploration (and training) needs of the college?
- How will we achieve an institutional approach in synchronizing technology and pedagogy?

- What type of tools and training support do faculty require to enhance instruction and further research activities?
- How is student learning supported?

Critical success factors:

- Executive sponsorship
- Cross-campus representation in planning
- Consistent communication and clear planning process

## Goal Area 4.0: ITS Customer Experience

ITS is committed to providing excellence in customer service to students, faculty, and staff. The focus of this goal area is to develop, communicate, and apply consistent project management structures to all technology projects regardless of size; establish and manage to service level agreements that will be applied in the ITS support organization; and develop a comprehensive customer feedback mechanism that will be the basis for evaluating and continuously improving ITS services and support. The expected outcomes are based in an improved overall customer experience.

### Initiative 4.1 Develop and implement consistent project management framework to ITS and campus-wide technology initiatives.

The objective of this initiative is to develop a project management protocol to consistently deliver excellence in rolling out technology projects.

Critical success factors:

- Streamlined project management framework with a clearly defined roadmap
- Integrated communication and reporting milestones
- Clearly defined roles and responsibilities
- Performance measures tied to project management framework execution

### Initiative 4.2 Develop a service level agreement strategy (SLA).

The goal of this initiative is to develop a foundation from which clear expectations for service delivery are set, managed, and measured.

Critical success factors:

- SLAs are strictly adhered to by all ITS staff
- SLA guidelines are readily accessible to ITS constituents

### Initiative 4.3 Establish a comprehensive customer service feedback process.

The goal of this initiative is to build a multi-tiered customer feedback mechanism. Elements of this framework would include annual students, faculty, and staff satisfaction surveys (integrated into annual technology planning cycles), point feedback mechanisms tied to help desk tickets, and others to be defined.

Critical success factors:

- Assigned owner to manage, collect, analyze, and report on all aspects of customer feedback mechanisms.

## Goal Area 5.0: Enterprise Resource Planning Readiness (CTCLINK)

The State Board for Community and Technical Colleges' (SBCTC) ERP Project known as CTCLINK is a multi-phase, multi-year project that will replace the administrative software suite for the 34 community and technical colleges in Washington state and the SBCTC. Bellevue College is currently in the third, or last, wave of colleges, which is presently targeted to go live in late 2018. The new solution will address over 240 processes across the Student Information System, College Financials, Human Resources and Financial Aid systems. Every employee and student at the college will be impacted by the changes that the new system will introduce.

### Initiative 5.1 Establish a college ERP project governance model and group for CTCLINK.

The objective of this initiative is to define clear authority and expectations for how the college decision-making process will be executed throughout the project.

### Initiative 5.2 Conduct a baseline readiness assessment for CTCLINK.

The objective of this initiative is to highlight the degree of readiness of Bellevue College, both in terms of its change readiness and its completion of various tasks identified in the state's project plan. A baseline assessment will be conducted and documented at the outset. This will provide a foundation from which the college can evaluate at various intervals whether and what kind of changes may be necessary to enable forward progress, meet deadlines or reach specific goals.

### Initiative 5.3 Develop a college ERP project plan for CTCLINK.

The objective of this initiative is to document a framework for the project as it relates to college involvement. This will provide a clearly defined roadmap to include roles and responsibilities; anticipated tasks and milestones including pre-wave readiness activities; a resource staffing model; a communications plan; risk assessment; and the identification of other resource needs.

Critical success factors:

- College planning will be dependent on the accuracy and completeness of the published SBCTC project plan, and how timely, accurate and complete supplementary information is provided.
- The availability of some resources will be dependent on SBCTC scheduling and provisioning.
- Availability of college staff with specific subject matter expertise and/or designated authority.

## Implementation

A detailed implementation plan is being developed that will guide taking action on the initiatives outlined in this plan.

\*\*\*\*\*

The development of this technology plan was developed with support from Dianna Sadlouskos, an independent higher education management consultant.

