# Bellevue College
## Year Seven Self-evaluation Report

BELLEVUE COLLEGE

**Year Seven Self-evaluation Report**
**Bellevue College**
**Bellevue, Washington**
**March 13–15, 2019**

Prepared for the Northwest Commission on Colleges and Universities

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## Institutional Overview

Founded in 1966, Bellevue College (BC) has grown to become the third largest institution of higher education in Washington, serving approximately 30,000 students each year through its baccalaureate, academic transfer, professional-technical, basic skills, and continuing education programs. Since 1968 the college has been located at its current location in the city of Bellevue, east of Seattle and adjacent to the I-90 corridor. Bellevue has grown from a quiet Seattle suburb to a flourishing urban area recognized for such major employers as Microsoft, Paccar, Amazon, Google, and Boeing.

BC's vision—to be the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs—has deep roots. In 1995, BC received one of the first National Science Foundation (NSF) grants awarded to community colleges to become a regional advanced technology education center. The college continues to win grants from NSF, and has been awarded grants from the U.S. Department of Justice and other federal and state agencies for its innovative programs and initiatives. In 2017, the college joined the Achieving the Dream network to support the college's goals: foster student success, develop a data-driven culture, and close equity gaps.

In support of its mission to promote the educational development of its students and to strengthen the surrounding community, the college provides high-quality, flexible, accessible educational programs and services at two campuses. BC's 128-acre main campus features 16 buildings, including a recently completed residence hall and a student success building now under construction. Altogether the main campus provides 742,784 square feet of classroom/instructional space. A second, smaller campus—North campus—consists of a 70,000 square foot building along the Highway 520 corridor in north Bellevue. Together, these campuses provide the infrastructure required to fulfill the college's mission and core themes. BC employs approximately 1,500 faculty and staff members: 217 full-time faculty; 786 part-time faculty; and 545 exempt and classified staff. BC welcomes students from across the Puget Sound region and from more than 60 countries, with most students

originating in the city of Bellevue and nearby cities such as Renton, Seattle, Redmond, Issaquah, and Sammamish. State funding represents less than 25 percent of BC's operating budget. Other sources of funds include tuition and fees, student financial aid, and grants; more than 50 percent of funds are spent on instruction.

BC offers seven transfer associate degree programs, more than 100 professional-technical degrees and certificates, and two non-transfer associate degree programs. In 2007, BC became one of the first community colleges in Washington State to offer applied baccalaureate degrees, with a bachelor of applied sciences degree in radiation and imaging sciences. In 2009, BC earned accreditation as a baccalaureate institution and now offers 12 bachelor's degrees; the college has continued to expand its offerings, most recently with a BAS in digital marketing and a BS in computer science. Additional programs include adult basic education and continuing education. More than 40 percent of BC students are seeking an academic transfer degree. The highest-enrolled professional-technical programs are in business and accounting, computer science and information technology, interior design, nursing, and radiation and imaging sciences. Transfer, graduation, and enrollment data substantiate the college's success: in AY 2015-2016, more than 1,600 BC students were enrolled at public and independent colleges and universities, the largest number of transfer students from the Washington community and technical college system. Eighty-one percent of all BC enrollments are in courses leading to a degree or certificate. Professional-technical program graduate success is demonstrated by an employment rate of 72 percent within nine months of graduation.

The statutory mission defined in Revised Code of Washington (RCW) 28B.50 establishes community colleges as open-access institutions that provide instruction in the areas of university transfer; workforce education; educational, cultural, and recreational community services; and adult education in basic skills and literacy. The Washington State Board for Community and Technical Colleges coordinates and directs the state's system of 34 public community and technical colleges, which includes Bellevue College. BC is governed by a six-member citizen board of trustees, including one student trustee; the Washington State Governor appoints trustees. The board employs the president, who hires faculty and staff. The college operates under a system of governance that engages all college constituencies.

Bellevue College serves Community College District VIII, which includes the Bellevue, Issaquah, Skykomish, Snoqualmie Valley, and Mercer Island school districts.

## Community College District 8 Service Area Map

Bellevue College serves these districts:

- **Bellevue**
- **Issaquah/ Sammamish**
- **Skykomish**
- **Snoqualmie Valley**
- **Mercer Island**

# NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

## Institutional Information

**Name of Institution:** Bellevue College

Mailing Address: 3000 Landerholm Circle SE
Address 2:
City: Bellevue
State/Province: WA
Zip/Postal Code: 98007-6484
Main Phone Number: (425) 564-1000
Country: USA

### Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Jerry
Last Name: Weber
Position (President, etc.): President
Phone: (425) 564-2301
Fax:
Email: jerry.weber@bellevuecollege.edu

### Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Tracy
Last Name: MacLean
Position (President, etc.): Associate Dir
Phone: (425) 564-2035
Fax:
Email: tracy.maclean@bellevuecollege.edu

### Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Mr.
First Name: Jim
Last Name: Craswell
Position (President, etc.): Interim Exec Dir
Phone: (425) 564-4250
Fax:
Email: james.craswell@bellevuecollege.edu

## Institutional Demographics

**Institutional Type** *(Choose all that apply)*

- [x] Comprehensive
- [ ] Specialized
- [ ] Health-Centered
- [ ] Religious-Based
- [ ] Native/Tribal
- [ ] Other (specify): _____

**Degree Levels** *(Choose all that apply)*

- [x] Associate
- [x] Baccalaureate
- [ ] Master
- [ ] Doctorate
- [ ] If part of a multi-institution system, name of system: _____

**Calendar Plan** *(Choose one that applies)*

- [ ] Semester
- [x] Quarter
- [ ] 4-1-4
- [ ] Trimester
- [ ] Other (specify): _____

**Institutional Control** *(Choose all that apply)*

- [ ] City
- [ ] County
- [x] State
- [ ] Federal
- [ ] Tribal

- (●) Public OR ( ) Private/Independent
- (●) Non-Profit OR ( ) For-Profit

**Students** (all locations)

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

**Official Fall:** 2017 (most recent year) FTE Student Enrollments

| Classification | Current Year: 2017 | One Year Prior: 2016 | Two Years Prior: 2015 |
|---|---|---|---|
| Undergraduate | 6549 | 6630 | 6723 |
| Graduate | | | |
| Professional | | | |
| Unclassified | | | |
| Total all levels | 6549 | 6630 | 6723 |

**Full-Time *Unduplicated* Headcount Enrollment**. (Count students enrolled in credit courses only.)

**Official Fall:** 2017 (most recent year) Student Headcount Enrollments

| Classification | Current Year: 2017 | One Year Prior: 2016 | Two Years Prior: 2015 |
|---|---|---|---|
| Undergraduate | 6858 | 6960 | 6733 |
| Graduate | | | |
| Professional | | | |
| Unclassified | | | |
| Total all levels | 6858 | 6960 | 6733 |

**Faculty** (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number:** 188 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

| Rank | Full-Time | Part-Time | Less than Associate | Associate | Bachelor | Masters | Specialist | Doctorate |
|---|---|---|---|---|---|---|---|---|
| Professor | | | | | | | | |
| Associate Professor | 135 | | | 2 | 7 | 98 | 1 | 27 |
| Assistant Professor | 51 | | | 2 | 6 | 23 | 2 | 14 |
| Instructor | | | | | | | | |
| Lecturer and Teaching Assistant | | | | | | | | |
| Research Staff and Research Assistant | | | | | | | | |
| Undesignated Rank | 2 | 527 | | | | | | |

**Faculty** (all locations)

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff**. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

| Rank | Mean Salary | Mean Years of Service |
|---|---|---|
| Professor | | |
| Associate Professor | $68,827 | 16 |
| Assistant Professor | $58,709 | 4 |
| Instructor | | |
| Lecturer and Teaching Assistant | | |
| Research Staff and Research Assistant | | |
| Undesignated Rank | $61,086 | 25 |

## Institutional Finances

**Financial Information.** Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

Bellevue College
Statement of Cash Flows
For the Year Ended June 30, 2016

| | |
|---|---|
| **Cash flow from operating activities** | |
| Student tuition and fees | 56,646,058 |
| Grants and contracts | 22,800,931 |
| Payments to vendors | (11,541,485) |
| Payments for utilities | (212,352) |
| Payments to employees | (60,122,822) |
| Payments for benefits | (19,915,191) |
| Auxiliary enterprise sales | 6,659,665 |
| Payments for scholarships and fellowships | (11,075,635) |
| Other receipts (payments) | (9,931,617) |
| Net cash used by operating activities | (26,692,447) |
| **Cash flow from noncapital financing activities** | |
| State appropriations | 30,312,277 |
| Pell grants | 7,316,114 |
| Building fee remittance | (2,897,099) |
| Innovation fund remittance | (759,288) |
| Net cash provided by noncapital financing activitie | 33,972,003 |
| **Cash flow from capital and related financing activities** | |
| Capital appropriations | 5,427,722 |
| Purchases of capital assets | (5,969,386) |
| Principal paid on capital debt | (807,640) |
| Interest paid | (181,662) |
| Net cash used by capital and related financing acti | (1,530,966) |
| **Cash flow from investing activities** | |
| Purchase of investments | (9,058,469) |
| Income of investments | 674,870 |
| Net cash provided by investing activities | (8,383,599) |
| **Increase in cash and cash equivalents** | (2,635,009) |
| **Cash and cash equivalents at the beginning of the year** | 63,801,450 |
| **Cash and cash equivalents at the end of the year** | 61,166,441 |
| Reconciliation of Operating Loss to Net Cash used by Operating Activities | |
| **Operating Loss** | (34,894,799) |
| **Adjustments to reconcile net loss to net cash used by operating activities** | |
| Depreciation expense | 5,596,291 |
| **Changes in assets and liabilities** | |
| Receivables , net | 1,289,088 |
| Inventories | (11,517) |
| Other assets | 0 |
| Accounts payable | 73,871 |
| Accrued liabilities | 593,816 |
| Deferred revenue | 566,980 |
| Compensated absences | 201,484 |
| Pension liability adjustment expense | (107,662) |
| Loans to students and employees | 0 |
| **Net cash used by operating activities** | (26,692,447) |
| **Noncash Capital, Financing and Investing Activities** | |
| Loss on Capital Assets | 244,398 |
| Amortization Expense | 121,955 |

**Bellevue College**
**Statement of Cash Flows**
**For the Year Ended June 30, 2017**

| | |
|---|---|
| **Cash flow from operating activities** | |
| Student tuition and fees | 53,846,674 |
| Grants and contracts | 20,361,415 |
| Payments to vendors | (4,872,394) |
| Payments for utilities | (2,018,300) |
| Payments to employees | (63,326,275) |
| Payments for benefits | (20,054,619) |
| Auxiliary enterprise sales | 8,465,471 |
| Payments for scholarships and fellowships | (10,730,317) |
| Other receipts | 1,550,292 |
| Other payments | (12,545,720) |
| Net cash used by operating activities | (29,323,773) |
| **Cash flow from noncapital financing activities** | |
| State appropriations | 35,432,083 |
| Pell grants | 6,598,099 |
| Building fee remittance | (2,914,721) |
| Innovation fund remittance | (540,734) |
| Net cash provided by noncapital financing activities | 38,574,727 |
| **Cash flow from capital and related financing activities** | |
| Capital appropriations | 2,425,182 |
| Purchases of capital assets | (19,895,327) |
| Certificate of participations proceeds | 6,815,286 |
| Principal paid on capital debt | (821,179) |
| Interest paid | (422,257) |
| Net cash used by capital and related financing activities | (11,898,295) |
| **Cash flow from investing activities** | |
| Proceeds from sales and maturities of investments | 9,235,545 |
| Income of investments | 394,087 |
| Net cash provided by investing activities | 9,629,631 |
| **Increase in cash and cash equivalents** | 6,982,291 |
| **Cash and cash equivalents at the beginning of the year** | 61,166,441 |
| **Cash and cash equivalents at the end of the year** | 68,148,731 |
| Reconciliation of Operating Loss to Net Cash used by Operating Activities | |
| **Operating Loss** | (37,533,259) |
| **Adjustments to reconcile net loss to net cash used by operating activities** | |
| Depreciation expense | 5,471,402 |
| **Changes in assets and liabilities** | |
| Receivables , net | (545,323) |
| Inventories | 39,354 |
| Accounts payable | 4,319,795 |
| Accrued liabilities | (420,349) |
| Unearned revenue | (755,192) |
| Compensated absences | 224,675 |
| Pension liability adjustment expense | (124,877) |
| **Net cash used by operating activities** | (29,323,773) |
| **Noncash Capital, Financing and Investing Activities** | |
| Amortization Expense | 264,449 |

Bellevue College
Statement of Cash Flows
For the Year Ended June 30, 2018
(Unaudited as of January 16, 2019)

| | | |
|---|---|---|
| **Cash flows from operating activities** | | |
| Student tuition and fees | $ | 51,303,845 |
| Grants and contracts | | 21,197,165 |
| Payments to vendors | | (9,534,306) |
| Payments for utilities | | (3,296,489) |
| Payments to employees | | (64,969,596) |
| Payments for benefits | | (21,753,681) |
| Auxiliary enterprise sales | | 8,611,121 |
| Payments for scholarships and fellowships | | (11,120,266) |
| Loans issued to students and employees | | - |
| Collection of loans to students and employees | | - |
| Other receipts (payments) | | (8,750,227) |
| Net cash used by operating activities | | (38,312,434) |
| **Cash flows from noncapital financing activities** | | |
| State appropriations | | 37,970,015 |
| Pell grants | | 6,697,177 |
| Amounts for other than capital purposes | | - |
| Building fee remittance | | (3,054,141) |
| Innovation fund remittance | | (771,443) |
| Net cash provided by noncapital financing activities | | 40,841,607 |
| **Cash flows from capital and related financing activities** | | |
| Proceeds of capital debt | | 37,716,941 |
| Capital appropriations | | 787,490 |
| Purchases of capital assets | | (48,728,830) |
| Certificate of participations proceeds | | - |
| Principal paid on capital debt | | - |
| Interest paid | | (226,150) |
| Net cash used by capital and related financing activities | | (10,450,548) |
| **Cash flows from investing activities** | | |
| Purchase of investments | | 10,143,397 |
| Proceeds from sales and maturities of investments | | - |
| Income of investments | | 836,790 |
| Net cash provided by investing activities | | 10,980,187 |
| **Increase in cash and cash equivalents** | | 3,058,812 |
| **Cash and cash equivalents at the beginning of the year** | | 67,547,010 |
| **Cash and cash equivalents at the end of the year** | | 70,605,822 |
| Reconciliation of Operating Loss to Net Cash used by Operating Activities | | |
| **Operating Loss** | | (41,007,508) |
| **Adjustments to reconcile net loss to net cash used by operating activities** | | |
| Depreciation expense | | 5,445,637 |
| **Changes in assets and liabilities** | | |
| Receivables, net | | (694,052) |
| Inventories | | (3,257) |
| Other assets | | - |
| Accounts payable | | (4,546,181) |
| Accrued liabilities | | 975,101 |
| Deferred revenue | | (489,914) |
| Compensated absences | | 270,212 |
| Pension liability adjustment | | 1,738,077 |
| Deposits payable | | (550) |
| Loans to students and employees | | - |
| **Net cash used by operating activities** | $ | (38,312,434) |

Bellevue College
Statement of Net Position
June 30,2016

| | | | |
|---|---|---|---|
| **Assets** | | | |
| **Current assets** | | | |
| Cash and cash equivalents | | | 60,675,528 |
| Restricted Cash | | | 490,912 |
| Short-term investments | | | 35,565,711 |
| Accounts Receivable | | | 7,528,066 |
| Student Loans Receivable | | | - |
| Interest Receivable | | | - |
| Inventories | | | 533,674 |
| Prepaid Expenses | | | - |
| | **Total current assets** | | 104,793,892 |
| **Non-Current Assets** | | | |
| Long-term investments | | | 27,491,013 |
| Student Loans Receivable | | | - |
| Capital assets, non-depreciable | | | 15,965,303 |
| Capital assets, depreciable, net of depreciation | | | 144,089,415 |
| | **Total non-current assets** | | 187,545,731 |
| | | **Total assets** | **292,339,623** |
| **Deferred Outflows of Resources** | | | 2,754,009 |
| **Total Deferred Outflows of Resources-Relating to Pensions** | | | 2,754,009 |
| **Liabilities** | | | |
| **Current Liabilities** | | | |
| Accounts Payable | | | 1,874,139 |
| Accrued Liabilities | | | 4,685,743 |
| Compensated absences | | | - |
| Deposits Payable | | | 3,350 |
| Unearned Revenue | | | 9,423,812 |
| Leases and Certificates of Participation Payable | | | 779,166 |
| | **Total current liabilities** | | 16,766,210 |
| **Noncurrent Liabilities** | | | |
| Compensated Absences | | | 5,868,461 |
| Pension liabilty | | | 12,749,715 |
| Long-term liabilities | | | 6,303,684 |
| | **Total non-current liabilities** | | 24,921,860 |
| | | **Total liabilities** | **41,688,070** |
| **Deferred Inflows of Resources** | | | 1,941,679 |
| **Total Deferred Inflows of Resources-Relating to Pensions** | | | 1,941,679 |
| **Net Position** | | | |
| Net Investment in Capital Assets | | | 153,829,718 |
| Restricted for: | | | |
| Nonexpendable | | | |
| Expendable | | | 355,300 |
| Student Loans | | | - |
| Unrestricted | | | 97,278,864 |
| **Total Net Position** | | | **251,463,883** |

**Bellevue College**
**Statement of Net Position**
**June 30,2017**

| | | | |
|---|---|---|---|
| **Assets** | | | |
| **Current assets** | | | |
| Cash and cash equivalents | | | 67,547,010 |
| Restricted Cash | | | 601,718 |
| Short-term investments | | | 16,118,000 |
| Accounts Receivable | | | 7,313,537 |
| Due From Other Agencies for C.O.P. Proceeds | | | 43,801,793 |
| Interest Receivable | | | 78,579 |
| Inventories | | | 494,319 |
| | **Total current assets** | | 135,954,956 |
| **Non-Current Assets** | | | |
| Long-term investments | | | 37,703,179 |
| Student Loans Receivable | | | - |
| Non-Depreciable Capital assets | | | 26,850,962 |
| Depreciable Capital assets, net of depreciation | | | 146,716,081 |
| | **Total non-current assets** | | 211,270,223 |
| | | **Total assets** | **347,225,179** |
| **Deferred Outflows of Resources** | | | 3,662,869 |
| **Total Deferred Outflows of Resources-Relating To Pensions** | | | 3,662,869 |
| **Liabilities** | | | |
| **Current Liabilities** | | | |
| Accounts Payable | | | 6,193,934 |
| Accrued Liabilities | | | 4,455,829 |
| Compensated Absences Short-Term | | | 2,656,644 |
| Deposits Payable | | | 3,350 |
| Unearned Revenue | | | 8,668,620 |
| Certificates of Participation Payable | | | 815,000 |
| | **Total current liabilities** | | 22,793,377 |
| **Noncurrent Liabilities** | | | |
| Compensated Absences Long-Term | | | 3,436,492 |
| Pension liabilty | | | 21,518,997 |
| Long-term liabilities | | | 54,818,936 |
| | **Total non-current liabilities** | | 79,774,425 |
| | | **Total liabilities** | **102,567,802** |
| **Deferred Inflows of Resources** | | | 2,573,321 |
| **Total Deferred Inflows of Resources** | | | 2,573,321 |
| **Net Position** | | | |
| Net Investment in Capital Assets | | | 161,734,900 |
| Restricted for: | | | |
| Nonexpendable | | | 494,319 |
| Expendable | | | 50,649,725 |
| Unrestricted | | | 32,867,981 |
| **Total Net Position** | | | **245,746,925** |

**Bellevue College**
**Statement of Net Position**
**June 30,2017**

| | | | |
|---|---|---|---|
| **Assets** | | | |
| **Current assets** | | | |
| Cash and cash equivalents | | | 67,547,010 |
| Restricted Cash | | | 601,718 |
| Short-term investments | | | 16,118,000 |
| Accounts Receivable | | | 7,313,537 |
| Due From Other Agencies for C.O.P. Proceeds | | | 43,801,793 |
| Interest Receivable | | | 78,579 |
| Inventories | | | 494,319 |
| | **Total current assets** | | 135,954,956 |
| **Non-Current Assets** | | | |
| Long-term investments | | | 37,703,179 |
| Student Loans Receivable | | | - |
| Non-Depreciable Capital assets | | | 26,850,962 |
| Depreciable Capital assets, net of depreciation | | | 146,716,081 |
| | **Total non-current assets** | | 211,270,223 |
| | | **Total assets** | **347,225,179** |
| **Deferred Outflows of Resources** | | | 3,662,869 |
| **Total Deferred Outflows of Resources-Relating To Pensions** | | | 3,662,869 |
| **Liabilities** | | | |
| **Current Liabilities** | | | |
| Accounts Payable | | | 6,193,934 |
| Accrued Liabilities | | | 4,455,829 |
| Compensated Absences Short-Term | | | 2,656,644 |
| Deposits Payable | | | 3,350 |
| Unearned Revenue | | | 8,668,620 |
| Certificates of Participation Payable | | | 815,000 |
| | **Total current liabilities** | | 22,793,377 |
| **Noncurrent Liabilities** | | | |
| Compensated Absences Long-Term | | | 3,436,492 |
| Pension liabilty | | | 21,518,997 |
| Long-term liabilities | | | 54,818,936 |
| | **Total non-current liabilities** | | 79,774,425 |
| | | **Total liabilities** | **102,567,802** |
| **Deferred Inflows of Resources** | | | 2,573,321 |
| **Total Deferred Inflows of Resources** | | | 2,573,321 |
| **Net Position** | | | |
| Net Investment in Capital Assets | | | 161,734,900 |
| Restricted for: | | | |
| Nonexpendable | | | 494,319 |
| Expendable | | | 50,649,725 |
| Unrestricted | | | 32,867,981 |
| **Total Net Position** | | | **245,746,925** |

Bellevue College
Statement of Net Position
June 30, 2018
(Unaudited as of January 16, 2019)

| | | | |
|---|---|---|---|
| **Assets** | | | |
| | **Current assets** | | |
| 1 | Cash and cash equivalents | $ | 71,039,421 |
| | Restricted cash | | 671,669 |
| 2 | Short-term investments | | 26,059,000 |
| 3 | Accounts receivable | | 6,361,816 |
| | Due From Other Agencies for C.O.P. Proceeds | | 3,743,059 |
| 4 | Student loans receivable | | - |
| 5 | Interest receivable | | - |
| 6 | Inventories | | 497,576 |
| 7 | Prepaid expenses | | 22,657 |
| | **Total current assets** | | 108,395,198 |
| | **Non-Current Assets** | | |
| 8 | Long-term investments | | 17,618,782 |
| 9 | Student loans receivable | | - |
| 10 | Non-depreciable capital assets | | 70,965,172 |
| 11 | Capital assets, net of depreciation | | 145,884,492 |
| | **Total non-current assets** | | 234,468,446 |
| | **Total assets** | | **342,863,644** |
| | **Deferred Outflows of Resources** | | |
| 12 | Deferred outflows related to pensions | | 2,931,409 |
| 13 | Deferred outflows related to OPEB | | 724,104 |
| | **Total deferred outflows of resources** | | 3,655,513 |
| **Liabilities** | | | |
| | **Current Liabilities** | | |
| 14 | Accounts payable | | 1,647,753 |
| 15 | Accrued liabilities | | 4,111,486 |
| 16 | Compensated absences, short term | | 2,728,051 |
| 17 | Deposits payable | | 2,800 |
| 18 | Unearned revenue | | 8,178,706 |
| 19 | Leases and certificates of participation payable | | 2,150,000 |
| | Total pension liability, short term | | 112,710 |
| 20 | OPEB liability, short term | | 4,491,474 |
| | **Total current liabilities** | | 23,422,979 |
| | **Non-Current Liabilities** | | |
| 21 | Compensated absences | | 3,632,681 |
| 22 | Long-term liabilities | | 52,204,996 |
| 23 | Net pension liability | | 11,008,658 |
| 24 | Total pension liability | | 6,040,861 |
| 25 | OPEB liability | | 41,263,654 |
| | **Total non-current liabilities** | | 114,150,850 |
| | **Total liabilities** | | **137,573,829** |
| | **Deferred Inflows of Resources** | | |
| 26 | Deferred inflows related to pensions | | 4,925,745 |
| 27 | Deferred inflows related to OPEB | | 6,558,481 |
| | **Total deferred inflows of resources** | | 11,484,226 |
| **Net Position** | | | |
| 28 | Net Investment in Capital Assets | | 166,237,727 |
| | Restricted for: | | |
| 29 | Nonexpendable | | 497,576 |
| 30 | Expendable | | 48,921,273 |
| 31 | Student Loans | | - |
| 32 | Unrestricted (deficit) | | (18,195,474 |

**Operating Budget Revenue and Expenses**

| FISCAL YEAR | FY1415 | FY1516 | FY1617 | FY1718 | Budget Projections FY1819 |
|---|---|---|---|---|---|
| **Sources Operating Budget Funds** | | | | | |
| State Tuition | $ 22,689,432 | $ 22,224,071 | $ 23,647,503 | $ 24,172,716 | $ 24,477,287 |
| 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 |
| International(With ELI) | 11,307,030 | 12,236,456 | 11,631,120 | 11,883,134 | 10,447,629 |
| Running Start | 7,256,385 | 10,099,177 | 11,141,935 | 12,105,455 | 16,658,029 |
| BAS Self-Support | 1,597,908 | 2,211,300 | 2,348,010 | | |
| Other Student Fees & Grant Revenu | 17,791,743 | 15,621,435 | 15,724,211 | 15,157,279 | 15,873,676 |
| **Total Revenue** | $ 64,499,627 | $ 64,492,780 | $ 64,492,779 | $ 63,318,584 | $ 67,456,621 |
| Operating Appropriation | 28,534,635 | 33,288,569 | 34,404,080 | 35,153,879 | 35,904,014 |
| Capital Approp- for Operating | 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 |
| **Total Operating Budget Sources** | $ 96,912,184 | $ 101,179,365 | $ 101,424,549 | $ 100,793,763 | $ 105,665,453 |
| %Inc/Decr) Over Prior Year | | 4.4% | 0.2% | -1% | 5% |
| $ Inc/(Decr) Over Prior Year | | $ 4,267,181 | $ 245,184 | $ (630,786) | $ 4,871,689 |
| Uses Operating Budget Funds | | | | | |
| Full-Time Faculty | 11,375,118 | 12,189,831 | 13,167,284 | 13,851,117 | 14,914,466 |
| Part-Time Faculty | 14,075,585 | 15,353,464 | 15,941,325 | 16,225,000 | 16,870,441 |
| Faculty Contract Addition | | | | - | - |
| Cost of Stipends | 1,968,011 | 1,647,324 | 1,740,828 | 1,368,756 | 1,493,394 |
| Exempt Salaries | 12,616,961 | 13,205,587 | 13,939,754 | 13,795,743 | 14,582,991 |
| Classified Salaries | 8,569,475 | 9,345,411 | 9,628,142 | 10,345,211 | 11,624,279 |
| Vacancy Values | | | | | |
| Other Salaries | 3,173,380 | 3,067,211 | 3,201,973 | 3,289,007 | 3,354,787 |
| Benefits | 15,247,078 | 17,741,285 | 18,859,165 | 19,827,049 | 20,989,919 |
| Salary/Benefit Transfers | (26,296) | (27,318) | (225,095) | (570,435) | (597,245) |
| Goods & Services/ Personal Svcs | 13,131,878 | 12,466,383 | 12,953,080 | 11,103,385 | 13,727,313 |
| Student Services | 3,195,798 | 3,064,485 | 2,928,985 | 3,045,165 | 3,105,413 |
| Equipment, Furniture | 2,610,707 | 2,581,016 | 1,897,545 | 2,316,871 | 2,258,097 |
| Travel | 699,361 | 897,791 | 738,882 | 794,224 | 810,108 |
| Non Salary Transfers | 458,070 | 255,020 | (83,772) | (186,461) | (230,525) |
| Addl Exp > Prior One-Time Exp. | | | | | - |
| Other Expenses (New Bldgs) | $ (1,164,609) | (911,939) | (726,509) | - | |
| **Total Expenses** | $ 85,930,517 | $ 90,875,551 | $ 93,961,587 | $ 95,204,632 | $ 102,903,439 |
| Net (No Depreciation) | $ 10,981,667 | $ 10,303,814 | $ 7,462,962 | $ 5,589,131 | $ 2,762,014 |
| Operating Margin | 11% | 10% | 7% | 6% | 3% |
| Projected Local Capital Spending | | | | | $ 26,000,000 |
| Projected Debt Service (SSC) | | | | | |
| Proj. Net.minus local capital projections | | | | | $ (25,485,285) |
| Fund Bal/ Proj Fund Balance* | $ 113,168,437 | $ 118,162,365 | $ 114,259,717 | $ 110,041,341 | $ 84,556,056 |

*** Excludes net from auxiliary operations**

| CAPITAL PROJECTS BUDGET 2016-17 | | |
|---|---|---|
| Title | 2016-17 SBCTC BUDGET | 2016-17 Current Budget |
| | 1,457,451.00 | 0.00 |
| **Moisture Repairs** | 30,000.00 | 24,883.99 |
| **Preventive Fac. Maint/Bldg Repairs (1516)** | 1,180,600.00 | 590,300.00 |
| **Emergency Repairs/Improvements (RMI)** | 798,200.00 | 632,657.07 |
| **Repair BC Childcare roof (FCS R02)** | 202,000.00 | 164,313.09 |
| **HVAC/roof repairs - B-Bldg (FCS F02)** | 51,000.00 | 51,000.00 |
| **Joints replacement BC (FCS S01)** | 87,000.00 | 87,000.00 |
| **Replace Transformer air switch gears C, D, E Bldgs. (FCS S02)** | 325,000.00 | 284,584.06 |
| **Replace Exterior Stairways (FCS S03)** | 353,000.00 | 276,332.16 |
| **Renovation of space A & B Bldg** | 1,023,000.00 | 882,201.79 |
| **TOTAL STATE** | 5,507,251.00 | 2,993,272.16 |
| **Science Bldg. Guardrail** | 40,000.00 | 40,000.00 |
| **Construct Student Housing (1Q91)** | 44,586,845.57 | 3,178,334.66 |
| **Student Center Pre-design** | 500,000.00 | 500,000.00 |
| **Gym Remodel $locker Rm.Improvement** | 1,100,000.00 | 1,090,930.00 |
| **Purchasing Office (Finance) Remodel** | 50,000.00 | 50,000.00 |
| **College Entrance Design (1Q92)** | 900,000.00 | 1,675,626.00 |
| **Minor Local Projects (15-17) (1X42)** | 494,000.00 | 605,000.00 |
| **Boardroom Remodel** | 80,000.00 | 504.69 |
| **Campus Master Plan (13-15)** | 494,782.00 | 6,526.18 |
| **ESCO - Energy Retrofits** | 2,024,255.00 | -230,056.02 |
| **IBIT Remodel (1315)** | 239,275.00 | 123,275.00 |
| **Athletic Field Upgrade** | 3,462,248.00 | 3,091,766.80 |
| **A110 Remodel** | 281,402.00 | 8,881.10 |
| **C117 Food Prep Area Remodel** | 150,000.00 | 38,030.14 |
| **Brick Patio Library** | 90,000.00 | 4,434.24 |
| **B-Building Remodel Project** | 1,087,990.00 | 960,326.36 |
| **B-BLDG Remodel (1315)** | 733,930.00 | 229,529.88 |
| **B- Bldg. RISE & Physics** | 2,550,000.00 | 2,547,363.95 |
| **Remodel Health & Physics** | 200,000.00 | 400,000.00 |
| **B104 Remodel** | 147,504.00 | 247,504.00 |
| **B Bldg B104 Lecture Clrm upgrade** | 350,000.00 | 700,000.00 |
| **B121Remodel clrms** | 400,000.00 | 800,000.00 |
| **Fountain upgrade** | 200,000.00 | 400,000.00 |
| **Small Project - clmrs remodel, fire protection** | 700,000.00 | 1,400,000.00 |
| **Main Campus Master plan update** | 600,000.00 | 400,000.00 |
| **Early Learing Center(ELC)Repairs** | 350,000.00 | 682,988.61 |
| **Sunset Ranch 5 houses purchase** | 3,050,000.00 | 1,740,837.88 |
| **Theater Repairs** | 100,000.00 | 200,000.00 |
| **Demo 5 houses** | 200,000.00 | 99,259.96 |
| **K Bldg Remodel** | 100,000.00 | 100,000.00 |
| **R Bldg Admin space Remodel** | 150,000.00 | 11,056.81 |
| **Remodel Clrms A250, A242, B207, B215** | 500,000.00 | 499,400.00 |
| **T-Bldg Local (2013-15)** | 1,558,325.00 | 663,637.40 |
| **East Campus Reserve** | | 0.00 |
| **T Building Reserve** | | 0.00 |
| **TOTAL LOCAL** | 67,470,556.57 | 22,265,157.64 |
| **Utility Survey & Map** | | 200,000.00 |
| **Capital Projects (Furniture,N carpet,Kstorage,classrooms)** | | 577,440.56 |
| **Parking Lot Repair - one time** | | 750,000.00 |
| **TOTAL GRANTS** | | 1,527,440.56 |
| | 72,977,807.57 | 26,785,870.36 |

## Capital Projects Budget 2017-18

| Title | 2017-19 SBCTC BUDGET | 2017-18 Current Budget |
|---|---|---|
| Science Bldg. Guardrail | 40,000.00 | 40,000.00 |
| Demo 5 houses | 348,160.46 | 98,160.46 |
| Right of Way to Sunset Ranch | 167,500.00 | 27,500.00 |
| T-Bldg Local (2013-15) | 22,505.05 | 22,505.77 |
| Theater Repairs | 100,000.00 | 100,000.00 |
| Purchasing Office (Finance) Remodel | 38,904.30 | 38,904.30 |
| College Entrance Design (1Q92) | 765,159.36 | 764,531.94 |
| Small Project - clmrs remodel, fire protection | 594,262.61 | 594,262.61 |
| Student Center Pre-Design | 500,000.00 | 440,000.00 |
| Minor Local Projects (15-17) (1X42) | 162,867.97 | 22,636.59 |
| Fountain upgrade | 189,187.00 | 189,187.00 |
| Athletic Field Upgrade | 1,664,764.23 | 1,655,694.49 |
| B121 Remodel clrms | 400,000.00 | 400,000.00 |
| B104 Remodel | 13,896.25 | 13,896.78 |
| B- Bldg. RISE & Physics | 822,800.64 | 822,800.64 |
| B Bldg B104 Lecture Clrm upgrade | 265,781.55 | 265,781.55 |
| B-Building Remodel Project | 130,073.11 | 130,075.37 |
| Main Campus Master plan update | 437,869.47 | 237,869.47 |
| Early Learing Center(ELC)Repairs | 332,590.31 | 332,590.31 |
| C117 Food Prep Area Remodel | 24,150.62 | 24,150.62 |
| Sunset Ranch 5 houses purchase | 1,145,195.63 | 1,145,195.63 |
| Regional Water Detention Project | 2,000,000.00 | 2,000,000.00 |
| K Bldg Remodel | 37,669.32 | 37,669.32 |
| **TOTAL LOCAL** | 10,203,337.88 | 9,403,412.85 |
| Utility Survey & Map | | 246,097.02 |
| Capital Projects (Furniture,N | | 580,652.72 |
| Parking Lot Repair - one time | | 636,718.73 |
| **STUDENT HOUSING CAPITAL COP** | 50,404,136.66 | 40,666,235.82 |
| **TOTAL GRANTS** | **50,404,136.66** | 42,129,704.29 |
| | 60,607,474.54 | 51,533,117.14 |

| 2018-19 Capital Budget | | |
|---|---|---|
| Title | 2017-19 SBCTC BUDGET | 2018-19 Current Budget |
| Replace 15 HVAC units - (STATE) | 683,000.00 | 610,626.05 |
| Replace Switchgear C,D - (STATE) | 415,000.00 | 401,984.04 |
| Pedestrain Routes - (STATE) | 216,000.00 | 216,000.00 |
| (STATE) | 892,000.00 | 887,663.80 |
| Gym Renovation - (STATE) | 1,142,000.00 | 963,769.75 |
| Facility Maint. & Building System | 1,180,600.00 | 590,300.00 |
| **TOTAL STATE** | **4,528,600.00** | **3,670,343.64** |
| Demo 5 houses | 448,160.46 | 189,867.71 |
| Purchasing Office (Finance) Remodel | 38,904.30 | 15,904.30 |
| Small Project - clmrs remodel, fire pr | 594,262.61 | 415,124.52 |
| Student Center Pre-Design | 35,000,000.00 | 13,694,797.57 |
| Athletic Field Upgrade | 1,664,764.23 | 9,318.36 |
| B121 Remodel clrms | 400,000.00 | 400,000.00 |
| B- Bldg. RISE & Physics | 822,800.64 | 151,455.13 |
| Early Learing Center(ELC)Repairs | 332,590.31 | 332,509.81 |
| Sunset Ranch 5 houses purchase | 1,145,195.63 | 1,106,052.13 |
| Regional Water Detention Project | 2,000,000.00 | 951,027.57 |
| K Bldg Remodel | 37,669.32 | 7,500.00 |
| Exterior Lighting Project | 400,000.00 | 399,813.61 |
| Fire Alarm Upgrades | 400,000.00 | 400,000.00 |
| Fire Sprinklers Phase 1 Bldgs A & B | 400,000.00 | 400,000.00 |
| Athletic Field Construction | 200,000.00 | 75,336.39 |
| Gym Renovation - Local | 3,858,000.00 | 5,170,588.60 |
| **TOTAL LOCAL** | **47,742,347.50** | **23,719,295.70** |
| Sewer, Electric/HVAC repairs | | 501,658.00 |
| Utility Survey & Map | | 202,708.88 |
| carpet,Kstorage,classrooms) | | 343,452.20 |
| STUDENT HOUSING CAPITAL COP | 51,004,136.66 | 4,496,184.63 |
| **TOTAL GRANTS** | **51,004,136.66** | **5,544,003.71** |
| **TOTAL** | **103,275,084.16** | **32,933,643.05** |

# Revenue Projections

| | Projections | | | |
|---|---|---|---|---|
| **FISCAL YEAR** | **FY1920** | **FY2021** | **FY2122** | **FY2223** |
| **Sources Operating Budget Funds** | | | | |
| **State Tuition** | $ 24,838,439 | $ 25,211,742 | $ 25,597,925 | $ 25,997,770 |
| **Excess Tuition** | | | | |
| **Total State Tuition** | $ 24,838,439 | $ 25,211,742 | $ 25,597,925 | $ 25,997,770 |
| **International(With ELI)** | 10,009,612 | 9,589,959 | 9,187,900 | 8,802,698 |
| **Running Start** | 17,924,961 | 19,166,614 | 20,527,444 | 21,984,892 |
| **BAS Self-Support** | | | | |
| **Other Student Fees & Grant Revenue** | 15,159,942 | 15,179,852 | 15,213,946 | 15,262,512 |
| **Total Revenue** | $ 67,932,954 | $ 69,148,168 | $ 70,527,216 | $ 72,047,871 |
| **Operating Appropriation** | 37,093,290 | 38,206,088 | 39,352,271 | 40,532,839 |
| **Capital Approp- for Operating** | 590,300 | 590,300 | 590,300 | 590,300 |
| **Reimbursements other agencies** | 1,702,339 | 1,690,530 | 1,679,099 | 1,668,057 |
| **Total Operating Budget Sources** | $ 107,318,882 | $ 109,635,086 | $ 112,148,886 | $ 114,839,067 |

## New Degree / Certificate Programs

**Substantive Changes**

Substantive changes including degree or certificate programs planned for _____ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

| Substantive Change | Certificate/Degree Level | Program Name | Discipline or Program Area |
|---|---|---|---|
| None planned | | | |
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**Domestic Off-Campus Degree Programs and Academic Credit Sites**

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Offered at Off-Campus Sites within the United States**

| Name of Site | Physical Address | City, State/Province, Zip/Postal Code | Degree Programs | Academic Credit Courses | Student Headcount | Faculty Headcount |
|---|---|---|---|---|---|---|
| None | | | | | | |
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**Distance Education**

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.
(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

| Name of Site | Physical Address | Degree/Certificate Name/Level | Program Name | Student Enrollment (Unduplicated Headcount) | On-Site Staff (Yes or No) | Co-Sponsoring Organization (if applicable) |
|---|---|---|---|---|---|---|
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA ACCOUNTING | Accounting | 157 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA BUSINESS MANAGEMENT | Business Management | 248 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA BUSINESS TECHNOLOGY | Business Technology | 72 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA DIGITAL MEDIA ARTS | DIGITAL MEDIA ARTS | 211 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA EARLY CHILDHOOD EDUCATION | Early Childhood Education | 138 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | AA MARKETING MANAGEMENT | MARKETNG MANAGEMNT | 96 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT ACCOUNTING ASSISTANT | ACCOUNTING ASSIST | 38 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT ADMIN ASSISTANT | ADMIN ASSISTANT | 15 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT ADV BUS TECHNLGY SPCLIST | ADV BUS TECH SPEC | 5 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT APPLCTN DSKTP SPPRT SPEC | APP DSKTP SPRT SPC | 2 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT DATABASE REPORT DEVELOPER | DATABASE REP DEVEL | 17 | Yes | |
| Bellevue College | 3000 Landerholm Cir SE, Bellevue WA | CERT HEALTHCARE INFORMATICS | HEALTHCARE INFOMAT | 19 | Yes | |

| Institution Name | Location Name | Physical Address | Degree/Certificate Name/Level | Student Enrollment (Unduplicated Headcount) | On-Site Staff (Yes or No) | Co-Sponsoring Organization (if applicable) |
|---|---|---|---|---|---|---|
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | CERT HUMAN RESOURCES ASSISTANT | 36 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | CERT INTRO.NET PROGRAMMING | 23 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | CERT PROMOTIONAL MARKETING | 2 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | CERT WEB MARKETING SPECIALIST | 18 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T ACCOUNTING | 124 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T BUSINESS MANAGEMENT | 193 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T CRIMINAL JUSTICE | 154 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T DIGITAL MARKETING | 44 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAST EARLY CHILDHOOD EDUCATION | 52 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T INFO SYSTEMS BUS ANALYST | 52 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T INFORMATION SYSTEM SWDEV | 184 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AAS-T MOLECULAR SCI TECHNICIAN | 59 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS APPLIED ACCOUNTING | 74 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS DATA ANALYTICS | 55 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS HEALTHCARE INFORMATICS | 9 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS HEALTHCARE INFORMATICS | 3 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS HEALTHCARE MNGEMENT/LDRSHP | 36 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS HEALTHCARE MNGEMENT/LDRSHP | 19 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS HLTHCR MNG/LDRSHP RAIM CNC | 10 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS RADIATION & IMAGING SCI | 4 | yes | N/A |

| | | | | | | |
|---|---|---|---|---|---|---|
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | BAS RADIATION & IMAGING SCI | 27 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | ASSOCIATE ARTS GENERAL STUDIES | 10 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | ASSOCIATE ARTS & SCIENCES DTA | 9362 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | ASSOCIATE IN BUSINESS DTA/MRP | 429 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | ASSOCIATE MATH EDUCATION DTA | 1 | yes | N/A |
| Bellevue College | Bellevue College | 3000 Landerholm Cir SE Bellevue WA | AA BUSINESS TECHNOLOGY | 72 | yes | N/A |

**Programs and Academic Courses Offered at Sites Outside the United States**

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases.

(Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

**Programs and Academic Credit Offered at Sites outside the United States**

| Name of Site | Physical Address | City, State/Province, Zip/Postal Code | Degree Programs | Academic Credit Courses | Student Headcount | Faculty Headcount |
|---|---|---|---|---|---|---|
| AIFS London, UK (Fall 2018) | 37 Queen's Gate, London SW7 | 5HR, UK | | 3 | 5 | |
| Japan (Fall 2018) | On-campus residence w/collaborating U | Japan | | 3 | 5 | |
| Australia/New Zealand (Winter 2019) | On-campus residence w/collaborating U | Australia/New Zealand | | 3 | 4 | |
| Costa Rica (Spring Br 2019) | In-country hotel | Costa Rica | | 1 | 15 | 2 |
| Ireland (Spring 2019) | 51, Main St. Bundoran, Co | Donegal, Ireland | | 2 | 10 | 1 |
| Germany, Switzerland (Spring 2019) | In-country hostel | Cities in Germany, Switzerland | | 1 | 8 | 1 |
| CEFAM France (Spring 2019) | 47 rue Sergent Michel Berthet | 69009 Lyon, France | | 3 | 3 | |
| Copenhagen, Denmark (Summer 2019) | In-country hostel | Copenhagen, Denmark | | | | 1 |
| AIFS London, UK (Summer 2019) | 37 Queen's Gate, London SW7 | 5HR, UK | | 1 | | 1 |
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# Preface: Institutional Changes Since the Last Report

### Celebrated 50th Anniversary

In 2016, Bellevue College (BC) celebrated the 50th anniversary of its founding. Originally housed at Newport Senior High School, the college had 464 students and 37 instructors. Today, BC includes two campuses—the main campus, which covers more than 100 acres, and North campus—and serves more than 30,000 students per year. During the 50th anniversary year, the college hosted numerous special events and celebrations, such as a gala dinner. In honor of this milestone, the BC Foundation awarded 50 special scholarships to 50 students. A reception was held in honor of 50 staff and faculty members identified by their peers as "The Exceptional 50" for their contributions.

### New College President

The Bellevue College Board of Trustees named Dr. Girard (Jerry) Weber as the college's eleventh president on March 28, 2017. He assumed office on August 1, 2017. President Weber succeeded David L. Rule, who served from January 2013-August 2016, and Interim President Jill Wakefield, who served from August 2016-July 2017.

### Other significant personnel changes

Of the twelve people who comprised president's cabinet at the time of the Mid-cycle Evaluation in October 2014, only one is still serving in his position—Robert Viens, the dean of science. Changes have included new personnel in existing positions and restructured positions. The new leadership includes a a new position of provost for academic and student affairs (filled July 2018), which replaced the vice president of instruction position. The vice president of human resource position is now associate vice president and has recently been filled (December 2018). The vice president of student affairs position is now associate vice president, reporting to the provost; the vice president of information technology services position is now chief information officer.