## 2.G.6.

### Appendix 2.G.6.i ITS Training Plan Draft

ITS Training Plan Draft 6/19/2018

1. Building a Foundation (preparations)
  - a. Training calendar
  - b. Registration tool
  - c. Training “menu”
  - d. Training needs assessment
    - i. Pull reports from TDX for trends
    - ii. Reach out to departments and evaluate their needs (Maybe check in twice per year and stagger the check-ins? ...maybe just once per year to start
  - e. Resource needs (people, hardware, software, rooms, books, pamphlets, adapters...)
    - i. Bridge by Instructure?
  - f. Training for Jennifer
    - i. O365
    - ii. MS Word
    - iii. Outlook
    - iv. OneNote
    - v. Email etiquette
    - vi. Train the trainer
2. Funding
  - a. Internal resources
  - b. External resources
3. Services
  - a. Intake process for training requests
  - b. Consultation
  - c. Training sessions conducted and/or coordinated
  - d. Printed materials (Tri-fold brochures, Handouts for trainings)
  - e. Knowledge Base articles (New ones or vetting old ones relevant to trainings)
4. Training subject matter
  - a. Students
    - i. IT overview/Canvas (via classroom visits)
    - ii. Open house workshops
    - iii. Canvas (Drop-in sessions, scheduled workshops, one-on-one)
  - b. Faculty
    - i. New faculty orientation
    - ii. O365
    - iii. OneDrive
    - iv. MS Word
    - v. Outlook/OWA
    - vi. Netiquette
  - c. Staff
    - i. O365
    - ii. OneDrive
    - iii. MS Word
    - iv. Outlook/OWA

- v. Netiquette
  - d. Coordinated (v. delivered) training
    - i. Podiums
    - ii. IT Security
    - iii. WordPress
    - iv. SharePoint
    - v. Qualtrics
    - vi. 25Live
  - e. Criteria for training
    - i. System/tool used by students, faculty, staff (all 3)
    - ii. System/tool used across enterprise
      - 1. Canvas
      - 2. Email
      - 3. O365
      - 4. TDX
      - 5. Lynda
- 5. Training targets for 2018
  - a. Faculty orientations (2)
  - b. Podium training (1)
  - c. Student Canvas workshops (4 per quarter)
  - d. Student email (2 per quarter)
  - e. Student O365, OneDrive (2 per quarter)
- 6. Setup goals for 2018
  - a. Summer
    - i. Training calendar
    - ii. Training SharePoint site
    - iii. Student O365 training
    - iv. Student email training
    - v. Student drop-in sessions
    - vi. Trial of social media for student communications
    - vii. Trial process for registration (Likely using forms in 365)
    - viii. Trial run of email/netiquette (Current request)
    - ix. Possibly run the Surface Series again
    - x. Establish Training for “New Mac Users” (Current request)
    - xi. Review all student Canvas KB’s
    - xii. Qualtrics Trainings (currently 2 requests)
    - xiii. Use Qualtrics to establish process for trainings via webinar with third parties
      - 1. Setup walkthrough with rep and Bellevue SME
      - 2. SME provide any feedback/updates
      - 3. Service provided, be at the beginning of the session to ensure setup and tech is working (unsure if should stay for session, maybe just the inaugural run?)
  - b. Fall
    - i. Recurring podium training
    - ii. Recurring Qualtrics Training (per request from 2017\_
      - 1. Possibly, in conjunction with Qualtrics, Best Practices for Surveys (request from 2017)

- iii. Recurring Student O365
  - iv. Recurring Student email
  - v. Student drop-ins as needed during the quarter
    - 1. Planned in advance based on ticket volume during the quarter and types of tickets that we have seen historically
  - vi. Trial run OneDrive for Employees
  - vii. Train Dan on Classroom visits/Orientations
  - viii. Training survey
  - ix. Create menu of trainings
  - x. Update Training Request form as needed and open it to TDClient
- 7. Training life cycle – Single session
  - a. Ticket submitted
  - b. Prefer 3 month lead time (best guess for now...)
  - c. Requirements gathered
    - i. #attendees
    - ii. Audience type
    - iii. Target system
    - iv. Timeframe
  - d. Agenda drafted
    - i. User review, edits and approval
  - e. Training operational level agreement (OLA) drafted
    - i. User review, edits and approval
  - f. Scheduling (2 months prior)
    - i. Reserve room
    - ii. Review agenda
    - iii. Confirm hardware needs
    - iv. Draft communications
    - v. Draft Handout
  - g. Scheduling (2 days prior)
    - i. Class reminder notification
    - ii. Print finalized handouts
  - h. Training day
    - i. Conduct session
    - ii. Make note of follow up items
  - i. Post training (2 days after)
    - i. Follow up email with general information
      - 1. Include link to Handout
    - ii. Follow up email to specific users with targeted questions
    - iii. Survey
- 8. Training life cycle – recurring sessions
  - a. Ticket submitted
  - b. Requirements gathered
    - i. #attendees
    - ii. Audience type
    - iii. Target system
    - iv. Timeframe
  - c. Agenda drafted
    - i. User review, edits and approval

- d. Training operational level agreement (OLA) drafted
  - i. User review, edits and approval
- e. Scheduling (2 months prior)
  - i. Reserve room
  - ii. Review agenda
  - iii. Draft communications
- f. Scheduling (2 weeks prior)
  - i. Class reminder notification
- g. Training day
  - i. Conduct session
  - ii. Make note of follow up items
- h. Post training (2 days after)
  - i. Follow up email with general information
  - ii. Follow up email to specific users with targeted questions
  - iii. Survey
- 9. Video vignettes
  - a. Tools
    - i. Camtasia – video
    - ii. Pro Tools – audio
    - iii. iMovie – editing
    - iv. Adobe Premier
  - b. Review/updates
    - i. Stay current with system/tool updates
    - ii. Annual summer review for content currency
      - 1. Meet with SME and stakeholder to review vet if it info is still current/relevant
      - 2. If not, go through life cycle below
- 10. Video vignette life cycle
  - a. Request received
  - b. Need 2 months lead time (Best guess for now)
  - c. Evaluation of the request
    - i. Target audience (debating on enterprise and all 3 audiences, at least while we get started)
    - ii. Subject Matter
    - iii. Identify SME
    - iv. Series or Standalone video
    - v. How to or Conceptual
  - d. Consultation with SME (Propose that this occurs in A109 as a recorded session and have the SME drive)
  - e. Draft Script
  - f. Meet with SME and walk through script for review/edits
  - g. Record draft and send to SME/Stakeholder for any last edits that need to occur
  - h. Record finalized version
  - i. Post to KB (one of two formats available, like the podium page or the canvas series)
- 11. Other training resources
  - a. Dan Moretti
    - i. Conduct Student Trainings/Orientations/Drop-ins/one-on-one
    - ii. Create/update handouts for above sessions



- iii. Review/update tri-folds
- iv. Aid in trainings that may need more than one person in the room
- v. Create training videos
- vi. Monitor/update Student Canvas KB's
  - 1. And address feedback on those articles
- vii. Possibly review/update student KB's

## 12. Other thoughts

- a. New employee orientation (NEO) segment
- b. Professional development days
- c. New enterprise system/tool rollout
- d. Year-up basic orientation
- e. Video library
- f. Training material library
- g. Discreet list or "menu" of standard training offerings
- h. Other higher ed institution benchmarks
- i. Training and development advisory committee participation

## 2.G.7.

### Appendix 2.G.6.i ITS Training Plan Draft

Please see above.