### Computer Science Bachelor of Science Degree Approved and Other New Degrees

In June 2015, the Washington State Legislature approved $750,000 for BC to develop a computer science degree, its first freshman-admitting, bachelor's degree. The B.S. Computer Science was approved by the NWCCU in September 2016 and began admitting students for winter quarter 2017. Other degrees authorized by the commission since the last report include: BAS Applied Accounting (April 2015); BAS Healthcare Management and Leadership (December 2015); BAS Healthcare Promotion Management (December 2015); BAS Digital Marketing (December 2016); AAST Robotics and Artificial Intelligence (March 2018) and AA Music DTA (July 2018).

### Governance and Planning

A new college-wide governance system—BC Governance (BCG)—launched June 2016. The BC Assembly is comprised of the chairs from four functional councils (student success, resources and planning, infrastructure, and the council on inclusion and diversity) and four constituency councils (faculty, exempt, classified, and student) plus an assembly chair. Members are elected, appointed, or serve ex officio roles. BCG provides advisory recommendations on governance issues. A revision of the strategic plan, which took place in spring 2017, aligned strategic plan goals with the core themes.

### Joined Achieving the Dream

In 2017, BC joined the Achieving the Dream (ATD) network to coordinate existing efforts to improve data-driven decision-making and enhance student success. The ATD core, data, and communications teams have completed substantial work on assessing capacity and establishing goals and metrics. Many BC staff and faculty members have attended ATD conferences and coaching sessions. Engagement with ATD has occurred at college-wide events such as opening day and college issues day.

### Capital Improvements

BC has developed its main campus significantly since the Mid-cycle Evaluation visit in 2014. The T Building, then under construction, has been completed (2015) and now houses the Health Sciences, Education and Wellness Institute. The facility includes labs providing 3-D radiology technology, clinical simulations, ultrasound diagnostic tools, and other advanced resources for health-related pedagogy. In fall 2018, a new student housing facility welcomed its first residents. The 400-person capacity residence hall enables students to live on campus for the first time in the college's history. A new student success building is now under construction. When completed, it will house student support programs and services. All construction projects target LEED Silver certification. However, the college has attained gold and platinum levels for some of its projects.

### New College Technology

BC has adopted several major software technologies in recent years. A key advance has been increased integration of email, calendaring, and document management through Office 365, which is now entirely cloud-based. A new SharePoint site, known as MyBC, with a more current version of the software and a new design, has increased collaboration and productivity. Academic affairs has implemented two new technology products from Digital Architect (DIGARC). Acalog, an interactive course catalog, was deployed summer 2018. It is more accessible and allows for greater accuracy and interactivity. By moving the catalog online with better mobile access, the college reduces the need for printing, which supports its sustainability goals. Curriculog, another DIGARC product, will improve curriculum management. It is currently being implemented with full deployment at the end of 2019. While much of the state's ctcLink project has been delayed, BC has been able to transition to one of its elements: the 25Live room scheduling system.

### RISE Institute

BC's 2014 strategic plan envisioned the incorporation of undergraduate research and other experiential learning opportunities into the student experience. Later that year, the college launched the Research, Innovation, Service, and Experiential Learning (RISE) Institute. In 2015, Center for Career Connections and the Women's Center, which had long managed internship programs and cohort-based learning communities, joined RISE. Engagement

with RISE has increased cross-college collaborations, faculty training around service and experiential learning, and student engagement with community partners. RISE's new MakerSpace supports project-based learning in a variety of disciplines. RISE was inspired by the national literature around the use of high-impact practices to close equity gaps. It seeks to increase student success by bringing transformative learning experiences to every BC student.

Chapter One:
**Mission, Core Themes, and Expectations**

### ER #1 OPERATIONAL STATUS

**The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before the Commission's evaluation for initial accreditation.**

Bellevue College has offered educational programs since 1966 and has been continuously accredited by the Northwest Commission on Colleges and Universities since 1970.

### ER #2 AUTHORITY

**The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.**

Bellevue College was created and authorized by the Washington State Community College Act of 1967, which was revised as the Community and Technical College Act of 1991 (RCW 28B.50). Washington State, the State Board for Community and Technical Colleges, and the Northwest Commission on Colleges and Universities have approved the college to offer a range of certificates and degrees, including applied baccalaureate degrees (RCW 28B.50.810) and one Bachelor of Science degree (RCW 28B.50.825). The Bellevue College Board of Trustees has formal authority to grant certificates and degrees (RCW.28B.50.140).

### ER #3 MISSION AND CORE THEMES

**The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.**

The BC mission was approved by the board of trustees June 11, 2008. The four core themes were developed through a broad-based process in 2010 and presented to the board of trustees. The college offers transfer, professional-technical, basic skills, and continuing education programs. All institutional resources are committed to the support of BC's educational mission and core themes.

### 1.A.1. Mission statement

**The institution has a widely published mission statement, approved by its governing board, that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.**

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

The Bellevue College (BC) mission statement was approved by the board of trustees on June 11, 2008, and re-affirmed on June 29, 2011. It is posted throughout the campuses and can be found on the college's public-facing website.

### 1.A.2. Defining mission fulfillment

**The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.**

While assessing mission fulfillment for an institution with the size and scope of Bellevue College presents many challenges, BC has made steady progress to develop and refine core theme objectives and indicators that assess mission fulfillment in a meaningful way.

In 2009, BC derived its four core themes from nine institutional goals, which previously served to guide institutional planning. These core themes—Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment—are embedded in the BC mission.

**Table 1.A.2.a: From Mission to Core Themes Transfer**

| Core theme | Language from mission statement |
|---|---|
| **Student Success** | • Student-centered, comprehensive, and innovative college |
| **Teaching and Learning Excellence** | • Committed to teaching excellence that advances the life-long educational development of its students.<br>• Providing high-quality, flexible, accessible, educational programs and services. |
| **College Life and Culture** | • Strengthening the economic, social, and cultural life of its diverse community.<br>• Advancing pluralism, inclusion, and global awareness |
| **Community Engagement and Enrichment** | • Acting as a catalyst and collaborator for a vibrant region. |

In 2010, the core themes were completed and the BC Board of Trustees adopted an early version of objectives and indicators. In response to feedback from the Year One Peer-Evaluation Report, received in 2011, and through an extended process of refinement and cross-checking, the objectives and indicators have been refined for this report. They are reduced in number, more focused and understandable, and supported by meaningful ways to measure success and mission fulfillment. These objectives and indicators also reflect the influence of the five presidents who have guided the college during the decade since the NWCCU adopted its revised accreditation process (B. Jean Floten [1989-2011], Laura Saunders [interim], Dr. David Rule [2013-2016], Dr. Jill Wakefield [interim], and Dr. Jerry Weber [2017-present]).

In the Year One Peer-Evaluation Report, the peer evaluation team recommended that "the College ensure that there are no gaps in objectives and indicators of achievement to allow for measuring the accomplishment of Core Themes and mission fulfillment" and that "Bellevue College continue to review and revise the indicators of achievement to ensure that they are meaningful, assessable, and verifiable." Since receiving this recommendation, the college has worked to improve the development of the core themes.

The Year One Self-evaluation Report, submitted in 2011, included 81 indicators. These indicators did not include measures, and, in many cases, it was not obvious how to develop assessable and verifiable metrics. Some of the original indicators represented data that did not necessarily indicate achievement or mission fulfillment. Other indicators addressed the same or very similar information, creating unnecessary redundancies. With the creation of a new position, director of research and analysis—filled in July 2015—new energy and expertise was brought to the task of refining the objectives, indicators, and measures for clarity and realistic evidence gathering. *Core Indicators of Effectiveness for Community College, Third Edition* (2007) by Richard Alfred, Christopher Shults, and Jeffrey Seybert, informed this process. Although the current version of BC's objectives and indicators has significantly fewer indicators, they were designed to reflect the values and priorities of the original version. The core theme summary crosswalk demonstrates that the current 23 indicators address information from 65 of the original ones. A crosswalk spreadsheet provides additional information and rationales for the changes. President's cabinet adopted the current objectives and indicators in August 2017. They have also been reviewed by the strategic plan update task force and the four core theme committees, and they are posted on the BC website.

### Acceptable threshold or extent of mission fulfillment

Productive debate during the preparation of this report concerned the method of summing up the findings and establishing an acceptable threshold of mission fulfillment. For an institution the size and scope of BC, a single number or even a red/yellow/green dashboard seemed inadequate. The discussion of mission fulfillment was further informed by Goodhart's Law, Campbell's Law, the Lucas critique, and the Cobra Effect—social science concepts suggesting that the very act of measurement or working towards a target make the process susceptible to measurement distortions or unintended consequences. The college's approach to evaluating mission fulfillment acknowledges that it is often easier to meet a target by changing the accounting method than by changing what the indicator signifies. Numbers may improve and targets may be met without changing the lived experience of students. For example, if the college targets graduation rates, changes to the definition of degree seeking, reverse transfer agreements, or the proliferation of low credit

certificates might all serve to move the indicator and meet the target without providing real improvement to education or outcomes.

To address these factors, BC has adopted an approach to evaluating mission fulfillment that emphasizes continuous improvement. BC enables a culture of experimentation and freedom to fail, where meeting a specific target is less important than identifying a direction and developing a plan of action. Metrics play an important role in evaluating whether plans lead to continuous improvement. However, the college has avoided a simple roll-up as an evaluation of mission fulfillment in recognition of the limits to that approach.

**BC fulfills its mission when,**

1) Indicators are regularly evaluated and monitored;

**and**

2) Indicators are moving in the right direction or a plan exists to begin moving them in that direction.

**1.A.1. and 1.A.2. Mission Statement and Defining Mission Fulfillment URLs**

| | |
|---|---|
| Core Theme Summary Crosswalk | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CoreThemeSummaryCrosswalk.docx?d=w16d92a6df4524b2bb10b33f8d57250dc |
| Core Theme Crosswalk Spreadsheet | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CoreThemeCrosswalk.xlsx?d=w8b33fcb7dc384fbdb2658844ad16c81e |

### 1.B.1. Core themes reflect mission

**The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.**

**and**

### 1.B.2. Core theme indicators

**The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.**

Bellevue College's mission fulfillment is expressed through four core themes with objectives and indicators of achievement. Rationales for core theme objectives are discussed here; rationales for indicators are described in chapter four in the 3.B.1. section of each core theme.

### Core theme 1: Student Success

Description of core theme: BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment. Key concepts: access, persistence, completions, success initiatives, demographics (equitable access).

### Student Success Objectives, Rationales, and Indicators of Achievement

**Objective 1.1.** BC commits to offer appropriate courses and delivery options for its mission.

**Rationale:** BC provides educational offerings according to its legislative mandate, which includes a commitment to open access. The college continuously adapts to the ever-changing needs of the communities it serves, providing opportunities for learning at multiple entry points. This objective addresses the need to provide certificates, degrees, and lifelong learning options to the populations that the college serves and their diverse needs.

> **Indicator 1.1.1.** Courses offered meet student needs for mission areas and course delivery methods.

**Objective 1.2.** BC provides effective curricular, co-curricular, and extra-curricular support to meet student needs.

**Rationale:** Students learn effectively when the challenges of coursework are supported by intentional and accessible support structures. BC commits to offer the highest quality learning supports, which are informed by current research, professionally delivered, and regularly assessed.

**Indicator 1.2.1.** Student success programs and services meet or exceed professional standards.

**Objective 1.3.** Students make progress toward and achieve their educational goals.

**Rationale:** Student progress can be measured by persistence and completions as well as student satisfaction. Individual students establish their own educational goals against which they evaluate their own achievement. BC holds the open access aspect of its mission in the highest regard and with the broadest interpretation. True access requires the college to provide what every student needs to be successful from whatever starting point.

**Indicator 1.3.1.** Students demonstrate persistence in higher education.

**Indicator 1.3.2.** Students are prepared to transition successfully from basic and transitional studies (BATS) to college-level courses.

**Indicator 1.3.3.** Credential-seeking students earn a BC award or transfer within six years.

**Indicator 1.3.4.** Students from various demographic groups succeed at comparable rates.

### Core theme 2: Teaching and Learning Excellence

Description of core theme: BC prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students.
Key concepts: curriculum, program design, faculty professional development, learning outcomes.

### Teaching and Learning Excellence Objectives, Rationales, and Indicators of Achievement

**Objective 2.1.** BC maintains high-quality course, curriculum, and program design.

**Rationale:** A data-informed and rigorous process to originate and maintain the curriculum ensures that it is high-quality and responsive to student needs. Appropriate research, data, student feedback, and faculty innovation all contribute to this process.

**Indicator 2.1.1.** Program reviews show rationale for program changes based on evidence.

**Indicator 2.1.2.** Course curriculum and program decisions are informed by data.

**Objective 2.2.** BC is committed to providing effective instruction.

**Rationale:** BC provides effective instruction to student body characterized by diversity across multiple indices: racial, ethnic, age, socio-economic, and in terms of their goals. BC faculty members have instructed students from eight to 98 years old. BC students are drawn from a population far more racially diverse than the United States overall and characterized by highly variable levels of academic preparation. Assessment of student learning and preparation for post-separation employment are important ways to determine how well the college instructs its students. Faculty professional development supports BC faculty in the provision of effective instruction.

**Indicator 2.2.1.** Faculty members assess student learning at the course and program levels.

**Indicator 2.2.2.** Students completing professional-technical programs are well-prepared for employment.

**Indicator 2.2.3.** Faculty have access to meaningful professional development.

### Core theme 3: College Life and Culture

Description of core theme: BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation. Key concepts: equitable practices, decision-making, efficiency, quality of work life, safety.

### College Life and Culture Objectives, Rationales, and Indicators of Achievement

**Objective 3.1.** BC supports a diverse and inclusive campus environment.

**Rationale:** To realize its aspirations for equity and inclusion, BC must attract and retain students and employees who represent diverse perspectives. The learning and working environment must be comfortable and accessible for everyone.

**Indicator 3.1.1.** Faculty and staff demographics reflect the ethnic, racial, and cultural makeup of the service area.

**Indicator 3.1.2.** BC uses equitable employee search and hiring practices.

**Indicator 3.1.3.** BC facilities meet or exceed state and federal regulations.

**Indicator 3.1.4.** Learning and working environments are accessible for all students and employees.

**Objective 3.2.** BC maintains a safe learning and working environment.

**Rationale:** All students and employees should be able to pursue their college-related goals in an environment that respects, protects, and supports their individual needs, perspectives, and physical and emotional well-being.

**Indicator 3.2.1.** Students and employees feel safe on campus.

**Objective 3.3.** BC provides a sustainable learning and working environment.

**Rationale:** BC applies sustainable practices to promote institutional and global health. The college utilizes a transparent and public process to analyze the social and environmental impacts of business and other decisions.

**Indicator 3.3.1.** BC meets or exceeds sustainability goals.

**Objective 3.4.** BC supports the professional development and satisfaction of employees.

**Rationale:** BC promotes professional and personal success through a supportive learning and working environment. Employees who are satisfied with their work contribute to student success and project a positive image to the community. The college invests in its employees and provides opportunities to improve job skills and wellness.

**Indicator 3.4.1.** Employees express satisfaction in their work.

**Indicator 3.4.2.** BC retains employees.

### Core theme 4: Community Engagement and Enrichment

Description of core theme: BC strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large. Key concepts: continuing education, funding, community partnerships, alumni engagement, and college identity.

## Community Engagement and Enrichment Objectives, Rationales, and Indicators of Achievement

**Objective 4.1.** BC collaborates with businesses, community partners, and transfer institutions to design programs and services that benefit the community.

**Rationale:** BC collaborates with primary transfer institutions and community and business partners in order to maintain program relevance and promote student success. Students planning to continue their education at transfer institutions are exposed to up-to-date knowledge and skills, which form the foundation for further studies. Students preparing for direct entry into the workforce receive state-of-the-art instruction that readies them for employment and workplace achievement.

**Indicator 4.1.1.** BC monitors and improves its engagement with business and industry.

**Objective 4.2.** BC participates meaningfully with the community at large.

**Rationale:** BC plays important social, cultural, and economic roles within the region, including the city of Bellevue; Community College District VIII; east King County; and the Puget Sound area overall. The college maintains high levels of visibility through multiple avenues of engagement and is well-positioned to add value to the communities it serves.

**Indicator 4.2.1.** BC supports BC Foundation fundraising for college initiatives and student success.

**Indicator 4.2.2.** BC alumni engage in the Bellevue College Alumni Association.

**Indicator 4.2.3.** BC contributes to the cultural life of the region.

# Chapter Two:
# **Resources and Capacity**

### ER #4 OPERATIONAL FOCUS AND INDEPENDENCE

**The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.**

The provision of higher education guides every aspect of Bellevue College (BC), as is described in its mission statement. The college operates independently, with accountability to its board of trustees, the State Board for Community and Technical Colleges, and the Washington State legislature. The college is responsible for meeting standards and eligibility requirements established by the Northwest Commission on Colleges and Universities.

### ER #5 NON-DISCRIMINATION

**The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.**

According to BC's Vision, Core Values, and Mission statement, the college affirms the value of pluralism. BC Policy 4150 states the college's support for equal opportunity in education and employment, and BC Policy 1440 establishes that BC does not discriminate against individuals based on their membership in a protected class. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity, as expressed by BC Policy 4100. The college commits to an environment where all members of the college community will be free from harassment and discrimination.

### ER #6 INSTITUTIONAL INTEGRITY

**The institution establishes and adheres to ethical standards in all of its operations and relationships.**

BC Policy 4250, Standards of Ethical Conduct, obligates all college employees to treat their positions as a public trust. It adheres to state and federal law relevant to ethics in public service. Academic and employment policies and procedures are designed to ensure ethical treatment for all students and employees.

### ER #7 GOVERNING BOARD

**The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.**

The governor of Washington State appoints six members to the Bellevue College Board of Trustees, including one student trustee, as authorized by RCW 28B.50.100 and RCW 28B.50.102. Trustees have no contractual, employment, or personal financial interest in the college. The board of trustees participates in defining, revising, and adopting the mission and goals for the college and approves institutional policies.

### ER #8 CHIEF EXECUTIVE OFFICER

**The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.**

The college president is a full-time employee who is appointed by the Bellevue College Board of Trustees and serves as the chief executive officer. The president of the college, who is not a member of the board, or the president's designee, serves as secretary of the board (RCW 28B.50.100).

### ER #9 ADMINISTRATION

**In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.**

Bellevue College employs a sufficient number of qualified administrators who provide leadership and management in instruction, student support services, and operations. President's cabinet, which includes the provost, vice presidents, and one academic dean, provides a forum for the leadership team to work collaboratively and fulfill the college's mission through its core themes.

### ER #10 FACULTY

**Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.**

Bellevue College employs approximately 200 full-time instructors and more than 600 part-time instructors across five academic divisions and support areas. BC instructors are sufficient in number and possess appropriate credentials and experience for presenting course and program content in all areas related to the college's mission, including transfer, prof-tech, developmental, and baccalaureate programs. Faculty evaluation is conducted according to the Collective Bargaining Agreement By and Between the Board of Trustees of Bellevue College and the Bellevue College Association of Higher Education.

Faculty participate in the formation of academic policies through their role in Bellevue College Governance and oversee academic programs through representation on the college-wide, faculty-led curriculum advisory committee.

### ER #11 EDUCATIONAL PROGRAM

**The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.**

Bellevue College offers educational programs appropriate to its mission and core themes and leading to the award of formal degrees, including: bachelor of science, bachelor of applied science, associate in arts and sciences, associate in business, associate in science, associate in elementary education, associate in mathematics education, associate in arts, associate in arts in general studies, associate in applied science-technical, and associate in occupational and life skills. Course and degree requirements and clearly identified student learning outcomes are reviewed by program faculty and a college-wide, faculty-led curriculum advisory committee to ensure appropriate rigor, transferability, viability, and industry currency, as well as consistency and compatibility with offerings at BC and elsewhere. Some specialized programs leading to the award of prof-tech degrees are accredited by appropriate professional associations.

### ER #12 GENERAL EDUCATION AND RELATED INSTRUCTION

**The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.**

Transfer associate degrees at Bellevue College require a core of general education components that are comparable to those at other community colleges, and consistent with state policy and requirements at receiving institutions. The college's baccalaureate degrees and two-year prof-tech degrees also have a general education component. Certificate programs of a year of more in length (45 credits or more) require a core of related instruction. A curriculum advisory committee oversees regular review of degree and program requirements, as well as general education and diversity degree designations.

### ER #13 LIBRARY AND INFORMATION RESOURCES

**Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.**

The Bellevue College Library Media Center (LMC), through the work of faculty librarians maintains material collections, provides access to electronic resources, supports academic faculty, and educates students on research. The information resources, innovative spaces, and support services provided by the LMC are appropriate for the college's wide array of programs. LMC staff consult with program faculty to offer information resources with adequate currency, depth, and breadth as well as the knowledge and tools to access those resources.

### ER #14 PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

**The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.**

Bellevue College's physical infrastructure includes two locations. The main campus, located southeast of downtown Bellevue adjacent to the I-90 corridor, has 17 buildings representing 835,000 gross square feet of covered space on 128 acres of land. BC's North campus is a stand-alone building, located five miles north of the main campus. It houses continuing education classes and administration, as well as programs such as Occupational Life Skills, TELOS, and corporate training. The classrooms, laboratories, offices, resource centers, and support facilities at these two campuses provide the infrastructure required to deliver high quality educational programs and fulfill the college's mission and core themes. Development of BC's physical infrastructure is guided by the BC Campus Master Plan, completed in 2017, as well as input from college stakeholders.

Information Technology Services (ITS) provides a technology infrastructure and support at BC, including wired and wireless networks and the online learning management system. The college provides more than 1700 computers between main and North campuses—in classrooms, residence halls, open labs, and service areas, such as the Library Media Center and Academic Success Center—for student use. ITS planning guides the provision of technology services in support of the college's mission and core themes.

### ER #15 ACADEMIC FREEDOM

**The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.**

Article 9 of the Collective Bargaining Agreement By and Between the Board of Trustees of Bellevue College and the Bellevue College Association of Higher Education establishes the principles of academic freedom related to expression, faculty teaching methods,

and the free exchange of ideas, including the exchange of differing views of faculty and students. The statement of student rights in the student conduct code (WAC 132H-125-020) establishes that students have the rights to "free inquiry, expression, and assembly."

### ER #16 ADMISSIONS

**The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.**

Bellevue College is an open admissions institution, with selective eligibility and special admissions for a limited number of programs that are described in BC Policy 2200, Admission Rules, and the associated procedures. This information is distributed in the catalog and on the website. The work of BC Student Central—which includes admissions, registration, financial aid, credential evaluations, and graduation—aligns with this policy.

### ER #17 PUBLIC INFORMATION

**The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.**

The Bellevue College Catalog provides all required public information, including the college's regional accreditation status through the Northwest Commission on Colleges and Universities. The college's mission and core themes, along with all other catalog information—with the exception of names, titles and academic credentials of administrators and faculty—are also available on the public-facing website. The college has recently implemented new software and protocols designed to ensure the accuracy of the catalog.

### ER #18 FINANCIAL RESOURCES

**The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.**

Bellevue College ensures financial stability through BC Policy 7110, Reserve and Contingency Fund, which requires a 15 percent state operating budget reserve. In addition, the policy requires a three percent contingency reserve that is available to the college president for expenses outside of the regular budgeting process. Through the annual budget process, college leadership reviews enrollment trends, state allocation expectations, and legislative actions to anticipate short- and long-term needs; this process ensures that funds are sufficient for financial sustainability.

### ER #19 FINANCIAL ACCOUNTABILITY

**For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.**

As part of their annual Comprehensive Annual Financial Report (CAFR) audit, the State Board for Community and Technical Colleges reviews material aspects of Bellevue College financials. In addition, Bellevue College undergoes an annual financial statement audit, conducted by the state auditor's office. The most recent of these audits was concluded in April 2018 with no findings. The audit report is reviewed by a member of the board of trustees, the college president, and members of the leadership team.

### ER #20 DISCLOSURE

**The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.**

Bellevue College discloses accurate and complete information to the Northwest Commission on Colleges and Universities for the purposes of accreditation.

### ER #21 RELATIONSHIP WITH THE ACCREDITATION COMMISSION

**The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.**

Bellevue College complies with all Northwest Commission on Colleges and Universities standards, policies, and notification practices.

*Upon his hiring in 2017, Dr. Jerry Weber stated: "The college's dedication to student success, equity, sustainability, and diversity, and its innovative approach to excellence resonates with my own core values."*

### 2.A.1. System of Governance

**The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.**

The Bellevue College (BC) Assembly and eight councils of BC Governance (BCG) provide recommendations to the college president on matters of college-wide concern. The system, adopted in June 2016, promotes open and honest communication among and between all college constituencies. The system maximizes input from all constituencies and provides mechanisms to assess governance effectiveness. Key areas for governance input include strategic direction, resource acquisition, and allocation and policy. Governance does not address matters of compensation, benefits, working conditions, personnel matters, grievances, or other management issues. All BC constituencies understand and fulfill the roles and responsibilities for governance described in 1210P, College Governance (procedures), and on the BCG MyBC SharePoint site.

BC governance occurs primarily through the following: constituency councils; functional councils; the BC Assembly; and committees that are aligned with a council. Members of the four constituency councils are elected to represent exempt staff, classified staff, faculty, and students. Members of the four functional councils are either appointed by constituency councils or seated ex officio based on subject-matter expertise. Functional councils address specific topics—student success, resources and planning, infrastructure, and diversity and inclusion—and are supported by senior leaders serving as resource liaisons. Council chairs, along with an elected chair, form the BC Assembly. Committees that exercise a governance, rather than management, function are typically sponsored by a senior leader and aligned with an appropriate council. Committee alignment institutionalizes the expectation of regular interaction; however, it does not establish a reporting relationship.

**2.A.1. System of Governance URLs**

| | |
|---|---|
| BC Procedures 1210P College Governance (req ev) | https://www.bellevuecollege.edu/policies/id-1210p/ |
| BC Governance MyBC SharePoint Site (req ev) | https://bellevuec.sharepoint.com/sites/governance |

## 2.A.2. Division of Authority

**In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.**

Bellevue College is part of a state system of 34 community and technical colleges, coordinated and guided by nine gubernatorial appointees who form the State Board for Community and Technical Colleges (SBCTC). Revised Code of Washington (RCW) 28B.50 establishes the duties and defines the authority of the SBCTC. RCW 28B.50.090 states that "the college board shall have general supervision and control over the state system of community and technical colleges" and defines the duties and powers of local district governing boards.

The college president and senior leaders participate in state-level commissions and communicate state-level initiatives and policy actions to the college community. Communication occurs primarily during weekly meetings of president's cabinet, as well as meetings of academic and student affairs leadership groups. Faculty and classified staff leaders meet regularly with the administration to discuss the implications of state-level work; they also attend board of trustees meetings in order to report board activities and decisions to all constituents. The responsibilities of the board of trustees are specified in the section of the Washington Administrative Code directed at the bylaws and standing orders of Community College District VIII.

**2.A.2. Division of Authority URLs**

| | |
|---|---|
| RCW 28B.50 (req ev) | https://app.leg.wa.gov/rcw/default.aspx?cite=28B.50 |

## 2.A.3. Accreditation

**The institution monitors its compliance with the Commission's standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.**

Responsibility for compliance with all Northwest Commission on Colleges and Universities standards resides within the office of effectiveness and strategic planning. The associate director of planning and effectiveness, who serves as the accreditation liaison officer (ALO),

works with the associate vice president of effectiveness and strategic planning to monitor the impact of collective bargaining agreements, legislative actions, and external mandates. The ALO attends NWCCU workshops and trainings to stay current with the requirements for regional accreditation. The ALO also provides current information to college faculty and staff and arranges for broad-based faculty and staff attendance at NWCCU workshops.

Accreditation compliance is regularly discussed at president's cabinet as well as instructional services cabinet, the Bellevue College Assembly, and council meetings.

### 2.A.4. Governing Board

**The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood.**

The governor appoints the six members of the board of trustees. Trustees must reside within the official service area. Trustees are active in their communities and represent the college to community organizations and constituents. No trustee is a college employee. Five of the trustees are appointed to five-year terms. The sixth trustee is a student. The state's RCW 28B.50.102 authorizes the governor to appoint a student trustee for a one-year commitment.

Board duties—setting Bellevue College's strategic direction; establishing college policy; approving the operating budget; awarding tenure; and appointing the college president, who implements board policy—are delineated in college-wide policies and procedures posted on the public website. Board meeting materials are distributed publicly prior to every meeting. Materials are posted on a public website and the agenda is distributed through official email, on campus, and to local media.

**Table 2.A.4.a.: Bellevue College Board of Trustees**

| Name | Residence | Original appt. | Expiration |
|---|---|---|---|
| Merisa Heu-Weller, chair | Bellevue | 2014 | 2023 |
| Richard Fukutaki, vice chair | Bellevue | 2016 | 2019 |
| Lisa Chin | Bellevue | 2011 | 2021 |
| Greg Dietzel | Bellevue | 2017 | 2022 |
| Richard Leigh | Bellevue | 2018 | 2020 |
| Joedy Morrow, student trustee | Bellevue | 2018 | 2019 |

## 2.A.5. Board Acts as a Whole

**The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.**

The Bellevue College (BC) Board of Trustees clearly understands its responsibility as a policy-making and oversight body and members act only as a committee of the whole. The board functions officially only when it meets as a body; individual trustees have no authority. Powers and duties are outlined in BC Policy 1000, Board of Trustees. The bylaws and standing orders for community college district VIII are codified in Washington Administrative Code (WAC), Chapter 132H-106.

### 2.A.5. Board Acts as a Whole URLs

| | |
|---|---|
| BC Policy 1000 Board of Trustees (req ev) | https://www.bellevuecollege.edu/policies/id-1000/ |
| WAC 132H-106 (req ev) | https://apps.leg.wa.gov/wac/default.aspx?cite=132H-106 |

## 2.A.6. Board Responsible for Policies

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

The authority of the Bellevue College (BC) Board of Trustees is derived through the Washington Administrative Code (WAC) 132H-106. The board exercises appropriate oversight of the college to ensure that the infrastructure and educational enterprise are sufficient to serve the vision, mission, and core values of the college. The board, through BC Policy 1100, Delegation of Authority to President, formally delegates authority to the president to carry out the administration and operation of the college except the authority to hire the college president and the authority to grant tenure. The board reviews and approves all college policies and establishes the strategic direction for the president and the college. BC has recently developed a five-year institutional policy and procedures review schedule (appendix 2.A.6.i).

### 2.A.6. Board Responsible for Policies URLs

| | |
|---|---|
| BC Policy 1100 Delegation of Authority to President (req ev) | https://www.bellevuecollege.edu/policies/id-1100/ |
| Five-year Schedule for Policy and Procedures Review (req ev) (appendix 2.A.6.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeven-Files/2.A.06.P%26PMasterCalendar.xlsx?d=wd934cee4df3e4e1091a80e81663d4f5f |

## 2.A.7. Board CEO

**The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.**

The Bellevue College (BC) Board of Trustees, as determined by Revised Code of Washington (RCW) 28B.10.528 and Washington Administrative Code (WAC) 132H-106, appoints a college president to administer the college and delegates authority and responsibility for implementation of board policy. Through BC Policy 1100, Delegation of Authority to President, the board delegates to the president the authority necessary to carry out the administration and operation of the college, except the authority to hire the college president and the authority to grant tenure. The board formally evaluates the president on an annual basis and works with the president to identify goals for the upcoming year.

### 2.A.7. Board CEO URLs

| | |
|---|---|
| RCW 28B.10.528 (req ev) | http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.10.528 |
| WAC 132H-106-010 (req ev) | http://apps.leg.wa.gov/wac/default.aspx?cite=132H-106-010 |
| BC Policy 1100 Delegation of Authority to President (req ev) | https://www.bellevuecollege.edu/policies/id-1100/ |

## 2.A.8. Board Self-evaluation

**The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.**

The Bellevue College Board of Trustees conducts regular self-evaluations. The most recent written evaluation was conducted June 20, 2018, utilizing an internal evaluation tool (appendix 2.A.8.i). The board will continue to conduct their evaluations during the June board meeting. The board receives written reports prior to each meeting, which aid in informed decision making and create in-depth understanding of college operations. In addition, representatives from the faculty and classified staff unions and student leadership provide oral reports at each board meeting. The board also provides an opportunity for community feedback with a public comment session at each meeting.

### 2.A.8. Board Self-evaluation URLs

| | |
|---|---|
| Internal Evaluation Tool (req ev) (appendix 2.A.8.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BB562ED3C-A4D7-4D48-B26A-7809FF71017C%7D&file=BC-BoardSelf-evaluationFormWinter2018.docx&action=default&mobileredirect=true |

## 2.A.9. System of Leadership

**The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.**

Bellevue College's leadership team, known as president's cabinet, consists of twelve full-time employees: president, provost for academic and student affairs, seven vice presidents (student affairs, administrative services, human resources, equity and pluralism, economic and workforce development, and institutional advancement), as well as the associate vice president of effectiveness and strategic planning, the chief information officer, one dean representing all instructional divisions, and the executive assistant to the president. Except for the vice president of student affairs and the representative academic dean, all members of president's cabinet report directly to the president. The college's leadership structure is shown on the org chart (appendix 2.A.9.i).

Members of president's cabinet are responsible for developing plans that demonstrate and assess achievement as well as set goals and measures for the future. These plans are presented at cabinet and board of trustee meetings. Members of president's cabinet have assumed leadership roles in the formation and revision of the strategic plan and other college-wide plans.

**Table 2.A.9.a.: President's Cabinet 2018-2019**

| Name | Title | Highest degree attained |
|---|---|---|
| Gayle Barge | Vice President, Institutional Advancement | Ed.D., Pepperdine University |
| Alec Campbell | Associate Vice President, Effectiveness and Strategic Planning | Ph.D., University of California, Los Angeles |
| Dennis Curran | Vice President, Administrative Services | M.B.A., Naval Postgraduate School |
| Sayumi Irey | Interim Vice President for Diversity | Ph.D., University of Washington, Seattle |
| Kristen Jones | Provost for Academic and Student Affairs | Ed.D., Oregon State University |
| Michael Kaptik | Interim Associate Vice President, Student Affairs | M.Ed., University of Texas, Austin |
| Albert Lewis, Jr. | Vice President, Economic and Workforce Development | M.Ed., University of Akron, Akron, OH |
| Robert Viens | Dean, Science Division | Ph.D., University of Washington |
| Jerry Weber | President | Ph.D., University of Iowa |
| Mary Kay Wegner | Interim Chief Information Officer | M.B.A., University of Washington |

| Table 2.A.9.a.: President's Cabinet 2018-2019 *continued* | | |
|---|---|---|
| **Name** | **Title** | **Highest degree attained** |
| Suzette Yaezenko | Associate Vice President of Human Resources | B.A., Boise State University |
| (Vacancy) | Executive Assistant to the President | |

### 2.A.9. System of Leadership URLs

| | |
|---|---|
| Bellevue College Organizational Chart (req ev) (appendix 2.A.9.i) | http://www.bellevuecollege.edu/wp-content/uploads/sites/106/2018/07/Bellevue-College-Org-Chart-July-2018FINAL.pdf |

## 2.A.10. Chief Executive Officer

**The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.**

The Bellevue College Board of Trustees announced the selection of Dr. Jerry Weber as the college's sixth president on March 28, 2017, with an effective start date of August 1, 2017 (appendix 2.A.10.i). Dr. Weber had previously served for eight years as president of the College of Lake County. Prior to that, Dr. Weber was president of Kankakee Community College from 2001 to 2009, where he also held previous positions as vice president of instruction, vice president of student services, and as an English faculty member. Dr. Weber has been active on state and national community college boards and councils related to international education, technology educational policy, and sustainability. He is a member of the American Association of Community Colleges (AACC) and served for three years on the AACC Board of Directors. Dr. Weber earned his Ph.D. in Higher Education Administration and an M.A. in Educational Measurement and Statistics from the University of Iowa. He holds an M.A. in Linguistics and English Literature and a B.A. in English from Northern Illinois University. The college president's authority and responsibilities are described in BC Policy 1100, Delegation of Authority to President.

### 2.A.10. Chief Executive Officer URLs

| | |
|---|---|
| Dr. Jerry Weber Curriculum Vitae (req ev) (appendix 2.A.10.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B004DBDE2-392C-4F55-BE34-42A11DDC4CA3%7D&file=2.A.10.GirardWeberCV.docx&action=default&mobileredirect=true |
| BC Policy 1100 Delegation of Authority to President (req ev) | https://www.bellevuecollege.edu/policies/id-1100/ |

## 2.A.11. Leadership and Management

**The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.**

Members of president's cabinet comprise senior leadership and manage nine major areas of the college: academic affairs, economic and workforce development, human resources, equity and pluralism, information technology services, institutional advancement, student affairs, administrative services, and effectiveness and strategic planning. These administrators have educational preparation and degrees related to their specific areas of responsibility, as well as extensive years of experience in their roles in higher educational institutions as well as non-instruction related professional fields. The credentials of Bellevue College's senior leadership can be found on their curriculum vitae. Members of president's cabinet also serve in leadership positions on state commissions, agencies, and committees.

Individuals who serve as part of senior leadership are expected to advance the purpose and goals of their areas in keeping with institutional mission fulfillment. They develop and manage operational plans, policies, programs, budgets, and staff; work collaboratively on projects of mutual and college interest; and meet with the president regularly.

Weekly president's cabinet meetings provide the main forum to discuss and address college-wide issues in a timely manner. The cabinet makes decisions informed by input from constituency groups, committees, advisory cabinets, and councils. Policies, procedures, and initiatives with college-wide significance are adopted after an advisory review by BC Governance councils and the BC Assembly.

### 2.A.11. Leadership and Management URLs

| | |
|---|---|
| Senior Leadership Curriculum Vitae | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/PresidentsCabinetCVs.pdf |

## 2.A.12. Academic Policies Communicated

**Academic policies, including those related to teaching, service, scholarship, research, and artistic creation, are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.**

Academic policies are communicated to students and faculty members as well as staff members in a variety of ways. Bellevue College's public-facing website communicates all policies, including those related to teaching (BC Policy 3000, Grading; BC Policy 3050, Credit Hours and Credit Load; and BC Policy 3450, Setting Classroom Behavioral Standards). The annual course catalog, now published online using Acalog technology, also represents a major source of information for students. It references academic information and other policies of special interest to students including curriculum, degree requirements, grading standards, and definitions of academic progress affecting students.

The BC Student Handbook, also updated annually, directs students to information on academic policies.

Faculty members receive information regarding academic policies through new faculty orientations in the BC Faculty Commons, regular emails from the academic deans, monthly academic division meetings, and quarterly all-faculty meetings. The 2017-20 contract between the Board of Trustees of Bellevue College Community College District VIII and Bellevue College Association of Higher Education (BCAHE) defines faculty roles in the following areas:

- service and participation in college governance (Article 6);
- academic freedom (Article 9);
- materials ownership (Article 10);
- selection and evaluation of program chairs (Article 12);
- faculty workload standards, including modes of delivery and student advising (Article 16); and
- recruitment and screening of new faculty members (Article 17).

Appendix B of the faculty contract further describes and defines faculty roles and responsibilities with regard to teaching, counseling, librarianship, initiatives, and mentoring and advising of students, shared governance and college service, professional development, and service to the community.

Administrators and staff members are informed about academic policies in several ways: through monthly administrator meetings, initiated by President Weber in September 2017; attendance at instructional services cabinet, which frequently invites guests to its weekly meetings; departmental meetings; academic affairs quarterly operational meetings, which include administrators from academic affairs, representatives from information technology services, finance, and purchasing, as well as all divisional operations directors.

The recent revision and renaming of the cultural diversity requirement (CDDR) to the diversity degree requirement (DDR) demonstrates how the college communicates crucial academic information. In 2014, faculty members on the curriculum advisory committee (CAC) raised a question about the CDDR, in effect since 2007. They argued that the requirement, as it was then constituted, might not be robust enough to prepare students for an increasingly diverse and complex world. Faculty members in various departments submitted proposals, it was discussed in BC Governance councils, and the CAC approved the change on November 17, 2017. As a result, the framework for assessing the new DDR requirement and the review process for courses claiming it have become more rigorous. The CAC designed an extended implementation period in order to ensure that a sufficient number of DDR courses would be in place and that the change had been adequately communicated to faculty members and administrators. This curriculum improvement relied on extensive and continuous email communication between the faculty and the CAC; program chair engagement to administer the change and inform program faculty and staff; emails from academic affairs; and presentations to president's cabinet, academic advisors, and the BC Assembly.

**2.A.12. Academic Policies Communicated URLs**

| | |
|---|---|
| BC Policy 3000 Grading (req ev) | https://www.bellevuecollege.edu/policies/id-3000/ |
| BC Policy 3050 Credit Hours and Credit Load (req ev) | https://www.bellevuecollege.edu/policies/id-3050/ |
| BC Policy 3450 Setting Classroom Behavioral Standards (req ev) | https://www.bellevuecollege.edu/policies/id-3450/ |
| College Policies in Catalog | https://catalog.bellevuecollege.edu/content.php?catoid=5&navoid=152 |
| BC Student Handbook 2018-2019 (req ev) | http://www.bellevuecollege.edu/wp-content/uploads/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |

## 2.A.13. Library and Information Resources Policies

**Policies regarding access to and use of library and information resources, regardless of format, location, and delivery method, are documented, published, and enforced.**

Several areas of the college have responsibility for developing and maintaining college policies and processes for access to and use of library and information resources, including information technology services (ITS), the library media center (LMC), human resources (HR), and administrative services (AS). All policies are posted on the public webpage.

Relevant policies include BC Policy 5050, Electronic Communication; BC Policy 5100, Software Licensing Compliance; BC Policy 3550, Library Media Center Policies; BC Policy 3600, Copyright and the Right of Fair Use; BC Policy 4400, Acceptable Use of State Resources; and BC Policy 5450, Web Advertisements or Sponsorships. Members of president's cabinet, who are designated as policy contacts, are responsible for policy enforcement; and students are informed through appropriate webpages, such as the ones for the ITS Service Desk, the disability resource center, and the library media center (LMC). The BC Student Handbook references selected policies and procedures. The college follows the standards and policies established by the Washington State Office of the Chief Information Officer (OCIO) for IT infrastructure. Software and technology purchased through ITS are reviewed for Section 508 compliance.

Materials and services available online through the LMC can be accessed by faculty, staff, and currently enrolled students in accordance with signed site license agreements for specific databases or services. Information about library policies and guidelines for acceptable use of the library facility and collections can also be found on the LMC webpage. Copyright guidelines are available on the LMC webpage, and a copyright notice (appendix 2.A.13.i) is posted in areas with copiers and printers.

**2.A.13. Library and Information Technology Services Policies URLs**

| | |
|---|---|
| BC Policy 5050 Electronic Communication (req ev) | https://www.bellevuecollege.edu/policies/id-5050/ |
| BC Policy 5100 Software Licensing Compliance (req ev) | https://www.bellevuecollege.edu/policies/id-3050/ |
| BC Policy 3550 Library Media Center Policies (req ev) | https://www.bellevuecollege.edu/policies/id-3550/ |
| BC Policy 3600 Copyright and the Right of Fair Use (req ev) | https://www.bellevuecollege.edu/policies/id-3600/ |
| BC Policy 4400 Acceptable Use of State Resources (req ev) | https://www.bellevuecollege.edu/policies/id-4400/ |
| BC Policy 5450 Web Advertisements or Sponsorships (req ev) | https://www.bellevuecollege.edu/policies/id-5450/ |
| BC Student Handbook 2018-2019 | https://s.bellevuecollege.edu/wp/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |
| Copyright Notice (appendix 2.A.13.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B73BF995F-6F80-4EE5-A396-2A0D85EC9F93%7D&file=2.A.13.CopyrightNoticePostingatCopiersPrinters.docx&action=edit&mobileredirect=true |

## 2.A.14. Transfer of Credit Policy

**The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.**

Bellevue College (BC) participates in a robust, state-wide system of transfer agreements that has been in place for more than 50 years. This system enables smooth transfer pathways among community and technical colleges and baccalaureate institutions for students. Transfer policy information can be found on the transfer policies webpage of the State Board for Community and Technical Colleges (SBCTC) website and on the transfers webpage of the Washington Student Achievement Council (WSAC) website. The SBCTC governance system legislates or recommends these policies, which are adopted and implemented at individual colleges. The SBCTC's Articulation and Transfer Council (ATC), comprised of representatives from SBCTC members, addresses transfer-related issues and trends, such as transfer course acceptance and articulation agreements. Another entity, the Intercollege Relations Commission (ICRC), a part of the Washington Council on High School-College Relations, works closely with other state agencies to support transfer education in Washington State.

Information regarding BC transfer guidelines and processes is posted on the transfer center webpage of BC's public-facing website. Academic advising provides transfer-related tools and services including advising appointments, resources about degree requirements, transfer degree worksheets, a comprehensive transfer guide, four-year representative visits, and quarterly transfer fairs. Faculty members and advisors also provide students with regular, program-specific transfer information. Students are able to track their progress towards degree or certificate programs using Degree Audit, an online advising tool. Transfer-in credits, accepted through the official transfer credit evaluation process, are entered into the Student Management System (SMS) and listed in Degree Audit.

Academic affairs establishes and maintains articulation agreements with other two- and four-year institutions, which are posted publicly on the articulation webpage. These agreements provide program-related pathways, allowing students to transfer in to BC's baccalaureate or associate programs and transfer out to other four-year colleges and universities, professional schools and community or technical colleges.

#### 2.A.14. Transfer of Credit Policy URLs

| | |
|---|---|
| BC Transfer Center (req ev) | https://www.bellevuecollege.edu/advising/transfer-center/ |
| Academic Advising (req ev) | https://www.bellevuecollege.edu/advising/ |
| Articulation (req ev) | https://www.bellevuecollege.edu/articulation/ |

### 2.A.15. Student Rights and Responsibilities

**Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and accommodations for persons with disabilities, are clearly stated, readily available, and administered in a fair and consistent manner.**

The rights and responsibilities of Bellevue College (BC) students are governed by the BC Student Conduct Code, BC Policy 2050, which is codified as part of the Washington Administrative Code. Students can find information regarding academic honesty, appeals, complaints, academic disputes (grievances), and accommodations for persons with disabilities on the college website. The BC Student Handbook provides links to web resources on these topics. Relevant policies and procedures include BC Policy 1450, General Complaint Resolution and its associated procedures, 1450P; 1440P, Discrimination, Harassment, Retaliation (procedures); 1450P2, Student Dispute Resolution (procedures); and BC Policy 2500, Accommodations for Students with Disabilities, and its associated procedures, 2500P.

Information on student rights and responsibilities, the Family Educational Rights and Privacy Act of 1974 (FERPA), and the BC Student Conduct Code is covered as part of the new student orientation. A notice of student confidentiality and records pertinent to FERPA is available on the public disclosure page of the BC website. Students may raise general or academic complaints through either formal or informal processes, and may request

assistance from instructors, deans, or department chairs as identified in 1450P2, Student Dispute Resolution (procedures).

**2.A.15. Student Rights and Responsibilities URLs**

| | |
|---|---|
| BC Policy 2050 Student Conduct Code (req ev) | https://www.bellevuecollege.edu/policies/id-2050/ |
| BC Student Handbook 2018-2019 (req ev) | https://s.bellevuecollege.edu/wp/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |
| BC Policy 1450 General Complaint Resolution (req ev) | https://www.bellevuecollege.edu/policies/id-1450/ |
| BC Procedures 1440P Discrimination, Harassment, Retaliation (req ev) | https://www.bellevuecollege.edu/policies/id-1440p/ |
| BC Procedures 1450P General Complaint Resolution (req ev) | https://www.bellevuecollege.edu/policies/id-1450p/ |
| BC Procedures 1450P2 Student Dispute Resolution (req ev) | https://www.bellevuecollege.edu/policies/id-1450p2/ |
| BC Policy 2500 Accommodations for Students with Disabilities (req ev) | https://www.bellevuecollege.edu/policies/id-2500/ |
| BC Procedures 2500P Accommodations for Students with Disabilities (req ev) | https://www.bellevuecollege.edu/policies/id-2500p/ |
| BC Public Disclosure FERPA Webpage | https://www.bellevuecollege.edu/legal/publicdisclosure/#family-education-rights-privacy-act-ferpa-disclosure-of-student-information |

## 2.A.16. Admission and Placement Policies

**The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs, including its appeals process and readmission policy, are clearly defined, widely published, and administered in a fair and timely manner.**

The college admits high school graduates, or those with a GED or other equivalent high school credential, adult learners at least 18 years of age or older, and those participating in an approved enrollment options program, such as Running Start, as detailed on Bellevue College's admissions webpage. The college admits other high school students under the age of 18 with exceptional or extenuating circumstances on a case-by-case basis and enforces minimum underage requirements. Admission requirements are established in BC Policy 2200, Admission Rules, and its associated procedures, 2200P.

The college also offers selective admission processes related to academic and support programs that require additional criteria for admission. These include all baccalaureate programs, specific associate degree programs, and international students who must meet federal, division, and program entrance requirements. These programs may also enforce minimum standards for continued participation. Students can find admission requirement information for individual programs on their specific webpages.

As part of the admission process, students must establish their placement into English and math prior to registering for classes. The college uses multiple measures of placement, which includes the use of standardized tests, placements made at other institutions, an evaluation of completed coursework, and an evaluation of college transcripts. The placement process ensures students have a reasonable probability of success in their courses. All placement information can be found on the Placement and Testing Services webpage. Enforced prerequisite requirements, found in the college catalog and in the quarterly class schedule, ensure that students are prepared for their classes.

An applicant becomes a student at the time of admission to the college. Admitted students are subject to BC Policy 2050, Student Conduct Code. Students are also subject to minimum academic standards as stated in BC Policy 3200, Student Academic Standing, and its associated procedures, 3200P.

### 2.A.16. Admission and Placement Policies URLs

| | |
|---|---|
| BC Admissions Webpage (req ev) | https://www.bellevuecollege.edu/admissions/ |
| BC Policy 2200 Admission Rules (req ev) | https://www.bellevuecollege.edu/policies/id-2200/ |
| BC Procedures 2200P Admission Rules (req ev) | https://www.bellevuecollege.edu/policies/id-2200p/ |
| BC Policy 2050 Student Conduct Code (req ev) | https://www.bellevuecollege.edu/policies/id-2050/ |
| BC Policy 3200 Student Academic Standing (req ev) | https://www.bellevuecollege.edu/policies/id-3200/ |
| BC Procedures 3200P Academic Standards (req ev) | https://www.bellevuecollege.edu/policies/id-3200p/ |

## 2.A.17. Policies for Co-curricular Activities

**The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.**

Bellevue College Associated Student Government (ASG), clubs and programs, including the student paper, The Watchdog, are governed by the associated student government constitution (appendix 2.A.17.i). Bellevue College (BC) intercollegiate athletics is governed by the Northwest Athletic Conference (NWAC); BC Policy 2700, Eligibility for Participation in Intercollegiate Athletics, and its associated procedures, 2700P; and the Student-Athletes Handbook.

### 2.A.17. Policies for Co-curricular Activities URLs

| | |
|---|---|
| ASG Constitution (req ev) (appendix 2.A.17.i) | https://studentweb.bellevuecollege.edu/asg/files/2018/10/ASBC-Constitution-v-6.8.2018-APPROVED-by-ASG-ASBC-and-BOT.pdf |
| BC Policy 2700 Eligibility for Participation in Intercollegiate Athletics (req ev) | https://www.bellevuecollege.edu/policies/id-2700/ |
| BC Procedures 2700P Eligibility for Participation in Intercollegiate Athletics (req ev) | https://www.bellevuecollege.edu/policies/id-2700p/ |
| Student-Athletes Handbook (req ev) | http://www.bellevuecollege.edu/wp-content/uploads/sites/23/2018/02/1718-Student-Ath-Handbook-new-final2.pdf |

## 2.A.18. Human Resource Policies Reviewed and Applied

**The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.**

Human Resources (HR) makes its policies available to the public and college employees in several ways. These include publication on the policies and procedures section of the BC website and reference to key policies and procedures in college communications. HR conducts semi-monthly new employee orientations, which include key HR policies.

All BC policies and procedures are reviewed and updated on a five-year schedule (appendix 2.A.6.i); when required by changed circumstances; or in response to significant changes in applicable policy or statute. New institutional policies and procedures or those undergoing revision are posted college-wide according to the instructions for policy and procedure formation (appendix 2.A.18.i). This process ensures that all constituent groups—faculty, students, administrators, and staff—have an opportunity to comment on changes to policies and procedures impacting their academic or work lives. The BC Assembly and BC Governance councils provide additional venues for advisory input on policies and procedures.

**2.A.18. Human Resource Policies Reviewed and Applied URLs**

| | |
|---|---|
| Five-year Schedule for Policy and Procedures Review (req ev) (appendix 2.A.6.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.A.06.P%26PMasterCalendar.xlsx?d=wd934cee4df3e4e1091a80e81663d4f5f |
| Instructions for Policy and Procedure Formation (req ev) (appendix 2.A.18.i) | https://bellevuec.sharepoint.com/sites/president/pptracking/PoliciesProcedures/Ins-for%20policy-procedure-formation-TRIAL-VERSION.pdf |

## 2.A.19. Employee Rights and Responsibilities

**Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.**

All employees are informed of their conditions of employment at the time of hire. Exempt employees receive access to the college's internal and external web pages dedicated to relevant employee policies, procedures, and collective bargaining agreements. Classified staff and faculty receive training on the collective bargaining agreement each time a new agreement is signed and periodically thereafter to ensure they are aware of their rights as represented employees.

BC maintains policies and procedures, available on the public website, to inform staff and faculty members about the conditions of their employment. Relevant HR policies and procedures cover a range of topics including ethical conduct, performance evaluations, accommodations, telecommuting, and provisions for equal opportunity.

**2.A.19. Employee Rights and Responsibilities URLs**

| | |
|---|---|
| Policies and Procedures Webpage (req ev) | https://www.bellevuecollege.edu/policies/ |

## 2.A.20. Confidentiality

**The institution ensures the security and appropriate confidentiality of human resources records.**

Employee files are maintained by human resources (HR) and are considered confidential. Consistent with BC Policy 1500, Access to Public Records, only authorized supervisors and management personnel have access to personnel files, and only on a need-to-know basis. All records, including those of past employees and recruits, are considered confidential and are maintained in locked cabinets within a secured file room. Only HR and payroll staff members may access the file room. All Family and Medical Leave Act (FMLA), disability accommodation, and medical files are maintained in a separate, locked location and never become part of or included in the employee personnel file. Only HR staff members, such

as benefits personnel and generalists, have access to those files and only on a need-to-know basis. The retention and archiving of HR records and files follow Washington State regulations and are guided by BC Policy 6900, Records and Email Retention.

**2.A.20. Confidentiality URLs**

| | |
|---|---|
| BC Policy 1500 Access to Public Records (req ev) | https://www.bellevuecollege.edu/policies/id-1500/ |
| BC Policy 6900 Records and Email Retention (req ev) | https://www.bellevuecollege.edu/policies/id-6900/ |

## 2.A.21. Accurate Representation

**The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.**

Bellevue College (BC) representation is guided by BC Policy 6650, Communications and Publications, which defines processes for releasing information about the college to the public. Institutional advancement coordinates all college public communications, with responsibility for accuracy and consistency of information shared by all college personnel. Program chairs, department heads, division chairs, or organizational unit administrators approve the language of their units' communications, in accordance with BC Policy 6650. Staff delegated by the college president to write, update, distribute, or enforce college policies and procedures must follow the provisions in BC Policy 1250, Formulation and Issuance of College Policies and Procedures. To meet the college's standards for branding and accessibility, college employees follow the guidelines for publishing posted in the Publication and Style Guide.

BC's website communicates information about the college's programs and services to students and the broader public. The website publishes the course catalog; comprehensive degree and certificate information; webpages for programs and services; and BC's vision, core values, and mission. Upcoming events and announcements are displayed directly on the BC homepage. College news is also published in the Bellevue College Foundation's annual report.

The college complies fully with the federal Student Right-to-Know Act. Required information is provided in the course catalog, which provides federal graduation rate information; on the public disclosure page of the BC website; and in the Students Right-to-Know section of the student handbook.

**2.A.21. Accurate Representation URLs**

| | |
|---|---|
| BC Policy 6650 Communications and Publications (req ev) | https://www.bellevuecollege.edu/policies/id-6650/ |
| BC Policy 1250 Formulation and Issuance of College Policies and Procedures (req ev) | http://www.bellevuecollege.edu/policies/id-1250/ |
| Publication and Style Guide | https://www.bellevuecollege.edu/styleguide/ |
| BC Vision, Core Values, and Mission | https://www.bellevuecollege.edu/futurevision/mission/ |
| Bellevue College Foundation Annual Report (req ev) | https://www.bellevuecollege.edu/foundation/who-we-are/reports/ |
| BC Student Handbook 2018-2019 (req ev) | http://www.bellevuecollege.edu/wp-content/uploads/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |

## 2.A.22. High Ethical Standards

**The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.**

Bellevue College's continuing commitment to high ethical standards is demonstrated through its policies, employee training, and the work of the office of equity and pluralism. New employees undergo ethics training and receive Ethics at Work: A Guide for Employees, which summarizes Washington State ethics law and informs them of BC Policy 4250, Standards of Ethical Conduct; BC Policy 4350, Honoraria; and BC Policy 4400, Acceptable Use of State Resources. The college reminds employees of ethics issues in an annual email to all employees in the fall quarter and regularly offers ethics and whistleblower training. New trustees receive ethics information from the State Board for Community and Technical Colleges and are invited to attend in-person training. The Washington State Office of the Governor provides online training on serving as a board trustee. Ethical guidance for students is provided by the BC Student Conduct Code, BC Policy 2050, which is listed on the policies and procedures page of BC's public-facing website and excerpted in the course catalog. Faculty receive regular reminders about how to handle student transgressions through in-person outreach sessions, the quarterly Know-It-All email update, the broadly distributed annual security report, and other communications.

Human resources (HR) and information technology services ensure that employee and student data and personnel issues are managed and maintained in a secure, confidential manner and that employees are aware of and agree to follow ethical standards in using state equipment. HR manages access to confidential personnel information, ensuring

that employees have appropriate training. Student affairs manages access to student data protected by FERPA, including student data-related training.

When ethical questions arise, they are relayed to the ethics officer, the associate vice president of HR, who provides clarification and takes appropriate action. HR seeks to resolve identified concerns, issues, grievances, and complaints at the earliest opportunity, and at the lowest level. Response to formal complaints and grievances are handled as prescribed by BC Policy 1440, Discrimination, Harassment and Retaliation and its associated procedures, 1440P; BC Policy 1450, General Complaint Resolution, and its associated procedures 1450P, and collective bargaining agreements. The Title IX coordinator and assistant coordinator work with HR in accordance with these policies and procedures to protect employees, students, and visitors from sexual and gender-based discrimination and address reported incidents. The Bias Incident Response and Support Team (BIRST) coordinates the college's response and advocates for persons in the college community affected by hate crimes or incidents of bias.

### 2.A.22. High Ethical Standards URLs

| | |
|---|---|
| Ethics at Work: A Guide for Employees | http://www.bellevuecollege.edu/wp-content/uploads/sites/108/2014/05/EthicsBrochure.pdf |
| BC Policy 4250 Standards of Ethical Conduct (req ev) | https://www.bellevuecollege.edu/policies/id-4250/ |
| BC Policy 4350 Honoraria (req ev) | https://www.bellevuecollege.edu/policies/id-4350/ |
| BC Policy 4400 Acceptable Use of State Resources (req ev) | https://www.bellevuecollege.edu/policies/id-4400/ |
| SBCTC Trustee Resources | https://www.sbctc.edu/about/college-trustees/trustee-resources.aspx |
| Washington State Office of the Governor Online Appointee Training | https://www.governor.wa.gov/boards-commissions/resources-appointees/online-appointee-training |
| BC Policy 2050 Student Conduct Code (req ev) | https://www.bellevuecollege.edu/policies/id-2050/ |
| BC Policy 1440 Prevention of Discrimination, Harassment and Retaliation (req ev) | https://www.bellevuecollege.edu/policies/id-1440/ |
| BC Procedures 1440P Discrimination, Harassment, Retaliation (req ev) | https://www.bellevuecollege.edu/policies/id-1440p/ |
| BC Policy 1450 Complaint Policy (req ev) | https://www.bellevuecollege.edu/policies/id-1450/ |
| BC Procedures 1450P General Complaint Resolution (req ev) | https://www.bellevuecollege.edu/policies/id-1450p/ |

### 2.A.23. Avoiding Conflict of Interest

**The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.**

Bellevue College (BC) adheres to the values of integrity, respect, collaboration, cooperation, pluralism, and innovation, which foster academic excellence, accountability, and personal and professional growth. The Washington State Ethics in Public Service Act (RCW 42.52) applies to all state employees and governs their actions and working relationships. In addition to state policies, BC Policy 4250, Standards of Ethical Conduct, outlines the obligations of employees to treat their positions as a public trust. This policy is posted publicly on the college's website and specific guidelines and standards are available in the BC publication Ethics at Work: A Guide for Employees, which is distributed to new employees and is available online. Other relevant college policies, including BC Policy 4350, Honoraria, and its associated procedures 4350P; BC Policy 4400, Acceptable Use of State Resources; BC Policy 4450, Family Relationships, are also available on BC's public website. New hires are required to attend an ethics training conducted by the Washington State Executive Ethics Board; because the ethics board recommends that employees re-take this training at least once every 36 months, training is scheduled regularly.

In-person training and online resources provided by the State Board for Community and Technical Colleges (SBCTC) for trustees includes information on ethics. The Washington State Office of the Governor also has online ethics training for state agency appointees and a handbook that discusses conflicts of interest. In addition, trustees file annual personal financial affairs reports with the Washington State Public Disclosure Commission.

### 2.A.23. Avoiding Conflict of Interest URLs

| | |
|---|---|
| BC Policy 4250 Standards of Ethical Conduct (req ev) | https://www.bellevuecollege.edu/policies/id-4250/ |
| Ethics at Work: A Guide for Employees | http://www.bellevuecollege.edu/wp-content/uploads/sites/108/2014/05/EthicsBrochure.pdf |
| BC Policy 4350 Honoraria (req ev) | https://www.bellevuecollege.edu/policies/id-4350/ |
| BC Procedures 4350P Honoraria (req ev) | https://www.bellevuecollege.edu/policies/id-4350p/ |
| BC Policy 4400 Acceptable Use of State Resources (req ev) | https://www.bellevuecollege.edu/policies/id-4400/ |
| BC Policy 4450 Family Relationships (req ev) | https://www.bellevuecollege.edu/policies/id-4450/ |
| SBCTC Trustee Resources: Ethics and Open Public Meetings Act | https://www.sbctc.edu/about/college-trustees/trustee-resources.aspx |
| Washington State Office of the Governor Boards and Commissions Membership Handbook | https://www.governor.wa.gov/sites/default/files/documents/handbook.pdf |

### 2.A.24. Policies for Intellectual Property

**The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.**

Practices related to faculty ownership of materials, compensation, copyright issues, and the utilization of revenue derived from online courses are addressed in the 2017-20 Bellevue College Association of Higher Education (BCAHE) faculty contract. Article 10, Materials Ownership, addresses college-owned and sponsored materials, as well as the ownership of locally developed online courses. BC Policy 2900, Digital Copyright Safeguards for Students, and related procedures 2900P, describe expectations for students to comply with federal, state, and local laws governing copyrighted material.

BC Policy 3600, Copyright and Right of Fair Use, covers faculty use of materials for instruction. The Library Media Center also posts copyright and fair use guidelines online for faculty, staff, and students.

**2.A.24. Policies for Intellectual Property URLs**

| | |
|---|---|
| BC Policy 2900 Digital Copyright Safeguards for Students (req ev) | https://www.bellevuecollege.edu/policies/id-2900/ |
| BC Procedures 2900P Digital Copyright Safeguards for Students (req ev) | https://www.bellevuecollege.edu/policies/id-2900p/ |
| BC Policy 3600 Copyright and the Right of Fair Use (req ev) | https://www.bellevuecollege.edu/policies/id-3600/ |

## 2.A.25. Representation of Accreditation

**The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "accreditation" and "candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.**

Bellevue College accurately represents its accreditation status on the college's public website without speculation regarding future accreditation status. Required reports and NWCCU responses are posted on the accreditation webpage. BC administrators understand and rigorously apply terms and conditions of the college's accreditation status and clearly respond to inquiries or requests for clarification.

**2.A.25. Representation of Accreditation URLs**

| | |
|---|---|
| BC Accreditation webpage | https://www.bellevuecollege.edu/accreditation/ |

## 2.A.26. Policies for Contracts

**When the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services, with clearly defined roles and responsibilities, is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's standards for accreditation.**

Bellevue College follows well-defined state rules for contracting goods and services. The Washington State Attorney General's Office (AGO) establishes these rules, which are enforced and audited by the State Auditor's Office. The Washington State Department of Enterprise Services (DES) reviews and approves lease agreements, and the Engineering and Architectural Services group of DES manages and oversees capital projects.

BC Policy 6820, Grants and Contracts, establishes the college as the legal recipient of grants and contracts; BC Procedure 6820P stipulates that all contracts and agreements are reviewed for their appropriateness to programs, as well as legal and regulatory considerations. Signature authority for committing the college to contractual agreements is restricted to the president or the president's designee.

All contract templates are reviewed and approved by the AGO prior to their use by the college. All contracts and memoranda of understanding clearly define the role of each party, as well as payment for service in cases where an exchange of funds is included. Ongoing contract management is the responsibility of the vice president of administrative services.

#### 2.A.26. Policies for Contracts URLs

| | |
|---|---|
| BC Policy 6820 Grants and Contracts (req ev) | https://www.bellevuecollege.edu/policies/id-6820/ |
| BC Procedures 6820P Grants and Contracts (req ev) | https://www.bellevuecollege.edu/policies/id-6820p/ |
| Contract Templates (req ev) | https://bellevuec.sharepoint.com/sites/adminservices/purchasing/Shared Documents/Forms/AllItems.aspx?id=%2Fsites%2Fadminservices%2Fpurchasing%2FShared%20Documents%2Fcontract%20templates |

### 2.A.27. Academic Policies Set and Followed

**The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.**

The 2017-20 contract between the Board of Trustees of Community College District VIII and the Bellevue College Associate of Higher Education (BCAHE) strongly establishes the college's commitment to academic freedom:

> Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence, it is essential that the faculty member be free to pursue scholarly inquiry without undue restriction, and to voice and publish conclusions concerning the significance of evidence that the faculty member considers relevant. The faculty member must be free from the corrosive fear that others, inside or outside the College, because their visions may differ, may threaten that faculty member's professional career or the material benefits accruing from it. Therefore, there shall be no restraints which would impair the faculty member's ability to present in this context subject matter related to her/his discipline. (Article Nine, Section 9.1)

The faculty contract further notes, in Article Nine, Section 9.3, that every faculty member is "free to present her/his ideas in the learning situation where s/he has professional competence and responsibility. Each faculty member shall be free from instructional censorship or discipline when that member speaks, writes, or acts, as long as s/he exercises academic responsibility."

References to academic freedom, notably the intent not to restrict academic freedom, occur throughout policies of the institution, particularly in BC Policy 5150, Acceptable Use of Information Technology, and BC Policy 4400, Acceptable Use of State Resources.

Should issues of course content or speech arise, the college—through collaboration between academic affairs and the BCAHE—takes responsibility to address them in order to reaffirm and protect the right of academic freedom for faculty members. There have been no successful grievances based on an actual or perceived threat to academic freedom.

### 2.A.27. Academic Policies Set and Followed URLs

| | |
|---|---|
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| BC Policy 5150 Acceptable Use of Information Technology (req ev) | https://www.bellevuecollege.edu/policies/id-5150/ |
| BC Policy 4400 Acceptable Use of State Resources (req ev) | https://www.bellevuecollege.edu/policies/id-4400/ |

## 2.A.28. Promotion of Freedom and Independent Thought

**Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.**

Bellevue College's vision, core values, and mission statement affirm and support independent thought and expression. The college strongly supports freedom of inquiry for faculty and students and works to nurture a culture of inquiry and learning.

College employees consistently respect and adhere to the principles and practices of academic freedom outlined in Article 9.3 of the Bellevue College Association of Higher Education (BCAHE) 2017-20 faculty contract:

> Each faculty member is free to present her/his ideas in the learning situation where s/he has professional competence and responsibility. Each faculty member shall be free from instructional censorship or discipline when that member speaks, writes, or acts, as long as s/he exercises academic responsibility. For example, all sides of controversial issues should be exposed, and students should be permitted to present freely their own views even though these views may clearly differ from those held by the faculty member.

Students' rights, freedoms, and responsibilities are articulated through policies listed in the BC Student Handbook 2018-2019 (page 22). These reference the related laws and administrative codes of the state.

Students, faculty, and staff are protected from discrimination, harassment, and retaliation through BC Policy 4000, Affirmation of Inclusion; BC Policy 4150, Equal Opportunity in Education and Employment; and BC Policy 4050, Cultural Pluralism.

### 2.A.28. Promotion of Freedom and Independent Thought URLs

| | |
|---|---|
| BC Vision, Core Values, and Mission Statements (req ev) | https://www.bellevuecollege.edu/futurevision/mission/ |
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| BC Student Handbook 2018-2019 (req ev) | http://www.bellevuecollege.edu/wp-content/uploads/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |
| BC Policy 4000 Affirmation of Inclusion (req ev) | https://www.bellevuecollege.edu/policies/id-4000/ |
| BC Policy 4150 Equal Opportunity in Education and Employment (req ev) | https://www.bellevuecollege.edu/policies/id-4150/ |
| BC Policy 4050 Cultural Pluralism (req ev) | https://www.bellevuecollege.edu/policies/id-4050/ |

### 2.A.29. Objectivity of Instructors

**Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.**

Bellevue College expects that every employee upholds the highest ethical and professional standards. This expectation is established in BC Policy 1200, College Vision, Core Values, Mission and Core Themes, which references excellence, responsibility to society, and the imperative to honor creativity and innovation. BC Policy 4250, Standards of Ethical Conduct, reinforces that expectation, stating that college employees are obligated to treat their positions as a public trust, using their official powers and duties and the resources of the college only to advance the public interest. This policy requires that all employees safeguard the integrity of the college by being independent and impartial in the exercise of their duties, avoiding the use of their positions for personal gain or private benefit; and that they promote an environment free from fraud, abuse of authority, and misuse of public property.

The preamble to the 2017-20 contract between the BC Board of Trustees of Community College District VIII and the Bellevue College Association of Higher Education (BCAHE) reiterates this message, stating that the provision of quality education and high standards of academic excellence are primarily dependent on the quality and morale of the professional staff. In Article 9.3, professional fairness, accuracy, and objectivity are reinforced through inclusion of language stressing academic responsibility:

> Each faculty member shall be free from instructional censorship or discipline when that member speaks, writes, or acts, as long as s/he exercises academic responsibility.

BC Policy 3600, Copyright and the Right of Fair Use, establishes respect for individual initiative and the inventiveness involved in the creation of intellectual property. This policy states that access to information resources, the sharing of information, and the security of intellectual products all require that each and every user accept responsibility to protect the rights of the community. BC Policy 2050, Student Conduct Code, governs student-authored scholarship and specifically prohibits students from engaging in cheating, stealing, plagiarizing, knowingly furnishing false information to the college, or submitting to a faculty member any work product that the student fraudulently represents as his or her own, for the purpose of fulfilling or partially fulfilling any assignment or task required as part of a program of instruction.

**2.A.29. Objectivity of Instructors URLs**

| | |
|---|---|
| BC Policy 1200 College Vision, Core Values, Mission and Core Themes (req ev) | https://www.bellevuecollege.edu/policies/id-1200/ |
| BC Policy 4250 Standards of Ethical Conduct (req ev) | https://www.bellevuecollege.edu/policies/id-4250/ |
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFaculty-Contract2017-2020.pdf |
| BC Policy 3600 Copyright and the Right of Fair Use (req ev) | https://www.bellevuecollege.edu/policies/id-3600/ |
| BC Policy 2050 Student Conduct Code (req ev) | https://www.bellevuecollege.edu/policies/id-2050/ |

## 2.A.30. Financial Policies

**The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources, including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.**

As a Washington State agency, Bellevue College (BC) complies with all financial regulations and policies established by the Washington State Legislature, Washington's Office of Financial Management, the State Board for Community and Technical Colleges, and the BC Board of Trustees. All accounting policies and procedures are established by the Washington State Office of Financial Management and are documented in the State Administrative and Accounting Manual (SAAM).

In accordance with state law and administrative code provisions, the BC Board of Trustees delegates responsibility for planning and managing the financial affairs of the college to the president. The president and the board have named the vice president of administrative services (VPAS) as treasurer, with delegated authority for investment of funds. The president and designated budget authorities have autonomy to manage their individual budget plans in support of the college's mission and core themes. The VPAS, who reports directly to the president, is responsible for investment of funds, cashiering, budgeting, accounting, internal audits, grants, contracts administration, risk management, purchasing, and payroll.

Several Bellevue College policies address the oversight and management of financial resources. BC Policy 1000, Board of Trustees, enumerates the powers and duties of the BC Board of Trustees. The board delegates budget authority to the college president, which is addressed in BC Policy 1100, Delegation of Authority to the President. College. State rules regarding fund-raising are expressed in BC Policy 1700 and its associated procedures 1700P, College-Foundation Relationship Regarding Donations and Fund-Raising.

BC Policy 7100, Investment of District Funds, requires that the VPAS oversees the executive director of finance and auxiliary services in managing all college investments. The college invests according to the limits imposed by the Washington State Public Deposit Protection Act, which delineates the types of investments appropriate for public agencies. BC's reserve and contingency funds are governed by BC Policy 7110, Reserve and Contingency Fund, which addresses ancillary and auxiliary fund reserves, capital reserves, the contingency fund, and operating reserves. BC Policy 7120, Debt Service Limit, establishes the limits for debt service at 7 percent of the operating budget; and Procedure 7350P, Cash Collection, describes the procedures for handling cash securely. BC Policy 7200 and its associated procedures 7200P, Students' Financial Obligations, describe how students are required to meet their financial obligations to the college and how the college manages outstanding student debt.

**2.A.30. Financial Policies URLs**

| | |
|---|---|
| BC Policy 1000 Board of Trustees (req ev) | https://www.bellevuecollege.edu/policies/id-1000/ |
| BC Policy 1100 Delegation of Authority to President (req ev) | https://www.bellevuecollege.edu/policies/id-1100/ |
| BC Policy 1700 College-Foundation Relationship Regarding Donations and Fund-Raising (req ev) | https://www.bellevuecollege.edu/policies/id-1700/ |
| BC Procedures 1700P College-Foundation Relationship Regarding Donations and Fund-Raising (req ev) | https://www.bellevuecollege.edu/policies/id-1700p/ |
| BC Policy 7100 Investment of District Funds (req ev) | https://www.bellevuecollege.edu/policies/id-7100/ |
| BC Policy 7110 Reserve and Contingency Fund (req ev) | https://www.bellevuecollege.edu/policies/id-7110/ |
| BC Policy 7120 Debt Service Limit (req ev) | https://www.bellevuecollege.edu/policies/id-7120/ |
| BC Procedures 7350P Cash Collection (req ev) | https://www.bellevuecollege.edu/policies/id-7350p/ |
| BC Policy 7200 Students' Financial Obligations (req ev) | https://www.bellevuecollege.edu/policies/id-7200/ |
| BC Procedures 7200P Students' Financial Obligations (req ev) | https://www.bellevuecollege.edu/policies/id-7200p/ |

*Each year BC celebrates the winners of the Excellence Awards, given to distinguished faculty and staff. The 2018 honorees (left to right): Charles Calvert, Suzanne Lane, Sara Gardner, and Katherine Oleson.*

### 2.B.1. Qualified Personnel

**The institution employs a sufficient number and discipline of qualified personnel to maintain its support and operations functions. Criteria, qualifications, antd procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.**

Bellevue College (BC) employs qualified personnel to maintain its support and operational functions. BC Human Resources (HR) works closely with hiring managers to ensure that job postings contain accurate job descriptions, a job purpose summary, core competencies, essential functions, and typical duties, as well as minimum and preferred qualifications. BC is an equal opportunity employer as expressed in BC Policy 4100, Equal Employment Opportunity Affirmative Action, and BC Policy 4150, Equal Opportunity in Education and Employment. Vacant positions are posted online and advertised externally as required. HR oversees the hiring process, conducts equity and pluralism training for all search advisory committee members, and provides a bank of competency- and skill-based interview questions. In 2018, HR posted a new Hiring and Recruitment Manual and a new Online Personnel Requisition Guideline. Job descriptions are maintained in each individual employee's official personnel file; the job description is reviewed and updated as necessary during the performance evaluation process or as needed. As part of a 2018 college-wide initiative, the college has renewed its attention to maintaining the currency of job descriptions for use in an exempt compensation analysis.

HR staff participate in local, regional, and national professional associations and trainings to keep recruitment and benefit policies and procedures current; comply with federal and state law; and ensure the use of industry-accepted best practices in HR management. In recent years, the college has focused on increasing efficiency through process improvement systems such as Lean.

**2.B.1. Sufficient Number of Qualified Personnel URLs**

| | |
|---|---|
| BC Policy 4100 Equal Employment Opportunity Affirmative Action Policy (req ev) | http://www.bellevuecollege.edu/policies/id-4100/ |
| BC Policy 4150 Equal Opportunity in Education and Employment (req ev) | http://www.bellevuecollege.edu/policies/id-4150/ |
| HR recruitment SharePoint Site (req ev) | https://bellevuec.sharepoint.com/sites/hr/recruitment/Pages/Home.aspx |
| BC Hiring and Recruitment Manual (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.1.HiringRecruitmentManual.pdf |
| BC Online Personnel Requisition Guideline (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.1.OnlinePersonnelRequisitionGuideline.pdf |

## 2.B.2. Staff Evaluations

**Exempt and classified staff are evaluated annually regarding performance of key work duties, responsibilities, and performance expectations and outcomes.**

Administrators at Bellevue College engage in a collaborative performance review and evaluation process for all exempt and classified employees. This process provides opportunities for employees and supervisors to review past accomplishments, provide assessment and feedback, set new goals and expectations, and identify opportunities for professional development. Human resources (HR) staff monitor the completion ratio of performance evaluations to ensure all full-time employees are evaluated annually. The college president works with cabinet members to ensure compliance with this expectation and receives periodic reports on the status of evaluations for each operational unit.

Classified staff evaluations are prescribed through the Washington Public Employees Association Higher Education (WPEA HE) and Washington Federation of State Employees Higher Education Community College Coalition (WFSEHECCC) collective bargaining agreements as noted in 4750P, Classified Staff Performance Evaluation (procedures). BC Policy 4760, Exempt Employee Performance Evaluation, and related procedures, 4760P, describe the annual performance evaluation process for exempt staff. As described in 4760P, supervisors of exempt employees may conduct 360-degree performance evaluations under certain circumstances or by request. HR maintains performance evaluations in each employee's personnel file, stored in a secure location along with updated job descriptions which result from the evaluation process.

Supervisors are trained on how to provide productive performance evaluations; HR also posts performance evaluation information on the HR MyBC SharePoint site and offers on-request training sessions for classified supervisors and staff. As part of their training, employees are informed that the performance evaluation process includes a job description review to maintain its currency and consistency with job duties.

**2.B.2. Staff Evaluations URLs**

| | |
|---|---|
| BC Procedures 4750P Classified Staff Performance Evaluation (req ev) | https://www.bellevuecollege.edu/policies/id-4750p/ |
| BC Policy 4760 Exempt Employee Performance Evaluation (req ev) | https://www.bellevuecollege.edu/policies/id-4760/ |
| BC Procedure 4760P Exempt Employee Performance Evaluation (req ev) | https://www.bellevuecollege.edu/policies/id-4760p/ |
| Performance Management Training 101 for Supervisors (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.2.PerformanceManagement101TrainingforSupervisors.pdf |
| Performance Management Training Guide for Supervisors (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.2.PerformanceManagementTrainingGuideforSupervisors.pdf |

## 2.B.3. Professional Development

**The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.**

Bellevue College (BC) provides a variety of training opportunities for all employees and collaborates with programs across the college to support their professional growth. In 2017, human resources (HR) hired a permanent training and professional development manager to analyze, facilitate, and develop a training program and schedule. The college also funds appropriate training from outside vendors for various employee groups.

BC's commitment to classified staff development is reflected in BC Policy 4700, Classified Employee Development and Training, and its related procedures, 4700P. The classified staff professional development committee, composed of classified employees plus one HR staff member, identifies training needs and annually recommends specific training events, sessions, or materials to HR leadership. These are funded by the classified staff professional development program. Exempt personnel have access to professional development through the Washington State Board for Community and Technical Colleges' Community and Technical College Leadership Development Association. Exempt staff are also encouraged to request professional development activities as part of their annual performance review.

BC makes substantial resources available to faculty members for professional development, scholarships, research, and artistic creation. BC also encourages and supports faculty members to keep current within their disciplines by providing opportunities for membership in professional organizations, travel to meetings and conferences, course and workshop tuition and fees, books, electronic media, subscriptions, other materials, and college-based professional development events. Article 23 of the Bellevue College Association of Higher Education (BCAHE) collective bargaining agreement requires the allocation of resources in several professional development categories for both full- and part-time faculty, such as an annual professional development allocation distributed through academic divisions. Sabbatical leaves, as described in Article 22 of the BCAHE faculty collective bargaining agreement, provide an important vehicle for faculty to pursue state-supported scholarship and research. The BCAHE bargaining agreement also stipulates that BC provide financial and administrative support to the BC Faculty Commons, which offers all faculty members a variety of professional development opportunities as well as workspace.

### 2.B.3. Professional Development URLs

| | |
|---|---|
| BC Policy 4700 Classified Employee Development and Training (req ev) | https://www.bellevuecollege.edu/policies/id-4700/ |
| BC Procedures 4700P Classified Employee Development and Training (req ev) | https://www.bellevuecollege.edu/policies/id-4700p/ |
| BCAHE 2017-20 Faculty Contract | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| BC Faculty Commons | https://www.bellevuecollege.edu/faculty-commons/ |

## 2.B.4. Qualified Faculty

**Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number and discipline to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.**

Bellevue College's mission emphasizes teaching excellence, which is supported by hiring qualified full-time and part-time faculty to teach all courses. All instructors meet Washington Administrative Code 131-16-091 requirements for community and technical college instructors, as well as the unique requirements of their disciplines and programs, which often exceed the state's minimum standards.

A national search is conducted for the hiring of all tenure-track faculty members. All potential faculty candidates, whether full- or part-time, are carefully screened and selected to ensure they hold appropriate academic credentials in their fields and disciplines as well as knowledge and skills. Faculty teaching in baccalaureate or transfer academic disciplines must hold a master's degree at a minimum. Prof-tech faculty must hold a discipline-appropriate credential along with relevant work experience; prof-tech faculty members teaching at the baccalaureate level must hold a discipline-appropriate credential along with relevant work experience to teach discipline-related courses, or an appropriate academic credential to teach transfer disciplines. State regulations specifically allow the substitution of professional expertise and training for teaching in professional programs; practical technical experience brings currency to students preparing for immediate work or advancement in some fields.

For full-time faculty members, the tenure review process is both comprehensive and rigorous, serving to reinforce and enhance faculty preparation and qualifications. Full-time faculty members have primary responsibility for establishing and implementing departmental and divisional academic objectives and serving in program leadership roles. Each discipline area includes at least one full-time instructor or employee. As seen in the academic divisions org charts (appendix 2.B.4.i), faculty program chairs oversee their discipline areas, ensuring the integrity and sustainability of each program. The academic affairs org chart (appendix 2.B.4.ii) shows areas of responsibility within that area of the college.

As part of their responsibilities, full-time faculty members mentor and collaborate with part-time faculty to ensure that program goals and appropriate student outcomes are met. BC relies on part-time faculty to teach courses at all levels. The college recognizes the long-term necessity to increase the number of full-time faculty members, with responsibilities to teach and advise students and participate in leadership and service to the college.

**2.B.4. Qualified Faculty URLs**

| | |
|---|---|
| Academic Divisions Org Charts (req ev) (appendix 2.B.4.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.4.AcademicDivisionsOrgCharts102518.pdf |
| Academic Affairs Org Chart (req ev) (appendix 2.B.4.ii) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.B.4.Academic&StudentAffairsOrgChart.pdf |

## 2.B.5. Faculty Responsibilities and Workload

**Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.**

The 2017-20 Bellevue College Association of Higher Education (BCAHE) faculty contract stipulates that a full-time faculty member's primary responsibility is teaching, with additional workload components such as advising, mentoring, governance, service, and professional development.

Article 16 of the faculty contract establishes the workload for full-time and part-time faculty. Full-time faculty are expected to work 176 days in AY 2018-2019; this includes instructional days and non-instructional days assigned for governance, college issues, professional development, and instructional preparation. Some faculty (program chairs primarily) also have release time. The faculty contract also provides for student-instructor interaction outside of class time through a minimum of five office hours per week for full-time faculty; part-time faculty are expected to maintain office hours proportional to the percentage of their contract to a full-time contract.

As faculty members at a student-centered institution of higher learning, BC's instructors are expected to seek professional development opportunities that allow them to remain current in their disciplines and develop increased competency in teaching diverse populations. Faculty in prof-tech programs must also develop and adhere to professional development plans consistent with requirements in Washington Administrative Code (WAC) 313-16-094. BC has a long history of supporting faculty professional development, including direct monetary support, sabbaticals, and multiple college-sponsored opportunities. Article 22 of the current contract describes sabbatical leaves and Article 23 addresses professional development, including attendance at workshops, conferences, retreats, and seminars; research projects; scholarly publications; creation of artistic works; and curriculum development projects. Since 2011, the contract has included, and the college has funded, the BC Faculty Commons, which, as Article 23.4 states, is "designed to provide, facilitate and support faculty-guided innovation and adaptation of curriculum and pedagogy as well as other forms of faculty professional development that contribute to student success and to the educational mission and goals of the College."

**2.B.5. Faculty Responsibilities and Workload URLs**

| | |
|---|---|
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| BC Faculty Commons | https://www.bellevuecollege.edu/facultycommons/ |

## 2.B.6. Faculty Evaluation

**All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.**

Bellevue College provides for the evaluation of all faculty on a continuing basis and on multiple indices. New tenure-track faculty members receive feedback and mentoring throughout the tenure process, which is outlined in Article 24 of the 2017-20 Bellevue College Association of Higher Education (BCAHE) faculty contract. Self, student, peer, and administrative evaluations; class observations; review of course materials; and documentation of professional development, college and community service, and individual scholarship and governance contributions are all considered when evaluating a candidate for tenure.

The evaluation of tenured, English Language Institute, and full-time temporary faculty, covered in Article 25 of the BCAHE agreement, reviews performance over a three-year period. Faculty launch the process by writing a reflective self-evaluation that addresses the expectations and criteria outlined in Appendix B for their existing rank, includes a qualitative and quantitative analysis of student evaluation data as well as a three-year plan outlining their professional goals for the next review cycle. The dean or designee solicits peer reviews of the faculty member from all division faculty with a minimum of six peer reviews expected. The candidate may also request reviews from faculty outside the division. The dean then prepares a written evaluation of the faculty member and provides an opportunity for the candidate to respond.

Throughout the three-year cycle, deans continuously monitor faculty evaluations and improvement plans. If a pattern of frequent complaints or any serious student complaint occurs, the appropriate academic dean meets with the faculty member. In the event of an "unsatisfactory" evaluation, Article 25 of the BCAHE agreement prescribes a full evaluation process that must be employed during the subsequent academic year and until the faculty member's performance merits a "satisfactory" evaluation.

Part-time faculty are evaluated through a performance review process supervised by the appropriate academic dean, which includes multiple evaluation measures. Newly hired part-time faculty are reviewed during both their second and fifth quarters, then undergo ongoing reviews on a four-year cycle as continuing part-time faculty. Each performance review must include a self-evaluation, a summary of student evaluations, and review of course syllabi. A classroom observation is also required for the first two reviews and is optional thereafter. Part-time faculty members receive evaluation feedback with recommendations to improve performance and referrals to additional training through faculty commons or eLearning.

### 2.B.6. Faculty Evaluation URLs

| | |
|---|---|
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |

*Eric Davis leads a sociology class discussion. BC's ability to offer small class sizes helps faculty members connect with students.*

### 2.C.1. Programs Consistent with Mission

**The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.**

The Bellevue College mission emphasizes the promotion of "student success by providing high-quality, flexible, accessible educational programs and services…." The teaching and learning excellence core theme, which includes all matters related to the curriculum, encompasses program development. BC publishes all course, degree, and certificate outcomes on its public website. The process for developing programs includes assigning learning outcomes, which can then be found on the programs of study webpages for each degree (example: Interior Design).

All proposed degree and certificate programs undergo a thorough examination, which includes review of defined program outcomes, research into program feasibility, applicability to student career and educational goals, analysis of community and workforce needs, and impact on college resources. Community members provide oversight for prof-tech programs through review by required advisory boards. Comprehensive proposals, including the research, program outcomes, course learning outcomes for individual courses, assessment measures, and advisory board approval (appendix 2.C.1.i) are prepared and evaluated through the curriculum advisory committee's (CAC) multi-level approval process. The CAC sends its recommendations to the provost for academic and student affairs who has final decision-making authority at the college. The State Board for Community and Technical Colleges (SBCTC) and the Northwest Commission on Colleges and Universities (NWCCU) must approve significant program changes. The SBCTC includes a peer-review process that invites comments from other colleges in the system. Only after SBCTC and NWCCU confer approval are programs offered publicly and made available to students. (Sample program website: Medical Dosimetry).

**2.C.1. Programs Consistent with Mission URLs**

| | |
|---|---|
| Bellevue College Mission | https://www.bellevuecollege.edu/futurevision/mission/ |
| Interior Design, Sample Learning Outcomes | https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=924&returnto=154 |
| Professional-Technical Program Approval Request (appendix 2.C.1.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.C.01.Professional-TechnicalProgramApprovalRequest.docx?d=we0c840f46e4842b99e74e1030ef229ca |
| Medical Dosimetry, Sample Program Webpage | https://www.bellevuecollege.edu/radon/bas/dosimetry/ |

## 2.C.2. Program Information to Students

**The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.**

Bellevue College (BC) publishes all course, degree, and certificate outcomes on its public website. Among these are the college's general education outcomes, which function as the outcomes for all transfer degrees. Course, program, and degree learning outcomes can only be established and changed through the curriculum approval process. Course outcomes are maintained in the curriculum advisory committee (CAC) learning outcomes database, which can be viewed by all BC employees; they can only be edited by site administrators such as the CAC secretary and chairperson.

New Digital Architecture (DIGARC) catalog and curriculum management software provides an additional support for accuracy in managing learning outcomes. Because it is public, it improves communication with students. The first phase of DIGARC implementation took place in spring 2018 with full implementation expected by January of 2019.

**2.C.2. Program Information to Students URLs**

| | |
|---|---|
| Credit Classes and Descriptions (req ev) | http://www.bellevuecollege.edu/classes/All |
| Degrees and Certificates (req ev) | http://www.bellevuecollege.edu/programs/degrees/ |

## 2.C.3. Credit and Degrees Reflect Achievement

**Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.**

Students earn credit when faculty determine that they achieved the required learning outcomes based on instruction and completion of the course requirements. The evaluations & graduation office may award credit for equivalent courses completed at other accredited institutions, and through the awarding of prior learning credit, which requires faculty approval. The evaluations & graduation office awards degrees and certificates based on established and faculty-approved degree and certificate requirements. The evaluations & graduation office maintains a list of standards, published on the transfer to Bellevue College webpage, required for course substitution that adheres to degree/certificate established requirements, and course required learning outcomes.

To maintain the quality and appropriateness of student learning outcomes, the curriculum advisory committee (CAC), whose membership includes faculty members, advises the provost for academic and student affairs on proposed changes to existing curricula and the development of new courses, certificates, and degrees. CAC review ensures that instruction is appropriate for a lower division general education curriculum, either transfer or prof-tech, or for an applied baccalaureate. CAC agendas and minutes document action taken by the committee. Degree-level learning outcomes are available on the public website and in the catalog. Learning outcomes for each course are available on the public-facing website. Users can access detailed outcomes for any given course by selecting a course from the list, for example ACCT 101, then clicking on its title to view more details.

The awarding of credit at Bellevue College is guided by BC Policy 3050, Credit Hours and Credit Load; BC Policy 3100, Credit by Examination; BC Policy 3110, Award of Non-Traditional Credit; 3150P, Exceptions to Degree or Certificate Requirements (procedures); and BC Policy 3350, Credit for Tech Prep Articulated Programs.