## Chapter Three

### 3.A.1.

### Appendix 3.A.1.i Core Theme and Strategic Planning Timeline



### **3.A.4.**

#### **Appendix 3.A.4.i BC Strategic Plan 2017**

## Bellevue College Strategic Plan 2017

### Student Success Priority Initiatives

- A. Develop and implement a strategic enrollment management plan that promotes the success of all student populations.
- B. Provide academic support and other services to ensure that students are able to set and meet their goals.
- C. Offer equitable opportunities: affordability; programs to support success and retention for all student populations; and efforts to close the gap.
- D. Provide equitable services through universal design, accessible facilities, and multi-lingual communication.
- E. Adopt data-informed strategies to increase persistence and completion.
- F. Promote efficient transitions into and through BC, supporting the complete pre-K-20 continuum.

### Teaching and Learning Excellence Priority Initiatives

- A. Develop and support new initiatives, certificates, credentialing models, and degrees—such as expanded baccalaureate programs—that meet the needs of the region.
- B. Encourage faculty, staff, and student leadership in regional, state-wide, national, and international conversations about the future of higher education.
- C. Incorporate undergraduate research and experiential learning into the curriculum.
- D. Incorporate personal effectiveness—communication, team-building, and leadership—skills throughout the curriculum.
- E. Prepare students to succeed in an interconnected and interdependent world through interdisciplinary learning, focused on economic, social, and environmental sustainability.
- F. Foster disciplinary and pedagogical currency and innovation through faculty professional development.

### College Life and Culture Priority Initiatives

- A. Integrate social justice into everyday college operations, providing an equitable environment of non-discrimination, universal design, and accessibility.
- B. Support the college's governance system and improve operational decision-making structures.
- C. Create uniform and efficient processes based on higher education best practices, including areas such as sustainable planning and change management, onboarding and ongoing training, emergency preparedness, and succession planning.
- D. Improve the systems for sharing information.
- E. Be the region's college of choice for employment—providing employees with an engaging climate, competitive compensation, and shared value system.
- F. Support professional development, advancement, work-life balance, and wellness for all employees.
- G. Mitigate inequities experienced by part-time faculty and staff.

### Community Engagement and Enrichment Priority Initiatives

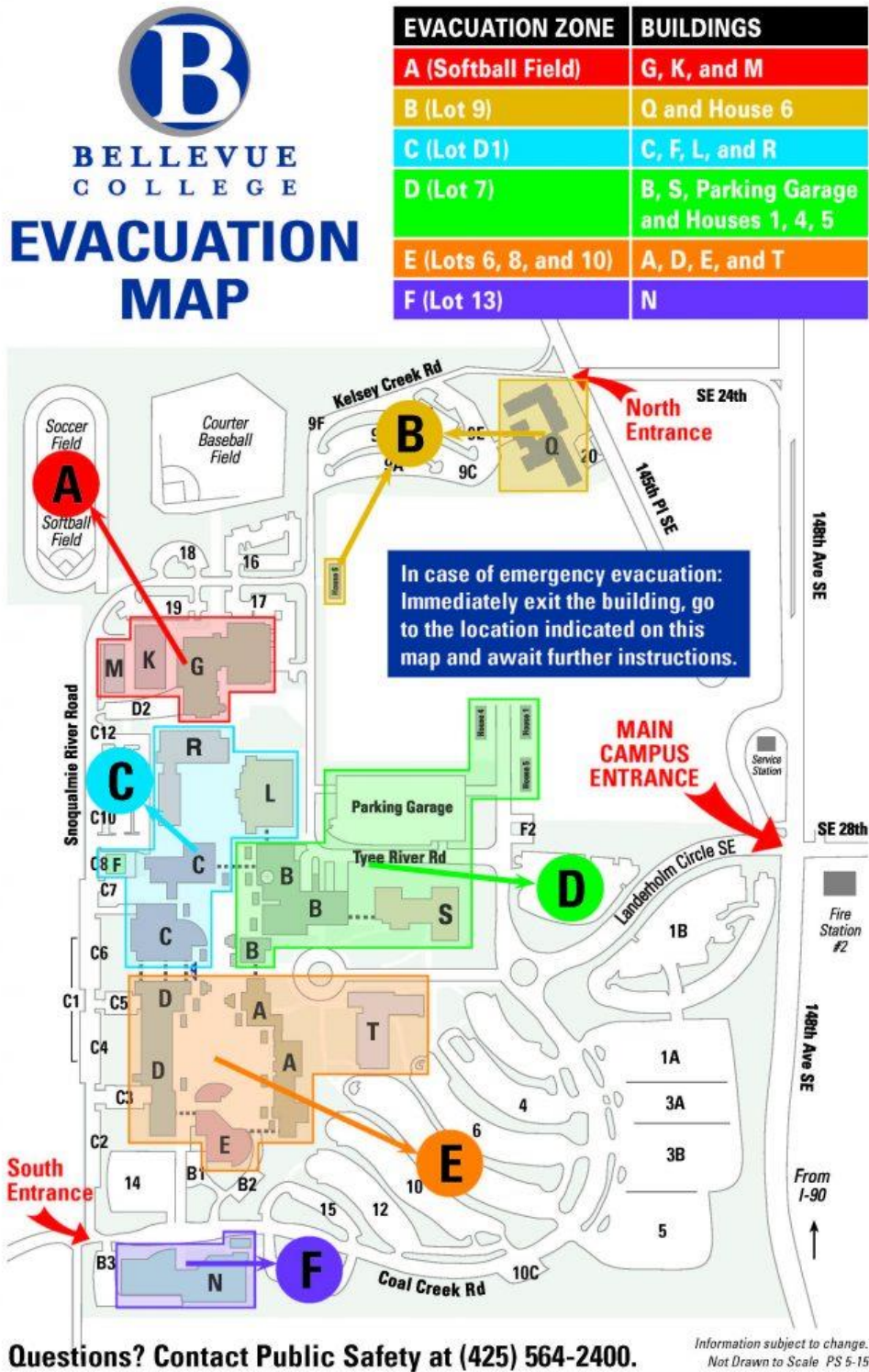
- A. Develop an educational atmosphere that creates lifelong learning experiences for informed and engaged citizenship.
- B. Forge strong relationships with community partners—employers, pre-K-12, higher education institutions, community organizations, service groups, businesses, neighbors—to build and sustain relevant programs.
- C. Communicate our identity.
- D. Develop and implement a process to listen carefully and respond to community and regional needs.
- E. Develop a broad network of engaged alumni.
- F. Pursue funding opportunities to mitigate decreased state support.

## **Appendix 2.F.2.i Resources and Planning Council Budget Process Proposal**

Please see above.

### 3.A.5.

#### Appendix 2.D.2.i Maps of Campus Evacuation Zones



## **Chapter Four**

### **Student Success Core Theme**

#### **Appendix Success 3.B.2.i Achieving the Dream Student Success Action Plan**

## **Bellevue College Student Success Action Plan May 2018**

### **STUDENT SUCCESS VISION AND PRIORITIES**

Bellevue College commits to eliminate gaps in opportunity and achievement for our diverse student community. Through the intentional design of the college experience, we strive to ensure that all students reach their academic and career goals.

#### **Priority 1**

Adopt the Guided Pathways model in order to clarify and improve progress toward completion.

##### **Major Goals**

Improve student completion (especially for underrepresented students).

Increase the number of students who complete college-level math and English in their first year in college.

Clarify and simplify steps on pathways to completion.

##### **Student Success Efforts**

###### **Existing:**

- Guided pathways steering committee planning and coordination.
- Reforms in math and English to accelerate college credit in students' first year.
- Existing program maps for all prof-tech programs and transfer guides for 25 major areas (transfer programs).

###### **New:**

- Develop and agree upon metamajors (currently underway).
- Create program maps for transfer pathways.
- Update prof-tech program maps
- Organize cross division stakeholder groups of faculty to evaluate and decide which courses will be part of each pathway.
- Communicate information about meta-majors, program maps and course decisions.
- Provide training and professional development for faculty, staff, administrators, college leaders.
- Evaluate results using a process that includes student voices.

Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Strategy and Planning**, Teaching and Learning, Equity, **Data and Technology**, Leadership, **Engagement and Communication**, Policies and Practices  
(**Bold=priority**)

## Priority 2

Improve the student experience through adoption of holistic student support and advising.

### Major Goal

Ensure students' connection and entry to Bellevue College is simple and clear, and students receive appropriate supports when needed, to enable fulfillment of their educational goals.

### Student Success Efforts

#### Existing:

- Academic Advising Office
- Welcome Center
- Disability Resource Center (DRC)
- Multicultural Services (MCS)
- Counseling Services
  - Workshops
  - HD class
  - Student Success Initiative (SSI) for probation students
- Office of International Education (orientations, recruitment)
- High School Programs (Running Start)
- Student Central (Financial Aid advisors/admission advisors)
- Veterans Programs
- CARE Team
- Workforce Education
- Basic and Transitional Studies Navigators (advisors)
- Autism Spectrum Navigators (ASN)
- Center for Career Connections (STEM to stern)
- TRIO
- Human Development Courses (H.D.)
- Academic Success Center (ASC)
- Student Programs (Student Clubs, ASG, leadership institute, student activities)

#### New:

- New student orientation redesign
- New student career exploration course/activities
- Blended advising (group advising)
- Transfer Center
- Benefits Hub (financial literacy, FAFSA/WASFA assistance, free tax prep, access to social services in partnership with United Way)



Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Policy & Practices, Engagement & Communication, Teaching & Learning,**  
Equity, Leadership & Vision, Data & Technology, Strategy & Planning  
(**Bold=priority**)

### Priority 3

Improve student course completion rates through systematic faculty professional development.

#### Major Goals

Ensure all faculty are equipped to meet the learning needs of students through a systematic, mandatory professional development agenda.

#### Student Success Efforts

##### Existing:

- Faculty Commons workshops
- New faculty orientation
- PD days, College Issues days
- E-learning center
- Rise Institute service and project-based learning, faculty learning communities
- Mentoring for new tenure track faculty
- Mentoring for adjunct faculty

##### New:

- Inventory all cross-campus faculty professional development options
- Develop a comprehensive onboarding process for faculty:
  - Canvas-based, new-faculty orientation
  - Survey deans/chairs/Division Operation Directors (DODs) for faculty onboarding process
  - Streamline the faculty onboarding process with Human Resources
  - Centralized tracking system for faculty onboarding (such as a checklist for new faculty that lists essentials, and a Canvas site that outlines resources/training modules, etc.)
- Establish three professional development tracks and accompanying badging/credential system (combining existing efforts and new options):
  - Teaching Academy
  - Online Teaching Competencies
  - Gap Closing Frameworks

Essential Institutional Capacities to Support Priority (see ATD Institutional Capacity Framework)

**Teaching and Learning**, Engagement and communication, Strategy and planning, **Policies and practices**, Leadership and vision, Data and technology, **Equity** (Bold=priority)

## INSTITUTIONAL CAPACITY ASSESSMENT TOOL RESULTS

Although we have relative strengths in the areas of Equity (2.6) and Leadership and Vision (2.5), and relative weaknesses in Data and Technology (1.9), we recognize that only one of our scores was above the midpoint. Therefore, we have room to improve in all areas of institutional capacity. Each of our student success initiatives will connect to specific identified institutional capacities.

The key capacities identified in our success initiatives are strategy and planning; data and technology, and engagement and communications for guided pathways; teaching and learning, and equity for faculty professional development; and policies and practices, teaching and learning, and engagement and communication for holistic student support and advising.

As indicated above, equity is a relative strength at our institution. While the college has a long way to go with regard to addressing equity with intentionality, we do not face particular problems with the idea of equity as a goal. In this sense, relative to other institutions, we expect to get buy-in on this issue without undue difficulty, and we intend to leverage this strength.