### 2.C.3. Credit and Degrees Reflect Achievement URLs

| | |
|---|---|
| Transfer to Bellevue College Webpage | https://www.bellevuecollege.edu/transfer/ |
| Curriculum Advisory Committee MyBC SharePoint Site | https://bellevuec.sharepoint.com/sites/instruction/cac/Pages/Home.aspx |
| Credit Classes Learning Outcomes and Descriptions | https://www.bellevuecollege.edu/classes/All |
| ACCT 101, Sample Course | http://www.bellevuecollege.edu/classes/All/ACCT/101 |
| BC Policy 3050 Credit Hours and Credit Load (req ev) | https://www.bellevuecollege.edu/policies/id-3050/ |
| BC Policy 3100 Credit by Examination (req ev) | https://www.bellevuecollege.edu/policies/id-3100/ |

**2.C.3. Credit and Degrees Reflect Achievement URLs** *continued*

| | |
|---|---|
| BC Procedures 3150P Exceptions to Degree or Certificate Requirements (req ev) | https://www.bellevuecollege.edu/policies/id-3150p/ |
| BC Policy 3350 Credit for Tech Prep Articulated Programs (req ev) | https://www.bellevuecollege.edu/policies/id-3350/ |

## 2.C.4. Programs Have Coherent Design

**Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.**

Faculty members and program chairs lead the development and revision of degrees and certificates in accordance with Washington State Board for Community and Technical Colleges policies. They consult with academic colleagues in the college and at receiving institutions for transfer degrees to ensure appropriate breadth and depth of course offerings, logical sequencing, and transferability. For prof-tech degrees and certificates, program chairs consult advisory committees, clinical and intern site employees, and other business and professional constituencies. Comprehensive policies and procedures related to curricula are clearly defined by the curriculum advisory committee (CAC) on the curriculum proposal site. As part of the approval process, members of the CAC provide advice to proposal authors concerning modality, course numbering and sequencing, credits, load factor, learning outcomes, and general education requirements, among other information. Course and program proposals specify outcomes and assessment methods and identify necessary library and information resources. Academic programs have traditionally conducted an in-depth analysis, guided by a detailed program review template, every five years, which examines courses, outcomes, and student learning. These reviews are posted in the program review section of the academic affairs MyBC SharePoint site. This process is currently undergoing revision (see 4.A.6. in the teaching and learning core theme section for more details).

Admission requirements, including requirements for selective admission programs, and all requirements for graduation are published on the admissions webpage. Degree requirements are included in the programs of study section of the course catalog online.

**2.C.4. Programs Have Coherent Design URLs**

| | |
|---|---|
| Curriculum Advisory Committee MyBC SharePoint Site | https://bellevuec.sharepoint.com/sites/instruction/cac |
| Curriculum Proposal Site | https://www.bellevuecollege.edu/cps/Proposals/Directions.aspx |
| Course and Program Proposals | https://www2.bellevuecollege.edu/cps/Proposals/FormA.aspx |
| Program Review Template AY 2018-2019 | https://bellevuec.sharepoint.com/:w:/r/sites/instruction/instrlibrary/_layouts/15/Doc.aspx?sourcedoc=%7B9BAF4714-65E0-4162-839E-A30E4102E957%7D&file=2018-19%20Program%20Review%20Template%2008-09-2018.docx&action=default&mobileredirect=true |
| Program Review Archive | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/Program_Review/Forms/AllItems.aspx |
| Admissions Webpage (req ev) | https://www.bellevuecollege.edu/admissions/ |
| BC Programs of Study Webpage (req ev) | https://catalog.bellevuecollege.edu/content.php?catoid=5&navoid=154 |

## 2.C.5. Faculty Authority

**Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.**

Bellevue College (BC) faculty members have responsibilities for curriculum, new faculty selection, and the assessment of student achievement. Faculty members and program chairs design and implement all curricula at the college. Working together, they develop content for new and revised courses, certificates, and degrees using the processes explained on the BC Curriculum Advisory Committee (CAC) MyBC SharePoint site and the curriculum proposal site. Deans collaborate with program chairs to review curricular and course proposals for appropriateness, accuracy, and resource availability. Proposals, typically authored by faculty members, are reviewed by faculty program chairs, the division operations director, and the division deans, before going to the CAC. The CAC reviews all course and program proposals and is responsible for recommendations to the provost for academic and student affairs on all matters related to the college's curriculum. Committee membership includes a faculty chair, a secretary who is a staff member in academic affairs, three administrators appointed by the provost, one student appointed by BC Associated Student Government, and five faculty members appointed by the faculty

association president. Non-voting ex-officio members include representatives from the library media center, effectiveness and strategic planning, enrollment services, and continuing education.

As specified in the Bellevue College Association of Higher Education (BCAHE) 2017-20 faculty contract, Article 17.1.2, faculty screening committees for the hiring of tenure-track and ELI lead faculty must include the relevant dean; appropriate program chair, coordinator, or director; a minimum of two full-time faculty members from the affected division; and a faculty pluralism representative selected by the committee chair from the pool maintained by human resources.

In collaboration with their division dean and guided by a pluralism representative (appendix 2.C.5.i), faculty are responsible for drafting position descriptions, reviewing applications, and interviewing applicants. This process is illustrated by a flow chart (appendix 2.C.5.ii) introduced at initial search advisory committee meetings. Criteria for evaluating candidates at each stage are reviewed and approved as appropriate, including separate reviews for equity and inclusion. Once interviews are completed, search advisory committees recommend finalists to the provost for consideration.

Responsibility for assessment of student learning outcomes, whether at the course or degree level, resides within each academic program. A faculty-led Faculty Assessment Coordinating Team (FACT), with representatives from all academic divisions, monitors and assists with the assessment process. Faculty members assess outcomes for all currently offered courses in a three-year cycle. The transfer program is assessed through the college's general education outcomes, which are designated as part of the curriculum approval process. Prof-tech and baccalaureate programs monitor degree outcome achievement through a variety of methods including, but not limited to, licensure exams, review of work-based learning, portfolios, and capstone projects.

### 2.C.5. Faculty Authority URLs

| | |
|---|---|
| Curriculum Advisory Committee MyBC SharePoint Site (req ev) | https://bellevuec.sharepoint.com/sites/instruction/cac/Pages/Home.aspx |
| Curriculum Proposal Site (req ev) | https://www.bellevuecollege.edu/cps/ |
| BCAHE 2017-20 Faculty Contract (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| Pluralism Representative Role and Responsibilities (appendix 2.C.5.i) (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/hr/recruitment/_layouts/15/Doc.aspx?sourcedoc=%7Bb789bbf2-7e10-4d34-90a1-8ae250140942%7D&action=default |

**2.C.5. Faculty Authority URLs** *continued*

| | |
|---|---|
| Faculty Hiring Process Flow Chart (appendix 2.C.5.ii) (req ev) | https://bellevuec.sharepoint.com/sites/hr/recruitment/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2Fhr%2Frecruitment%2FShared%20Documents%2FFlowChart%5FFaculty-HiringProcess%5FV7%2Epdf&parent=%2Fsites%2Fhr%2Frecruitment%2FShared%20Documents |
| Faculty Assessment Coordinating Team (req ev) | https://bellevuec.sharepoint.com/sites/instruction/FactSloa |

## 2.C.6. Library and Information Resources Learning Integration

**Faculty with teaching responsibilities, in partnership with library and information technology services personnel, ensure that the use of library and information resources is integrated into the learning process.**

Faculty, librarians, and information technology services (ITS) staff work together on a regular basis to integrate library services and instructional technology into the learning process. Providing access, resources, and services to support instruction is at the core of Library Media Center (LMC) activities. Librarians partner with discipline faculty to provide information literacy instruction, develop critical thinking skills through research assignments, and build a collection that supports the curriculum. Librarians have developed instructional tools, such as tutorials, class library guides, and modules for courses in Canvas, the college's learning management system, in order to support students and faculty regardless of the modality of instruction. Librarians also raise faculty awareness of LMC resources through office hours held in the BC Faculty Commons as well as eLearning and professional development workshops.

Librarians serve as liaisons to the five academic divisions; and a librarian has an advisory seat on the curriculum advisory committee. Discipline faculty consult with librarians on new course proposals to ensure that sufficient library resources are available. The Library Advisory Committee, which meets quarterly, provides input regarding library resource collection and management, effective integration of these resources into the curriculum, and outreach to support LMC activities. Its mission also includes promoting the development of information literacy skills.

ITS provides the infrastructure through which classroom and online technology resources are accessed. ITS partners with the eLearning department to support instruction, providing computers, projectors, software, and captioning. The LMC and ITS both have responsibilities to support faculty and students with online teaching and learning. ITS employs the college's Canvas administrator, who maintains the Canvas server and serves as a liaison between Canvas and eLearning. The eLearning committee has representatives from the LMC, eLearning, and ITS. ITS has placed a direct link to the LMC on a toolbar in Canvas, so faculty and students can easily access its resources. The ITS Service Desk

supports students, faculty, and staff with phone, chat, and walk-in options for all standard software and tools. Library resources are accessible off-campus through the EZ proxy server maintained by ITS; authentication is required. ITS also supports Active Directory Federation Services (ADFS), which permits student and employees to sign into library accounts and services from any location.

### 2.C.6. Library and Information Technology Services Learning Integration URLs

| | |
|---|---|
| Library Advisory Committee (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BF10C98FD-926E-4853-8E22-437B9DD6AA76%7D&action=edit&source=https%3A%2F%2Fbellevuec%2Esharepoint%2Ecom%2Fsites%2Finstitutionaleffectiveness%2Faccreditation%2FYearSevenFiles%2FForms%2FAllItems%2Easpx%23InplviewHash9e6d0242-8b1e-4d09-91c8-214b64373857%3DFilterField1%253DStandard-FilterValue1%253D2%25252EC |

### 2.C.7. Prior Learning Credit

**Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.**

Prior learning credit, or non-traditional credit, is defined by the Washington Student Achievement Council (WSAC) as "knowledge and skills gained through any of the following: work and life experience; military training and experience; formal and informal education; training from in-state, out-of-state, or foreign schools." Students can find information about prior learning credit on the Bellevue College transfer webpage or in the course catalog.

Prior learning credit is awarded to a student upon completion of a faculty- or program-approved assessment, which aligns with both NWCCU and State Board for Community and Technical Colleges (SBCTC) policies. The award of such credit is covered in BC Policy 3110, Award of Non-Traditional Credit, and in the associated procedures, 3110P, as well as the SBCTC policy manual's guidelines on awarding credit for non-traditional learning. Credit awarded for learning that has occurred outside a postsecondary education setting can be awarded in several ways:

- Credit by testing—successful completion of commonly accepted higher education equivalency exams such as Advanced Placement (AP) that are documented with a transcript or other official record;
- Prior experiential learning—a portfolio compilation of evidence identifying learning outcomes mastered through a variety of experiences, evaluated by faculty;
- Extra-institutional learning—knowledge and skills acquired outside the institution and objectively verified through third-party certifications, industry-recognized testing or training, and crosswalks;
- Course challenges, which consist of written, oral, or demonstration assessments, generally developed by Bellevue College faculty.

In all cases, faculty members in the appropriate discipline evaluate the student product or documentation and determine the number of credits to be awarded. Credit for prior experiential learning is coded with a unique section identifier and noted on transcripts as awarded for prior learning, but not calculated into the student's GPA. Credit is granted only to enrolled students who have earned at least 10 credits in residence; the total number of credits earned through prior experiential learning cannot exceed 25 percent of the total for the degree. Each summer, WSAC requests data on the number of students and number of credits awarded through prior learning assessment.

WSAC, in collaboration with partners represented in the Academic Credit for Prior Learning Workgroup, prepares a report based on data from Washington State colleges and universities outlining the progress made toward state goals. WSAC sends the progress report to the state legislature annually.

### 2.C.7. Prior Learning Credits URLs

| | |
|---|---|
| WSAC Resource on Academic Credit for Prior Learning | https://www.wsac.wa.gov/assessments-prior-learning |
| BC Transfer Webpage | https://www.bellevuecollege.edu/transfer/awarding-non-traditional-credit/ |
| BC Policy 3110 Award of Non-Traditional Credit (req ev) | http://www.bellevuecollege.edu/policies/id-3110/ |
| BC Procedures 3110P Award of Non-Traditional Credit (req ev) | http://www.bellevuecollege.edu/policies/id-3110p/ |
| SBCTC Policy Manual, Chapter 4, Appendix D: Guidelines for Prior Learning Assessment | https://www.sbctc.edu/colleges-staff/policies-rules/policy-manual/chapter-4.aspx |

### 2.C.8. Transfer Credit Policies

**The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.**

As the receiving institution, Bellevue College (BC) retains the authority to determine courses acceptable in transfer. In general, BC accepts transfer credits earned at regionally accredited institutions provided the credits have been earned for college-level courses that are applicable to the student's program at BC, according to published guidelines. BC transfer practices follow guidelines of the Intercollege Relations Commission and the American Association of Collegiate Registrars and Admissions Officers. Approval is granted by the Instruction Commission for Community and Technical Colleges and by the Interinstitutional Council of Academic Officers for baccalaureate institutions. Related BC policies, such as BC Policy 3110, Award of Non-Traditional Credit, and BC Policy 3350, Credit for Tech Prep Articulated Programs, have been formulated to ensure smooth transfer and acceptance of credit to fulfill degree requirements and to address credit earned through both mainstream and alternative methods. As described online on the transfer webpage, learning that takes place outside of regionally accredited colleges and universities, such as International Baccalaureate, Advanced Placement, Joint Services Transcripts, and others, may qualify for credit towards a degree or certificate at Bellevue College.

The Joint Transfer Council in Washington includes multiple State Board for Community and Technical Colleges members, mostly instructional vice presidents. It serves as a forum to address statewide transfer issues and recommend policy strategies. In an effort to facilitate transfer by identifying equivalent community and technical college courses with common course labels, a common course numbering system was first implemented in 2006 for many of the general education courses taught throughout the Washington community and technical college system. Subsequently, a prof-tech common course numbering system was introduced in fall 2016. Credit equivalency is validated by credentialed evaluators who review online and physical sources and consult with lead faculty and subject matter experts to arrive at a determination.

In addition to upholding the state direct transfer agreement, appropriate articulation agreements with other two- and four-year institutions are created and maintained by academic affairs in order to provide aligned pathways. These program-related pathways facilitate ease of transfer-in to BC two- and four-year programs, as well as transfer-out to other colleges and universities. Academic affairs and academic advising work closely together to promote articulation transfer opportunities; to scan for new, viable articulation opportunities; and to review transfer data in order to better understand student transfer patterns.

Occasionally there may be extenuating circumstances that warrant a student request to alter BC's certificate or degree requirements. The procedure to petition for an exception is outlined in 3150P, Exceptions to Degree or Certificate Requirements (Procedures).

### 2.C.8. Transfer Credit Policies URLs

| | |
|---|---|
| BC Transfer Webpage (req ev) | https://www.bellevuecollege.edu/transfer/awarding-non-traditional-credit/ |
| BC Policy 3110 Award of Non-Traditional Credit (req ev) | https://www.bellevuecollege.edu/policies/id-3110/ |
| BC Policy 3350 Credit for Tech Prep Articulated Programs (req ev) | https://www.bellevuecollege.edu/policies/id-3350/ |
| Transfer Pathway Guides (req ev) | https://www.bellevuecollege.edu/advising/transfer-center/pathway-guides/ |
| BC Procedures 3150P Exceptions to Degree or Certificate Requirements (req ev) | https://www.bellevuecollege.edu/policies/id-3150p/ |

### 2.C.9. Policies for General Education Credits

**The general education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.**

Bellevue College (BC) has designed its programs to ensure that students receive a comprehensive liberal arts education, one that develops the skills and abilities of effective learners, introduces them to a variety of intellectual perspectives, and acquaints them with the knowledge and skills associated with the liberal arts. To accomplish this, BC has identified three broad areas of general education outcomes—Creative and Critical Thinking, Communication, and Connections—with multiple outcome areas within each. The college's curriculum review and approval process includes documentation of how these outcomes are addressed in each of its courses and programs.

Washington State has established statewide agreements to ensure that transfer among community colleges and four-year colleges and universities is as smooth as possible for students. BC's associate degrees all meet or exceed state requirements for general education and include an additional diversity degree requirement not mandated by the state.

The Associate in Arts and Sciences Direct Transfer Agreement (AAS-DTA) meets Washington State requirements for acceptance with junior standing at all Washington public colleges and universities. The AAS-DTA degree includes the specified number of credits in Written Communication, Quantitative/Symbolic Reasoning, Humanities, Natural Sciences, and Social Sciences. These traditional distribution areas are covered by the BC general education requirements. Associate of Science Degrees (AS-Transfer) prepare students for various upper-division science majors. General education requirements in these degrees include fifteen credits in Written Communication and Quantitative Reasoning, with additional general education distributed according to the focus of the intended upper-division major. The Associate of Applied Science-Transfer (AAS-T) degree is intended to prepare graduates for employment while simultaneously meeting some of the requirements for transfer. These degrees include a minimum of five credits each of Communication, Quantitative Reasoning, Natural Science, and either Humanities or Social Science.

BC's Applied Baccalaureate degrees (BAS and BAA) meet state standards for general education within the applied baccalaureate. Over the four years of the degree, each provides 60 credits of general education distributed among Written and Oral Communication, Quantitative/Symbolic Reasoning, Natural Science, Social Science, and Humanities, according to the focus of the degree.

Prof-tech certificates of 45 credits or more include related instruction or integrated general education to meet outcomes in communication, computation, and human relations. Documentation of how these outcomes are met is available on the college's curriculum advisory committee MyBC SharePoint site.

### 2.C.9. Policies for General Education Credits URLs

| | |
|---|---|
| Associate in Arts and Sciences Direct Transfer Agreement (AAS-DTA) (req ev) | https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=937&returnto=154 |
| BC General Education Requirements (req ev) | http://www.bellevuecollege.edu/programs/degrees/gened/ |
| Associate of Science Degrees (AS-Transfer) (req ev) | http://www.bellevuecollege.edu/programs/degrees/transfer/ |
| Associate of Applied Science Transfer (AAS-T) Degree (req ev) | https://catalog.bellevuecollege.edu/content.php?navoid=154 |
| Applied Baccalaureate Degrees (req ev) | http://www.bellevuecollege.edu/programs/degrees/bachelor/ |
| Curriculum Advisory Committee | https://bellevuec.sharepoint.com/sites/instruction/cac |

## 2.C.10. General Education Learning Outcomes

**The institution demonstrates that the general education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.**

Bellevue College's general education program aligns with the college's mission of advancing "the life-long educational development of its students" by providing exposure to and acquisition of general education knowledge.

General education outcomes are organized into three overarching categories:

- Creative and critical thinking (critical thinking, creativity and problem-solving; quantitative and symbolic reasoning, research information literacy, scientific inquiry, and aesthetic awareness)
- Communication (writing, reading, listening and speaking, visual, computer literacy)
- Connections (self-assessment/life goals, group process, ethics, global citizenship, historical and intellectual perspectives, cultural diversity, science and the natural world)

Courses claim these outcomes when a substantial portion of the course addresses the outcome. In this way, outcomes are infused across the curriculum.

Students demonstrate achievement of the outcomes in courses in the humanities and fine arts, sciences, math, and the social sciences—areas which make up the distribution requirements for the Direct Transfer Agreement (DTA) associate's degree. In addition, each degree, whether associate in arts, associate in arts and science, bachelors of applied science or bachelors of science, has general education requirements, published in the college catalog and on the college's public website. General education requirements function as program outcomes for the DTA. All BAS degrees are built upon a required associate's degree that contains some or all of the required general education courses. Upper-division general education courses complete the required number of general education credits for each baccalaureate degree.

### 2.C.10. General Education Learning Outcomes URLs

| | |
|---|---|
| Bellevue College Mission | https://www.bellevuecollege.edu/futurevision/mission/ |
| General Education Requirements (req ev) | https://catalog.bellevuecollege.edu/content.php?navoid=151 |

## 2.C.11. Applied Learning Outcomes

**The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within**

**program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.**

Related instruction for applied degree and certificate programs (of more than 45 credits) is done in compliance with the State Board for Community and Technical College guidelines for prof-tech degree development. Prof-tech and applied baccalaureate degrees and certificates are designed to include related instruction. Courses that fulfill these requirements may be offered by iBIT (Institute for Business and Information Technology) and HSEWI (Health Sciences, Education, and Wellness Institute) or developed in collaboration with the English and math departments. These courses and their learning outcomes must be approved by the faculty-led curriculum advisory committee (CAC), which ensures that degrees and certificates are designed with appropriate related instruction. CAC also approves learning outcomes for all courses; these are posted online.

Related instruction assessment takes place within the regular student learning outcomes assessment process, which is administered by the Faculty Assessment Coordinating Team (FACT). Details and documents are maintained on the FACT MyBC SharePoint site. Oversight of the process is provided by the associate dean for curriculum and assessment.

### 2.C.11. Applied Learning Outcomes URLs

| | |
|---|---|
| SBCTC Professional-Technical Program Approval Process | https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/professional-technical/2012programapprovalprocessguidelines.pdf |
| Faculty Assessment Coordinating Team | https://bellevuec.sharepoint.com/sites/instruction/FactSloa |

## 2.C.16. Continuing Education Programs Compatible with Mission

**Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.**

Bellevue College's Continuing Education Division (BCCE) fulfills the college's mission of "teaching excellence, that advances the life-long development of its students while strengthening…economic, social and cultural life." The division offers a wide range of business, professional, and community programs that address the workforce and life-long learning needs of the community. Continuing education programs further contribute to the core theme of community engagement and enrichment, serving students from teens to mature adults in multiple locations—North campus, the main campus, and off-site venues. Most courses are face-to-face, but BCCE's delivery options also include online training provided through nationally respected training partners and online training developed in-house. Most continuing education offerings are non-credit and self-supporting, with BCCE contributing indirect funds, general operating funds, and net income to the college.

BCCE offers short-term, skill-based courses that are open to the general public; non-credit certificates; and onsite corporate training to more than 12,000 students annually.

In 2016-2017, BCCE offered 945 distinct classes with a total of 13,274 class registrations. Course evaluations of registered students demonstrate a high degree of engagement and satisfaction. BCCE instructors receive high marks in professional expertise, with the vast majority of students indicating that they would return to BCCE for additional classes. BCCE has a very strong response rate for student evaluations. Evaluations are completed by course and a market survey is sent to an overall population not specific to a course. A market research survey (appendix 2.C.16.i) of former and current BCCE students conducted in 2017-2018 found that 86 percent of students listed their satisfaction level at somewhat or very satisfied.

In addition to community programs, professional programs, and corporate onsite training, the college provides additional special learning programs that may grant credit and have their own funding sources, through federal and state grants or as FTE allocation.

**2.C.16.a.: BCCE Programs**

| Program | Description |
|---|---|
| Pacific NW College Credit | In high school |
| WorkFirst | Support |
| Basic Food Stamp and Employment Training | Support |
| Occupational & Life Skills (OLS) | North campus |

**2.C.16. Continuing Education Programs Compatible with Mission URLs**

| | |
|---|---|
| BC Continuing Education Webpage | https://www.bellevuecollege.edu/ce/ |
| List of Continuing Education Active Courses (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE-ActiveCourses.xlsx |
| 2016-2017 Continuing Education Course Offerings (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE-2.C.16-Offerings.xlsx |
| FY 2016-2017 Enrollments | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE-1617Enrollments.xlsx |
| Course Evaluations FY 2016-2017 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE_16-17_FinalEvals.xlsx |
| Continuing Education Student Survey (appendix 2.C.16.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/CE-StudentSurvey-Final.pptx |

### 2.C.17. Institution Responsible for Continuing Education Instruction

**The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly-defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.**

Bellevue College (BC) is solely responsible for the academic elements of all continuing education (CE) and special learning programs with the exception of the Pacific NW College Credit and Occupational & Life Skills programs. Bellevue College Continuing Education (BCCE) is part of economic and workforce development (EWD); special programs are overseen jointly by EWD and academic affairs. Faculty members are involved in the planning and evaluation of all special learning programs and consulted in the creation of new BCCE certificate programs through their representation on advisory committees. All CE certificate programs also have industry advisory boards for input on market needs and potential curriculum content.

The provost for academic and student affairs, with recommendations from the curriculum advisory committee (CAC), grants curriculum approval for credit bearing and non-credit certificate courses. Non-credit certificate programs are reviewed by the CAC, which bases its recommendations on the college's academic policy and consistently- and equitably-applied standards. The executive director of BCCE is responsible for selection of BCCE faculty and program offerings. BCCE maintains high academic quality for all its classes. This area of the college employs more than 350 highly qualified part-time instructors, many of whom worked or continue to work as active professionals in industry or their area of expertise (e.g., art, photography, translation). BCCE instructors are published authors, recognized artists, successful business people, experts in their field, and professional presenters.

All BCCE certificate programs and courses undergo an application review process; a proposed certificate is submitted to the BCCE administrative leadership team to assess market need and the quality of the curriculum. New instructors are interviewed prior to employment by two BCCE program staff, with an emphasis on identifying candidates with a significant depth of knowledge in their fields based on experience, training, and education. Instructors are regularly evaluated according to their knowledge of the subject matter, professionalism, organization of course content, and ability to engage students and produce strong outcomes. BCCE staff members regularly review course content, instructor qualifications, and financial viability of all courses and certificates.

BCCE currently offers 12 certificate programs: C# Programming, Database Administrator, Database Business Intelligence Developer, Digital Photography, Graphic Design, Human Resources Management, Project Management, Software Test Engineer, Technical Writing, Translation and Interpretation, User Experience (UX) Design, and Web Design. The viability of a certificate program is based on the employment market, adjacent course enrollments, advisory committee recommendations, and cost and competition analysis. BCCE defines course objectives and learning outcomes, recruits instructors, and test-

markets a single course. Potential certificate programs are then taken through the CAC approval process, allowing review and input from full-time credit program faculty.

The special learning program Pacific NW College Credit, formerly Tech Prep College Connections, offers dual credit to high school students as part of a consortium of school districts, colleges, and skills centers. BC exercises control over program outcomes by reviewing course curriculum to ensure congruence with BC courses as well as approving the instructors at the member high schools. Instructors must possess appropriate credentials, and course materials are reviewed to ensure comparability in content, learning outcomes, and assessment methods. Course offerings conform to the college's standards of awarding credits.

### 2.C.17. Institution Responsible for Continuing Education Instruction URLs

| | |
|---|---|
| Prof-tech Advisory Committees (req ev) | https://bellevuec.sharepoint.com/sites/workforce/proftech/Shared Documents/Forms/AllItems.aspx |
| Curriculum Advisory Committee MyBC SharePoint Site (req ev) | https://bellevuec.sharepoint.com/sites/instruction/cac |
| CAC Approval Process (req ev) | https://www.bellevuecollege.edu/cps/ |

## 2.C.18. Continuing Education Course Credit Policies

**The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.**

Bellevue College Continuing Education (BCCE) grants Continuing Education Units (CEUs) for courses in accordance with guidelines from the International Association of Continuing Education and Training (IACET). BCCE awards one CEU for every ten hours of instruction for courses taught by instructors employed by the college. All BCCE courses have student learning outcomes; continuing education staff members are in the process of posting them online for all courses.

### 2.C.18. Continuing Education Course Credit Policies URLs

| | |
|---|---|
| IACET Guidelines for CEUs (req ev) | https://www.iacet.org/standards/continuing-education-unit-ceu/about-the-ceu/ |

## 2.C.19. Records of Continuing Education Courses

**The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.**

Complete records for non-credit instruction offered by Bellevue College Continuing Education (BCCE) are maintained in the Washington State Board for Community and Technical College (SBCTC) student management system (SMS) and the financial management system (FMS) of the college. Records include the title, level, and location of all courses. More detailed records are maintained by the appropriate program management office. Records related to faculty workload and compensation are maintained in human resources and appropriate business offices. The college maintains enrollment, payment, and other student records for all BCCE courses, including assigning appropriate course identification and fee codes. BCCE student records are maintained in compliance with the Family Educational Rights and Privacy Act (FERPA) and BC Policy 2600, Family Education Rights and Privacy Act: Disclosure of Student Information, and the associated procedures, 2600P.

An ongoing relationship with CampusCE, a database software vendor, allows BCCE to catalog course history, instructor information, and student enrollment records. The majority of BCCE registrations are initially processed through CampusCE's online registration system and then transferred into SMS and FMS. The college maintains ownership of all data, and CampusCE agrees to secure confidential information, to report information breaches upon discovery, and to non-disclose to third parties. In the event of contract termination, CampusCE has agreed to remove all of the college's information from the company's systems.

### 2.C.19. Records of Continuing Education Courses URLs

| | |
|---|---|
| BC Policy 2600 Family Education Rights and Privacy Act: Disclosure of Student Information | https://www.bellevuecollege.edu/policies/id-2600/ |
| BC Procedures 2600P Family Education Rights and Privacy Act: Disclosure of Student Information | https://www.bellevuecollege.edu/policies/id-2600p/ |
| CampusCE EMS Service Plan | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeven-Files/CE-CampusCEContract.pdf |

*On September 21, 2017, Dr. Jerry Weber hosted Washington Senators Patty Murray and Maria Cantwell to advocate for the federal Deferred Action for Childhood Arrivals (DACA) program.*

### 2.D.1. Effective Learning Environments, Programs and Services

**Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.**

Bellevue College (BC) provides learning environments appropriate to its mission and core themes by maintaining safe and functional facilities, developing an up-to-date technological infrastructure, and supporting programs and services for a range of students and needs. Administrative services (AS) collaborates with students, faculty, and staff to design appropriate spaces, including classrooms, individual and group study spaces, and attractive outdoor areas. AS is responsible for managing the construction of new facilities and remodeling and maintaining existing facilities. Considerations for new and repurposed spaces include the need for multiple types and sizes of spaces and flexible configurations. Facilities are also designed to high sustainability standards and to meet or exceed requirements of the Americans with Disabilities Act. In keeping with the college's mission of open access, campus spaces address the needs of all students (for example, the inclusion of gender-neutral bathrooms).

Designs for new classrooms and other spaces includes robust infrastructure to accommodate current and future instructional technologies (digital access, projection, multi-media capability, etc.) and connectivity. Information technology services provides tools for classroom instruction such as lecture delivery, video conferencing, and technology support. In addition to infrastructure for the physical plant and technological needs, BC supports student learning through a range of programs administered through student affairs.

Student needs guided the program development process for an on-campus residence hall, completed in 2018, and the Student Success Center, now under construction. Early in the design process, consultants met with students and staff for guidance on BC's student experience and student success programs. This feedback clarified each facility's programmatic needs. As the design of the facilities evolved, the consultants continued to

engage staff and students through focus groups and open forums, validating and testing design choices and options.

| 2.D.1.a: Programs and Services that Support Student Learning Needs | | |
|---|---|---|
| **Support Unit** | **Functions** | **Constituency Served** |
| Academic Success Center https://www.bellevuecollege.edu/asc/ | Tutoring, workshops, classes | All students |
| Academic Advising http://depts.bellevuecollege.edu/advising/ | Academic advising and orientations | All students |
| Athletics http://www.bellevuecollege.edu/athletics/ | Intercollegiate athletics and academic support | All eligible students |
| BC Store http://store330.collegestore-online.com/ePOS?store=330&-form=shared3%2findex%2ehtml&de-sign=330 | Course materials | All students |
| Career Education Options http://www.bellevuecollege.edu/ceo/ | Academic, career, and life skills | Students aged 16-20 not graduated from high school |
| Center for Career Connections & the Women's Center https://www.bellevuecollege.edu/careers/ | Career planning, job search and personal assistance | All students and the community-at-large |
| Counseling Center http://depts.bellevuecollege.edu/counseling/ | Personal and career counseling and life skills classes | All students |
| Disability Resource Center http://www.bellevuecollege.edu/drc/ | Accommodations and advocacy | All eligible students |
| Early Learning Center http://www.bellevuecollege.edu/childcare/ | Child care and family support | BC students and employees, COSTCO employees |
| Enrollment Services https://www.bellevuecollege.edu/enrollment/ | Admission, registration, and records | All students |
| Evaluations & Graduation https://www.bellevuecollege.edu/studentcentral/evaluations-gradua-tion/ | Transcript evaluation and degree conferral | All students |
| Financial Aid http://fa.bellevuecollege.edu/ | Loans, grants, work-study | All eligible students |
| Food Services https://www.bellevuecollege.edu/dining/ | On-campus dining | All students and employees |

| 2.D.1.a: Programs and Services that Support Student Learning Needs *continued* | | |
|---|---|---|
| **Support Unit** | **Functions** | **Constituency Served** |
| High School Programs http://www.bellevuecollege.edu/programs/highschool/ | Running Start, Career Education Options, Summer Enrichment, Pacific NW College Credit, and College in the High School | High school students |
| Student Housing https://www.bellevuecollege.edu/housing/ | On-campus housing | All students |
| Office of International Education and Global Initiatives https://www.bellevuecollege.edu/oiegi/ | Admission and support services | International students |
| Library Media Center https://www.bellevuecollege.edu/lmc/ | Academic and curricular support | All students |
| Multicultural Services http://depts.bellevuecollege.edu/mcs/ | Academic and support services | All students |
| Pacific NW College Credit https://www.pnwcollegecredit.org/ | Prof-tech college credit | High school students |
| Placement and Testing Services https://www.bellevuecollege.edu/testing/ | Proctoring and placement testing | All students |
| Public Safety https://www.bellevuecollege.edu/publicsafety/ | Campus safety | All students and employees |
| Student Conduct https://www.bellevuecollege.edu/studentconduct/ | Student support and student code issues | All students |
| Student Programs http://www.bellevuecollege.edu/stupro/ | Associated Student Government (ASG), clubs, leadership training | All students |
| Title IX Office https://www.bellevuecollege.edu/titleix/ | Title IX issues | All students |
| TRiO http://depts.bellevuecollege.edu/trio/ | Academic and personal support | First generation, low-income or students with disabilities |

| 2.D.1.a: Programs and Services that Support Student Learning Needs *continued* | | |
|---|---|---|
| **Support Unit** | **Functions** | **Constituency Served** |
| Veterans Services https://www.bellevuecollege.edu/veterans/ | Veterans benefits | Veterans |
| Welcome Center https://www.bellevuecollege.edu/welcome/ | Academic support | Prospective students, new students |
| Workforce Education http://www.bellevuecollege.edu/we/ | Funding and support services | Veterans, low-income, and unemployed students |

## 2.D.2. Safety and Security

**The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.**

Bellevue College (BC) provides a safe environment for students, faculty, staff, and visitors. Safety information is widely available. Campus emergency maps (appendix 2.D.2.i) are posted in every classroom; the BC website describes emergency procedures; and the BC Student Handbook has an emergency procedures section (pages 24-27). Public safety employs 20.5 FTE staff (a director, assistant director, emergency operation officer, two sergeants, nine full-time officers, three part-time officers, two administrative staff/dispatchers, and two parking enforcement officers). Public safety is staffed 24/7; its services include escort service to vehicles, formal investigation of car-prowl type thefts, and assistance with stalled vehicles. Public safety organizes a Community Emergency Response Team (CERT) that trains and updates volunteer staff leaders on evacuation processes and maintains a radio communication system for directly contacting the Bellevue Police Department and emergency medical services. Calls to public safety or 911 from pay and emergency phones can be made without depositing money and can be traced to an exact location. Public safety observes all Family Educational Rights and Privacy Act of 1974 (FERPA) regulations.

Public safety trains BC staff and faculty in basic safety, first aid, and dangerous intruder protocols. Additional training and drills are conducted with volunteer staff through the safety lead program. Approximately 40 safety leads provide basic support services and aid in the event of an emergency on campuses. The college is also working with the Bellevue Police and Fire Departments as well as the King County Health Department and other responders to develop a comprehensive emergency response and recovery program. Campus safety is also addressed by human resources through training and awareness campaigns and by operations staff who provide "safe at work" training, ensure safety compliance, and monitor hazards, such as toxic materials on the campuses. A safety committee, with representatives from across the college helps to ensure that safety is the responsibility of all departments and employees.

Procedures 6000P, Emergency, and 6060P, Campus Closure, guide responses to

emergencies and closures to ensure safety. BC utilizes Rave Alert, an emergency text messaging system, which alerts the college community to emergency campus closures and threats and can be used to provide short instructions. To augment the system, the college installed a campus emergency alert system that sounds a siren followed by a short audible emergency communication. Information on weather-related campus closures and closing criteria is provided in several ways: on the BC website, by faculty to students, and on service area television and radio stations. The hotline number and information about campus closures are also published in the BC Student Handbook. The eLearning department has inclement weather procedures (appendix 2.D.2.ii) to assist faculty with teaching online during campus closures.

Information required by the Student Right-to-Know and Campus Security Act (Public Law 101-542) is provided on the college website. The public disclosure section includes information on crime statistics, requests for public records, FERPA, HIV/AIDS, policies directly affecting students, and other items related to health and safety. Public safety complies with the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by posting campus crime statistics and the annual security report on its webpage.

### 2.D.2. Safety and Security URLs

| | |
|---|---|
| Campus Emergency Maps (req ev) (appendix 2.D.2.i) | https://www.bellevuecollege.edu/publicsafety/campus-emergency-maps/ |
| Public Safety Training Schedule | https://www.bellevuecollege.edu/publicsafety/training-schedule/ |
| Safety Committee | http://bellevuecollegewa.iqm2.com/Citizens/Board/1064-Safety-Committee |
| Procedure 6000P Emergency (req ev) | https://www.bellevuecollege.edu/policies/id-6000p/ |
| Procedure 6060P Campus Closure (req ev) | https://www.bellevuecollege.edu/policies/id-6060p/ |
| Rave Alert System (req ev) | https://www.bellevuecollege.edu/alerts/rave/ |
| eLearning Department Inclement Weather Procedures (req ev) (appendix 2.D.2.ii) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B8D0FFB52-23EC-437E-847C-36FF3880D384%7D&file=2.D.02.eLearningInclementWeatherProcedures.docx&action=default&mobileredirect=true |
| BC Website Public Disclosure Section | https://www.bellevuecollege.edu/legal/publicdisclosure/ |
| 2017 Annual Security Report (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.D.2.AnnualSecurityReport2017.pdf |

### 2.D.3. Recruitment, Admissions and Orientation

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

Bellevue College has an open-door policy in accordance with Revised Code of Washington (RCW) 28B.50.090. BC is also guided by BC Policy 2200, Admission Rules, and the associated procedures, 2200P. The college admits high school graduates, or those with a GED or other equivalent high school credential; adult learners at least 18 years of age or older; and those participating in an approved enrollment options program, such as Running Start, or a successor program. Prospective students who wish to participate in any of the programs the college offers must complete the general admission application process as a first step. The college also implements a selective admission process for students seeking a baccalaureate degree or certain specific associate's degree programs, and for international students who must meet additional criteria, such as federal, division, and program entrance requirements. Prospective students work directly with the faculty and staff of the selective admission program they wish to enter.

The Welcome Center supports recruitment, admissions and orientation. It offers information related to policies, enrollment services, student support services, financial aid, placement and testing services, and evaluations & graduation. Welcome Center staff collaborate with academic advising to help students understand graduation requirements, assist in the selection of classes, and provide support in developing an academic plan that leads to graduation. Academic advising services include group advising sessions, workshops, individual appointments, and information about the transfer requirements of other colleges and universities. Orientation is offered in-person and electronically.

During AY 2018-2019, BC will be working to refine its advising and orientation system for students new to Bellevue College. Improved advising, outreach, and orientation has been identified as an Achieving the Dream (ATD) initiative. Proposed changes will add and develop several features, initially for new students and eventually for all: a mandatory orientation and advising throughout a student's time at the college, and the development of a comprehensive, individualized educational plan. Student affairs will use a Canvas course to monitor student completion of specific advising and orientation assignments and processes. ATD provides a framework for cross-departmental collaboration to accomplish this important improvement.

**2.D.3. Recruitment, Admissions, and Orientation URLs**

| | |
|---|---|
| Revised Code of Washington (RCW) 28B.50.090 (req ev) | http://apps.leg.wa.gov/RCW/default.aspx-?cite=28B.50.090 |
| BC Policy 2200 Admission Rules (req ev) | https://www.bellevuecollege.edu/policies/id-2200/ |
| BC Procedure 2200P Admission Rules (req ev) | https://www.bellevuecollege.edu/policies/id-2200p/ |
| Welcome Center (req ev) | https://www.bellevuecollege.edu/welcome/ |
| Academic Advising (req ev) | https://www.bellevuecollege.edu/advising/ |
| Orientation | https://www.bellevuecollege.edu/orientation/ |

## 2.D.4. Program Elimination

**In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.**

Bellevue College (BC) follows the State Board for Community and Technical College's (SBCTC) Professional Technical Program Approval Process (Appendix B: Program Viability Analysis) to ensure that programs are effective, meet the training needs of industry, and fulfill the college's mission. Program elimination proposals are submitted to the curriculum advisory committee (CAC), whose members discuss the impact on students, faculty, the college overall, and the community. After a review, CAC recommends either elimination or retention to the provost for academic and student affairs, who makes the final decision. Upon elimination, program information remains in archived course catalogs for former students who may need it for transfer institutions or employers. When a program has been approved for elimination at the institutional level, the college requests that it be end-dated on the SBCTC inventory of programs. The end-date is three years from the request, and all continuously enrolled students seeking the degree or certificate must complete the program within that time. Following SBCTC approval, the program is removed from the catalog for the next academic year.

Program staff notify affected students and faculty of the intent to eliminate a program as soon as the provost for academic and student affairs approves the decision. This maintains transparency and provides adequate notice to prepare students. Notification is accomplished in multiple ways, such as posting on the department's website, posting in the CAC minutes, direct mail to students and faculty, and through academic advising. If necessary, the program substitutes courses in order for students to complete the program in a timely manner.

The nursing program provides an example of an intended program replacement (AAS-T to DTA) which was documented on the SBCTC inventory of programs and with a teach-out plan (appendix 2.D.4.i). In the end, the college is not pursuing this option at this time.

**2.D.4. Program Elimination URLs**

| | |
|---|---|
| SBCTC Appendix B: Program Viability Analysis | https://www.sbctc.edu/resources/documents/colleges-staff/programs-services/professional-technical/viabilityanalysis.pdf |
| Curriculum Advisory Committee MyBC SharePoint site | https://bellevuec.sharepoint.com/sites/instruction/cac/Pages/Home.aspx |
| Course Catalogs | http://www.bellevuecollege.edu/publications/catalog/ |
| CAC Minutes | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/CurriculumAdvisoryCommittee/Forms/AllItems.aspx |
| SBCTC Program Inventory File | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeven-Files/2.D.04.ProgramInventoryNursingAASTtoDTA.pdf?csf=1 |
| Nursing AAS-T, Sample Teach-out Plan (req ev) (appendix 2.D.4.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeven-Files/2.D.04.TeachOutPlanNursingAASTtoDTA.pdf |

## 2.D.5. Current and Accurate Information Provided

**The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:**

- **a. Institutional mission and core themes;**
- **b. Entrance requirements and procedures;**
- **c. Grading policy;**
- **d. Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;**
- **e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;**
- **f. Rules, regulations for conduct, rights, and responsibilities;**
- **g. Tuition, fees, and other program costs;**
- **h. Refund policies and procedures for students who withdraw from enrollment;**
- **i. Opportunities and requirements for financial aid; and**
- **j. Academic calendar.**

Regularly updated and accurate information is available to students and the public on the Bellevue College (BC) website. Course information is published annually in the course catalog, which can be accessed online and is also available in a printable format. The BC Student Handbook is also posted online. The continuing education quarterly schedule, a separate publication, lists all non-credit courses, registration information, and non-credit certificate programs.

| | |
|---|---|
| a | Vision, Core Values, and Mission<br>http://www.bellevuecollege.edu/futurevision/mission/ |
| b | Entrance requirements and procedures<br>https://www.bellevuecollege.edu/admissions/eligibility/ |
| c | BC Policy 3000 Grading<br>https://www.bellevuecollege.edu/policies/id-3000/ |
| d | Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings<br>https://www.bellevuecollege.edu/programs/ |
| e | Names, titles, degrees held, and conferring institutions for administrators and full-time faculty<br>https://catalog.bellevuecollege.edu/content.php?catoid=5&navoid=153 |
| f | Student Conduct Code of Bellevue College<br>https://www.bellevuecollege.edu/studentconduct/ |
| g | Tuition, fees, and other program costs<br>http://www.bellevuecollege.edu/tuition/ |
| h | Refund policies and procedures for students who withdraw from enrollment.<br>https://www.bellevuecollege.edu/tuition/cashier/ |
| i | Financial Aid<br>https://www.bellevuecollege.edu/fa/ |
| j | Academic calendar<br>https://www.bellevuecollege.edu/studentcentral/calendar/ |

### 2.D.5. Current and Accurate Information Provided URLs

| | |
|---|---|
| BC Course Catalog (req ev) | https://catalog.bellevuecollege.edu/content.php?catoid=5&navoid=164 |
| BC Student Handbook 2018-2019 (req ev) | https://s.bellevuecollege.edu/wp/sites/108/2018/10/Student-Handbook2-18-19-online.pdf |

## 2.D.6. Publish Information Regarding Educational Programs

**Publications describing educational programs include accurate information on**

- **National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- **Descriptions of unique requirements for employment and advancement in the occupation or profession.**

Baccalaureate and professional/technical programs publish state and federal legal eligibility requirements for licensure or entry to occupations or professions where they are applicable. This information is found in the college catalog, print materials (located in academic advising and division offices), and program webpages on the Bellevue College website. Programs with credentialing requirements include Diagnostic Ultrasound, Neurodiagnostic Technology, Nuclear Medicine, Nursing, Nursing Assistant, Radiologist Assistant, Radiologic Technology, and Radiation Therapy. Typically, any status that would disqualify an individual from entry into or advancement in a profession will be identified in the application process, and applicants will not be accepted if they would be unable to progress. For example, healthcare programs all require an initial national background check prior to acceptance, as well as documentation of immunizations. Details can be found on program webpages within the Health Sciences, Education and Wellness Institute.

Business and information technology certificates and degrees often prepare students to test for professional certification, which is noted on the program websites for Information Technology and the Institute for Business and Information Technology (iBIT). For example, programs within the IBIT include Cisco Support Technician, Business Software Specialist, and Network Support. Individual courses whose outcomes map to external certification credentials include:

TECH215/217: Analysis & Configuration 1 & 2 – Comptia A+

IT103: Networking Basics – Comptia Network+

IT128: Information Security Essentials – Comptia Security+

NSCOM 220: Implementing Client Operating Systems – MCTS 70-680

NSCOM 221 Implementing Server Operating Systems– MCTS 70-643

NSCOM 223: Managing a Network Environment– MCTS 70-642

NSCOM 227: Implementing Directory Services – MCTS 70-640

### 2.D.6. Publish Information Regarding Educational Programs URLs

| | |
|---|---|
| Health Sciences, Education and Wellness Institute (req ev) | http://www.bellevuecollege.edu/health/ |
| Information Technology (req ev) | http://www.bellevuecollege.edu/prog/ns |
| Institute for Business and Information Technology (req ev) | http://www.bellevuecollege.edu/ibit/ |

## 2.D.7. Student Records

**The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.**

Bellevue College (BC) protects the right to privacy for all students and strictly maintains the security of student records. Critical student data, such as transcripts, admission, registration, and financial transactions, are stored in Washington's statewide student management, financial aid, and finance databases. Data is secured by daily remote backups at the State Board for Community and Technical Colleges (SBCTC-IT) in Olympia, recoverable in case of an emergency on the BC campuses. Student records such as transcripts and financial aid applications are scanned and stored on a local server, which is secured in compliance with BC Policy 5250, Information Security.

Records are maintained according to the SBCTC's retention schedule. The destruction or archiving of records is processed through BC Administrative Services according to state regulations. Paper records required by enrollment services, financial aid, and the disability resource center are kept in secure areas with employee access only. The Washington Administrative Code (WAC) Chapter 434-662, Preservation and Destruction of Electronic Public Records, as well as BC Policy 6900, Records and Email Retention, and its associated procedures, 6900P, address the secure retention of records. BC Policy 2550, Federal Privacy Act Disclosure of Social Security Numbers, and BC Policy 6880, Student Records, also govern how BC handles student records.

All records are confidential and access is restricted to authorized employees according to the Family Education Rights and Privacy Act (FERPA). BC Policy 2600, Family Education Rights and Privacy Act: Disclosure of Student Information, and its associated procedures, 2600P, also address FERPA compliance at BC. All employees requesting access to electronic student data must first study FERPA training modules and then pass an exam. No student information, other than student directory information, is released to a third party unless specifically allowed under FERPA. Students may request in writing that no disclosure of their information, including directory information, may be released. Students who request no disclosure are flagged on pertinent documents to alert staff that no disclosure of records information is allowed. FERPA information is published on the public disclosure section of the college website and linked from the quarterly class schedule and student handbook.

### 2.D.7. Student Records URLs

| | |
|---|---|
| Records & Grades (req ev) | https://www.bellevuecollege.edu/records/ |
| BC Policy 5250 Information Security (req ev) | https://www.bellevuecollege.edu/policies/id-5250/ |
| SBCTC Retention Schedule (req ev) | https://www.sbctc.edu/resources/documents/colleges-staff/policies-rules/policymanual/ctc-general-retention-schedule.pdf |
| Preservation and Destruction of Public Records (Chapter 40.14 RCW) | http://apps.leg.wa.gov/RCW/default.aspx?cite=40.14 |

**2.D.7. Student Records URLs** *continued*

| | |
|---|---|
| Preservation of Electronic Public Records (Chapter 434-662 WAC) | http://apps.leg.wa.gov/WAC/default.aspx-?cite=434-662 |
| BC Policy 6900 Records and Email Retention (req ev) | https://www.bellevuecollege.edu/policies/id-6900/ |
| BC Procedures 6900P Records and Email Retention (req ev) | https://www.bellevuecollege.edu/policies/id-6900p/ |
| BC Policy 2550 Federal Privacy Act Disclosure of Social Security Numbers (req ev) | https://www.bellevuecollege.edu/policies/id-2550/ |
| BC Policy 6880 Student Records (req ev) | https://www.bellevuecollege.edu/policies/id-6880/ |
| BC Policy 2600 Family Education Rights and Privacy Act Disclosure of Student Information (req ev) | https://www.bellevuecollege.edu/policies/id-2600/ |
| BC Procedures 2600P Family Education Rights and Privacy Act Disclosure of Student Information (req ev) | https://www.bellevuecollege.edu/policies/id-2600p/ |
| BC Public Disclosure webpage: FERPA | https://www.bellevuecollege.edu/legal/publicdis-closure/#family-education-rights-privacy-act-fer-pa-disclosure-of-student-information |

## 2.D.8. Financial Aid—Availability and Communication

**The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.**

The Bellevue College (BC) Financial Aid Office offers a variety of financial aid programs to degree-seeking students who apply for federal, state, and college aid, as well as BC Foundation scholarships. The office provides information regarding the categories of financial aid available and the application process, including deadlines and eligibility criteria, on the financial aid webpage and in printed form. Financial aid application deadlines are included in the college's online calendar. Financial aid staff members conduct workshops to help students with the application process and to answer questions about the various financial aid programs and eligibility requirements.

Financial aid applicants can check the status of their application and confirm the receipt of documents through the financial aid portal. Once students have been awarded aid, the portal displays the types and amounts of aid awarded by quarter. The office further

communicates with financial aid students by sending out a quarterly newsletter, which notifies students of upcoming dates, deadlines, and other general information.

The financial aid office uses a file review process to reduce manual work, errors, and file processing time. This process automatically compiles critical information from each student's Free Application for Federal Student Aid (FAFSA), the BC financial aid application, and the student's admission record. The financial aid office collaborates with information technology services staff to create reports. One report improves the ability to monitor the satisfactory academic progress of each student receiving financial aid.

**2.D.8. Financial Aid–Availability and Communication URLs**

| | |
|---|---|
| Financial Aid (req ev) | https://www.bellevuecollege.edu/fa/apply/types/ |
| Calendar | https://www.bellevuecollege.edu/studentcentral/calendar/ |
| Financial Aid Portal (req ev) | http://bellevuecollege.edu/fa/status |
| Financial Aid Quarterly Newsletter, Fall 2018 Example | https://www.bellevuecollege.edu/fa/2018/08/23/winter-2018-newsletter |

## 2.D.9. Financial Aid—Repayment, Obligations, Default

**Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.**

Bellevue College (BC) participates in the William D. Ford Federal Direct Loan program and complies with Department of Education federal regulations regarding student eligibility and completion of requirements prior to disbursement of funds. The financial aid office monitors and tracks adherence to these federal requirements using the financial aid management (FAM) system, which uploads eligibility information from the federal processor. Students are made aware of loan repayment obligations prior to receiving loan funds through the federally-required online loan entrance counseling session and at the time they exit the college through the federally-required online loan exit counseling session. Completion of these requirements are sent to the college electronically by the federal processor and tracked in the FAM system. Using U.S. mail, the college sends loan exit counseling information to students who do not complete the required online version. To ensure compliance with federal loan regulations, the financial aid office named a loan specialist in 2016. A requirement for this position is to earn the Direct Loan Credential from the National Association of Financial Aid Administrators (NASFAA) within a year of hire. Additionally, all resources, such as handbooks and reference materials, are located together to facilitate access to compliance information.

The financial aid webpage provides general information about census date, refunds, and repayment requirements. The financial aid office determines the eligibility of students to receive federal, state, and institutional aid, including loans, when processing a student's file for the current or upcoming academic year. The office tracks student class withdrawals.

Students attending less than 60 percent of the quarter may owe a repayment of the funds they received. Staff members also check the satisfactory academic progress of every student receiving aid at the end of each quarter. If the financial aid office determines that a student owes a repayment of funds received, the student is notified by a standardized notification (appendix 2.D.9.i) sent to the student's BC email address. The notification includes detailed information regarding withdrawal and repayment (appendix 2.D.9.ii).

The college regularly monitors its loan default rate and reviews the student loan default list sent by the U.S. Department of Education to ensure the accuracy of the default rate. The college's official three-year cohort default rate (appendix 2.D.9.iii) was 8.8 percent for 2013, and 10 percent for 2014, placing the college below the official national cohort default rate for 2014, which is 11.5 percent.

**2.D.9. Financial Aid-Repayment, Obligations, Default URLs**

| | |
|---|---|
| Census Date, Refunds, and Repayments (req ev) | https://www.bellevuecollege.edu/fa/youraid/repayment/ |
| Satisfactory Academic Progress (req ev) | https://www.bellevuecollege.edu/fa/youraid/sap/ |
| Return of Fund and Repayment Notification (req ev) (appendix 2.D.9.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B19BB5391-C0A0-4A96-B733-AA346598B74B%7D&file=2.D.09.FinancialAidRepaymentLetter.docx&action=default&mobileredirect=true |
| Withdrawal and Repayment (req ev) (appendix 2.D.9.ii) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B3BFC1BA8-7C27-4D05-A7A6-4D7AAD39E032%7D&file=2.D.9.WithdrawalInfoSheet2018-19.docx&action=default&mobileredirect=true |
| BC Cohort Default Rate Data for FY 2014, 2013, and 2012 (req ev) (appendix 2.D.9.iii) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.D.09.CohortDefaultRatedata.FY2014.2013.2012.pdf |
| Official National Cohort Default Rate for 2014 | https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html |

## 2.D.10. Academic Advising

**The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their**

**responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.**

Bellevue College (BC) has a well-coordinated advising plan employing student affairs advisors supplemented by faculty and staff in other areas of the college. Faculty members, including faculty counselors, also advise students based on program needs. Cohort-specific advising occurs in areas such as TRiO, multicultural services, economic and workforce development, office of international education and global initiatives, and in the college's baccalaureate degree programs. BC degree requirements for both prof-tech and transfer programs are available online and in print. BC also offers specific resources for students looking to transfer to a university through a dedicated transfer center.

Academic advising guides students through the process of identifying and attaining their educational and career goals, selecting and sequencing coursework, and locating tools and resources to aid successful degree completion such as the transfer pathway guides and the degree and certificate completion worksheets. The primary objective of an academic advising session is the creation of a comprehensive educational plan. Advisors also inform students about academic standards and refer them to additional on-campus resources on a case-by-case basis. Advisors are available in strategic areas to support student progress through the institution. For example, entry advisors are located in the Welcome Center to assist new students; undecided/exploratory advisors and the transfer specialist are located in the centralized academic advising offices; and division advisors are housed in each of the five academic divisions to work with students who have an identified program of study. Academic advising offers regular group sessions for transfer students as well as sessions tailored to specific programs.

Academic advisors are prepared by their educational background and by continued training to fulfill their responsibilities. Most hold master's degrees and those with bachelor's degrees have several years of supervised experience in the field. In addition to weekly team meetings, advisors attend statewide and regional conferences related to transfer issues, best practices in student affairs, and technology applications for student access and success. They also meet with faculty chairs and university admissions representatives to correctly advise program-specific students. A standard training checklist ensures proper onboarding for new team members. Advisors coordinate the advising committee, which meets monthly, providing ongoing professional development to front line staff who provide informal advising to students. These representatives then share their knowledge with their constituent groups.

During AY 2018-2019, BC will be working to refine its advising system. Improved advising has been identified as an Achieving the Dream (ATD) initiative. Proposed changes will add and develop several features—initially for new students and eventually for all: mandatory orientation and advising throughout a student's time at the college, and the development of a comprehensive, individualized educational plan. Student affairs will use a virtual Canvas classroom site to monitor student completion of specific advising assignments and processes. ATD provides a framework for cross-departmental collaboration to accomplish this important improvement.

**2.D.10. Academic Advising URLs**

| | |
|---|---|
| Programs of Study with Degree Requirements (req ev) | https://www.bellevuecollege.edu/programs/ |
| Transfer Center | https://www.bellevuecollege.edu/advising/transfer-center/ |
| Academic Advising (req ev) | https://www.bellevuecollege.edu/advising/ |
| Transfer Pathway Guides (req ev) | https://www.bellevuecollege.edu/advising/transfer-center/pathway-guides/ |
| Degree and Certificate Completion Worksheets (req ev) | http://www.bellevuecollege.edu/worksheets/ |
| Meet an Advisor Webpage | https://www.bellevuecollege.edu/advising/meet-an-advisor/ |
| Welcome Center | https://www.bellevuecollege.edu/welcome/ |
| Advising Sessions | https://www.bellevuecollege.edu/advising/meet-an-advisor/sessions/ |
| New Advisor Training Checklist | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.D.10.BCAcademicAdvisorTrainingChecklist.docx?d=wf2db2c1696534f9dbb6d1c55bd051b12 |

## 2.D.11. Co-curricular Activities

**Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.**

Bellevue College offers a wide array of vibrant co-curricular activities and events that support the college's mission to "strengthen the economic, social, and cultural life of its diverse community." Student chartered clubs and permanently-funded student-led programs provide educational, cultural, and social activities as well as opportunities to develop practical life skills. Students engage with topical issues, find jobs and volunteer positions, develop skills, and explore careers and personal interests through BC's co-curricular activities. Student organizations build relationships beyond their membership by engaging the community-at-large and collaborating with other student organizations. Student clubs and programs organize more than 300 events annually including Japan Week, trips to Washington D.C. to lobby for student issues, and Earth Week celebrations.

Students can apply to establish a club. To sponsor an event, student organizations must submit a project plan with clearly articulated outcomes to the office of student programs. Professional staff members monitor student organizations and related budgets to ensure adherence to all protocols described in the Student Programs Club Handbook, including

those related to student-led allocations of the services and activity fee that all students pay when registering for classes.

### 2.D.11. Co-curricular Activities URLs

| | |
|---|---|
| Student-chartered Clubs | https://www.bellevuecollege.edu/organizations/chartered-clubs/ |
| Student-led Programs | https://www.bellevuecollege.edu/organizations/student-led-programs/ |
| Student Programs Events Calendar | https://www.bellevuecollege.edu/events/stupro/ |
| Student Programs: Forming a Club (req ev) | https://www.bellevuecollege.edu/organizations/student-clubs/forming/ |
| Student Programs Project Plan (req ev) | https://forms.bellevuecollege.edu/stupro/project-plan/ |
| Student Programs Club Handbook (req ev) | https://s.bellevuecollege.edu/wp/sites/198/2018/11/StudentProgramsClubHandbook-111518.docx |

## 2.D.12. Auxiliary Services

**If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.**

Bellevue College (BC) provides auxiliary services through food service, bookstore, preschool operations, and student housing.

Food service operations—including a cafeteria, three coffee shops, a pizza bistro, event and catering operations, concessions, and vending machines—operate in accordance with established health and safety standards and have always passed inspection from the Washington State Health Department. Food service staff members are well trained and possess appropriate food handling permits. The cafeteria offers a grill, sandwiches, convenience foods, and a salad bar. Organic, vegan, and gluten-free menus are available. Recipe books, maintained at all locations, provide allergen information. Catering services support college activities by providing appropriate menus and atmosphere, often providing authentic cuisine for ethnic events. Food services collects feedback through quarterly surveys, comment boxes at all locations, sample tastings, meetings with stakeholders, and online comments. BC Policy 6700, Food Services, and the associated procedures, 6700P, describe state authorization for food service operations. The BC Services Survey, conducted in fall 2017 and fall 2018, solicited input on the variety, quality, and cost of food and evaluated BC Food Services on overall quality of service, promptness, staff expertise, hours of operation, and service attitude.

BC Policy 6720, Bookstore, and the associated procedures 6720P, establish state authorization for the college to operate a bookstore. The bookstore, named BC Store, supports academic programs by ordering and selling textbooks, digital content, and related materials for classroom use. In accordance with state law (RCW 28B.10.590) and federal guidelines (HEOA Revision Act of 2010 Section 133 and Section 508 standards of the Rehabilitation Act), the bookstore collects and digitally publishes required course materials information on the BC Store webpage at least 30 days prior to the start of the term. Students can use the Verba Compare Tool to identify textbook rentals and lower cost course materials. Between 2008 and 2013, BC Store expanded the rental concept for at-risk students through two federal grants that also funded laptop and iPad rentals. Through an initiative that began in 2016, Inclusive Access, the bookstore negotiates with publishers to provide students with digital course materials at a reduced cost— up to 65 percent savings compared to print copies. BC Policy 6725, Course Materials Cost Savings, clarifies BC's institutional obligations to students regarding affordability and accessibility. The bookstore also supports the use of open source materials, buyback promotions, and negotiations among publishers, faculty, and the bookstore. The bookstore promotes BC's college-wide BC Reads! program by stocking and displaying the featured book. It contributes to college life by selling logo clothing, incidentals, and school supplies.

In fall 2017 and fall 2018, the BC Services Survey solicited feedback on the bookstore concerning overall quality of service, the price of course materials, and the textbook ordering and delivery systems. Survey data showing broad concern over the cost of course materials validates the bookstore's ongoing efforts to reduce costs for students.

Established in 1973, the Early Learning Center (ELC) is a large and successful program. The current ELC is made possible through a collaborative effort between BC, Costco Wholesale Corporation, and private donations. Its $2.5 million annual budget includes a federal grant, a city block grant, and support from the BC Student Services and Activities Fee. The center, which operates year-round, employs 37 professional staff, 25-30 students, interns, and English as a Second Language volunteers. The ELC is licensed to serve 190 children at any given time and serves between 150-225 children and their families annually in a diverse, inclusive environment dedicated to social justice and equity. BC Policy 6680, Early Learning Center Admission Priorities, establishes equal opportunity for children to participate without discrimination. The ELC Family Handbook provides more detail on ELC procedures and policies. ELC staff members collaborate closely with BC Early Learning & Teaching Education faculty to provide a model program and learning site for students. As a designated federal Head Start program, the ELC contracts with the Puget Sound Educational Service District to provide early learning and family services to low-income student families. The ELC provides resources for college students with young children, such as an adult library with current, best practice materials on child development and parenting.

As of fall 2018, BC offers student housing for 400 residents on the main campus. Accommodations include suites and apartments for one to four people. A live-in residential life team, with one full-time resident director and eight student resident assistants, provides programming such as cultural and community development events. The environment is designed to focus on student development, cultural inclusion, and academic success. During the summer, the residence hall will be used for camps, conferences, and community outreach.

### 2.D.12. Auxiliary Services URLs

| | |
|---|---|
| BC Policy 6700 Food Services (req ev) | https://www.bellevuecollege.edu/policies/id-6700/ |
| BC Procedures 6700P Food Services (req ev) | https://www.bellevuecollege.edu/policies/id-6700p/ |
| BC Policy 6720 Bookstore (req ev) | https://www.bellevuecollege.edu/policies/id-6720/ |
| BC Procedures 6720P Bookstore (req ev) | https://www.bellevuecollege.edu/policies/id-6720p/ |
| BC Policy 6725 Course Materials Cost Savings (req ev) | https://www.bellevuecollege.edu/policies/id-6725/ |
| BC Policy 6680 Early Learning Center Admission Priorities (req ev) | http://www.bellevuecollege.edu/policies/id-6680/ |
| Early Learning Center Family Handbook (req ev) | https://www.bellevuecollege.edu/childcare/resources/handbook/ |

## 2.D.13. Intercollegiate Athletic and Co-curricular

**Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.**

Bellevue College (BC) Athletics offers several intercollegiate sports programs. The department's mission statement establishes the goals of increasing the number of student-athletes transferring to four-year institutions and promoting skills relevant to athletic competition, academic achievement, and personal development. The athletic director, individual coaches, and athletic staff members regularly monitor student-athletes to verify progress toward successful degree completion and compliance with eligibility requirements described in BC Policy 2700, Eligibility for Participation in Intercollegiate Athletics, and the associated procedures, 2700P. Athletic department staff draw on faculty response reports as well as academic record reviews at the beginning and end of each quarter.

Student affairs leadership provides institutional oversight for athletic programs. The BC Athletic Department adheres to standards for financial aid, work-study, academic eligibility, and participation established by the Northwest Athletic Conference (NWAC), an organization that reviews BC on an annual basis. NWAC regulations, and other information, are listed in the NWAC regulations, and other information, are listed in the BC Student-Athletes Handbook. Student-athletes are governed by the same admission procedures, academic standards, degree requirements, and financial aid policies and are served by the same departments as all other BC students. Athletic-related financial aid is limited in the number of grants-in-aid allowed per sport as mandated by NWAC and is subject to annual reporting.

### 2.D.13. Intercollegiate Athletic and Co-curricular URLs

| | |
|---|---|
| BC Policy 2700 Eligibility for Participation in Intercollegiate Athletics (req ev) | https://www.bellevuecollege.edu/policies/id-2700/ |
| BC Procedures 2700P Eligibility for Participation in Intercollegiate Athletics (req ev) | https://www.bellevuecollege.edu/policies/id-2700p/ |
| BC Student-Athletes Handbook (req ev) | https://s.bellevuecollege.edu/wp/sites/23/2018/02/1718-Student-Ath-Handbook-new-final2.pdf |

## 2.D.14. Distance Learning Identity Verification

**The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.**

Bellevue College (BC) maintains an effective identity verification process for students enrolled in distance education courses. Most new BC students submit an application for general admission through the Washington State Community and Technical College Web Admissions Center managed by the State Board for Community and Technical Colleges. This application requires the input of personal information to verify an applicant's identity. Students new to the community and technical college system are then issued a unique system identification number (SID) along with a personal identification number (PIN) upon admission. If students have previously taken courses at other community and technical colleges in Washington State, they use their already-existing SID at BC. Students use their SID and PIN to create a NetID—a set of login credentials—used for BC email, access to college technology, and access the Canvas learning management system. Students have secure access to their personal NetID, which they manage online. Students can request tech support from the ITS service desk website. Several programs, including business transfer, math, and science, require proctored exams, either on-campus or via an approved proctor or testing center. Due to current space restrictions, BC offers limited placement and testing services on the main campus.

### 2.D.14. Distance Learning Identity Verification URLs

| | |
|---|---|
| Placement and Testing Services | https://www.bellevuecollege.edu/testing/ |

*Students can access Library Media Center digital resources from computer labs anywhere on the main and North campuses as well as through their personal devices.*

### 2.E.1. Access, Currency, Depth and Breadth of Library and Information Resources

**Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.**

The library media center (LMC) aligns with Bellevue College's (BC) mission and core themes by being student-centered and committed to teaching excellence. In addition to its collection, the LMC provides workspaces and tools for study and collaboration. Librarians, who are classed as faculty, teach library instruction sessions for students in classes with research assignments. The undergraduate research librarian, one of the full-time librarians, serves as the primary library liaison for the college's baccalaureate programs, offering library instruction, resource selection, and online instructional support materials. The LMC also oversees BC's eLearning department and houses the Autism Spectrum Navigators program.

The LMC's annual budget allocation supports a collection of more than 52,000 printed volumes, more than 3,500 media items, and 120 print periodical subscriptions. Institutional site licenses acquired through Orbis Cascade expand the collection to more than 47,000 e-journals, 35,000 e-books, and 73 databases. QuestionPoint provides students with 24/7 virtual reference service. Primo, the online discovery catalog, covers all LMC holdings. Librarians post online research guides (LibGuides) and videos on the LMC's electronic resources. The LMC has established guidelines for mailing print materials to serve distance education students. An interlibrary loan (ILL) system enables students and faculty to access print and media materials through reciprocal borrowing with other colleges and universities in Washington's state community and technical college system. Circulation statistics show BC lends more than it borrows from regional peer institutions. As needed, the LMC arranges for interlibrary loans with other institutions throughout the United States. BC's librarians continually examine the overall picture of resource spending and assess how spending aligns with program enrollment. The LMC is facing a serious

challenge to provide appropriate resources for the college's baccalaureate programs given the increasing costs of books and subscription services.

The LMC continually evaluates the breadth and depth of its collections and services in order to successfully support curricular offerings and varied instructional modes of delivery. Collection development guidelines (appendix 2.E.1.i) establish the purpose and goals of the LMC and address other topics related to collections and their relationship to the curriculum, such as copyright and intellectual freedom. These guidelines also describe how materials are selected, reviewed, and retired from circulation. Online materials are increasingly preferred for their greater accessibility and convenience to users.

Though the majority of students visiting the LMC use personal laptops and connect to BC's wireless network, the LMC's 50 computer workstations are in high demand. Two additional workstations are ADA-compliant, equipped in consultation with BC's Disability Resource Center. E-readers are available for accessing course-related and other e-books. The LMC's electronic classroom, with 36 computer workstations, hosts library instructional sessions. Equipment needs are assessed annually. The Collaboratory, located on the first floor, is a public use space whose primary purpose is student collaboration and teamwork. The Collaboratory is also occasionally used by employees for designated activities. The LMC's 40-seat multimedia viewing room, equipped with video conferencing equipment, is available for webinars, web conferences, remote hiring interviews, and interactive television. The LMC is open 66 hours a week, except during the summer quarter, when it is open 38 hours a week.

**2.E.1. Access, Currency, Depth and Breadth of Library and Information Resources URLs**

| | |
|---|---|
| LMC Budget Allocation | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1LMC_Budget_Allocation.xlsx?d=w58799954e162444e9b7f01ec7e924da0 |
| Orbis Cascade Agreement | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1%20BC_Orbis%20Cascade%20Agreement.doc?d=w50e0a59f9a4c46b282fccf8f91d8f693 |
| LibGuides | https://bellevuecollege.libguides.com/ |
| LMC YouTube Channel | https://www.youtube.com/channel/UCMpjHTYAH5_5NjYSUfBEEyQ/videos |
| Reciprocal Borrowing Procedure | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1%20ReciprocalBorrowingProcedure.docx?d=wc2eaa13bb6a44a4f8e8c9db638b8b094 |
| Circulation Statistics | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1%20CircStats%202012-2017.xlsx?d=w05bdfcce30d34f64a62b82cad9093786 |

**2.E.1. Access, Currency, Depth and Breadth of Library and Information Resources URLs**

| | |
|---|---|
| Interlibrary Loan Service Policy | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B86CF9811-8A45-4963-9553-4F4CB-B65A8A7%7D&file=2.E.4InterlibraryLoanProcedure.docx&action=default&mobileredirect=true |
| Library Baccalaureate Spending | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeveDFiles/2.E.1LibraryBASspending2017.xlsx?d=w8b61e29fcf034465b7b-7c8a0809050c1 |
| Collection Development Guidelines (req ev) (appendix 2.E.1.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1CollectionDevelopmentGuidelines2018.pdf |

## 2.E.2. Planning, Feedback, and Constituencies

**Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.**

Resource planning for the library media center (LMC) is guided by the library advisory committee (LAC), statistical data, and feedback from the college community. The LAC, which is composed of librarians, the LMC dean, and faculty representatives from each academic division, meets quarterly. Librarians continually review the LMC collection and map resources to college programs, identifying gaps in the collection or areas needing improvement. Research databases are assessed for costs and use statistics according to a 3-year database review cycle (appendix 2.E.2.i) to ensure they are cost effective. Library instruction is assessed on a multi-year cycle, in collaboration with the faculty assessment coordinating team. LMC outreach efforts include library liaisons for each academic division; faculty workshops and online instructional materials; the Tech Hub, which serves students with library and technology-related questions; and the BC Reads! college-wide reading program.

The LMC conducts an annual student survey, usually during National Library Week each April. The spring 2017 edition of this survey showed that students are satisfied with the quality of LMC resources and services. Several significant changes have been made based on other results from the survey. The LMC has extended hours leading up to finals week; and now permits dry snacks and cell phone conversations. The Collaboratory, a workspace dedicated to student collaboration, illustrates how the LMC has responded and continues to respond to constituency feedback. Several focus groups and a survey concerning LMC spaces in fall 2015 led to the creation of the space. Later, in response to the spring 2017 student survey, approximately 20 outlets were added so that students can charge their devices.

The LMC regularly surveys faculty for input as it develops each year's planning goals. The faculty survey conducted in fall 2017 received 117 responses; 69 respondents identified as

full-time faculty and 47 as part-time faculty. Faculty were asked to evaluate LMC resources for their discipline and LMC support for faculty. LMC staff monitor BC's mix of delivery modalities to understand and meet the needs of instructors and students. For example, to better serve the 30 percent of BC's courses that are online and hybrid, the LMC offers faculty members Canvas modules on information literacy topics to import into their course sites. Librarians can add Canvas courses as well.

In 2016, the LMC adopted Alma/Primo, a robust library software that allows users to search for both print and electronic resources more easily. Also in 2016, the LMC adopted a patron-driven acquisition (PDA) model. With PDA, the LMC is able to offer more resources without incurring costs; records for items that the college community may wish to use are displayed in Alma/Primo, but only resources that are in fact accessed by users incur a cost. After the PDA program launched, the records for approximately 300 e-books became available; 42 of those titles were accessed and used by students, triggering their purchase.

### 2.E.2. Planning, Feedback, and Constituencies URLs

| | |
|---|---|
| Library Advisory Committee (LAC) (req ev) | https://bellevuec.sharepoint.com/sites/instruction/lmc/Shared%20Documents/Forms/AllItems.aspx?csf=1&e=R7GLTf&RootFolder=%2Fsites%2Finstruction%2Flmc%2FShared%20Documents%2FLibrary%20Advisory%20Committee&FolderCTID=0x012000C404E931A0E5F04295B1749C49724532 |
| Database Review Cycle (req ev) (appendix 2.E.2.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B6109C262-D57A-4BF3-AE3F-7BCE34DE606C%7D&file=2.E.2.DatabaseReviewCycle.docx&action=edit&mobileredirect=true |
| Spring 2017 Student Survey (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B9AAAD203-3F2A-4CE1-8C00-FDBCB-108D355%7D&file=2.E.2.StudentSurvey2017.docx&action=edit&mobileredirect=true |
| Fall 2017 Faculty Survey (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.02.FacultySurvey2017.docx?d=w5401b149d181402f9029bb71b89bd696 |
| WACTCLC Alma/Primo Agreement (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BCA462FD7-1C90-418D-AB23-4B97716158DE%7D&file=2.E.2.LMDCAlmaPrimoAgreement.docx&action=edit&mobileredirect=true |

### 2.E.3. Instruction and Support

**Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.**

The Library Media Center (LMC) provides instruction to both students and faculty in a variety of ways, including classroom visits; in-person consultations; online instruction; and the development of course- and subject-specific materials, tutorials, and videos. For all Bellevue College (BC) classes, the LMC offers instruction both face-to-face and online. Face-to-face options include short classroom visits, drop-in individualized instruction at the reference desk, and course-specific library instruction sessions upon request. Created in collaboration with faculty, these sessions range from an overview of the LMC collection to an in-depth look at a specific resource to a research process on a particular subject area. The LMC's Tech Hub serves students with library and technology-related questions; the Collaboratory is an open student workspace for collaboration and teamwork. For online instruction, librarians can be embedded in online courses. Students can also receive instruction through QuestionPoint, a national virtual reference service.

The LMC also offers individual consultations for faculty and conducts faculty workshops through the BC Faculty Commons and the eLearning department. Each academic division is supported by a library liaison who can partner with faculty to identify useful resources or answer questions. The LMC employs an undergraduate research librarian to support BC's 12 baccalaureate programs.

As 30 percent of BC courses are online and hybrid, LMC staff have created online tutorials, Canvas course modules on information literacy topics, and YouTube videos. Many of these resources have been integrated into the LMC's LibGuides, research guides organized by subject and class to enhance online courses. Canvas Commons, a digital repository of materials shared across the Washington State Board for Community and Technical Colleges system, enables all faculty to access LMC instructional materials and easily import them into their Canvas courses. All LMC instructional materials are systematically reviewed to ensure accessibility.

The Library Instruction Plan (appendix 2.E.3.i) guides all LMC instruction. Library instruction is assessed on a multi-year cycle, in coordination with the faculty assessment coordinating team. All LMC instruction sessions are assessed using the library instruction evaluation form. Instructors who request library instruction also have the opportunity to fill out the library instruction faculty feedback form.

**2.E.3. Instruction and Support URLs**

| | |
|---|---|
| Library Face-to-face Student Instruction Statistics 2014-18 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.3LibraryInstructionStatistics.docx?d=w332c434cbdb44bae9d7b1b693c642b1e |
| Reference Statistics 2014-17 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.3ReferenceStats2014-2017.xlsx?d=w10b52250112d4ee690a2f12f73e9eeca |
| Library Instruction | https://www.bellevuecollege.edu/lmc/faculty-resources/#library-liaisons |
| Library Liaisons | https://www.bellevuecollege.edu/lmc/faculty-resources/#library-liaisons |
| Library YouTube Channel | https://www.youtube.com/channel/UCMpjHTYAH5_5NjYSUfBEEyQ |
| LibGuides | http://bellevuecollege.libguides.com/ |
| Library Instruction Plan (req ev) (appendix 2.E.3.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B3477799B-B430-4890-992A-F50CACBE7910%7D&file=2.E.3LibraryInstructionPlan.docx&action=default&mobileredirect=true |
| Faculty Assessment Coordinating Team MyBC SharePoint Site | https://bellevuec.sharepoint.com/sites/instruction/FactSloa |
| Library Instruction Evaluation Form | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.3LibraryInstructionEvaluationForm.docx?d=w4f1af4e3731b46e6a6fb8ff0e2357404 |
| Library Instruction Faculty Feedback Form | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BDD131A5B-A328-445F-9A96-914A59899587%7D&file=2.E.3.FacultyFeedbackForm.docx&action=default&mobileredirect=true |

## 2.E.4. Evaluating Quality of Information

**The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.**

The BC Library Media Center (LMC) ensures and evaluates the quality and adequacy of its resources through its relationships with the college community and through the strategic use of cooperative agreements. Library staff respond to faculty needs with formally

established and continuing division liaisons and through the library advisory committee. In partnership with discipline faculty, librarians review and analyze the collections in their assigned disciplines and update the materials as needed. The collections development librarian tracks recommendations and organizes activities to review, pare, and update collections. Additionally, a librarian serves as an advisory member of the curriculum advisory committee to provide input on new courses and programs.

The LMC follows collection development guidelines (appendix 2.E.1.i). Databases are reviewed on a three-year cycle (appendix 2.E.2.i) and the entire print collection is reviewed over a seven-year period to ensure that collections appropriately support the curriculum. Cost and use of materials is measured during these review cycles. Twice a year, when periodical materials are due for renewal, librarians meet with circulation staff to review subscription costs and usage. Use of library resources and services, including use of media equipment and services, are tracked on a daily basis and data are compiled regularly for statistical reports. These reports guide decisions for collection development and appropriate staffing.

The security of online materials, in compliance with site license agreements, is maintained through stringent user authentication. The LMC's EZProxy software, in connection with the college's student management and personnel management systems, allows only active members of the college community to access online materials. The use of security gates protects the physical print and media collections. Regular shelf-reading ensures that materials are in their proper location. Yearly reports are generated to identify missing items, and the LMC then determines whether to purchase a replacement. The imposition of fines for overdue, lost, and damaged items helps defray costs. The LMC also has a video surveillance system installed in public areas to deter theft. Media equipment used by students in the digital media classes is stored and tracked using Alma/ Primo library software. Access to the media equipment vault is limited to ensure security. Data projectors and computers in classrooms are properly secured. When students borrow e-readers and computer laptops, they must sign a borrower's agreement and show proof of identification.

### 2.E.4. Evaluating Quality of Information URLs

| | |
|---|---|
| Library Liaisons (req ev) | https://www.bellevuecollege.edu/lmc/faculty-resources/#library-liaisons |
| Library Advisory Committee (req ev) | https://bellevuec.sharepoint.com/sites/instruction/lmc/Shared%20Documents/Forms/AllItems.aspx?Root-Folder=%2Fsites%2Finstruction%2Flmc%2FShared%20Documents%2FLibrary%20Advisory%20Committee&-FolderCTID=0x012000C404E931A0E5F04295B1749C497-24532 |
| Collection Development Guidelines (req ev) (appendix 2.E.1.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.1CollectionDevelopmentGuidelines2018.pdf |
| Database Review Cycle (req ev) (appendix 2.E.2.i) | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B6109C262-D57A-4BF3-AE3F-7BCE34DE606C%7D&file=2.E.DatabaseReviewCycle.docx&action=default&mobileredirect=true |
| Circulation Statistics 2012-17 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.E.CircStats2012-2017.xlsx?d=w05bdfcce30d34f64a62b82cad9093786 |
| Student Daily-use Laptop Guidelines | https://s.bellevuecollege.edu/wp/sites/35/2014/02/laptop_daily.pdf |

*On August 23, 2018, the Bellevue College community and local leaders celebrated the groundbreaking of the new Student Success Center slated for completion in early 2020.*

### 2.F.1. Financial Stability

**The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.**

Management of Bellevue College's financial resources—including financial planning, operating and capital budgets, reserves, investments, cash and debt, and transfers between funds—is delegated to the executive director of finance and auxiliary services. The finance office publishes the BC Operating Budget for the college overall and separate budgets for the Associated Student Government (ASG) Services & Activities Fee Budget, Auxiliary Services & Ancillary Budget, and Financial Aid Budget. The operating budget shows revenues comprised of state-allocated funds; tuition and fees; contracted learning; and local dedicated fees.

Over the past four years, the annual net contribution to the fund balance has decreased as a result of various factors. The operating budget shows revenue increasing modestly despite flat tuition rates and decreases in state enrollment (-3 percent in this period). However, increases in Running Start and international student enrollment have provided an overall revenue increase of four percent. At the same time, expenditures increased nearly 11 percent, primarily due to increased staffing levels and cost of living adjustments. As a result, the annual contribution to the fund balance has decreased by more than 50 percent. In FY 2017-18, the contribution was $5.5 million. The college projects that this amount will decrease to $2.7 million for FY 2018-19.

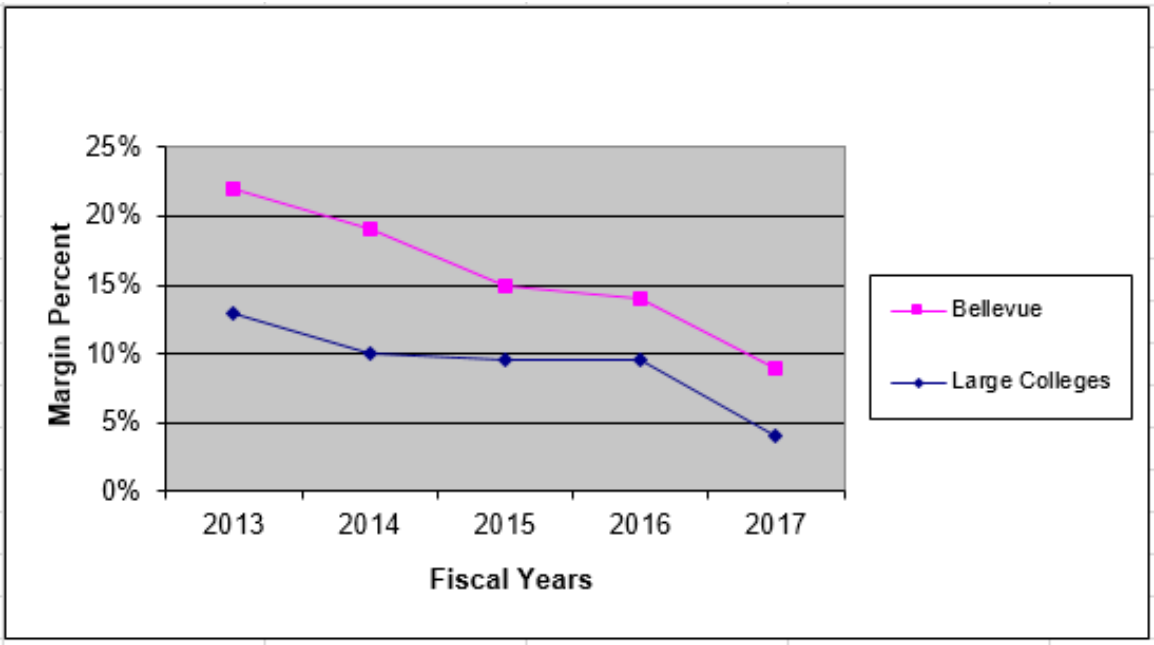
## Table 2.F.1.a. Operating Revenues and Expenses

| FISCAL YEAR | FY1415 | FY1516 | FY1617 | FY1718 | Budget Projections FY1819 |
|---|---|---|---|---|---|
| **Sources Operating Budget Funds** | | | | | |
| State Tuition | $ 22,689,432 | $ 22,224,071 | $ 23,647,503 | $ 24,172,716 | $ 24,477,287 |
| 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 |
| International(With ELI) | 11,307,030 | 12,236,456 | 11,631,120 | 11,883,134 | 10,447,629 |
| Running Start | 7,256,385 | 10,099,177 | 11,141,935 | 12,105,455 | 16,658,029 |
| BAS Self-Support | 1,597,908 | 2,211,300 | 2,348,010 | | |
| Other Student Fees & Grant Revenue | 17,791,743 | 15,621,435 | 15,724,211 | 15,157,279 | 15,873,676 |
| **Total Revenue** | $ 64,499,627 | $ 64,492,780 | $ 64,492,779 | $ 63,318,584 | $ 67,456,621 |
| Operating Appropriation | 28,534,635 | 33,288,569 | 34,404,080 | 35,153,879 | 35,904,014 |
| Capital Approp- for Operating | 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 |
| **Total Operating Budget Sources** | $ 96,912,184 | $ 101,179,365 | $ 101,424,549 | $ 100,793,763 | $ 105,665,453 |
| %Inc/Decr) Over Prior Year | | 4.4% | 0.2% | -1% | 5% |
| $ Inc/(Decr) Over Prior Year | | $ 4,267,181 | $ 245,184 | $ (630,786) | $ 4,871,689 |
| Uses Operating Budget Funds | | | | | |
| Full-Time Faculty | 11,375,118 | 12,189,831 | 13,167,284 | 13,851,117 | 14,914,466 |
| Part-Time Faculty | 14,075,585 | 15,353,464 | 15,941,325 | 16,225,000 | 16,870,441 |
| Faculty Contract Addition | | | | - | - |
| Cost of Stipends | 1,968,011 | 1,647,324 | 1,740,828 | 1,368,756 | 1,493,394 |
| Exempt Salaries | 12,616,961 | 13,205,587 | 13,939,754 | 13,795,743 | 14,582,991 |
| Classified Salaries | 8,569,475 | 9,345,411 | 9,628,142 | 10,345,211 | 11,624,279 |
| Vacancy Values | | | | | |
| Other Salaries | 3,173,380 | 3,067,211 | 3,201,973 | 3,289,007 | 3,354,787 |
| Benefits | 15,247,078 | 17,741,285 | 18,859,165 | 19,827,049 | 20,989,919 |
| Salary/Benefit Transfers | (26,296) | (27,318) | (225,095) | (570,435) | (597,245) |
| Goods & Services/ Personal Svcs | 13,131,878 | 12,466,383 | 12,953,080 | 11,103,385 | 13,727,313 |
| Student Services | 3,195,798 | 3,064,485 | 2,928,985 | 3,045,165 | 3,105,413 |
| Equipment, Furniture | 2,610,707 | 2,581,016 | 1,897,545 | 2,316,871 | 2,258,097 |
| Travel | 699,361 | 897,791 | 738,882 | 794,224 | 810,108 |
| Non Salary Transfers | 458,070 | 255,020 | (83,772) | (186,461) | (230,525) |
| Addl Exp > Prior One-Time Exp. | | | | | - |
| Other Expenses (New Bldgs) | $ (1,164,609) | (911,939) | (726,509) | - | |
| **Total Expenses** | $ 85,930,517 | $ 90,875,551 | $ 93,961,587 | $ 95,204,632 | $ 102,903,439 |
| Net (No Depreciation) | $ 10,981,667 | $ 10,303,814 | $ 7,462,962 | $ 5,589,131 | $ 2,762,014 |
| Operating Margin | 11% | 10% | 7% | 6% | 3% |
| Projected Local Capital Spending | | | | | $ 26,000,000 |
| Projected Debt Service (SSC) | | | | | |
| Proj. Net.minus local capital projections | | | | | $ (25,485,285) |
| Fund Bal/ Proj Fund Balance* | $ 113,168,437 | $ 118,162,365 | $ 114,259,717 | $ 110,041,341 | $ 84,556,056 |

*** Excludes net from auxiliary operations**

BC's declining fund balance follows the trend of other large State Board for Community and Technical Colleges (SBCTC) institutions facing similar conditions of flat tuition, declining enrollment, and escalating labor costs.

**Table 2.F.1.b Local Funds Operating Margin**




The declining net contribution trend, if unaddressed, would create a negative annual contribution within the next four years. BC has adopted the following initiatives to ensure the college's financial stability and sustainability: a new financial projection model to guide decision-making; increased budget discipline; and a new budget allocation process.

**Financial Projection Model.** A new financial projection model (appendix 2.F.1.i) to guide decision-making was developed at the end of FY 2017-18. The model uses historical data and more than 30 revenue and expense variables to project financial data over each of the next four years. The model identifies the potential impact of today's decisions on future revenues and expenses.

**Increased Budget Discipline.** BC has adjusted the process for hiring decisions to include cabinet-level approval for new positions and vacancy replacements. The approval process will include a discussion of alternate options to making a new hire. As of FY 2018-19, the college will institute mid-year budget reviews to identify areas of financial risk. Front line management training on Lean process improvement was completed in FY 2018-19. Managers are expected to demonstrate their efforts and results in reducing unproductive work, improving FTE employee efficiency, and reducing the need for additional hires. The budget for faculty salaries, which makes up 30 percent of the operating budget, will now be managed through each academic division. Academic deans will have greater responsibility for assignments and schedules to better align staffing decisions with budget accountability.

**Budget Allocation Process.** Over the next two years, the college will implement a new budget allocation process built on performance metrics that will allow the college to assign resources more efficiently. Metrics will center on several areas

including, employee FTE staffing-to-workload ratios over time; and per unit costs. This analysis will improve overall efficiency as well as allowing the college resources to scale up and down during periods of changing student enrollment.

The college anticipates that these measures can reverse the trend of decreased net contribution to the fund balance.

## Financial Reserves and Debt Management

Sound financial management in past years has led to today's total fund balance of $108 million as of the beginning of the current fiscal year. Of that, $20.6 million (19 percent) is currently unallocated.

### Table 2.F.1.c College Debt Inventory

| Initial Debt Amount | Date | Debt Purpose | Current Balance | Current Debt Service | | Funding Source | Retire Date |
|---|---|---|---|---|---|---|---|
| $ 16,120,000 | 05/28/03 | Parking Garage | $ 4,635,000 | $ 1,023,300 | * | Student Fees | 03/01/23 |
| $ 42,755,000 | 03/02/17 | Residence Hall | $ 42,755,000 | $ 3,400,375 | | Student Fees | 06/01/38 |
| $ 17,500,000 | 01/31/19 | Student Success Bldg | $ 17,500,000 | $ 1,394,300 | ** | Fund Balance | 01/31/39 |
| $ 76,375,000 | | | $ 64,890,000 | $ 5,817,975 | *** | | |

* Refianced 03/19/13
** Estimated
*** 6% of annual operating budget

Operating reserves of $31.7 million adequately protect the institution against unanticipated events, as well as providing operating margins as the institution tightens its fiscal management.