Data and technology are a significant problem at our institution. Our action plan addresses this in several ways. The BC research office and data team are working very hard to deliver more data to our community in interactive formats. We have done this internally with data for our program review process and have worked hard to produce similar data for our student success metrics. In addition, evaluation is embedded in all of our action plans. One of the weaknesses at our institution, reflected in the ICAT responses, is that even when data are available, BC staff and faculty are not practiced at using data to inform decision making. ATD core and data teams intend to overcome that with clear evaluations of our success initiatives. Finally, we are working diligently to purchase and deploy a customer relations management solution that will streamline case management and improve student experiences. This new system will also be an important tool for data collection to help staff and faculty track student progress and analyze barriers.

Faculty professional development will directly address our institutional capacity in teaching and learning. In this area, we will leverage an area of strength by building on the work of the Faculty Commons, professional development days, new faculty orientation and other existing success efforts in the area of teaching and learning.

Policies and practices are now undergoing a substantial review through our accreditation process, and a new emphasis on building a LEAN workplace has begun. Finally, we intend to leverage our relative strength in leadership and vision while also working on an explicit communications strategy.

## EVIDENCE SUPPORTING THESE PRIORITIES

In September 2017, the core and data teams began to present disaggregated data on student progress to the entire college community. These data measured critical areas including fall to winter persistence, fall to fall persistence, three year completion or transfer rates, six year completion or transfer rates, and the proportion of students completing college level English and Math within one year.

We found particularly alarming gaps between race/ethnicity among all these measures. Part-time students and students aged 45-60 also lagged behind the general student population significantly. The sampling of data below is for the general student population, not including dual enrollment or international students.

From Fall 2015 to Fall 2016, persistence levels varied from 51% to 78% as follows:

African American students: 65%

Latino/a/x students: 64%

White students: 70%

Asian students: 75%

Students age 46 – 60: 51%

Students age 18 – 19: 78%

Part time students: 64%

Full time students: 77%

Female students: 68%

Male students: 70%

For students starting in Fall of 2013 and completing a certificate or degree, or transferring within three years, by Fall 2016, similarly startling gaps ranging from 28% to 50% were uncovered.

African American students: 28%

Latino/a/x students: 33%

White students: 43%

Asian students: 44%

Students age 45 – 60: 32%

Students age 18 – 19: 42%

Part-time students: 35%

Full-time students: 50%

Female students: 46%

Male students: 37%

For 2014 – 2017, a slight increase in three year completion or transfer rates to 33% for African Americans, 35% for Latino's, as compared to 46% for Whites, and 49% for Asians was reported.

Data on students completing college level math in their first year showed rates from 4% to 34% based on group, as follows:

African American students: 13%

Latino/a/x students: 20%

White students: 22%

Asian students: 34%  
Students age 45-60: 4%  
Students age 18-19: 31%  
Part-time students: 16%  
Full-time students: 31%  
Female students: 20%  
Male students: 25%

We observe significant equity gaps by race, age and by full-time and part-time status. In general, equity gaps across genders, veterans' status and disabilities are smaller. We are also concerned that marginalized students may be getting advised into programs that lead to lower wage careers but we do not currently have the data to analyze this.

The data team spent most of the year finalizing a set of institutional outcome measures that the college can use to identify areas for improvement and measure success over time. The most recent aggregate data from fiscal year 2017 for each of these measures shows that

- Fall to winter persistence is 86%.
- Fall to fall persistence is 73%.
- Three year completion or transfer rate is 47%.
- Six year completion or transfer rate is 58%.
- Proportion completing college level English within one year is 46%
- Proportion completing college level Math within one year is 29%
- Proportion completing fifteen credits within one year is 82%
- Proportion completing thirty credits within one year is 59%
- Proportion completing forty-five credits within one year is 29%

In the past ten years, the college has dramatically increased the numbers of dual enrollment and international students on our campus. These students now account for about one-third of our overall FTE. On many metrics, these students differ from the rest of our students. For example, our fall to winter persistence rate of 86% results from very high persistence among international (90%) and dual enrollment (94%) students, as compared to our general students (79%). These differences persist across all of our student success metrics.