The Capital-Maint & Repairs fund of $12.1 million is underfunded and presents a risk to the institution's sustainability. In response, a long-term capital maintenance and repair plan is being developed. Beginning with FY 2018-19, fund balance interest income will support this fund with an estimated annual contribution of $750,000. This fund will supplement maintenance capital funding provided by the state. The $22 million unallocated reserve fund will be used to pay debt service on the new Student Success Building at $1.4 million per year, until annual operating fund balance contributions are restored to sufficient levels to sustain the annual payments.

BC manages its debt conservatively to ensure financial stability. BC's annual debt service, which is currently at six percent of annual operating budget, falls within the seven percent limit established by BC Policy 7120, Debt Service Limit.

**Table 2.F.1.d: Bellevue College Fund Balances**

| FY 2018-19 Opening Fund Balance | | | |
|---|---|---|---|
| $ | 22,798,924 | 21% | Unallocated Reserves |
| $ | 23,280,126 | 21% | Program Dedicated Funds & Balances |
| $ | 31,728,944 | 29% | Operating Reserves |
| $ | 12,134,009 | 11% | Capital Projects -Maint & Repair Fund |
| $ | 18,537,008 | 17% | Capital Projects - New Construction in progress |
| $ | 108,479,011 | 100% | Total Fund Balances |

BC has three significant recent or ongoing self-funded construction projects for which it has outstanding debt: the student parking garage, residence hall, and Student Success Building.

**Parking Garage:** Refinanced in 2013, the garage is financed entirely by student fees. It benefits student success by providing necessary, convenient parking. The debt will be paid in full in four years, and there is no impact on the college operating budget.

**Residence Hall:** A $50 million project, this facility opened September 2018, expanding BC's capacity to support student success through convenient and affordable housing. This self-funded project—15 percent in cash from the fund balance; 85 percent in debt amortized over 20 years—will be re-paid by student resident rent. Residence hall construction delays pushed the opening past the start of the fall quarter. Consequently, the initial occupancy rate of 70 percent fell below the projected breakeven point of 95 percent. The college addressed the shortfall through a reduction in start-up expenses: 1) program staff hiring is linked to occupancy levels; and 2) the debt structure delayed payment on the principal until year two. In addition to these steps, the college modeled a scenario in which breakeven occupancy would take four additional years, with a potential loss of $2 million. That amount has been encumbered in the operating reserve balance to limit institutional risk. When student housing achieves its breakeven point, the fund balance reserve will be reduced to 15 percent of program budget, which is the standard for auxiliary self-support programs.

**Student Success Building:** In 2019, the college will add $17.5 million in debt for a new building, now under construction, which will house student support services. The $35 million project will expand BC's capacity to deliver student success and is self-funded, with 50 percent in cash from the fund balance and the remaining 50 percent in debt, amortized over the next 20 years.

To manage its long-term fiscal stability, BC maintains policies to ensure adequate financial reserves: BC Policy 7100, Appropriate Investment of District Funds; and BC Policy 7110, Reserve and Contingency Fund.

### 2.F.1. Financial Stability URLs

| | |
|---|---|
| BC Operating Budget, 2018-2019 (req ev) | https://bellevuec.sharepoint.com/sites/adminservices/budgetofc/Shared%20Documents/18-19%20Budget%20Book-FINAL%20-%20Read.pdf?csf=1&e=JUkrHr |
| Financial Projection Model (req ev) (appendix 2.F.1.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.BCProjectionModel2018-19.pdf |
| BC Policy 7120 Debt Service Limit (req ev) | https://www.bellevuecollege.edu/policies/id-7120/ |
| BC Policy 7100 Investment of District funds (req ev) | https://www.bellevuecollege.edu/policies/id-7100/ |
| BC Policy 7110 Reserve and Contingency Fund (req ev) | https://www.bellevuecollege.edu/policies/id-7110/ |

## 2.F.2. Resource Planning

**Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.**

Bellevue College (BC) receives a state fund allocation administered by the State Board for Community and Technical Colleges (SBCTC). Because of the allocation formula, colleges in the system receive varying levels of resources per student FTE. BC's per eligible student FTE allocation is $4,490, one of the lowest in the state. Consequently, BC has had to leverage resources and diversify funding sources. The college has sustained and expanded its services, with local operating funds derived from student tuition; local fees from international, Running Start, and continuing education students; local funds from enrollment in excess of the state allocation; and receipts from auxiliary services, grants, and contracts. Specific details can be found in the BC Operating Budget. Decision-making guidance for resource planning and development is found in College Governance, BC Procedure 1210P, and College Planning, BC Policy 1300.

In the past, planning council, convened by the vice president of administrative services, reviewed one-time budget requests and provided recommendations to the college president. Currently, the college is using a collaborative budget development process—including development of annual planning assumptions and priorities, discussions with stakeholders, solicitation of funding requests, all-college forums, and the announcement of a draft budget. Information from these efforts are considered at president's cabinet, which advises the president on budget decisions. The president forwards a balanced budget proposal to the board of trustees, which considers it for adoption at its June meeting. In every case, the college's mission and core themes inform resource planning decision and all constituencies are engaged

The introduction of a new governance system in spring 2016 has driven the need for a new process, now under development. For AY 2017-2018, President Weber tasked the resources

and planning council to develop a new budget process (appendix 2.F.2.i). The plan is being piloted in AY 2018-2019 and will roll out during the next few years. The budgeting process will continue to engage the college community and link to college mission and core themes, now supported by a pre-determined rubric. It adds a more defined schedule, alignment with metrics to assess the effectiveness of allocations, and incorporates variance analysis. Budget authority training and informational meetings at the beginning of the annual process will improve college-wide understanding of resource allocation. A new entity, the budget review committee (BRC), will be formed to replace and expand the scope of the work previously assigned to the planning council. The BRC, whose membership will be drawn from the resources and planning council, will collaborate with president's cabinet to formulate a budget for board of trustee approval.

Because state allocations have not kept pace with rising costs, maintaining enrollment numbers through strategic enrollment management has become critical. Strategies for attracting and retaining students include revising admission policies, streamlining registration, granting financial aid awards, and marketing to potential students. The office of effectiveness and strategic planning provides enrollment data and analysis so that academic and student affairs can manage class offerings and staffing with greater efficiency.

In addition to state allocations and tuition, BC derives revenue from auxiliary services, fees, grants and contracts, and philanthropy. Auxiliary services—such as the bookstore, food services, Early Learning Center, facility rentals, and parking services—are expected to cover all of their operational costs. Course and lab fees help to recover costs associated with in-class instruction for a class or program. Revenue from grants and contracts has become a key contributor to the college's fiscal health. Grants and contracts revenue for FY 2017-2018 is expected to surpass $25 million (out of a total operating budget of approximately $100 million), most of it from Running Start and international students. The grants office supports grant development across the college, ensuring alignment with college priorities and responsible management. The vice president of economic and workforce development manages Perkins, BFET (Basic Food Employment & Training), and WFDA (WorkFirst Delivery Agreement) grants.

### 2.F.2. Resource Planning URLs

| | |
|---|---|
| BC Operating Budget, 2018-2019 (req ev) | https://bellevuec.sharepoint.com/sites/adminservices/budgetofc/Shared%20Documents/18-19%20Budget%20Book-FINAL%20-%20Read.pdf?csf=1&e=-JUkrHr |
| BC Procedures 1210P College Governance (req ev) | https://www.bellevuecollege.edu/policies/id-1210p/ |
| BC Policy 1300 College Planning (req ev) | https://www.bellevuecollege.edu/policies/id-1300/ |
| Resources and Planning Council | http://bellevuecollegewa.iqm2.com/Citizens/Board/1014-Resources-and-Planning-Council |
| Resources and Planning Council Budget Process Proposal (req ev) (appendix 2.F.02.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/RPC_Budget_Process_PPT_for_cabinet_July_2018.pptx |

## 2.F.3. Financial Policies

**The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.**

Bellevue College (BC) uses an accounting model common to institutions participating in the Washington State Board for Community and Technical Colleges system. The college's financial practices are dictated by the State Administrative & Accounting Manual, which defines policies, guidelines, and processes for financial planning and budget development. The Washington State Auditor's Office (SAO) annually evaluates BC's financial operations as part of its overall assessment of the system, as well as the financial statements. The SAO's report is included in the BC annual financial report. In April 2018, the SAO also performed a CAFR audit (appendix 2.F.3.i) which assessed the college's adherence to state policies from AY 2013 to the present. The BC Finance Office regularly reviews internal controls and compliance with BC policies and procedures.

The BC Board of Trustees delegates responsibility for financial operations to the college president through BC Policy 1100, Delegation of Authority to President. As part of BC's commitment to broad-based participation in college decision-making, BC Governance may send advisory recommendations to the college president on topics including financial and budgetary matters, as described in 1210P, College Governance (procedures). College policies that address financial planning and budget development include BC Policy 7100, Investment of District Funds; BC Policy 7110, Reserve and Contingency Fund; and BC Policy 7120, Debt Service Limit.

The budget development process at BC includes opportunities for all constituencies to make budget requests and provide input. During AY 2018-2019, a new budget allocation model is being piloted to improve this process and engage college stakeholders more fully (described in 2.F.2). In addition to this initiative, BC regularly seeks input on the work of the finance office. The BC Services Survey, first administered in fall 2017 and re-administered in fall 2018, asked faculty and staff to assess the finance office concerning staff expertise, clarity of processes and procedures, invoice payment, and overall quality of service.

### 2.F.3. Financial Policies URLs

| | |
|---|---|
| 2017 Annual Financial Report | https://s.bellevuecollege.edu/wp/sites/169/2018/04/BC-2017-Annual-Financial-Report.pdf |
| SAO CAFR Audit (appendix 2.F.3.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSeven-Files/2.F.BCCAFRAuditReview112118.pdf |
| BC Policy 1100 Delegation of Authority to President | https://www.bellevuecollege.edu/policies/id-1100/ |
| BC Procedures 1210P College Governance | https://www.bellevuecollege.edu/policies/id-1210p/ |

**2.F.3. Financial Policies URLs** *continued*

| | |
|---|---|
| BC Policy 7100 Investment of District Funds (req ev) | http://www.bellevuecollege.edu/policies/id-7100/ |
| BC Policy 7110 Reserve and Contingency Fund Policy (req ev) | http://www.bellevuecollege.edu/policies/id-7110/ |
| BC Policy 7120 Debt Service Limit Policy (req ev) | http://www.bellevuecollege.edu/policies/id-7120/ |

## 2.F.4. Accounting

**The institution ensures timely and accurate financial information through its use of an accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.**

Bellevue College (BC) accounting processes are administered using accounting policies and procedures established by the Washington State Office of Financial Management. Both the Comprehensive Annual Financial Report (CAFR) audit (appendix 2.F.3.i) and college financial statement audit confirm that the statewide consolidated financial statement and the college's financial statements are in compliance with generally accepted accounting principles for governmental entities. State accounting guidelines are also provided by the State Board for Community and Technical Colleges (SBCTC) in its Fiscal Affairs Manual. BC finance staff collaborate in revising and maintaining the Fiscal Affairs Manual and participate in training provided by SBCTC.

Accurate accounting is facilitated by specialized software developed for and used by institutions within the SBCTC system. This integrated financial management system offers customized local reports, which can alert fiscal services staff to accounting errors. Additionally, the SBCTC issues monthly reports which help college staff identify and rectify errors promptly.

BC policies, internal controls, staffing, and established protocols ensure that daily transactions comply with state and college policies, and that potential fraud and material mistakes are detected early. Such protocols include redundancies and built-in checks and balances. Finance office staff also work to generate timely and accurate financial information for external reporting and for college staff with budget responsibility. Budget authorities have access to real-time budget results through financial management system (FMS-Query).

**2.F.4. Accounting URLs**

| | |
|---|---|
| SAO CAFR Audit (appendix 2.F.3.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.BCCAFRAuditReview112118.pdf |
| SBCTC Fiscal Affairs Manual | https://fam.sbctc.edu/ |

## 2.F.5. Capital Budgets Reflect Mission

**Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.**

Major capital projects are carefully considered as part of Bellevue College's (BC) master planning process, which has a 30-year horizon. During the biennial application for state funding major projects are also reviewed both internally and externally as part of the rigorous submission process facilitated by the State Board for Community and Technical Colleges (SBCTC). SBCTC also conducts a facility condition survey every two years. Analysis of the resulting data informs college and SBCTC decisions about significant investments in renovations, replacement, and repairs.

Capital projects, which must be tied to the college's mission and core themes, are submitted by members of the college community. Projects are scrutinized for value to the institution and total cost of ownership, with consideration of viable alternatives. These requests are evaluated by the resource and planning council and president's cabinet. Under the current budgeting process, a capital budget is then included in a college budget proposal submitted to the board of trustees. Minor repairs, small capital improvements, and a preventive maintenance schedule are monitored by the vice president of administrative services and staff.

BC Policy 7120, Debt Service Limit, restricts annual debt service to no more than seven percent of the operating budget. This policy follows the state's Article 6, RCW 28B.40.140, specifying the procedures of the Office of the State Treasurer on capital debt issuance. Capital debt is reviewed by the board of trustees. A capital budget is maintained in the finance office. All new debt acquisitions require approval by the board of trustees, BC's president, and the SBCTC prior to the Office of the State Treasurer bond issuance.

The finance office maintains debt service schedules (appendix 2.F.5.i) for the remaining term of any debt outstanding and reviews them annually. The vice president of administrative services and the executive director of finance and auxiliary services monitor debt service and the schedule of obligations that extend over the life of the bonds.

**2.F.5. Capital Budgets Reflect Mission URLs**

| | |
|---|---|
| BC Policy 7120 Debt Service Limit (req ev) | https://www.bellevuecollege.edu/policies/id-7120/ |
| 2017-2019 Capital Budget (req ev) | https://bellevuec.sharepoint.com/sites/adminservices/budgetofc/Shared%20Documents/Capital%20budget%202017-19.pdf?csf=1&e=OOx4VN |
| Debt Service Schedules (appendix 2.F.5.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.BCDebtServiceSchedules.pdf |

## 2.F.6. Auxiliary Operations

**The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.**

Bellevue College auxiliary enterprises do not require funding beyond their revenues to balance their budgets, and the college is not dependent on these services to balance its general budget. Auxiliary services—BC Bookstore, food services, events and catering, facility rentals, housing, the Early Learning Center, print services, and parking services—are budgeted and monitored on the same basis as state-funded operations. Budgets are prepared as part of the annual budget process. Auxiliary directors, along with the executive director of finance review market trends, potential payroll increases and opportunities to increase prices. Final budgets are approved by the BC Board of Trustees along with the state-funded operations and included in the operating budget, which is available on the budget office's MyBC SharePoint page. Overhead is charged appropriately by the college for operations and facilities. While auxiliary services are expected to be financially self-supporting, an enterprise may, on occasion, fail to earn revenues sufficient to cover its costs. If an auxiliary service continually demonstrates an inability to meet operating expenses, administrative services staff could review the operation and make a recommendation for continued institutional support.

BC's finance office follows the guidance of the State Board of Community and Technical College's Fiscal Affairs Manual regarding enterprise funds. BC Policy 7100, Investment of District Funds; and BC Policy 7110, Reserve and Contingency Fund Policy, governs auxiliary funds and the college's operating reserve.

### 2.F.6. Auxiliary Operations URLs

| | |
|---|---|
| BC Operating Budget, 2018-2019 (req ev) | https://bellevuec.sharepoint.com/sites/admin-services/budgetofc/Shared Documents/18-19 Budget Book-FINAL - Read.pdf?csf=1&e=-JUkrHr. |
| SBCTC Fiscal Affairs Manual | https://fam.sbctc.edu/ |
| BC Policy 7100 Investment of District Funds (req ev) | https://www.bellevuecollege.edu/policies/id-7100/ |
| BC Policy 7110 Reserve and Contingency Fund (req ev) | https://www.bellevuecollege.edu/policies/id-7110/ |

## 2.F.7. External Audit

**For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from audit, including findings and management letter recommendations, are considered annually in a timely, appropriate, and comprehensive manner by the administration and the governing board.**

Due to changes in external compliance requirements, the Office of the Washington State Auditor (SAO) now conducts regular audits of financial statements and accountability for public resources. The annual audit for financial statements for Bellevue College (BC) was most recently completed in January 2018 for the fiscal year ending June 30, 2017. In spring 2018, the college's most recent four-year cycle audit for accountability for public resources was completed.

The 2017 annual financial report is posted in the public disclosure section of BC's public-facing website. The SAO has reviewed both the financial statement audit results and the Comprehensive Annual Financial Report (CAFR) audit results (appendix 2.F.3.i) with college management, resulting in an exit conference document (appendix 2.F.7.i) describing its work and exit recommendations for management consideration (appendix 2.F.7.ii). Work is continuing to address these recommendations.

Several federal, state, and private grants require program audits by their granting organizations at various times. Annually the State Board of Community and Technical Colleges provides performance and compliance reviews for programs it oversees.

BC follows the Washington Office of Financial Management guidelines for internal control and safeguarding assets. The guidelines require an annual assessment to identify areas of concern or potential risk. Internal audits are conducted by an internal control accountant. BC participates in a regular external audit operations review, performed by qualified personnel from the SAO.

The Bellevue College Foundation, a separate 501(c)(3) organization, conducts an annual independent audit, which it shares with the college. The foundation's audit is performed by a local CPA firm with experience auditing non-profit organizations. The foundation has received an unqualified audit report on its financial statements, most recently in 2018.

**2.F.7. External Audit URLs**

| | |
|---|---|
| 2017 Annual Financial Report (req ev) | https://s.bellevuecollege.edu/wp/sites/169/2018/04/BC-2017-Annual-Financial-Report.pdf |
| SAO CAFR Audit (req ev) (appendix 2.F.3.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.BCCAFRAuditReview112118.pdf |
| Office of the Washington State Auditor Exit Conference Document (req ev) (appendix 2.F.7.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.07.WAStateAuditorExitConference2017.pdf |
| Office of the Washington State Auditor Exit Recommendations for Management (req ev) (appendix 2.F.7.ii) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.F.07.WAStateAuditorExitRecommendations2017.pdf |

## 2.F.8. Ethics of Fundraising

**All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.**

Bellevue College (BC) has a formal relationship with the BC Foundation (BCF), its not-for-profit 501(C)(3) support organization, regarding all of its fundraising activities. This relationship is governed by a memorandum of understanding (appendix 2.F.8.i) describing the BCF's purpose and goals and defining how it supports the college's vision, mission, and core themes. The relationship between BC and BCF is further governed by BC Policy 1700, College-Foundation Relationship Regarding Donations and Fund-Raising, and the associated procedures 1700P. This policy and procedure clarify college and state rules concerning the collection and deposit of revenue by BC or BCF through donations, fundraising, and gift-giving. Foundation materials accurately and appropriately communicate the organization's mission and operations.

BCF complies with all governmental requirements and follows standard not-for-profit organization procedures. The foundation maintains its 501(c)(3) status by annually filing

IRS Form 990 as well as a license for charitable solicitation with Washington State. The foundation's bylaws are regularly reviewed and updated, and it operates according to the recommended Code of Ethical Standards adopted by the Association for Fundraising Professionals. The BCF Board of Directors commissions an annual audit performed by an external firm of licensed certified public accountants. This audit ensures regulatory, professional, and ethical compliance, including accurate reporting of revenues generated, distributed, and awarded. As a separate legal entity, the foundation's board of directors are separate from college trustees.

Fundraising activities of BCF closely align with the mission of the college overall. The college's president and the vice president of institutional advancement serve as ex officio members of the BCF Board of Directors, ensuring that fundraising efforts advance the college's mission, strategic direction, and current objectives. BCF honors its donors' intentions for contributed funds and obtains donor consent before altering their distribution. Donors receive accurate information about the value and tax implications of their contributions. The foundation actively works to protect privileged information relating to donor relationships: it does not disclose privileged or confidential information to unauthorized parties and does not sell, rent, or exchange donor lists with other organizations.

BC student organizations can fundraise on campus from students and from other members of the college community with approval from the student programs office. Students can find information and guidelines for fundraising on the student programs webpage.

### 2.F.8. Ethics of Fundraising URLs

| | |
|---|---|
| BC Foundation MOU (req ev) (appendix 2.F.8.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/FoundationMOUwithBellevueCollege060705.pdf |
| BC Policy 1700 College-Foundation Relationship Regarding Donations and Fund-Raising | https://www.bellevuecollege.edu/policies/id-1700/ |
| BC Procedures 1700P College-Foundation Relationship Regarding Donations and Fund-Raising | https://www.bellevuecollege.edu/policies/id-1700p/ |
| BC Foundation Bylaws | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCF-BylawsAmended20150923(signed).pdf |
| BC Foundation Board of Directors | https://www.bellevuecollege.edu/foundation/who-we-are/board/ |
| BC Student Programs Fundraising Information and Guidelines | https://www.bellevuecollege.edu/activities/home/fundraiser/ |

*A faculty member supervises students during an experiment in the S Building, which houses BC's life sciences and chemistry programs as well as classes in chemistry, biology, microbiology, oceanography and marine biology.*

### 2.G.1. Physical Facilities

**Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.**

Bellevue College (BC) operates and maintains physical facilities that serve the needs of the institution's educational programs, support services, and other mission-related activities. Qualified staff members are charged with the responsibility of planning, constructing, renovating, and maintaining the college's physical facilities. Goals and objectives for the physical campus are developed through a comprehensive planning process and articulated in the BC Campus Master Plan. This plan spans a 30-year horizon, but also outlines near-term plans that include the construction of a $35 million student services building (70,000 square feet) currently in progress.

Physical plant operations, which reports to administrative services, provides a clean, safe, and attractive environment for all members of the college community. In recent years, the college has increased focus on sustainable development and has adopted principles of sustainability as part of building objectives. Physical facilities are maintained, inspected, and evaluated regularly by in-house employees, contracted services, and professional consultants. A budget of approximately two percent of the replacement value of the physical plant is set aside annually to be spent on facilities renewal. Approximately 20 percent of that budget is spent on ongoing improvements to roads, parking, roofs, plumbing, and other infrastructure.

Physical plant operations staff coordinate regular operations, such as administrative support, carpentry, electrical maintenance, plumbing, keys, and locks. Custodial and grounds services are also in-house. Pest control, waste removal activities, specialized landscaping, large scale painting, carpet installation, and major renovations are contracted out. Consultants are also regularly utilized for architectural, engineering, and construction-related matters.

Routine maintenance handled on a case-by-case basis. Preventive maintenance is undertaken to extend the life expectancy of the college's infrastructure. Maintenance is also scheduled based additional categories: hours of use, mileage, or periodicity; and emergency responses. Repairs and upkeep are completed by BC staff and outside contractors as appropriate. Physical plant operations tracks maintenance items using Tableau software. Tasks are prioritized according to the demands of safety, program and services functionality, and budgeting. The electrical and mechanical infrastructure maintenance list is an example of the data used to plan physical plant operations work.

#### 2.G.1. Physical Facilities URLs

| | |
|---|---|
| BC Campus Master Plan 2017 (req ev) | https://s.bellevuecollege.edu/wp/sites/224/2016/10/BCMP-2017-Digital-Report.pdf |
| Electrical and Mechanical Infrastructure Maintenance List (example) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.1.DatabaseMaintenanceExample.pdf |

### 2.G.2. Manage Hazardous Materials

**The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.**

The vice president of administrative services is responsible for safety and environmental compliance. The maintenance manager is responsible for hazardous waste safety, including U.S. Occupational Safety and Health Administration (OSHA) compliance. Safe handling and disposal of chemicals is the responsibility of the science division at Bellevue College (BC), which 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 (appendix 2.G.2.i) are distributed among the science division laboratory manager, individual lab technicians, and faculty. The nuclear medicine technology department has a designated radiation safety officer. The safety committee, convened by the director of public safety, meets monthly. Its purpose is "to work toward a safe and healthful environment at the college for all faculty, staff, students, and visitors; and to oversee health and safety issues for the campus."

The science division maintains a binder for all generated waste, which is removed by Clean Harbors Environmental Services (appendix 2.G.2.ii). The science division keeps a yearly report. The health science division uses Stericycle to dispose of sharps. Other potentially hazardous waste is recycled and disposed of by American e-Cycling. The nuclear medicine technology department creates radioactive waste which is disposed of following their radioactive waste disposal procedures (appendix 2.G.2.iii) and in accordance with industry standards. Room T206, the nuclear medicine hot lab (appendix 2.G.2.iv), is the main location for radioactive materials use at BC. The hot lab has its own emergency procedures and follows college rules for safe handling of radioactive materials (appendix 2.G.2.v); safety information (appendix 2.G.2.vi) concerning the hot lab is disseminated to ancillary personnel.

The college's trade personnel hold monthly safety meetings, which may include hazardous waste disposal. If an incident occurs, the employee or employees involved immediately complete an accident or injury report, which is submitted to public safety and is routed to human resources. Human resources reports employee injuries to the Washington State Department of Labor and Industries. The college includes hazardous waste in 6000P, Emergency (procedures).

Physical plant operations provides extensive safety training, including training under OSHA guidelines. Each year, employees receive three to four hours of OSHA general industry training. Training addresses relevant job skills based on departmental need. Topics covered include hazardous materials, bloodborne pathogens, and general safety, and includes regulatory compliance training for universal waste, and for spill prevention, control, and countermeasures.

### 2.G.2. Manage Hazardous Materials URLs

| | |
|---|---|
| Bellevue College Chemical Hygiene Plan and Laboratory Safety Guidelines (req ev) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/ChemicalHygienePlanLaboratorySafetyGuidelines.docx?d=w9aca864aa9f94b9cbf1fae470912a1b3 |
| Science Division Chemical Hygiene Roles and Responsibilities (req ev) (appendix 2.G.2.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.02.ChemicalHandlingFall2018.docx?d=wdea27886e0d24bde8b381ef016f9423b |
| Clean Harbors Environmental Services, Inc. Uniform Hazardous Waste Manifest 2017 (req ev) (appendix 2.G.2.ii) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/UniformHazardousWasteManifest101017.pdf |
| Stericycle | https://www.stericycle.com/ |
| American e-Cycling | http://americanecycling.com |
| Radioactive Waste Disposal Procedures (req ev) (appendix 2.G.2.iii) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.02.RadioactiveWasteDisposalProcedures.docx?d=w5b6bd847ac7f40b89807150c3f6e9399 |
| Nuclear Medicine Technology Department Lab T206 (req ev) (appendix 2.G.2.iv) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.02T206HotLabOverview.docx?d=wb16539ebc34840b1a03486fc01cdf734 |
| BC Rules for Safe Handling of Radioactive Materials (req ev) (appendix 2.G.2.v) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.02.General.Laboratory.Rules.docx?d=wa00967fbcc8245b7b5b24dde1c7ad650 |

**2.G.2. Manage Hazardous Materials URLs** *continued*

| | |
|---|---|
| Nuclear Medicine Technology Department Lab T206 Safety Instructions for Ancillary Personnel (req ev) (appendix 2.G.2.vi) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/2.G.02.RadioactiveSafety-InstructionstoAncillaryPersonnel.docx?d=wa74b9f692dd7435f91bdd3c3058378ff |
| Employee Accident/injury Report | https://bellevuec.sharepoint.com/:w:/r/sites/adminservices/formslibrary/_layouts/15/Doc.aspx?sourcedoc=%7B88244A3D-BAD5-4A2C-BF9F-BFBE0C3D7AD3%7D&file=Employee%20Accident%20or%20Injury%20Report.docx&action=default&mobileredirect=true |
| BC Procedures 6000P Emergency Procedures (req ev) | https://www.bellevuecollege.edu/policies/id-6000p/ |

## 2.G.3. Facilities Master Plan

**The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.**

Washington's State Board for Community and Technical Colleges requires each member institution to submit a master plan that addresses long-term building and planning needs. The Bellevue College Campus Master Plan was most recently updated in 2017. The previous plan was completed in 2008 and updated in 2011.

The campus master plan supports the college mission and strategic plan; establishes a connection to the surrounding community; plans for flexibility; and emphasizes sustainable, healthy, and nurturing space. The campus master plan reflects the college's values with an emphasis on accessibility, safety, and environmental sustainability. It also identifies long-term space needs and defines how the college will meet those needs with appropriate facilities. The college consults the campus master plan each time a new building or a major renovation is proposed to ensure compliance with the plan and goals for college facilities.

**2.G.3. Facilities Master Plan URLs**

| | |
|---|---|
| BC Campus Master Plan 2017 (req ev) | https://s.bellevuecollege.edu/wp/sites/224/2016/10/BCMP-2017-Digital-Report.pdf |

## 2.G.4. Equipment

**Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.**

Academic and non-academic departments assume primary responsibility for ensuring equipment meets the needs of programs, students, and employees. Equipment upgrades and replacements are considered and prioritized during the annual budget process. Equipment requirements are incorporated into facilities construction projects, new program development, and new employee positions. Currently, administrative services (AS) considers equipment needs on an annual basis and through departmental requests. AS plans to develop a more robust planning structure for equipment evaluation and renewal as part of the new budgeting process. The plan will include a furniture audit, replacement schedule, and cost estimates. Maintenance, custodial, and grounds equipment is also being documented with replacement dates, equipment locations, and estimated costs.

The college's technology infrastructure is monitored, maintained, and upgraded by information technology services (ITS) on an ongoing basis. This infrastructure includes the platforms for delivering instruction at a distance as well as classroom equipment, software, and network connections. In selected cases, instructional programs requiring specific equipment needs charge direct fees to students. The Information Technology Services Technology Plan (appendix 2.G.4.i), developed by ITS with input from its constituencies, guides technology infrastructure initiatives. ITS maintains replacement schedules for employee and student computers.

The Infrastructure Council of Bellevue College Governance (BCG) considers physical and technology infrastructure needs and provides recommendations to the college president on these topics. Their work facilitates communication between AS, ITS, and the college community.

### 2.G.4. Equipment URLs

| | |
|---|---|
| Information Technology Services Technology Plan (req ev) (appendix 2.G.4.i) | https://s.bellevuecollege.edu/wp/sites/185/2014/03/BC-ITS-Tech-Plan-FINAL.pdf |
| Bellevue College Capital Replacement Program (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7B77E29F6D-3F05-40D7-B239-933614E7D7D5%7D&file=ITS%20Capital%20Replacement%20Program%20(CRP)%20Description%206%2020%202018.docx&action=default&mobileredirect=true |

**2.G.4. Equipment URLs** *continued*

| | |
|---|---|
| Student-used Computers Replacement Schedule (req ev) | https://bellevuec.sharepoint.com/:x:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7Bce26ec85-bd9d-49e2-a750-77a07683d5b9%7D&action=default&uid=%7BCE26EC85-BD9D-49E2-A750-77A07683D5B9%7D&ListItemId=25&ListId=%7BB784FA42-2643-4C00-AFA6-1E7C2C9B1225%7D&odsp=1&env=prod |
| Infrastructure Council | https://bellevuec.sharepoint.com/sites/governance/Pages/InfrastructureCouncil.aspx |

## 2.G.5. Technology Systems

**Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.**

Bellevue College's (BC) technology systems and infrastructure, overseen by information technology services (ITS), are integral to the college's mission. Students have access to more than 1,700 computers located across two campuses, in classrooms, residence halls, and service areas such as the library media center (LMC) and in 58 computer labs, including the writing, reading, and math labs. The largest of these, the Open Lab, is equipped with more than 100 computers. These facilities, along with a wireless network that students can access with their own devices, provide internet connectivity. Students have access to college computers seven days a week with extended hours during finals week. Computer labs and the college's classrooms are designed and equipped with faculty and staff input.

Currently, more than 1,500 computers are assigned to college employees, including all full-time employees. In accordance with Article 7.7.1 of the 2017-20 Bellevue College Association of Higher Education (BCAHE) collective bargaining agreement, the college provides email and network access for all faculty. Additionally, the college has committed to work collaboratively with individual faculty and programs to meet specialized software and computing needs, as stated in Article 7.7.2. Part-time faculty members have access to computer workstations in division offices or part-time faculty offices.

Between 2016 and 2018, ITS implemented state-of-the-art technology for college business and academic functions, including Office 365, a cloud-based suite of apps, email, and file storage; a new security firewall to prevent unauthorized systems access; and a high-capacity storage area network for virtual and hardware servers. The college has also doubled its wireless access capacity. These technology upgrades ensure that electronic academic, work, and communications tools are available to students, staff, and faculty at any time from any location.

BC addresses its obligations under state and federal law to provide reasonable accommodation to employees and persons with disabilities by procuring, maintaining, and developing accessible information technology, guided by Washington State Office of the Chief Information Officer Policy 188 and BC Policy 5110, Technology Accessibility. All campus computer labs meet Americans with Disabilities Act and Section 508 accessibility requirements, with additional accessible workstations available in the Open Lab and the LMC. ITS reviews enterprise software for accessibility and all vendors and service providers must provide proof of their compliance with Section 508 federal guidelines through the vendor/publisher accessibility roadmap.

### 2.G.5. Technology Systems URLs

| | |
|---|---|
| BCAHE 2017-20 Faculty Contract | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEFacultyContract2017-2020.pdf |
| Washington State Office of the Chief Information Officer Policy 188 | https://ocio.wa.gov/policy/accessibility |
| BC Policy 5110 Technology Accessibility | https://www.bellevuecollege.edu/policies/id-5110/ |
| Accessibility Review Summary | https://bellevuec.sharepoint.com/:x:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7Bfe295161-a847-44a1-8a53-116655252f9e%7D&action=default&uid=%7BFE295161-A847-44A1-8A53-116655252F9E%7D&ListItemId=17&ListId=%7BB784FA42-2643-4C00-AFA6-1E7C2C9B1225%7D&odsp=1&env=prod |
| Vendor/publisher Accessibility Roadmap | https://bellevuec.sharepoint.com/:w:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7BEA6C-DE76-2C7B-4B78-9334-E005FB1CB7ED%7D&file=Vendor-Publisher%20Accessibility%20Roadmap%20-%20Bellevue%20College.docx&action=default&mobileredirect=true |

## 2.G.6. Technology Instruction

**The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Information technology services (ITS) provides technical support and training for faculty, staff, and students through the ITS Service Desk and training team. Support is available by phone, online chat, email, or in person; on average 1,000 tickets are filed and resolved each month. The ticketing system records customer support tickets for technology problems and requests for new equipment and software. ITS reviews ticket data monthly to determine the training and support needs of faculty, staff, and students; and ITS staff members meet as needed with other areas of the college about training.

ITS conducts a variety of workshops and trainings using online, seminar, and hands-on formats. Regular workshop topics include commonly used software and web-based applications such as SharePoint, Office 365, OneDrive, Outlook, and WordPress—the BC website platform. Some of these trainings are scheduled for professional development days. ITS takes information security seriously, offering regular training on the subject and holding an annual security awareness training to comply with Payment Card Industry requirements. Additional training is available through subscription services such as Lynda.com, which specializes in technical instruction for employees and also supports classes. Technology tutorials and other educational resources are available in the knowledge base system maintained by the ITS Service Desk. The eLearning department offers trainings on Canvas, BC's learning management system, and other distance education topics to both students and faculty.

Substantial planning is underway to advance training at BC, including technology training. ITS has drafted a training plan (appendix 2.G.6.i). Human resources has established a training and development advisory committee to provide guidance on selecting and scheduling professional development opportunities for college employees and to better align current offerings with the college calendar. This committee is comprised of representatives from administrative services; the office of equity and pluralism; ITS; academic affairs; eLearning; the office of effectiveness and strategic planning; workforce education; student affairs; human resources; and the president's office. A new ITS MyBC SharePoint site is currently under construction and is expected to launch in early 2019. This site will include a training calendar, a menu of training offerings, a mechanism for class registration, a library of training video vignettes, process instructions for single and recurring training sessions, and training knowledge base articles.

### 2.G.6. Technology Instruction URLs

| | |
|---|---|
| ITS Knowledge Base System | https://bellevuecollege.teamdynamix.com/TDClient/KB/ArticleDet?ID=23603 |
| eLearning Department Student Canvas Training | https://www.bellevuecollege.edu/elearning/current/ |
| eLearning Department Faculty Canvas Training | https://www.bellevuecollege.edu/bcconnect/workshops/ |
| ITS Training Plan Draft (req ev) (appendix 2.G.6.i) | https://bellevuec.sharepoint.com/:w:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc={cc82cf88-d223-4161-9dab-cdeac9966d3d}&action=edit&wdPid=43d3cf9e |

### 2.G.7. Technology Planning

**Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.**

Information Technology Services (ITS) aligns all planning with the college's mission and four core themes. ITS staff with input from students and employees make decisions about technology resources and services. The results can be seen in the Information Technology Services Technology Plan (appendix 2.G.4.i), which is currently undergoing an update to reflect new developments, including the status of the new enterprise resource planning system (ctcLink). Several college structures provide planning advice and recommendations to ITS.

- Student Technology Fee Oversight Committee. Composed of students, faculty and administrators, this committee recommends uses for the Student Technology Fee. This fee supports efforts to make relevant technologies—such as BC email, internet access, and various software programs—readily accessible to students.
- The BC Governance Infrastructure Council (IC). The IC considers matters related to the college's physical plant, including technology, and makes recommendations to the college president. The chief information officer serves as a resource liaison to the IC, which facilitates communication between ITS and its constituencies.
- President's cabinet. Major decisions related to ITS are discussed at this body and the ITS Technology Plan is presented.

All ITS departments participate in an annual continuous improvement process, which includes soliciting feedback from college technology users through open forums, surveys, and focus groups. ITS also provides workshops on requested topics. The support ticket system provides data about technology use. ITS will increase data collection with an automated per-ticket feedback system, which will improve customer satisfaction. ITS staff members participate in external conferences and other professional training opportunities to stay current in their work. For example, in November 2018, staff members participated in a week-long IT Governance Workshop facilitated by Info-Tech Research Group, to develop better strategies for IT governance and planning at Bellevue College.

For several years, BC has anticipated the launch of a new system for managing student administration, academics, student finance, college financials, human resources, payroll and data reporting to replace the aging enterprise resource planning system used by all 34 institutions in the State Board for Community and Technical College (SBCTC) system. BC has been placed in Deployment Group Four, scheduled for implementation in 2020. The roll-out of the new system, called ctcLink (Oracle PeopleSoft) has encountered numerous problems and delays. BC has prepared for the transition in several areas:

- data cleanup in collaboration with the BC Data Governance Committee;
- a comprehensive legacy-system-to-ctcLink crosswalk, a crucial step in transferring data accurately; and
- development of a system-wide common process development workshop, which has been conducted more than 30 times.

A fourth area—the 25Live room scheduling system—was successfully put in place at BC in February 2018. This system is the only aspect of the ctcLink project that has been available for local implementation.

Current steps towards ctcLink deployment at BC include: filling the change management director position; a resource funding plan, including required staff positions, and continued communication with the college community on the project's status.

### 2.G.7. Technology Planning URLs

| | |
|---|---|
| Information Technology Services Technology Plan (req ev) (appendix 2.G.4.i) | https://s.bellevuecollege.edu/wp/sites/185/2014/03/BC-ITS-Tech-Plan-FINAL.pdf |

## 2.G.8. Updates and Replacements

**The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.**

Information technology services (ITS) has primary responsibility for the acquisition, distribution, and support of technology resources at Bellevue College. ITS ensures interoperability between technology resources, maximizes purchasing power, and encourages consultation with technically knowledgeable staff.

The college provides technology hardware, such as computing devices and telephones, as well as software and network access to employees. To shift from fielding requests for upgrades to a more proactive and systematic approach, ITS has established a capital replacement program, a four-year replacement cycle for departments and other units, and a replacement schedule for student-used computers with cycles that vary depending on function. ITS staff members meet monthly with administrative units and academic program managers to review replacement needs.

### 2.G.8. Updates and Replacements URLs

| | |
|---|---|
| Bellevue College Capital Replacement Program (req ev) | https://bellevuec.sharepoint.com/:w:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7B77E29F6D-3F05-40D7-B239-933614E7D7D5%7D&file=ITS%20Capital%20Replacement%20Program%20(CRP)%20Description%206%2020%202018.docx&action=default&mobileredirect=true |
| Student-used Computers Replacement Schedule (req ev) | https://bellevuec.sharepoint.com/:x:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7Bce26ec85-bd9d-49e2-a750-77a07683d5b9%7D&action=default&uid=%7BCE26EC85-BD9D-49E2-A750-77A07683D5B9%7D&ListItemId=25&ListId=%7BB784FA42-2643-4C00-AFA6-1E7C2C9B1225%7D&odsp=1&env=prod |

Chapter Three:
**Planning and Implementation**

### 3.A.1. Comprehensive Planning

**The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.**

Comprehensive and meaningful planning has improved significantly in the decade since Bellevue College (BC) was last affirmed in 2009. The transition to a more analytical, seven-year cycle of regional accreditation inspired a series of interconnected, broad-based efforts to develop core themes and to align them with strategic planning as well as indicators of success. The core theme and strategic planning timeline (appendix 3.A.1.i) shows how these concepts have developed. Under the leadership of President Jerry Weber, whose tenure began in July 2017, BC has taken significant steps to align core themes and comprehensive planning with unit planning and resource allocation and to establish clear relationships between various planning efforts

#### Planning Work Since the Previous NWCCU Comprehensive Visit

In 2009, at the time of its last NWCCU reaffirmation of accreditation, BC was guided by nine institutional goals, which had been established in AY 2002-2003: Access, Student Success, Teaching and Learning Excellence, Institutional Accountability, Professional and Organizational Excellence, Financial Sustainability, Technology Leadership, Pluralism, and Community Leadership and Partnership. The college's current four core themes were derived from these nine institutional goals in 2009, in preparation for the first Year One Report under the revised NWCCU standards. They launched on College Issues Day, March 4, 2010.

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

In 2010, the board of trustees also adopted an early version of objectives and indicators.

During the tenure of Interim President Laura Saunders, BC experimented with a third-party software for unit and strategic planning (Strategic Planning Online or SPOL). The purpose of the software was to standardize planning processes and consolidate planning from different levels. However, adapting SPOL to the college's specific needs proved difficult, and users struggled with the interface. Because of resistance, the college discontinued SPOL.

In the summer of 2013, soon after he was named president, Dr. David Rule formed a strategic plan steering committee (SPSC) to oversee the formation of a rolling, five-year strategic plan. The SPSC formed a strategic plan task force (SPTF), whose members represented all college constituencies. The SPSC first organized a data gathering phase (environmental scan, internal and external listening sessions, and meetings with committees and interest groups, and electronic comments). This information, along with a close study of the college's mission and core themes, provided the foundation for the work of the SPTF. Over AY 2013-2014, the SPTF crafted a strategic plan in coordination with the development of an academic master plan and a student affairs plan. This work culminated

in a first draft of goals and related priority initiatives, which was presented to the broader college for public comment. This feedback was incorporated into the plan, resulting in six major goals that established the strategic direction of the college for the coming years. During the same period, work on a fourth major plan, for diversity and equity, took place, although that plan was published later than the others.

The strategic plan that emerged in the spring of 2014 stayed closely linked to the four core themes. However, with six goals, it was not in perfect alignment. During the tenure of Interim President Jill Wakefield, which began in summer 2016, BC convened a strategic plan update task force (SPUTF), which updated the strategic plan's priority initiatives and provided clarifying revisions to the core theme objectives and indicators. This work was completed in 2017 and posted, along with other planning documents, on the Future Vision section of the college's public-facing website.

### Moving Forward with Comprehensive Planning

The appointment of a new president in summer 2017 has inspired broad reflection on many institutional practices, including comprehensive planning. While recognizing the foundational planning work already accomplished, President Weber has begun to enhance BC's planning cycle by advocating the following principles:

- Establish a regular review schedule and methodology for revising the strategic plan;
- Create area plans that are consistent in format and visible across the college;
- Clarify the relationships and hierarchies between plans;
- Include measurable outcomes; and
- Verify that the values and goals of the strategic and operational plans are used as a framework for budget development and are reflected in the final budget.

A planning system that reflects these values has been formulated and is in operation. It covers the nine major areas of the college—academic affairs; student affairs, administrative services, equity and pluralism, effectiveness and strategic planning, human resources, information technology services, and economic and workforce development. The system includes a regularized calendar, broad college engagement and input, and plan postings on the MyBC SharePoint site.

Additional improvements to comprehensive planning will be developed by the BC Strategic Review Task Force (SRTF), which President Weber has convened for spring, summer, and fall 2019. This effort will consider a variety of inputs, both internal and external. The SRTF will review the mission and core theme, the strategic plan, and the planning cycle. Currently, leadership anticipates an annual planning schedule with the following general outline.

| Proposed Annual Planning Timeline | |
|---|---|
| **Season** | **Activity** |
| Spring | President, BC Board of Trustees, and BC Assembly review the strategic plan (SP), revising as needed to reflect accomplishments, changed external conditions, or new initiatives, and proposing annual college goals (ACGs). ACGs are linked to the core themes and SP and provide focused guidance for the coming year. |
| Summer | President and president's cabinet further refine the ACGs, building objectives and key results. Members of president's cabinet develop and align area work plans. |
| Summer and Fall | • ACGs shared at BC Administrators Meeting. Area work plan objectives refined and shared.<br>• ACGs and area work plan objectives shared broadly through president's cabinet, retreats, division meetings, other leadership groups, the governance structure, and with supervisors. They are actively discussed for integration and alignment with area and individual work plans.<br>• Work plans developed with specific details and measures. |
| Fall: mid-September | ACGs introduced to the college community at opening day and reinforced with activities. |
| Fall | ACGs with objectives, measures, and key results available to the college community on MyBC SharePoint site. Progress monitored. |
| Fall/Winter | Budget developed for the next fiscal year, informed by ACGs and trend data. Strategic plan used to prioritize funding. |
| Fall through Spring | Completion and performance of objectives continually evaluated. |
| Spring | Cycle begins again. |

**3.A.1. Comprehensive Planning URLs**

| | |
|---|---|
| Core Theme and Strategic Planning Timeline (appendix 3.A.1.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/_layouts/15/WopiFrame.aspx?sourcedoc=%7B4258E63A-A38A-491C-A11F-01192261C82A%7D&file=CoreThemeandStrategicPlanningTimeline.pptx&action=default |
| BC's Nine Institutional Goals | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/WopiFrame.aspx?sourcedoc=%7BB4000AE7-3204-433B-914A-FC6C24357C08%7D&file=1.A.2.GoalsToCoreThemes.docx&action=default |
| BC Future Vision Webpage | https://www.bellevuecollege.edu/futurevision/ |

## 3.A.2. Broad-based Participation in Planning

**The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.**

Bellevue College, through its size and scope, can offer an incredible range of courses and degrees. Yet this size can, at times, make broad-based communication and planning difficult. The college has grown substantially since its founding and has had to develop appropriate communication and planning structures. BC has addressed these challenges in several ways:

- BC Governance
- All college events
- Use of technology
- Cross-college groups

One of the key findings from the AY 2013-2014 strategic planning effort was the need for better structures related to communication and decision-making input, leading to priority initiative 5.1: Reinvent governance and operational decision-making structures. As a result, BC began a college-wide effort to develop a new governance system. During the next two years, many stakeholders were engaged as governance development team members, task force members, and participants in open forums. The resulting system, launched June 2016, is now in its third year of operations. The BC Assembly and eight councils have become valuable forums to generate initiatives and to discuss all levels of planning. BC Governance (BCG) connects to college leadership through resource liaisons, who are members of president's cabinet. All faculty, staff members, and students at BC have the opportunity to participate in BCG through elections and appointments. All meetings are open to anyone

who works or studies at BC; meetings include a public comment period; and agendas and minutes are always available.

All-college events, held at the beginning of the fall quarter (opening day) and during the winter quarter (college issues day), have historically been used to inform the college of new initiatives and to solicit input. Opening day 2018 was an opportunity to have broad conversations about Achieving the Dream, accreditation, sustainability, and the variety of ways through which everyone can contribute to student success. The college also reserves days for faculty professional development and classified professional development.

Extensive work has also taken place to create better communications and opportunities for input through technology. A shift from Dreamweaver software to WordPress software has allowed easier updates on the public-facing website, which has created conditions for greater accuracy and accessibility. As a result of dedicated work, the website has a much more consistent look and feel now. The WordPress platform can also be used for interactive blogging sites through BC Commons. For instance, a WordPress site—Designing Our Future—has been used to solicit input on the development of the strategic plan and governance and is now being used for Achieving the Dream.

The replacement of an outdated version of SharePoint to a more current version, with more consistent design elements, has improved cross-college collaboration and document management. Employees can more easily find the information they need to comment on planning initiatives. For example, the current policy and procedure formation process, in place since January 2018, relies on SharePoint for all-college postings. During the 45-day posting period, everyone can learn about proposed changes and anyone can comment. BC also uses surveys, which are now supported through new Qualtrics software, to solicit opinions from college personnel. Other technology tools include BC-FYI, a daily digest through which information can be shared, and Sway, a Microsoft Office tool for organizing and visualizing information such as newsletters.

Finally, groups that work across the college provide opportunities for communication and planning. President's cabinet assembles college leadership weekly. Other groups include the division operations directors, who meet regularly; the president's assistants' group, which has shown leadership in developing communications structures such as using OneNote for scheduling; and the grants office, which coordinates grant development efforts college-wide to ensure alignment with college strategic priorities, prevent duplication of efforts, and maximize success.

### 3.A.3. Planning Informed by Data

**The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.**

Bellevue College's planning and evaluation processes are consistently informed by data collection and analysis. Data for planning and other uses is generated from internal processes, Washington State's community and technical college system, and other data collection efforts.

The office of effectiveness and strategic planning (ESP) regularly produces data on:

- College enrollment;
- Student success disaggregated by race/ethnicity and gender;
- Student and staff demographics;
- Course fill and course success rates;
- Labor market conditions;
- K-12 enrollment and yield; and
- Ad hoc data requests in support of planning efforts.

College enrollment is evaluated in two ways. Prior to and during the quarter, ESP produces an enrollment report that shows the progress of various types of enrollments such as dual, international, and state-supported enrollments. This data allows the college to understand current enrollment trends. Today, these data depend upon ESP staff members to run specific jobs from their workstations; however, the process will soon be automated and collected daily. This effort will substantially improve the college's capacity for strategic enrollment management as it will provide a consistent historical record for evaluation. ESP has been modifying categories of the enrollment report to both simplify the report and to make it more useful for financial projections. The college also reports on quarterly enrollment disaggregated by multiple student characteristics. This information is available from the ESP MyBC SharePoint site.

As part of its Achieving the Dream work, BC has identified several key **student success** indicators including fall-to-winter and fall-to-fall persistence, three- and six-year success rates, and completion rates for college-level math and English. Data on all of these measures, disaggregated by multiple student demographics and characteristics, are available to the college community through Tableau dashboards accessed through the ESP MyBC site. **Student and staff demographics** can also be accessed through the site. The next goal, to improve employment and demographic tracking through time, will be achieved by retaining job history data previously overwritten by the college data system. In fall 2018 the college developed a procedure for retaining this data and intends to evaluate that system in the next year. **Course fill and course success rates** are available through the ESP MyBC site and are used extensively in the program review process. All of these rates are disaggregated by student demographics and characteristics as well as by the full-time/part-time status of the instructor.

BC evaluates **labor market conditions** in three ways. Every three to four years the college conducts an environmental scan which evaluates local, state, and national labor market conditions. The last scan, available on the ESP MyBC site, was conducted in fall of 2015 and was presented widely to the college community. In anticipation of the strategic review task force work scheduled for 2019, ESP is preparing an updated scan. Additional labor market data, used for program review and development and other ad hoc needs, is provided by an EMSI subscription. These reports are not generally publicly available. For several years, BC has administered a survey to former prof-tech students (graduates and nongraduates) and their employers. The college is currently evaluating the continuation of this survey as the response rate has typically been quite low.

The college monitors **K-12 enrollment and yield** primarily through publicly available data from the office of the superintendent of public instruction (OSPI) and the Educational

Research and Data Center (ERDC). BC also regularly monitors and reports on dual enrollment programs and their connections to K-12 institutions. These data are embedded in the regular enrollment reports described above.

**Academic program review** is an example how data is used in the planning process. Each year, ESP produces a set of data for all academic programs undergoing program review—approximately ten programs per year. This data includes information on enrollments, student success rates (disaggregated by student demographics), course fill rates, student-faculty ratios, and graduations. Program chairs and faculty members are encouraged to request additional data if needed. In this way, programs receive consistent yet flexible data for their five-year reviews and planning processes. In AY 2017-2018, ESP began producing this data for all programs every year. In AY 2018-2019 ESP began providing course-level success rates disaggregated by faculty member to program chairs and deans. With these data, they can examine grading variation across faculty members teaching the same course.

To provide better data for operational planning, the college has launched (as of fall 2017) an annual **BC Services Survey**, which solicits feedback on internal service provision from all employees. The college president reviews the results with relevant senior leaders. They, in turn, review data with relevant directors and managers. This information is then used in the development of unit plans. The areas addressed in the inaugural 2017 survey included:

- bookstore
- campus services
- effectiveness and strategic planning
- equity and pluralism-Title IX services
- evaluations and graduation
- facilities
- financial services
- food services
- grants
- human resources
- information technology services
- marketing and communications
- payroll
- procurement
- public safety

Results from this survey, subsequent analysis, and efforts to improve operations based on these assessments are addressed throughout this report.

### Assessment of data collection for planning

ESP, as one of the areas included in the BC Services Survey, received feedback that has allowed staff to improve operations. The three key findings have been addressed in the following ways.

- Data availability. Respondents felt that data is not always available; however, ESP staff members realized that this perception might be a communications issue. ESP now publishes a quarterly newsletter that highlights data availability and has committed to making 15 or more data presentations to college stakeholder groups annually.
- Turnaround time. Respondents were concerned about the length of time required to obtain data. ESP staff members hold weekly data huddles to discuss ongoing projects and have developed a wall-mounted tracking system.
- Data usability. In response to concerns about the design and usability of data dashboards, ESP intends to hire a consultant to review and improve the interface. An increased number of data presentations should also help to address this concern.

### Other sources of data

In addition to what it generates internally, BC receives a substantial amount of data from the Washington State Board for Community and Technical Colleges (SBCTC), allowing for comparisons with other community colleges across the state. This information includes enrollment reports, reports on success in key courses, and data on student achievement.

For benchmarking and comparison, the college participates in broader data collection efforts such as:

- National Community College Benchmarking Project
- Voluntary Framework for Accountability
- Community College Survey of Student Engagement

### Next steps

The college produces large amounts of data, which it routinely uses for planning purposes. In many cases, such as the program review process, the systematic connection between planning and data is evident. In some cases, planning and data use have been connected but not fully integrated. Through the ATD student success metrics, new metrics for resource allocation, and increased emphasis on Lean process improvement, BC is working to build a data-driven culture.

### 3.A.4. Resource Allocation

**The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.**

The Bellevue College Strategic Plan, which is organized around the college's four core themes, guides the budget development process. The chief financial officer prepares a budget for the college president after broad consultation with budget authorities and other stakeholders. The BC Board of Trustees approves the budget for the following fiscal year at their June meeting.

Until the end of AY 2015-2016, discretionary spending was addressed through the planning council, which included members of all college constituencies—staff, faculty, and students. Planning council ranked budget requests received from across the college based on established college priorities: the core themes or president's goals. In June 2016, the college adopted a new governance system that includes a resources and planning council (RPC). Like the former planning council, the new RPC has representatives from all constituencies as well as subject matter experts. During AY 2016-2017, under Interim President Jill Wakefield, the RPC reviewed one-time requests, ranked them, and provided recommendations to president's cabinet.

Currently, departmental budget requests are submitted using a one-time and ongoing funding request form; requests must connect to the college's mission and core themes. One-time items are discussed in the president's cabinet and final decisions are communicated by the cabinet to staff via the budget book; these requests are documented on the budget office's MyBC SharePoint site. A final budget proposal based on recommendations from in the president's cabinet is forwarded to the president for review and approval.

For AY 2017-2018, President Weber charged the RPC with creating a new process for tying planning to resource allocation. Modeled after a budget process from a comparable institution, the proposed budgeting process (appendix 2.F.2.i) will create a new collegiate entity, the Budget Review Committee (BRC). This process will be piloted in AY 2018-2019 and developed over subsequent academic years. The budgeting process will begin early in the school year with training and informational sessions. In October, the budget office will create a pro forma allocation based on enrollment expectations and previous budgets. From November through December, budget authorities will complete budget proposal documents. These documents will report performance based on collegiate success metrics, include a monetary budget request with variance analytics, and conclude with a final narrative section describing future plans and explaining variances. In January and February, the BRC will review the proposals against a predetermined rubric, followed by meetings in March with budget authorities and the community as a whole to solicit feedback. In April, the president's cabinet and the BRC will review the budget proposals and forward them to the board of trustees. In May and June, the formal budget will be created and reviewed by the president's cabinet and adopted by the board of trustees.

BC's Campus Master Plan also provides planning guidance for resource allocation. Copies of the master plan are shared with the Washington State Board for Community and Technical Colleges, the State of Washington Office of Financial Management, legislative staff, and the employees of local agencies and municipalities. In the 2015-2017 biennium,

the state approved $2.8 million in repairs and improvements. Major capital projects in BC's immediate future are guided by this master plan. Such projects include student housing, the student success center, and an academic building for trans-disciplinary study.

### 3.A.4. Resource Allocation URLs

| | |
|---|---|
| BC Strategic Plan 2017 (appendix 3.A.4.i) | https://s.bellevuecollege.edu/wp/sites/133/2017/09/BellevueCollegeStrategicPlan2017.pdf |
| BC Operating Budget, 2018-2019 | https://bellevuec.sharepoint.com/sites/adminservices/budgetofc/Shared%20Documents/18-19%20Budget%20Book-FINAL%20-%20Read.pdf?csf=1&e=JUkrHr |
| Resources and Planning Council Budget Process Proposal (appendix 2.F.2.i) | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/RPC_Budget_Process_PPT_for_cabinet_July_2018.pptx |
| BC Campus Master Plan 2017 | https://s.bellevuecollege.edu/wp/sites/224/2016/10/BC-MP-2017-Digital-Report.pdf |

### 3.A.5. Emergency Planning

**The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.**

House Bill 1047, passed in the Washington State legislature's 2015 regular session, added language to three laws (RCW 38.52.010, 38.52.020, and 38.52.030) intended to prioritize "continuity of operations planning." These changes stipulate that continuity of operations planning should be kept current and coordinated by state agencies such as Bellevue College (BC). As part of its efforts to address these legislative priorities, BC hired its first permanent emergency operations officer in December 2014. Increased campus emergency preparedness was also prioritized by the Bellevue College Board of Trustees in 2014-2015. They recommended the following three actions: a formal audit of the college's preparedness level for emergencies related to: weather, business and technology continuity, facilities, natural disasters, threats of violence; regular drills; and better communications materials for preparedness and training.

The first recommendation has been addressed through a comprehensive emergency management plan that assesses the college's overall preparedness and establishes emergency operations, prevention, and communications for a variety of possible scenarios. Continuity of operations planning is also conducted at the departmental level, guided by a continuity of operations plan framework. In response to the second recommendation, BC's Department of Public Safety has instituted college-wide drills on the unit and departmental levels. Information concerning campus closures, medical emergencies, and reporting hazards is available on the public safety webpage of the BC website.

The emergency management team also conducts public outreach events, such as Campus Preparedness Day and PrepareAthon! BC regularly participates in nationwide earthquake

drills, and conducts additional drills, such as fire and lockdown drills, for departments upon request.

Finally, the Department of Public Safety ensures that employees, students, and visitors have adequate emergency preparedness information in a variety of ways. BC Alerts provides emergency text and email messages. The college continually updates its maps of campus evacuation zones (appendix 2.D.2.i), which are posted throughout the main and North campuses. The public safety webpage also shows the locations for emergency equipment and crisis response kits. Training for safety leads and for internal and external certifications, such as CPR and incident command courses, are offered regularly. BC's status as a designated community shelter requires it to maintain strong partnerships with local agencies and to frequently host community outreach events.

### 3.A.5. Emergency Planning URLs

| | |
|---|---|
| Comprehensive Emergency Management Plan | https://www.bellevuecollege.edu/publicsafety/cemp/ |
| Continuity of Operations Plan Framework | https://www.bellevuecollege.edu/publicsafety/continuity-of-operations-plan-framework/ |
| BC Department of Public Safety | https://www.bellevuecollege.edu/publicsafety/ |
| BC Alerts | https://www.bellevuecollege.edu/alerts/rave/ |
| Maps of Campus Evacuation Zones (appendix 2.D.2.i) | https://www.bellevuecollege.edu/publicsafety/campus-emergency-maps/ |

# Chapter Four:
# **Core Theme Planning, Assessment, and Improvement**

**#22 STUDENT ACHIEVEMENT**

**The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.**

Bellevue College has established learning outcomes for all instructional programs, including general education components of associate degrees and related instruction requirements for certificates where required. Learning outcomes are evaluated by the curriculum advisory committee and approved by the provost for academic and student affairs. Prior to summer 2018, this role was filled by the vice president of instruction, a position that was replaced by the provost. All approved learning outcomes are published on the website. Academic affairs and the BC Faculty Assessment Coordinating Team have responsibility for assessing student achievement of the learning outcomes. Through regular and systematic assessment, the college demonstrates that students who complete their programs, no matter where or how they are offered, will achieve published outcomes.

**#23 INSTITUTIONAL EFFECTIVENESS**

**The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.**

BC engages in multiple evaluation and planning processes to ensure institutional effectiveness. These include:

- regional and discipline-specific accreditation;
- strategic planning;
- strategic enrollment management;
- program reviews;
- facilities master planning;
- annual budgeting;
- environmental scans;
- surveys to gather employee feedback on internal service provision;
- data-informed planning through Achieving the Dream; and
- bespoke market analysis as a part of the program development process.

The college utilizes information gathered through these processes to make strategic decisions that ensure the college's viability and sustainability. Some examples of past decisions resulting from these processes include the creation of new programs (e.g., bachelor of science in computer science) and the decision to join the Achieving the Dream network. In addition, units of the college have used the services survey to make changes designed to increase the quality of internal service provision.  Decisions resulting from these evaluation and planning processes are communicated through college publications, board of trustees and president's cabinet meetings, divisional and sub-divisional staff meetings, and campus-wide meetings and events

*On August 21, 2017, many members of the Bellevue College community observed the 92 percent solar eclipse. Solar safety glasses were provided.*

## Student Success Core Theme

### 3.B Core Theme Planning

**3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Bellevue College's student success core theme states that:

> BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

Embedded within this core theme are five key concepts: access, persistence, completion, success initiatives, and demographics (equitable achievement).

Ensuring student success for all BC students ranks preeminently among the college's values. This core theme expresses the college's principal reason for being and drives its teaching and learning strategies, its network of support services, and its major initiatives. To promote access, persistence, and completions, BC offers admission, English and math placement, entry-level advising, credit evaluation for students transferring to BC, registration, and financial aid. Additional services are provided through academic advising, the disability resource center, the academic success center, and multicultural services. As part of its commitment to student success, BC has recently adopted the

Achieving the Dream (ATD) framework. Two of its major priorities—BC Pathways and integrated advising and student support—are central to the student success core theme; and the third priority, faculty professional development, discussed as part of the teaching and learning core theme, is also relevant. The college has made a commitment, through ATD work, to eliminate gaps in achievement within its diverse student community in terms of race; ethnicity; national origin; gender; full-time/part-time, socioeconomic, and first-time college student status; or other factors that impact achievement.

Descriptions and analysis of BC's student success core theme objectives, indicators of achievement, and measures demonstrate the core theme's alignment with the strategic plan and the systematic process through which the college quantifies student success. This analysis shows how the college acts to improve the student experience.

**Success Objective 1.1. with indicators of achievement, measures, and analysis**

| 1.1. BC commits to offer appropriate courses and delivery options for its mission. | |
|---|---|
| **Indicator of achievement** | **Measure** |
| 1.1.1. Courses offered meet student needs for mission areas and course delivery methods | Measure a: % of students expressing satisfaction with courses based on transfer, prof-tech, and basic education mission areas<br>Measure b: % of students expressing satisfaction with courses based on online, hybrid and on-ground modalities |

In compliance with Revised Code of Washington 28B.50.020—which requires "that each college district, in coordination with adjacent college districts, shall offer thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served…"—and in keeping with its mission to "offer appropriate courses and delivery options," Bellevue College (BC) delivers an extensive inventory of courses within its degree and certificate programs. **Indicator 1.1.1.** assesses whether students are satisfied with the courses provided. BC courses comprise a full range of academic options, including academic transfer; prof-tech; adult basic education; community education; and workforce literacy and service. A variety of modalities deliver these courses to accommodate transfer and prof-tech student, adult, workforce, and community needs. When deemed appropriate, courses are offered in-person, online, or in hybrid format, ensuring all students have broad access and choice, with ample flexibility for scheduling and options suiting varying learning styles.

To determine whether courses meet the expectations and goals of students and are offered in the right mix of delivery modalities, BC conducts quarterly course evaluations for its transfer, prof-tech, and basic education mission areas. These evaluations, generated through EvaluationKit, measure the percentage of students satisfied with each course, as well as the percentage of students satisfied with the delivery modality, among many criteria assessed. Meeting or surpassing the target for this indicator demonstrates that BC is satisfying student expectations.

**Success Objective 1.2. with indicators of achievement, measures, and analysis.**

| 1.2. BC provides effective curricular, co-curricular, and extra-curricular support to meet student needs. | |
|---|---|
| **Indicator of achievement** | **Measure** |
| 1.2.1. Student success programs and services meet or exceed professional standards | % of areas that perform regular reviews and base their operations on internal assessments |

Responsibility for **indicator 1.2.1.** falls primarily to student affairs, which offers varied support throughout the student lifecycle:

### General Support Services

- Academic advising, including transfer services
- Counseling
- Enrollment Services
- Evaluations & Graduation
- Financial Aid
- Student Conduct
- Testing and Placement Services
- Welcome Center

### Programs and Services for Special Populations

- Disability Resource Center
- Center for High School Programs, including Running Start, Career Education Options, and College in the High School
- Multicultural Services
- Office of International Education and Global Initiatives
- TRiO
- Veterans Services

### Student Life Programs

- Athletics
- Housing
- Student Programs

### Student Support Programs and Services Reporting Outside of Student Affairs

- Academic Success Center, providing tutoring in-person and online, reading lab, writing lab, math lab, and workshops (academic affairs)
- BC Store (administrative services)
- Center for Career Connections & the Women's Center (part of the RISE Learning Institute, academic affairs)
- Computer labs (information technology services)

- Food Services (administrative services)
- Library Media Center (academic affairs)
- Public Safety (administrative services)
- Title IX office (office of equity and pluralism)

In alignment with the college mission, these services strive to be student-driven, accessible, and equitable. Above all, these services advocate for all populations, respond to the unique needs of each student, and aim to provide an exceptional service experience. Satisfying this indicator depends on a comprehensive and meaningful process to properly assess the programs and services that BC students rely on to meet their educational goals.

**Success Objective 1.3. with indicators of achievement, measures, and analysis**

| 1.3. Students make progress toward and achieve their educational goals. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 1.3.1. Students demonstrate persistence in higher education | % of fall first time at BC cohort enrolled at BC or another institution in the subsequent fall quarter, disaggregated by student type |
| 1.3.2. Students are prepared to transition successfully from basic and transitional studies (BATS) to college-level courses | % of first quarter students enrolled in BATS who go on to successfully earn college-level credits within 3 years |
| 1.3.3. Credential-seeking students earn a BC award or transfer within six years | Measure: % of students who earn an award or transfer in 6 years, disaggregated by student type |
| 1.3.4. Students from various demographic groups succeed at comparable rates | Measure a: % of students by selected population demographics who complete college-level English and math with a grade of C or better<br>Measure b: % of students by selected population demographics who earn a BC award or transfer within six years |

Student success metrics for persistence, progression, and completions—**indicators 1.3.1.** through **1.3.3.**—are widely accepted means of judging overall institutional performance and are a significant part of how BC assesses mission fulfillment. They reflect the quality of student learning and intellectual engagement; the extent to which the college meets student expectations and needs; and student integration into college life. High rates of persistence, progression, and retention demonstrate that the institution is fulfilling its commitment to student success. Tracking persistence, progression, and completion rates demonstrates how well the college is meeting its public obligations to taxpayers, policymakers, and accrediting agencies. Students and families, alumni, and potential and existing employees make decisions to attend, financially support, and accept and maintain employment based in part on this information. BC's financial wellbeing and its ability to thrive are firmly tied to its capacity to help students persist, advance, graduate, and launch careers.

**Indicator 1.3.4.** expands the question of student success to ensure that BC serves all of its students equitably. This metric identifies subpopulations of students that may not be succeeding at the same rates as the population overall; and guides the college as it creates customized strategies and addresses disparities in achievement.

### 3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

As described in section 3.A., BC's planning efforts have advanced significantly in the period since the college was last affirmed, becoming more analytical, interconnected, and broad based. A concerted planning effort was made in AY 2013-2014, which led to a more detailed strategic plan than the college has had in the past. During a 2017 revision, the strategic plan was organized around the college's four core themes: student success, teaching and learning excellence, college life and culture, and community engagement and enrichment. These core themes collectively embody the mission of the college and align with objectives and indicators of achievement that enable the college to assess mission fulfillment.

Planning for the student success core theme in particular has occurred within the context of this broad, comprehensive, and integrated approach. The current strategic plan identifies six priority initiatives—designed to improve access, persistence, completions, and student success initiatives—and designates responsibility leaders.

The following list shows the student success core theme strategic plan priority initiatives and selected examples of how they are being furthered.

A. **Develop and implement a strategic enrollment management plan that promotes the success of all student populations.** With new personnel leading academic and student affairs (formerly instruction and student services) and a new associate vice president of effectiveness and strategic planning, BC is poised to re-engage with the development of a strategic enrollment management plan (SEM) initially addressed in 2014. The college hired an educational management consultant to report on BC's strategic enrollment strengths, weaknesses, opportunities, and threats. The resulting report, submitted to the college in spring 2017, in addition to a new environmental scan, will guide the development of a revised SEM plan.
B. **Provide academic support and other services to ensure that students are able to set and meet their goals.** BC provides a range of academic support and other services across the college through a variety of programs. The college's challenge has been to track, monitor, and coordinate these efforts. The Achieving the Dream core, data, and communications teams have been working to manage and synchronize these efforts through BC Pathways and integrated advising and student support initiatives.
C. **Offer equitable opportunities; affordability; programs to support success and retention for all student populations; and efforts to close gaps.** With BC's online Tableau dashboards, all faculty and staff members now enjoy continuous access to interactive student success data to support their work, including program review and student learning outcomes assessment. This data can be disaggregated

to identify equity gaps. Other initiatives include the Diversity in STEM Team, formed in AY 2014-2015. This group of science faculty is dedicated to fostering faculty diversity as well as recruiting and retaining students from historically-underrepresented and underserved populations. A TRiO partnership with College Access Now (CAN) arose as a way to provide a formal pathway from high school to college for low-income, first-generation students.

D. **Provide equitable services through universal design, accessible facilities, and multilingual communication.** Accessible electronic communication has been a concerted focus of information technology services (ITS) and has guided many of the software and design decisions behind the shift from Dreamweaver to WordPress software. ITS provides regular workshops for web managers that focus on accessibility. Under the direction of the Library Media Center, the eLearning department has created a six- to eight-week accessibility training course for faculty on the pedagogy of universal design for learning (UDL). This helps to ensure that online classes are fully accessible to all students.

E. **Adopt data-informed strategies to increase persistence and completion.** In 2015, the college created a new position, director of research and analysis, which has increased visibility, access, and understanding of data. The college's Achieving the Dream Student Success Action Plan (appendix Success 3.B.2.i) also advances this priority initiative.

F. **Promote efficient transitions into and through BC, supporting the complete Pre-K-20 continuum.** BC employees participate in the Eastside Pathways Career Pathways Collaborative, which focuses on supporting youth from cradle to career. BC has been a participating member of the Eastside Pathways community-wide partnership since 2011. The Center for High School Programs, an overarching organization housing all of BC's dual credit programs such as Running Start, College in the High School, Pacific NW College Credit (formerly Tech Prep), Career Education Options, and Summer Enrichment, also supports student transitions. The center provides a contact hub for K-12 students, parents, and administrators. In 2018, the center convened its first High School and Beyond Saturday event with more than 350 attendees. Also in AY 2018-2019, the college formed an outreach leadership committee to formally link individual outreach efforts and improve communication with college administrators.

Because of the centrality of student success to BC's mission and purpose, all major planning efforts are relevant to this core theme. The academic master plan (AMP), written in coordination with the AY 2013-2014 strategic plan, promotes quality teaching and learning, faculty and staff professional development, success skills for students as part of the curriculum, and global citizenship responsive to a multicultural world. A planned revision of the AMP will resume under the direction of the college's new provost for academic and student affairs after the college president leads a review of the college's strategic plan, scheduled for spring, summer, and fall 2019. Also developed during AY 2013-2014, the student affairs plan (SAP) complements both the strategic plan and the AMP. Written with support from an outside consulting firm, the SAP includes detailed instructions, leaders, and measures. Other college-wide plans relevant to student success include: the diversity and equity plan; campus master plan (facilities); budget plan; and BC Governance Assembly and councils' annual plans. The college continues to develop appropriate metrics for these efforts to better guide college leadership. These layered and

aligned documents demonstrate that BC's planning for the student success core theme employs systematic processes through which the college can quantify its measures of achievement and take action to improve the student experience.

### Library Creates Space for Student Collaboration

The Library Media Center (LMC) has met the challenge of the digital age and responded to student preferences by developing new, creative spaces. The Collaboratory, opened in fall 2016, can be used in a variety of ways. It supports innovative pedagogy by providing a flexible space, suitable for interactive activities. The Collaboratory is utilized for both formal and informal learning and is always available for students to sit in on sessions and events. The LMC intends for the Collaboratory to function as a classroom without walls, opening doors and opportunity to all students. The Collaboratory has been used successfully as an event space for cultural and technical panels, as well as speakers and discussions connected to BC Reads!, RISE Institute, and the emerging X-Reality program.

**3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

Student success provides the central motivating focus for Bellevue College leadership. The BC Board of Trustees regularly receives information on specific tracking metrics such as retention, persistence, and completions. Planning for student success takes place at all levels of the college beginning with president's cabinet. Plans for the major areas of the college—academic affairs, student affairs, administrative services, human resources, institutional advancement, equity and pluralism, economic and workforce development, and effectiveness and strategic planning—are refined through president's cabinet discussions before being shared more broadly. Under President Weber the college has instituted key improvements to these plans, which are now presented to the BC Board of Trustees on a defined schedule and publicly posted. Plans now include reflection on the previous iteration and measurable outcomes. The intention behind these changes is to build a more evidence-based culture with more consistent opportunities for reflection. Other venues to disseminate student success data include: BC Faculty Commons, a faculty-led resource for professional development and innovation; academic division, program, and affinity group meetings; and BC Assembly and council meetings.

In 2015, an executive director of research and analysis position was created leading to a significant expansion of data analysis. The ATD data team has also tackled the challenge of sharing the college's large amount of data through accessible formats. Proposed training will address how to understand disaggregated data and identify equity gaps. This training will empower faculty to identify key indicators of success and improve teaching practices. The data team is fostering a college-wide commitment to change initiatives by promoting evidence-based practices, shared success stories, and increased professional development.

New technologies, such as the recently selected CRM, also promise to increase actionable information for student success. Student affairs has launched a ticket system for questions and requests. This system provides service metrics on numbers and types of requests as well as average resolution times.

## 4.A. Assessment

**4.A.1. The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.**

CT Objective 1.1. BC commits to offer appropriate courses and delivery options for its mission.

- 1.1.1. Courses offered meet student needs for mission areas and course delivery methods.

CT Objective 1.2. BC provides effective curricular, co-curricular, and extra-curricular support to meet student needs.

- 1.2.1. Student success programs and services meet or exceed professional standards

CT Objective 1.3. Students make progress toward and achieve their educational goals.

- 1.3.1. Students demonstrate persistence in higher education
- 1.3.2. Students are prepared to transition successfully from basic and transitional studies (BATS) to college-level courses
- 1.3.3. Credential-seeking students earn a BC award or transfer within six years
- 1.3.4. Students from various demographic groups succeed at comparable rates

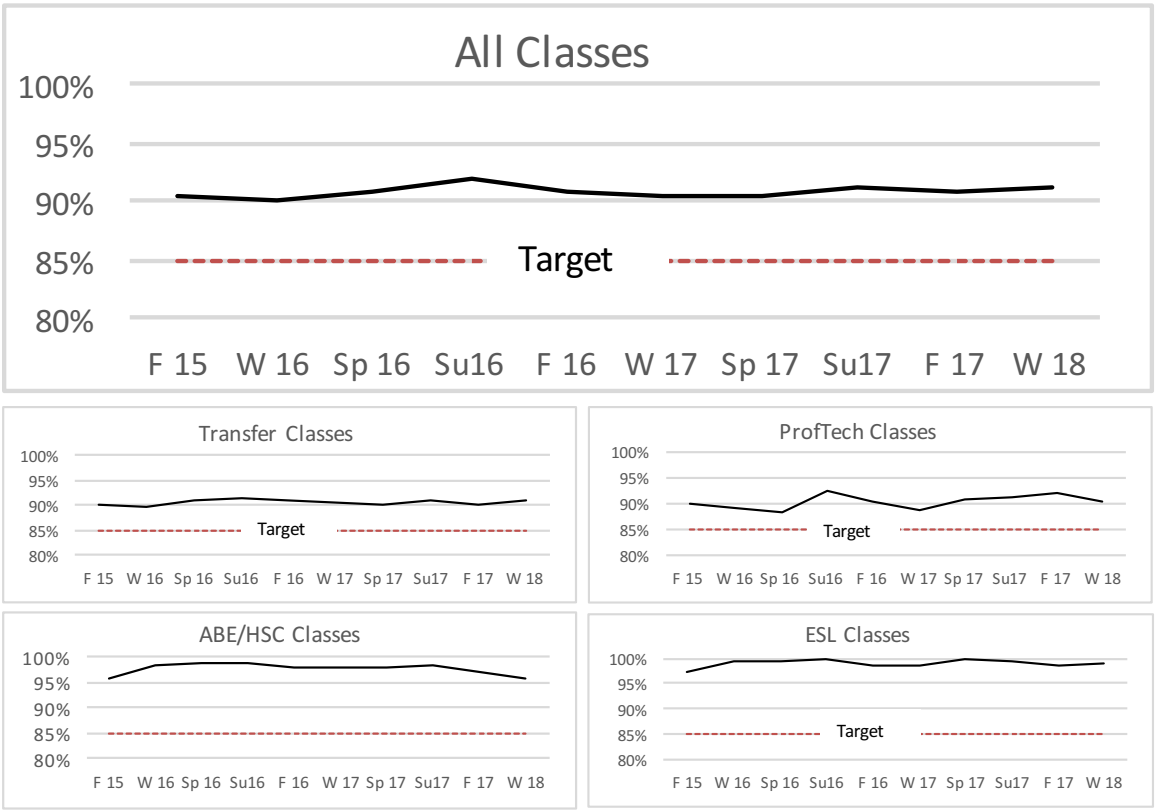
**Assessment data for CT Objective 1.1. BC commits to offer appropriate courses and delivery options for its mission.**

**CTI 1.1.1. Courses offered meet student needs for mission areas and course delivery methods.**

| 1.1.1.a. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students expressing satisfaction with courses based on transfer, prof-tech, and basic education mission areas | 85-90% | Above 85% |

***Data source:*** *derived from course evaluations, question 23. Course evaluations generated by EvaluationKit are available from fall of 2015 to present.*

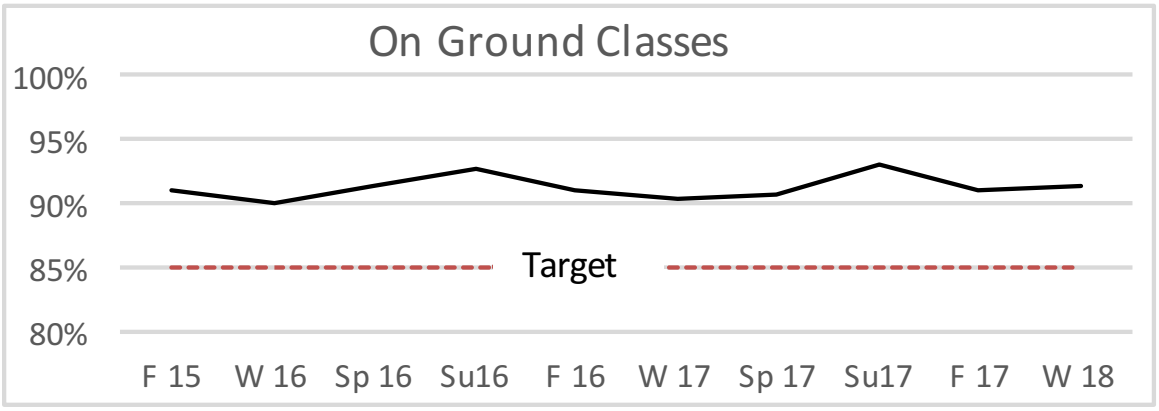
**Table Success 4.A.1.a: Student Satisfaction Across Mission Areas**

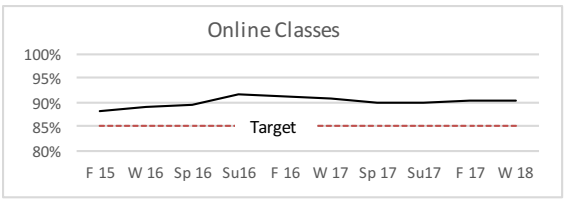


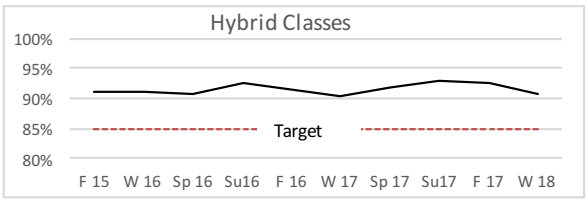

| CTI 1.1.1.b. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students expressing satisfaction with courses based on online, hybrid and on-ground modalities | 85-90% | Above 85% |

***Data source:*** *derived from course evaluations, question 23. Course evaluations generated by EvaluationKit are available from fall of 2015 to present.*

**Table Success 4.A.1.b: Student Satisfaction by Modality**




### CTI 1.1.1. Summary of Mission Fulfillment

Data from course evaluations shows that student satisfaction across mission areas is very high (exceeds 90 percent); and student success in all modalities is also very high (exceeds 90 percent). The college exceeds its threshold of achievement and achieves mission fulfillment for this indicator.

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**Assessment data for CT Objective 1.2. BC provides effective curricular, co-curricular, and extra-curricular support to meet student needs.**

**CTI 1.2.1. Student success programs and services meet or exceed professional standards.**

| CTI 1.2.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of student affairs areas that perform regular reviews and base their operations on internal assessments | 70% | 100% |

***Data source for CTI 1.2.1:*** *Student Affairs Annual Reports 2013-2014; 2014-2015; 2015-2016; 2016-2017, 2017-2018, BC Services Survey 2017, and Veterans Services audits.*

**Table Success 4.A.1.c: Summary of Areas Reporting Compiled in Student Affairs End-of-year Reports**

| Student Affairs Student Support Programs and Services | AY 2013-2014 | AY 2014-2015 | AY 2015-2016 | AY 2016-2017 | AY 2017-2018 (BC Services Survey or other) |
|---|---|---|---|---|---|
| Academic Advising, including transfer services | X | X | X | X | X |
| Athletics Department | X | | | X | |
| Counseling Center | X | X | X | X | X |
| Disability Resource Center | X | | | X | X |
| Enrollment & Registrar Services | | | X | X | X |
| Evaluations & Graduation | | | | X | X |
| Financial Aid | X | | X | X | X |
| High School Programs | X | X | X | X | X |
| Housing | | | | X | X |
| Multicultural Services | X | X | X | X | X |
| Office of International Education and Global Initiatives | X | | | X | X |
| Placement and Testing Services | | | | X | |
| Student Conduct | | | | X | X |
| Student Programs | X | | X | X | X |
| TRiO | X | X | X | X | X |
| Veterans Services (WSAC Workforce Board, VA annual survey with Military Friendly Schools audit) | X | X | X | X | X |
| Welcome Center (established fall 2018) | NA | NA | NA | NA | NA |

### CTI 1.2.1. Summary of Mission Fulfillment

Because BC has committed to building a data-driven culture, it has set an ambitious threshold of achievement for this indicator. Although the current completion level (70 percent) falls short of its goals (100 percent), the college has a solid plan (discussed in section 4.A.2 of the student success core theme) to improve both the number and frequency of assessments as well as their quality and consistency.

**Assessment data for CT Objective 1.3. Students make progress toward and achieve their educational goals.**

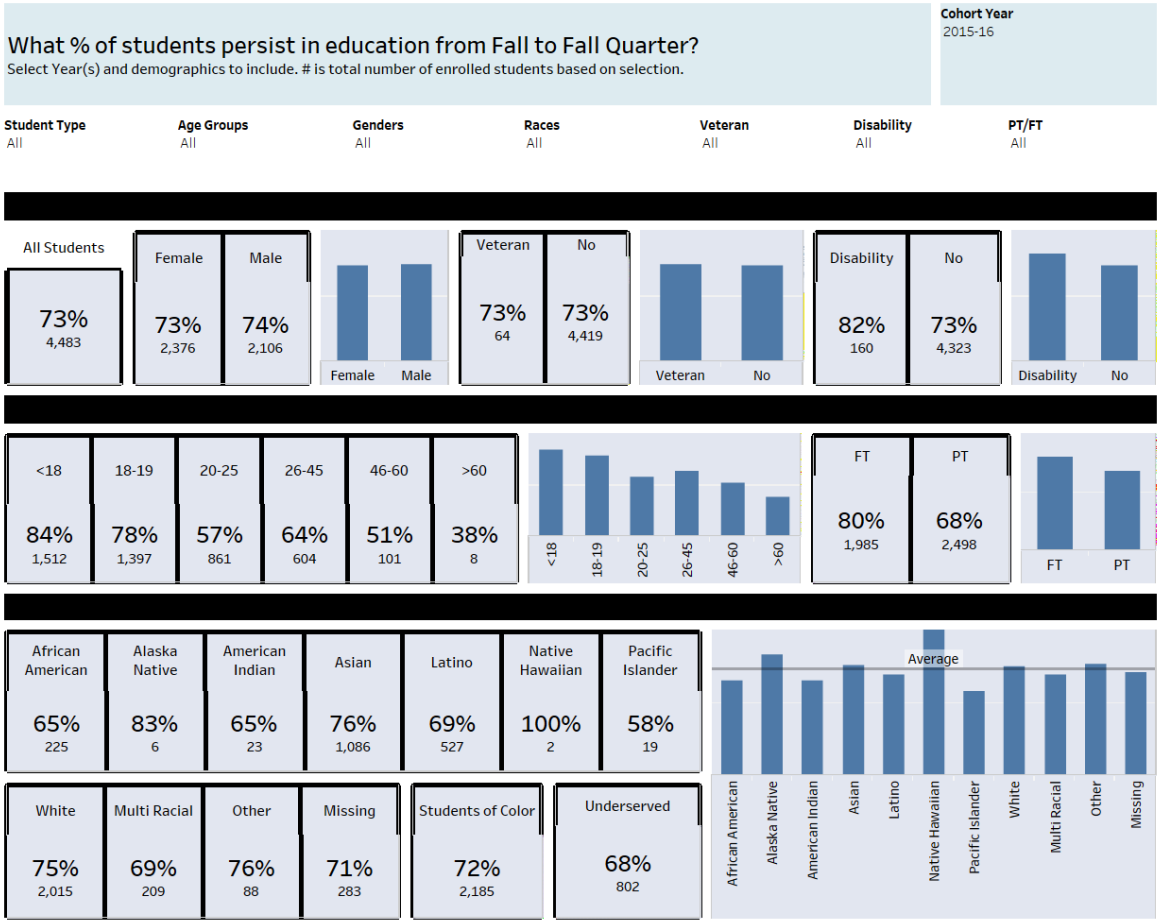
### CTI 1.3.1. Students demonstrate persistence in higher education

| CTI 1.3.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of fall first time at BC cohort enrolled at BC or another institution in the subsequent fall quarter, disaggregated by student type | 70% | 70% or in the top quarter of the state |

***Data source:*** *BC Office of Effectiveness and Strategic Planning Student Persistence Dashboard. Data are from AY 2004-2005 through the most recently completed academic year.*

## Student Persistence Dashboard

The college monitors student persistence using interactive Tableau dashboards. The sample view below shows data for the most recent year available for fall to fall student persistence. This view can be accessed by a tab on the top menu.



### CTI 1.3.1. Summary of Mission Fulfillment

BC meets its threshold of achievement for this indicator.

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### CTI 1.3.2. Students are prepared to transition successfully from basic and transitional studies (BATS) to college-level courses.

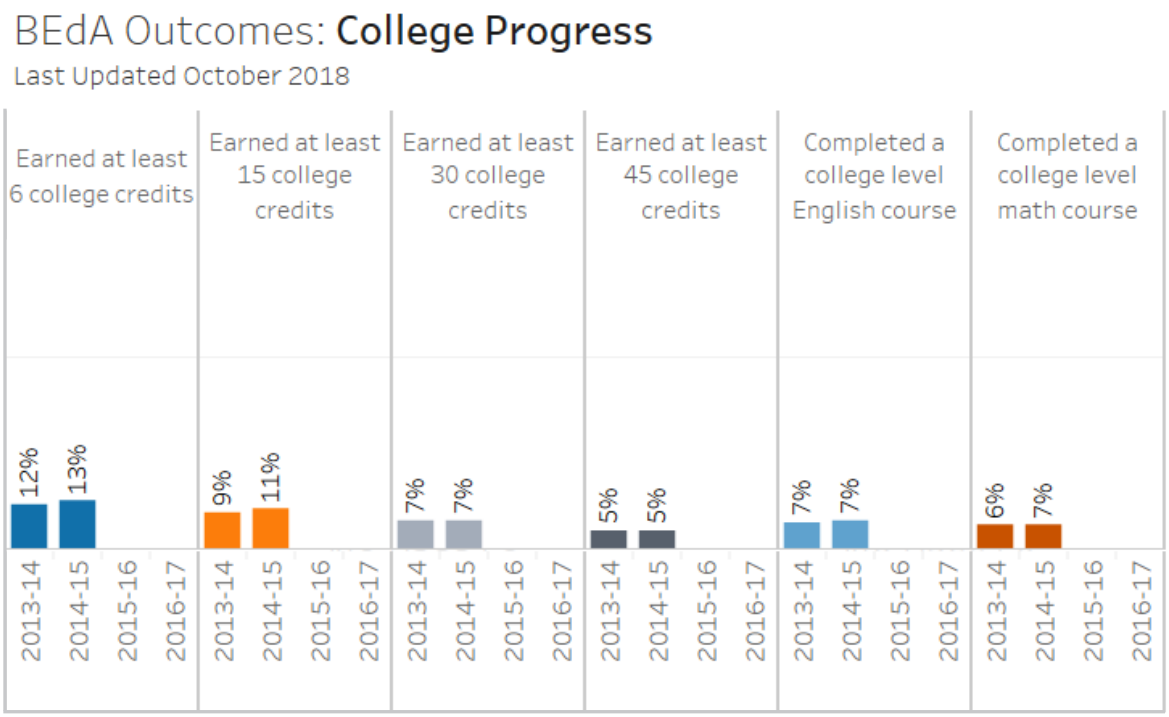
| CTI 1.3.2. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of first quarter students enrolled in BATS who go on to successfully earn college-level credits within 3 years | 12% | Above 10% |

***Data source for CTI 1.3.2:*** *SBCTC Basic Education for Adults Outcomes Dashboard (College Progress tab)*

[SBCTC Basic Education for Adults Outcomes Dashboard]

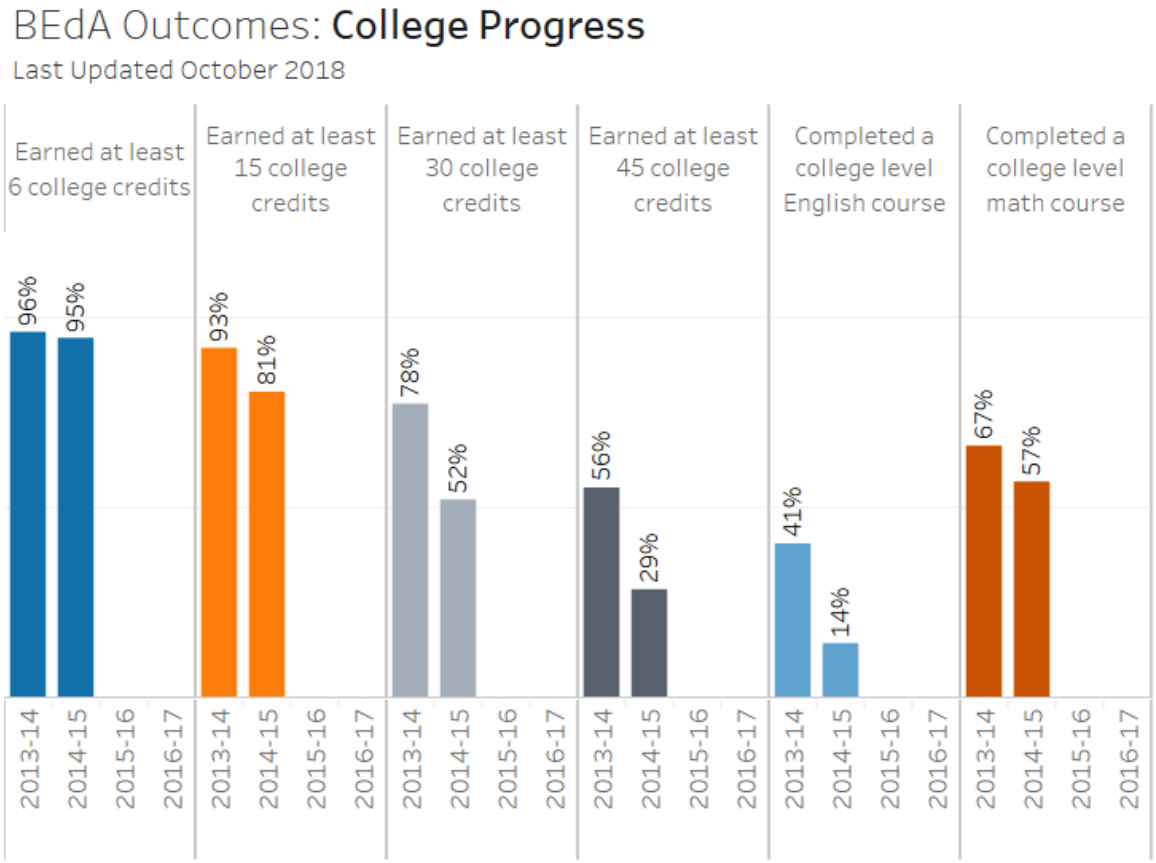
Increasing the rate of transition from basic education to college-level courses is a focus of both Washington State and Bellevue College. These data show that the college is meeting its threshold of achievement and increasing the rate of transition over time.