The college conducted the Community College Survey of Student Engagement in fiscal year 2017. The college benchmark scores were above the 2017 cohort average for active and collaborative learning and student effort; and below the cohort average for student-faculty interaction and support for learners.

In addition to these quantitative measures, we gathered an extraordinarily large amount of valuable qualitative feedback through the capacity cafes held in February 2018. In particular, we heard that equity is a priority. Many expressed concern that current onboarding and professional development were inadequate to prepare

faculty and staff for optimal student support. We have reflected these concerns in the development of our metrics and in the selection of our student success priorities. Other feedback included concerns that the college processes to apply and register for classes were confusing, information on programs of study is often not clear, and advisor schedules are heavily booked during peak times creating two week wait times to see an advisor.

We did not conduct student focus groups. We plan to create opportunities for students to give input and share experiences about the barriers they encounter. The format could be surveys or focus groups.

The ATD core and data teams have chosen to focus on adoption of Guided Pathways, including implementing the integrated, holistic advising model in order to simplify and clarify information for students about career and academic pathways, help students choose a pathway and keep on it. In addition, we will work on systematic, mandatory faculty professional development to ensure faculty are equipped to facilitate students' learning and progress toward their academic and career goals.

### **EQUITY MINDED DESIGN**

The ATD equity framework explicitly articulates that structural racism exists and hinders minoritized students from being successful. Bellevue College staff and faculty members are learning that there is a difference between equality (treating everyone the same), equity (working with each student where she/he/they is/are), and liberation (eliminating, or minimizing to the extent possible, barriers or obstacles for students/learners). In terms of equity, many employees are discovering that equity is not just a trendy word, but rather that it is about implementing multiple equitable practices that are expandable and flexible so as to meet the needs of each student so they can be successful. In order to do so, each employee must reflect on their own daily practices and be willing to be confront their own biases and assumptions. To provide such learning opportunities over the last several years, Bellevue College has introduced multiple equity minded workshops for all employees. Bellevue College defines equity as it relates to students, as creating intentional and holistic student success plans to explicitly guide/educate each student to meet their academic goals.

Prior to ATD participation, in general, most Bellevue College community members believed that the college's student success levels were acceptable. This year, we examined disaggregated data on students' persistence, completion and transfer rates and achievement of college level math and English credit during the first year of attendance. We learned that African American students, Latin/X students, part time students in particular fare significantly worse than the general student population in all these measures. Based on this high level data, we have learned it is critical that we conduct further inquiry and identify clearly which students are not progressing and where are the bottlenecks so we can ensure all students succeed.

For several years, more college-wide discussions have been taking place regarding policies and practices that are not equitable to both students and employees. There

have been discussions about DACA students, LGBTQ students, students of color, students with disabilities, and intersectional identity, to name a few. Several discussions have been held during the academic year at College Issues Days, in professional development days, as well as in various classrooms and meetings.

We have heard students are challenged by the confusing numbers of offices that offer advising and yet at peak times students cannot get timely access to an advisor (2 week wait time). We learned from students that many do not know about the array of services and supports at the college such as the Center for Career Connections or the degree audit tool. We would like to get better at incorporating the students' voice more deliberately to gather data about their experiences and track progress as students' experiences improve.

Based on disaggregated data currently available, the biggest disparities in student outcomes are for Latina/o, African American and part-time students. Our student success priorities will entail system change to simplify and clarify choices and processes for students; ensure students develop an academic plan that is updated periodically; provides holistic, just in time support for students and equips faculty with systematic professional development to improve quality of instruction that will increase course completion.

The college has not yet disaggregated data by Pell eligibility. This is currently under discussion so we can begin to examine student success at the intersection of Pell eligibility (as proxy for low income); and race/ethnicity and other groups.



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