**Table Success 4.A.1.d: Basic Education for Adults Outcomes: College Progress**



With some students, BC is achieving extraordinary transition rates. The table below shows the data the college's I-BEST students. The I-BEST program combines basic education with college-level work. While the program is not appropriate for all students, these data show that the success rates are very high for those students who do enter the program.

**Table Success 4.A.1.e: Basic Education for Adults Outcomes: College Progress (I-BEST)**




### CTI 1.3.2. Summary of Mission Fulfillment

In this area, BC is reaching mission fulfillment, with very encouraging results in some areas.

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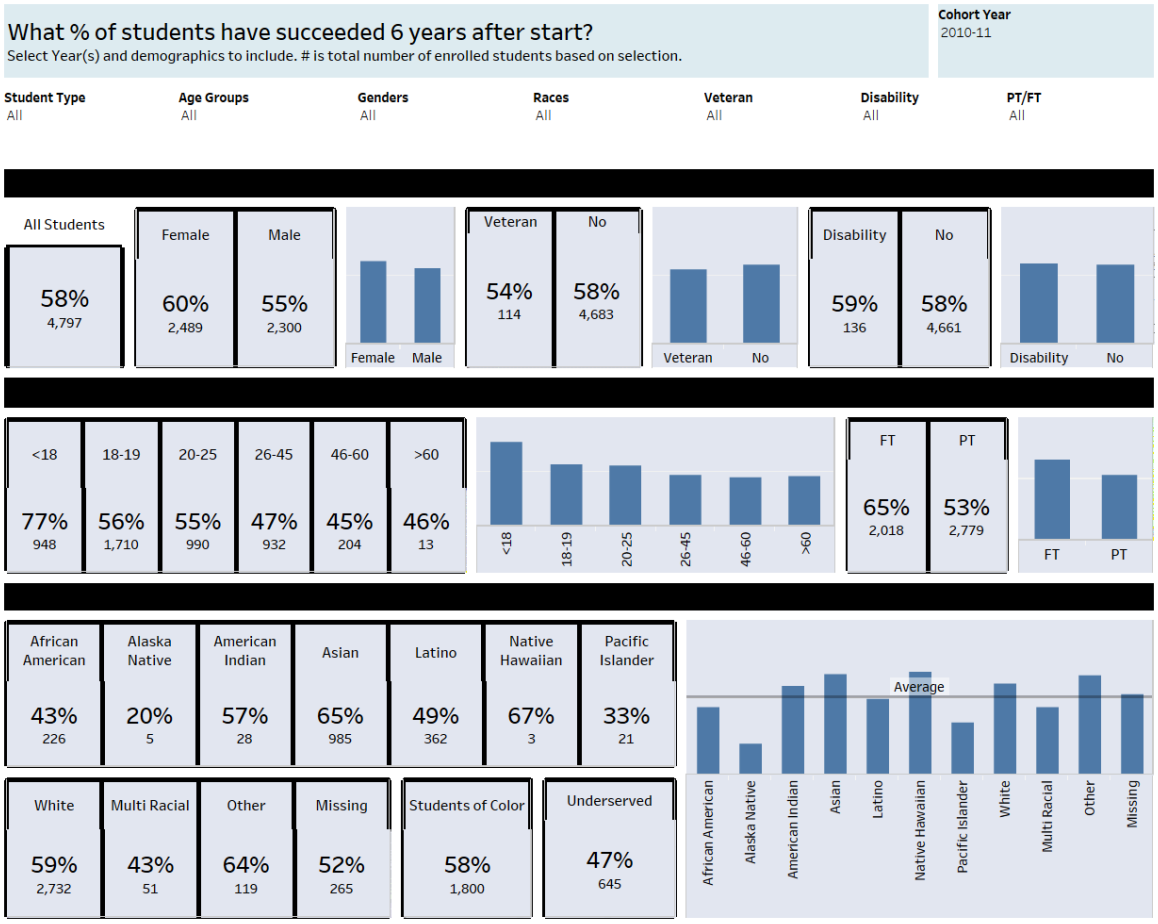
### CTI 1.3.3. Credential-seeking students earn a BC award or transfer within six years.

| CTI 1.3.3. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students who earn an award or transfer in 6 years, disaggregated by student type. | 55% | Above 55% |

***Data source:*** *BC Office of Effectiveness and Strategic Planning Completion Dashboard. Data are from AY 2004-2005 through the most recently completed academic year.*

## Completion Dashboard (All Students)

BC tracks completions—an award or transfer to a four-year institutions—in a series of dashboards. They can be used interactively to examine disaggregated data or compare cohorts. The snapshot below, which can be accessed through the 6yrs completion tab, shows that for the most recent applicable cohort 58 percent of all students had graduated or transferred within six years.




**CTI 1.3.3. Summary of Mission Fulfillment.**
BC meets its threshold of achievement for this indicator.

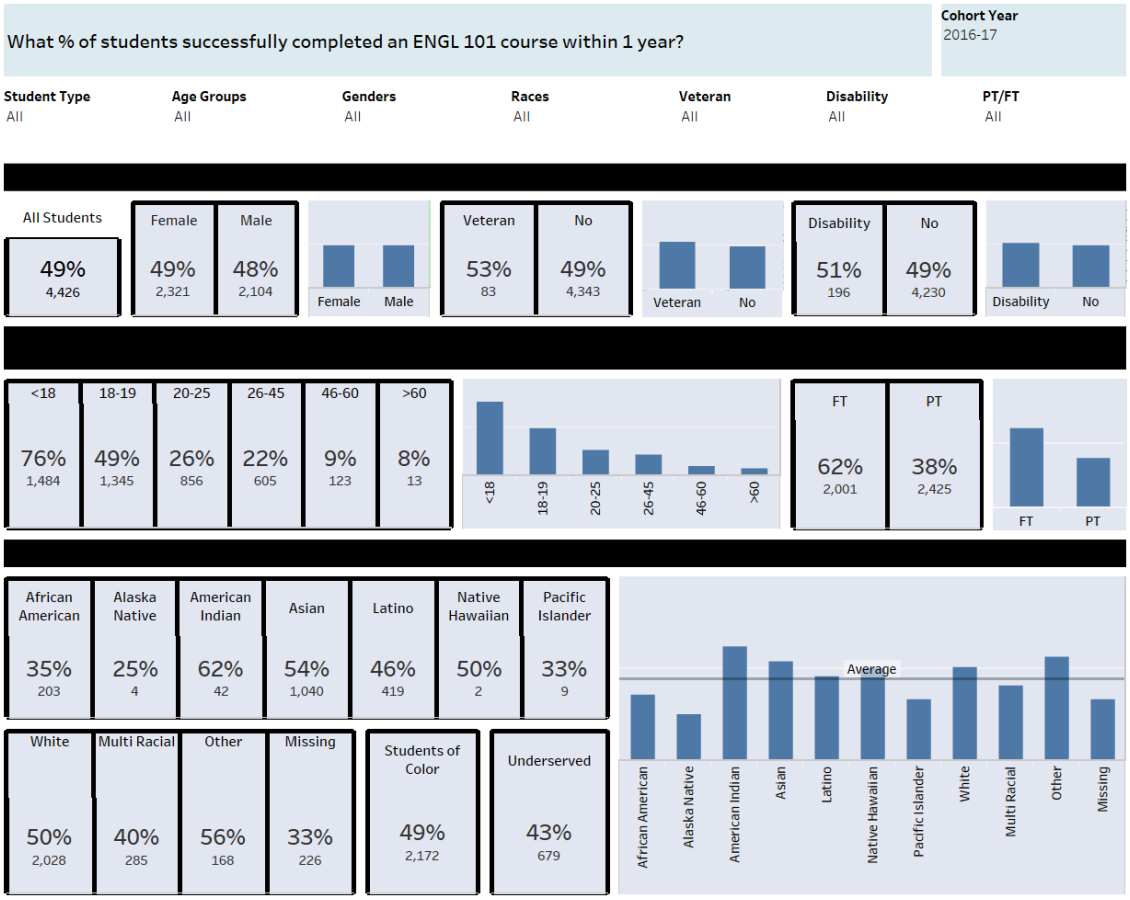
### CTI 1.3.4. Students from various demographic groups succeed at comparable rates

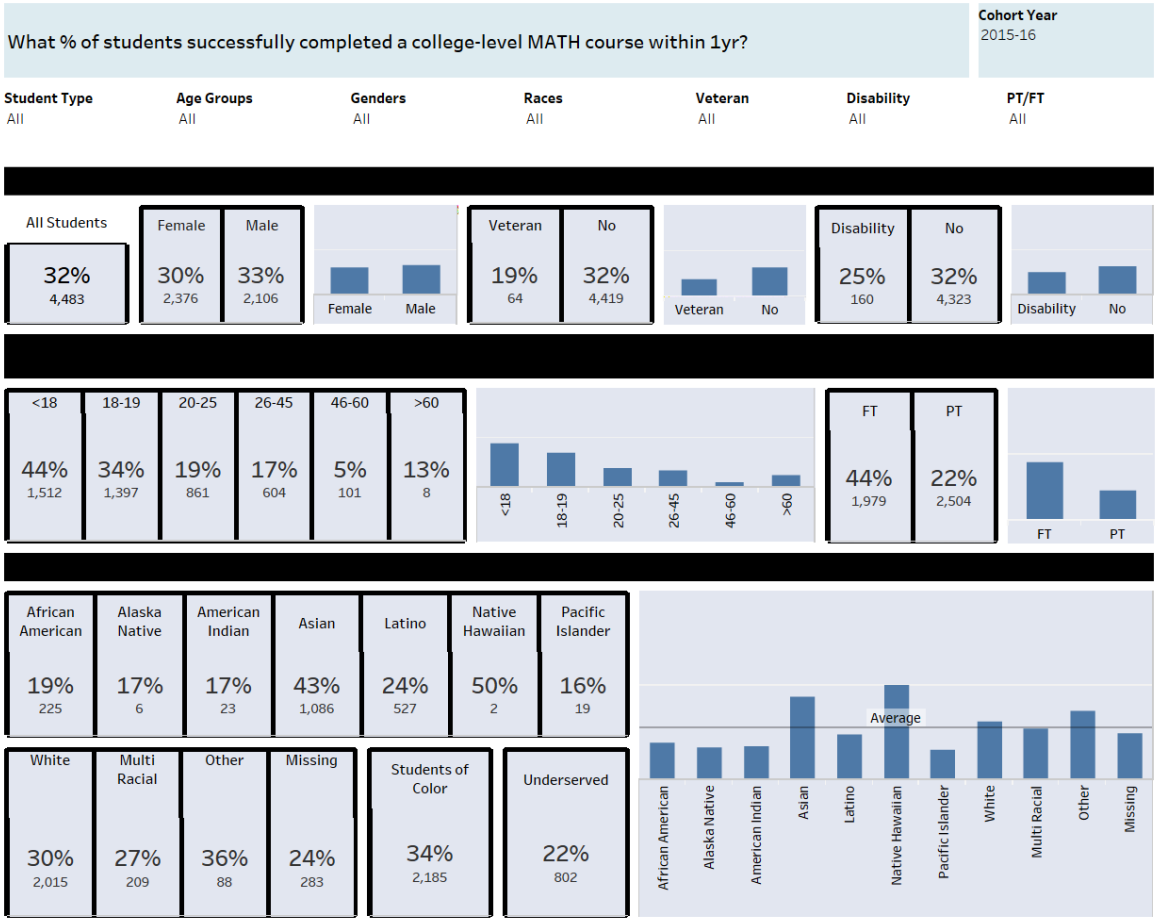
| CTI 1.3.4.a. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students by selected population demographics who complete college-level English and math with a grade of C or better | 20-40% | Disparity decreases over time between demographic groups including but not limited to male/female; African-American, Asian, Latino, white; traditional/ non-traditional age; full/ part time |

***Data source:*** *BC Office of Effectiveness and Strategic Planning Math/English Completion Dashboard. Data are from AY 2004-2005 through the most recently completed academic year.*

## Math/English Completion Dashboard

BC monitors English and math completions using interactive dashboards. screenshots below shows significant disparities in English and math completions across race and ethnicity. Other demographic differences generally show much smaller disparities. However, a large disparity related to age appears because BC accepts many transfer students or students returning to college who are more likely to have completed English and math prior to attending the college. To access this information, select the ENGL after 1 Year and Math after 1 Year tabs.

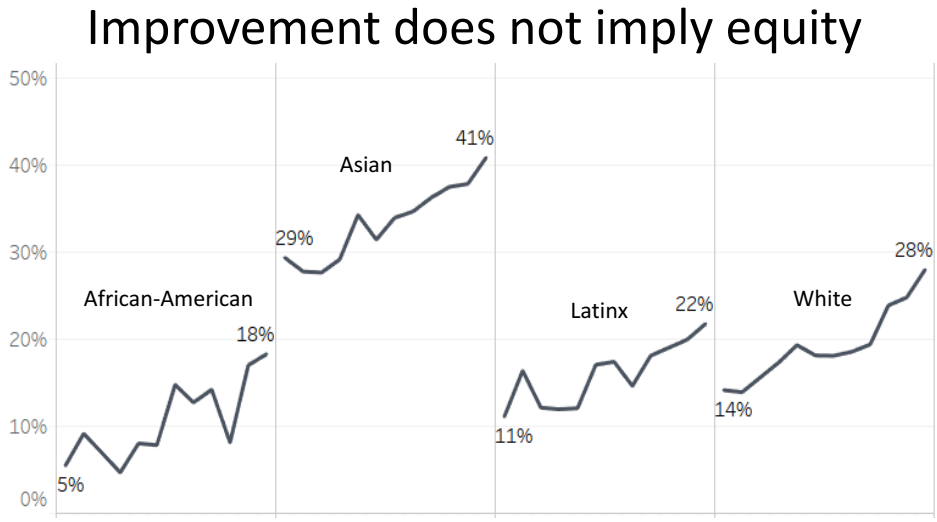





### Interpreting Completion Data

Indicator 1.3.4. measures completion disparities across demographic categories to guide the college in reducing disparities over time. Over the past several years, BC has dramatically increased the number of students completing college-level English and math. As a result, all students are more likely to complete these courses; however, significant disparities persist. This is a challenge the college is facing directly, through increased awareness and targeted strategies.

The PowerPoint slide below, titled "Improvement does not imply equity," is taken from an all-college presentation designed to keep staff and faculty informed of achievement gaps. It visualizes trends in college-level math completion disaggregated by race and ethnicity. The data in this slide, which represents the last ten years, could be interpreted in different ways. In the first year of data, African-American students had a five percent completion rate, compared to a 14 percent completion rate for white students. In the last year, African-American student completion rates had risen to 18 percent, compared to 28 percent for white students. Has BC closed the gap? In the first year African-American completion rates were nine percent below white completion rates. In the last year of the series they were 10 percent below, suggesting a worsening situation. On the other hand, first-year rates for African-Americans were 5/14 or 36 percent of whites; in the last year, they were 18/28 or 64 percent of whites, suggesting progress. BC strives to present and analyze data with nuance and awareness that not all improvement produces equity. The data here demonstrates improvement as well as the progress still needed to meet the college's equity goals.

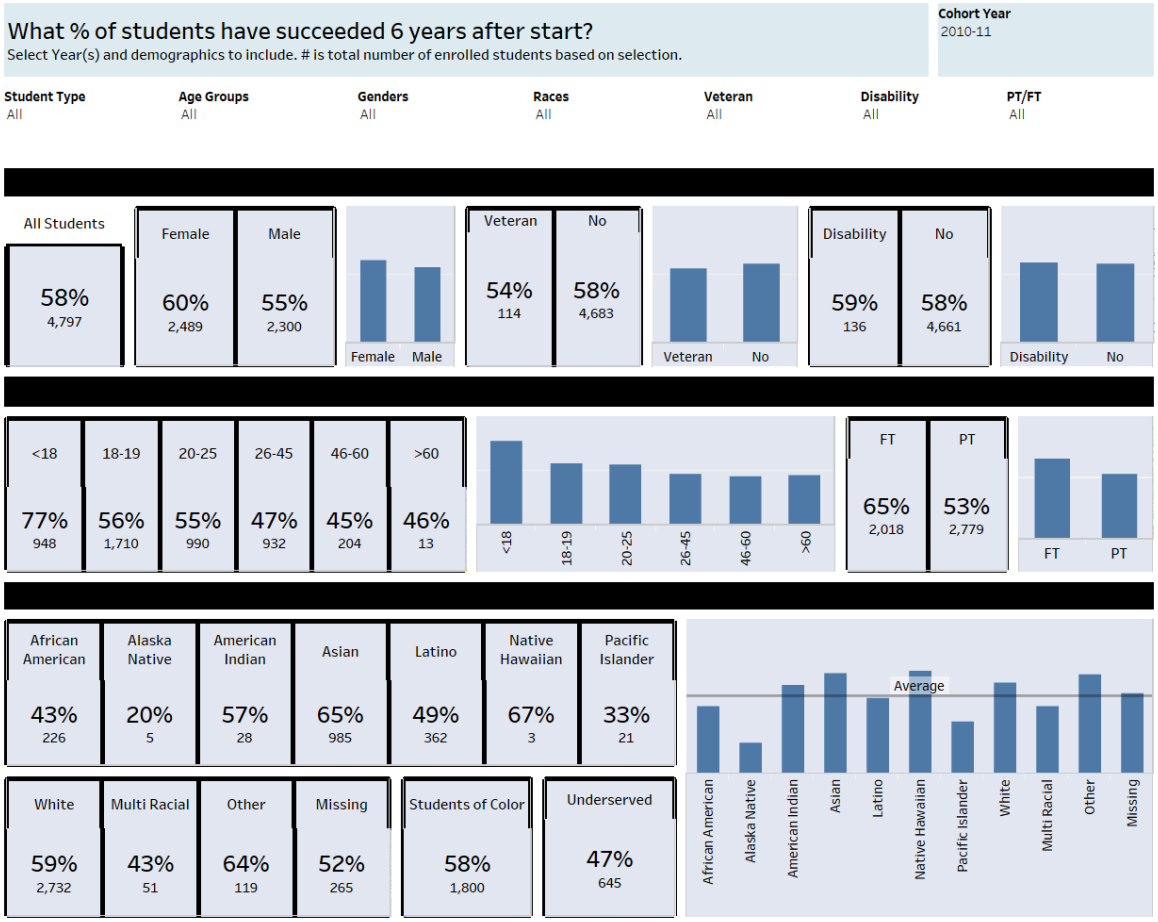



| CTI 1.3.4.b. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students by selected population demographics who earn a BC award or transfer within six years | 20-40% | Disparity decreases over time between demographic groups including but not limited to male/female; African-American, Asian, Latino, white; traditional/ non-traditional age; full/ part time |

***Data source:*** *BC Office of Effectiveness and Strategic Planning Completion Tableau Dashboard. Data are from AY 2004-2005 through the most recently completed academic year.*

## Completion Dashboard (Selected Demographics)

The college tracks completions across demographic groups using the same dashboard as in CTI 1.3.3. The trend data tell the same story as that described above for English and math completion: everyone has yet improved meaning gaps have remained. This information can be accessed online by selecting the 6yrs completion tab.




### CTI 1.3.4. Summary of Mission Fulfillment

The college is achieving mission fulfillment. However, while relative gaps have decreased, the absolute difference in rates of achievement have not changed significantly.

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## 4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

### Student Affairs Programs and Services Evaluation

Although student affairs has regularly produced annual reports on its programs and services, and specific areas have adopted their own methods of assessment, this process has been less systematic than it could be. BC is developing a student support programs and services assessment model with the following characteristics: it includes student input and meaningful metrics; it is informed by nationally recognized standards; and it is conducted on a regular schedule. This assessment model is comprised of multiple elements:

- Annual student survey—scheduled for early 2019
- Annual assessment of key measures

- Student support program and services review conducted every five years—based on Council for Advancement of Standards (CAS) in Higher Education or another nationally recognized standard

Student success issues are a frequent topic at president's cabinet, which schedules regular presentations on data and in which members discuss coordination between the different areas of the college. The provost, vice presidents, and other members of president's cabinet are charged with communicating information to deans, directors, and other staff. Currently, in addition to annual reports, student support programs and services are assessed through leadership groups such as instructional services cabinet and the student affairs leadership team. Senior administrators communicate with the broader college community through their roles as resource liaisons to BC Governance (BCG) councils, all of which include several seats designated for faculty. The BC Assembly and all councils prioritize issues related to student success, with the student success and faculty councils and the council on inclusion and diversity being especially involved. BC's Associated Student Government (ASG) is linked to the governance system and regularly reports to the BC Board of Trustees. ASG takes an active interest in student support programs and services. Additional committees, such as the advising committee, address specific aspects of student success. All of these structures contribute to BC's current system of evaluation for student support programs and services. However, the college recognizes the need to standardize and improve this system.

In some cases, BC employs an external consultant to assess a program. In 2018, the disability resource center (DRC) engaged an external consultant to review the DRC's web presence and documentation; and to solicit input from staff, faculty, and students. The resulting evaluation, in conjunction with feedback from the 2017 BC Services Survey, was used to create a short-term action plan to address DRC professional development, improve relationships with faculty, and increase student awareness of DRC services and how to access them.

### Student Support Programs and Services Outside of Student Affairs

In addition to student affairs, other areas of the college house non-instructional programs and services that impact and support students: academic affairs, office of equity and pluralism, information technology services (ITS), and administrative services. These areas also evaluate their performance.

Academic affairs (formerly the office of instruction) houses the academic success center, the center for career connections and the women's center, and the library media center (evaluation discussed in 2.E.2. and 2.E.4.). Since 2007, the **academic success center** (ASC) has tracked the number of students served and type of services accessed for its general academic tutoring and three labs—math, English, and writing. In-person visits to the ASC, for tutoring, computer lab and study spaces, and workshops averages 40,000 per year. ASC eTutoring services—provided through the Western eTutoring Consortium, a collaboration among 30 regional colleges—also tracks student users. Approximately 700 students per year take advantage of this resource. The ASC recognizes some challenges to its data collection. For instance, ASC's tracking tool for logging student visits has known deficits, such as requiring students to provide their college ID numbers, which many students do not know. ASC would also like to collect more data on service quality. Under new

leadership as of fall 2018, the ASC plans student focus groups and other feedback mechanisms in a rebranding effort, to better convey its mission to students.

The **center for career connections and the women's center** (CCC) works across multiple areas of the college and community to support student success, faculty development, and employer relations. Regular evaluation has largely focused on counts: number of unique students served; number of participating employers in job fairs and onsite interviewing; number of employers contacted by outreach staff; and number of employers utilizing the online jobs board. While these counts demonstrate the center's importance to the college (2,000 unique students and community members served per year, more than 100 employers participating in on-campus activities, 70 employers interacting with outreach staff, more than 500 employers utilizing the online jobs board), they do not fully capture the impact of these interactions nor adequately guide planning. These counts have been supplemented by student survey data related to career search strategies. In 2016, the CCC became part of the **RISE Learning Institute**, which is focused on experiential learning, faculty development, and grant development. RISE has built monitoring and evaluation into its programs, influencing the CCC. Following a 2017 change in leadership, the center reviewed all programs and evaluation frameworks, resulting in new processes and metrics, including post-appointment surveys from students and faculty surveys on internships. The CCC's primary goal through these changes is to measure its impact on students and community members.

The office of equity and pluralism (OEP) houses the **Title IX office**, which addresses sexual harassment, intimate partner violence, sexual assault, stalking, gender identity, and pregnancy. The BC Services Survey, first administered in fall 2017, solicited staff and faculty assessments of the OEP focusing on questions concerning Title IX services. Two themes emerged: first, BC staff and faculty would like to better understand the process for reporting concerns; and second, they wish to gain more knowledge around Title IX issues. In response to this feedback, as well as findings from the WA State Office of Civil Rights, OEP gathered stakeholders to update policy language and revise the reporting procedures for discrimination, harassment, and retaliation. The Title IX office also offers regular onsite training and training during college-wide events such as opening day and college issues day. HR also provides online training on this topic. Further Title IX office assessment will take place as part of the U.S. Department of Justice Office on Violence Against Women Campus Program grant. It calls for assessment methods for prevention efforts.

**Public safety,** under the direction of administrative services, directly impacts the quality of student life. Public safety was assessed as part of the BC Services Survey in fall 2017 and learned that respondents had some concerns about the professionalism of public safety officers; access to campus crime statistics; response times; and parking permit information. In response, public safety has modified its officer training to emphasize positive interactions, worked to complete hiring for open positions, and evaluated the public safety webpage. To improve public safety services, BC has contracted with the International Association of Campus Law Enforcement Administrators on a formal study to assess and provide recommendations.

The **BC Store** and **food services**, also under the direction of administrative services, are auxiliary functions that have long focused on student success as their primary mission. The BC Store supports the college curriculum with an emphasis on affordable course materials.

Food services provides healthy options and ethnic cuisine. These self-support areas respond to market feedback in their decision making; however, administrative services is now exploring methods for evaluating these areas that can better assess their impact on student success and result in a continuous improvement cycle.

**4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Student learning outcomes assessment is led by faculty members and is discussed in the teaching and learning excellence core theme section of this report.

**4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

**and**

**4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

BC recognizes the primary status of student success as the highest expression of its values and its main purpose. All BC programs or services are planned while considering the relationship to student success. BC organizes its program and services planning, resource decisions, and assessment methods in a coordinated way under the direction of the college president and senior leadership through president's cabinet. The six indicators for the student success core theme (out of the total of 23 for all core themes) are the most highly developed at the college, with a long record of data collection, college-wide dissemination, and action taken based this information. While these indicators show that the college is doing well for an open access institution, faculty and staff members strive to make continuous improvements, particularly to reduce and eventually eliminate equity gaps in achievement.

**BC's governance system (BCG)** provides a valuable forum for assessing student success efforts. The student success council (SSC), one of four functional councils, considers matters related to the provision of instruction and student services, including educational planning and advising, student transitions, instructional technology, and equitable opportunities. The SSC goals for AY 2017-2018 include:

- Create and identify activities and projects to facilitate communication from the council to the college.
- Create and identify activities to collect data from students about success issues.
- Promote safety and wellness for students.

BC's progress toward achieving these goals is reflected in several accomplishments. Communications on student success issues were improved by publishing meeting

agendas and minutes via Accela, the governance software tool, which gave the college community access to SSC discussions. The SSC also increased its visibility as a vehicle for addressing student success issues by attending college-wide welcome fairs and by creating an informational flyer describing its role in student success initiatives. Data collection activities included reviewing student responses on the Community College Survey of Student Engagement (CCSSE) and issuing and collecting student comment cards at the winter welcome fair. Student safety and wellness were addressed by engaging the dean of student life and leadership in discussions about the initial plans for BC's new residence hall as well as by working with college leadership on the "Light up the Night" initiative, an effort to fix lighting on campus. In AY 2018-2019, the SSC is continuing a review of policies related to student success, bringing student success issues to the attention of the BC Assembly, and playing a crucial role in implementing and assessing BC's ATD student success priorities. The faculty council and the council on inclusion and diversity also engage regularly with student success issues and develop advisory recommendations designed to support students.

The **BCG Resources and Planning Council** has been critical to addressing another issue: rolling up unit plans to a broader college-wide plan that can be used to guide resource allocation. Historically, this has proven to be a challenge for the college. Building on earlier efforts in this area, including the work of an annual planning task force in AY 2014-2015, the BCG Resources and Planning Council has worked closely with the college president to develop a feasible model that is currently being piloted.

Over the course of the last two years, the college has adopted **Achieving the Dream (ATD)** as a mechanism to coordinate student success efforts. This effort has mobilized faculty and staff from across the college to serve on the core, data, and communications teams, and many of these team members have attended ATD conferences and coaching sessions. Two of the three initiatives that emerged from the ATD process fall within the student success core theme: BC Pathways and integrated advising and student support. These initiatives arose from a process that included an all-college survey (ICAT or institutional capacity assessment tool); a capacity café held as part of the 2018 opening day; and extensive conversations with faculty and staff stakeholders.

### Lockwood Grants Expand Undergraduate Research

In 2018, the Lockwood Foundation Fund for BC Faculty Excellence and Innovation awarded ten faculty members funding to support their project Making Discovery Accessible: Creating Course-Based Undergraduate Research Experiences. Faculty members from the biology, chemistry, psychology, and anthropology departments and the undergraduate research librarian developed six new course-based undergraduate research experiences (CUREs). Integrated into an established curriculum, CUREs encourage active, independent learning, improving retention. In AY 2018-2019 this project will engage approximately 700 students and will be scaled up to reach 1,000 students in AY 2019-2020. It builds on the success of CHEM 272, Undergraduate Research in Chemistry, and PSYCH 209, Fundamentals of Psychological Research. BC students have presented their original research from these courses at the 2017 Western Psychological Association Annual Convention and at the University of Washington Undergraduate Research Symposium in 2016, 2017, and 2018. The Lockwood Foundation Grant was endowed to BC in 2005 and has been awarded each year since then.

**4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

As described in 1.A.2., BC has revised its core theme indicators in order to create clear and meaningful measures. In this process, the student success core theme indicators have changed the least. Most of the metrics in this section are fundamental to all institutions of higher learning and have been collected regularly for decades. External compliance—such as the national Integrated Postsecondary Education Data System (IPEDS)—also require this data. The consolidation of the core theme indicators marked a significant step towards better core theme assessments. The college has also considered replacements for the Community College Survey of Student Engagement (CCSSE) because of the difficulty of achieving adequate response rates. Staff in effectiveness and strategic planning regularly discuss the best ways to establish metrics, acquire data, and communicate to the college community overall. The college has also made a concerted effort to build out interactive data dashboards with Tableau software in order to make assessment data more accessible. Another aspect of assessment that has been revised to yield better information: the annual goals that the provost, vice presidents, and other senior leaders prepare. Goals are now developed using a process of setting objectives and measurable key results (OKRs). Progress on OKRs is reviewed regularly at the cabinet level. The format has changed to make these plans more visible and useful. As noted above, several areas of the college have engaged in improvements to their assessment processes, adopted more formalized and externally-valid methods for assessment, or sought a third-party analysis, as in the case of the disability resource center.

Following the conclusion of the Year Seven Self-evaluation, the college will launch a strategic review of its mission statement, strategic plan, and planning processes. As part of this renewal, BC will reassess its approach to assessment to more fully integrate it into planning and resource allocation cycles.

## 4.B Improvement

**4.B.1. Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

BC can point to several examples of how assessment data has driven improvements in student success. As an example, the science division has used student success data to change the way developmental math courses are taught. College data also reveals where more work needs to be done. As noted above, the college has improved completion rates; however, all students have made similar gains so the achievement gap between different demographic groups has not closed. In response, closing the gap has been identified as a primary goal of the academic and student affairs leadership team as well as the ATD Core Team.

The Achieving the Dream (ATD) initiative has mobilized faculty and staff from across the college to use institutional capacity assessment tool (ICAT) results, feedback from the all-college capacity cafés, ATD conference insights, and coaching sessions to develop BC's Student Success Action Plan. This plan commits BC to "eliminate gaps in opportunity and achievement for our diverse community…and strive to ensure that all students reach their academic and career goals." The plan identifies three student success-related priorities for the college:

1. Adopt the Guided Pathways model to clarify and improve progress toward completion.
2. Improve the student experience through adoption of holistic student support and advising.
3. Improve student course completion rates through systematic faculty professional development.

BC's ATD effort also includes a communications team that works to share information to appropriate constituencies. Quarterly all-faculty meetings and—since fall 2017—monthly administrator's meetings are other important venues to communicate with the college community.

### BC Expands Lean Process Improvement

BC has expanded its longstanding use of Lean process improvement techniques through a comprehensive training program. The college has relied on Lean methodology for many years, especially since 2013 when it was launched as a formal initiative. In AY 2018-2019 all administrators have been offered two-day Lean training. BC has also increased the infrastructure for process improvement with a new system to submit ideas and appointment of a continuous improvement coordinator within the office of effectiveness and strategic planning. Lean methodology has successfully improved processes in several areas including curriculum management, hiring/human resources, advising, and financial aid. Lean serves the mission of the college by applying improvement efforts to student success.

**4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

Student learning assessment results and the actions directed by those results are discussed in the teaching and learning excellence core theme section of this report.

**Student Success Core Theme URLs**

| | |
|---|---|
| ATD Student Success Action Plan (appendix success 3.B.2.i) | https://bellevuec.sharepoint.com/:w:/r/sites/president/ATD/_layouts/15/Doc.aspx?sourcedoc=%7BF08816D7-D4F8-4B5C-908F-02499A531FE6%7D&file=BCStudentSuccessActionPlan.docx&action=default&mobileredirect=true |
| Eastside Pathways Career Pathways Collaborative | http://eastsidepathways.org/eastside-pathways-launches-two-collaboratives-transitions-and-career-pathways/ |
| EvaluationKit Course Evaluations, 2015-present | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/doc.aspx?sourcedoc=%7B42323CD1-8173-443E-B86A-ECEEB1BADD14%7D&file=1.1.1.EvaluationData.xlsx&action=default |
| Student Affairs Year End Report 2013-2014 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B6B120CBB-FC10-4F37-A804-0139B2788BC2%7D&file=SAYearEndReport1314.docx&action=default&mobileredirect=true |
| Student Affairs Year End Report 2014-2015 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BECE20461-8F7F-4039-9542-59D3513310C2%7D&file=SAYearEndReport1415.docx&action=default&mobileredirect=true |
| Student Affairs Year End Report 2015-2016 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BB66538A7-AEA3-44F1-AEAF-0FC1202A0B80%7D&file=SAYearEndReport1516.docx&action=default&mobileredirect=true |
| Student Affairs Year End Report 2016-2017 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/SAYearEndReport1617.pdf |
| Student Affairs Year End Report 2017-2018 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BCFE08C10-5095-4A93-A71B-00F6D42712F8%7D&file=SAYearEndReport1718.docx&action=default&mobileredirect=true |
| Student Persistence Dashboard (Fall To Fall Persistence Tab) | https://tableau.sbctc.edu/t/BC/views/RetentionDataSept2018/INTROPAGE?%3Aiid=1&%3AisGuestRedirectFromVizportal=y&%3Aembed=y |

**Student Success Core Theme URLs** *continued*

| | |
|---|---|
| SBCTC Basic Education for Adults Outcomes Dashboard (College Progress Tab) | https://tableau.sbctc.edu/t/SBCTC/views/beda-outcomes/CollegeProgress?%3Aembed=y&%3AshowAppBanner=-false&%3Adisplay_count=no&%3AshowVizHome=no |
| Student Persistence Dashboard (6 year Completion Tab) | https://tableau.sbctc.edu/t/BC/views/RetentionDataSept2018/INTROPAGE?%3Aiid=1&%3AisGuestRedirectFromVizportal=y&%3Aembed=y |
| Math/English Completion Dashboard | https://tableau.sbctc.edu/t/BC/views/EnglMathTimingSept2018/INTROPAGE?:iid=2&:isGuestRedirectFromVizportal=y&:embed=y |
| Academic Success Center Data | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B7D87E3EF-CD96-4152-83E2-7B1F7091529E%7D&file=AcademicSuccessCenterUsageData.xlsx&action=default&mobileredirect=true |

*In 2018, a BC Foundation donor and BC's Nursing Student Association raised funds to support students and faculty members on an educational journey to Ghana.*

## Teaching and Learning Excellence Core Theme

### 3.B. Core Theme Planning

**3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Bellevue College's teaching and learning excellence core theme (TLE CT) states that:

> BC prepares and enables excellence in teaching and learning through its commitments to ensure relevance, responsiveness, and inclusiveness of curriculum; to maintain an effective teaching environment by supporting the teaching and professional achievement of all faculty; to provide for the accessibility of quality learning support services; and to monitor the academic and professional success of all students.

This core theme covers five key concepts: curriculum, program design, faculty professional development, and learning outcomes assessment.

Teaching and learning excellence is closely related to the student success core theme. Students must be able to access high-quality programs if the college is to achieve high rates of persistence, retention, and completion. Within the TLE CT, program quality is ensured through consistent self-evaluation (program review) and faculty professional development. BC Faculty Commons, a contractual entity since AY 2010-2011, supports faculty-guided innovation of the curriculum and pedagogy. Through its support of a range of collaborative faculty interactions, faculty commons advances faculty development; community and

wellness; and mentoring and advocacy. The office of equity and pluralism (OEP), Research, Innovation, Service, and Experiential (RISE) Learning Institute, academic divisions, academic affairs, human resources, and eLearning all provide faculty professional development on a range of topics including equity training; research, service, and project-based learning; and universal design for learning (UDL). Faculty professional development has also been identified as a major priority of BC's Achieving the Dream (ATD) efforts.

Descriptions and analysis of BC's teaching and learning excellence core theme objectives, indicators of achievement, and measures demonstrate the core theme's alignment with the strategic plan and the systematic process through which the college evaluates and promotes teaching and learning excellence.

**TLE Objective 2.1. with indicators of achievement, measures, and analysis**

| 2.1. BC maintains high quality course, curriculum, and program design. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 2.1.1. Program reviews show rationale for program changes based on evidence | % of programs that regularly document program revisions based on reviews (5-year cycle) |
| 2.1.2. Course curriculum and program decisions are informed by data | CAC development processes require documented justification for curriculum and program changes (yes/no) |

BC's mission emphasizes the importance of teaching and learning excellence to advance the "life-long educational development of its students." The college offers approximately 50 programs—including extensive healthcare, business, technology, and transfer offerings—and a range of certificates and degrees (45-credit certificates, associate's degrees, applied baccalaureates, and one bachelor's of science). These programs are delivered through a range of modalities: on-ground, online, and hybrid. BC maintains high quality in its programs primarily through two foundational systems: program review and the curriculum advisory committee process. Additional data from student learning outcomes assessment (considered under objective 2.2.) also contribute to program improvements.

Through AY 2017-2018, program reviews have been conducted on a five-year cycle as seen on the Program Review Rotation schedule. The program review completion data spreadsheet demonstrates that program reviews provide nearly continuous assessment, fulfilling **indicator 2.1.1.** As the spreadsheet shows, most BC programs complete their reviews within six years. Completed program reviews are discussed by the program chair, program faculty, the provost for academic and student affairs, and academic affairs staff, providing a forum to consider program changes. Program review has been a consistent assessment model for many years—demonstrated through an archive of all program reviews dating back to the late 1990s. For AY 2018-2019, the college has initiated an evaluation of the program review process. Programs scheduled for a review this year have the option of using the existing system or waiting for implementation of the new protocol (see 4.A.6. below for details on the planned revisions).

The curriculum advisory committee (CAC) is the second major structure through which BC ensures the quality of its curriculum. Before a new or revised course or degree can be offered, the faculty-led CAC evaluates the proposed change based on several criteria: alignment with existing programs and mission areas, student needs, employer demand, course outcomes, general education outcomes, and curricular quality. The CAC also assesses other academic matters such as the creation of new concentrations or the recent redefinition of the diversity degree requirement. Following its review, the CAC provides advisory recommendations to the provost for academic and student affairs. BC's comprehensive review of all curricular and degree decisions forms the basis for **indicator 2.1.2**.

**TLE Objective 2.2. with indicators of achievement, measures, and analysis**

| 2.2. BC is committed to providing effective instruction. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 2.2.1. Faculty members assess student learning at the course and program levels | % of FACT documentation completed—based on the 3-year cycle—and reviewed |
| 2.2.2. Students completing prof-tech programs are well-prepared for employment. | Measure a: % of students passing licensure or certification exams<br>Measure b: % of students and employers reporting satisfaction with programs |
| 2.2.3. Faculty have access to meaningful professional development. | Measure a: $/year for FT/PT faculty prof dev<br>Measure b: # and type of training opportunities across the college. |

Continuous improvement for course instruction results from a variety of assessment processes, structures for collaborative reflection, and faculty professional development. Student learning outcomes assessment (SLOA)—the focus of **indicator 2.2.1.—**provides meaningful data at the course and program levels to improve instruction. Since AY 2015-2016, the SLOA process at BC has been undergoing an extensive revision—discussed more fully in 4.A.6. When fully realized, the new system and enhanced data reporting capabilities will allow instructors to disaggregate achievement based on a variety of factors—such as length of time at the college—to identify student groups that may benefit from interventions or support. **Indicator 2.2.2.**—"students completing prof-tech programs are well-prepared for employment"—represents additional methods to assess teaching effectiveness: the percentage of students passing relevant licensing and certification examinations and the percentage of students and employers reporting satisfaction with programs.

BC values faculty professional development, the subject of **indicator 2.2.3.**, as an important factor in effective instruction; program currency and relevance; and the growth of individual faculty members. These values are described in Article 22 of the 2017-20 Bellevue College Association of Higher Education (BCAHE) Agreement. Since 2011, BC Faculty Commons has provided space and organized activities for faculty development and other services.

**3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

The priority initiatives found in the teaching and learning excellence section of the strategic plan (SP) were originally developed during the AY 2013-2014 strategic planning effort. In an overlapping and coordinated process, an academic master plan was also developed at that time. During spring 2017, the SP was revised. A planned re-envisioning of the academic master plan was postponed until restructuring in academic affairs and other priorities could be addressed. Since 2014, the priority initiatives of the teaching and learning excellence section of the strategic plan—both the original and now-revised versions—have been realized across the college in many ways and continue to be advanced. In some cases, Lean process improvement has contributed to the efficiency of this work.

The following are the teaching and learning excellence core theme strategic plan priority initiatives and selected examples of how they are being furthered.

A. **Develop and support new initiatives, certificates, credentialing models, and degrees—such as expanded baccalaureate programs—that meet the needs of the region.** BC's first applied baccalaureate degree—radiation and imaging sciences—was initially offered in fall 2007. Since then, the college has continued to develop applied baccalaureate degrees, most recently the digital marketing BAS, approved by the NWCCU in winter 2016. The commission's approval of a computer science bachelor of science in September 2016, which required Washington legislative action, represented another milestone. The most recent new degree, an associate's degree in robotics and artificial intelligence (ROBAI), was offered for the first time fall 2018; plans for a BAS in ROBAI are under consideration.

B. **Encourage faculty, staff, and student leadership in regional, state-wide, national, and international conversations about the future of higher education.**

   BC faculty, staff, and student leaders engage with shaping the future of higher education in a variety of ways, including conferences and international exchanges. In 2018 alone, BC faculty, staff, or students presented at or participated in the following:

   - 23rd Annual Black Solidarity Conference at Yale University;
   - National Academic Advising Association's Region 8 Conference (Portland, Oregon);
   - American Association of Collegiate Registrars and Admissions Officers conference;
   - Society of College and University Planners at University of California, Los Angeles, Spring Conference;
   - Council on International Educational Exchange International Faculty Development Seminars (France and Spain);
   - Model United Nations conferences (New York, NY, and Galapagos Islands, Ecuador); and
   - Irish Civil Rights Tour.

In addition to these contributions, BC Faculty Commons has led the college's participation in a voluntary Washington State Board for Community and Technical Colleges (SBCTC) professional learning framework based on Transparency in Learning and Teaching (TILT). Faculty commons has sponsored three faculty members for phase one of the project with additional sponsorships planned in the future.

C. **Incorporate undergraduate research and experiential learning into the curriculum.** Since winter 2017, the RISE Learning Institute has collaborated with faculty members on a Faculty Learning Community for Service Learning. RISE has also supported the Community College Genomics (ComGen) grant. Although the grant ended summer 2018, many of its key elements have been incorporated into the science curriculum. For instance, BIOL& 211, a course that reaches more than 200 students per year, has adopted a genomics research project. BC will also continue to lead a consortium of colleges engaged in genomics research and will continue to provide DNA-sequencing services for other colleges. RISE's network of service-learning partners and the Center for Career Connections' network of internship partners offer BC students real-world, project-based learning opportunities. In AY 2017-2018, nearly 850 BC students—enrolled in 20 different courses—engaged in service learning in collaboration with approximately 50 community partners.

D. **Incorporate personal effectiveness—communication, team-building, and leadership—skills throughout the curriculum.** BC promotes these skills through curriculum and faculty professional development. Basic and Transitional Studies (BATS) at BC houses: English as a Second Language (ESL), Adult Basic Education (ABE), and Integrated Basic Education and Skills Training (I-BEST). These programs integrate communication, team-building, and leadership activities throughout much of the curriculum to support the transition to career and college goals. Courses which focus specifically on communication, team-building, and leadership activities, such as English for College, Community and Career or Speaking and Listening for Leadership, are popular with students. HS21+/ABE Curriculum and communications courses also integrate self-assessment and teamwork as a method of creating inclusiveness. Faculty commons, the college's hub for faculty professional development, offers workshops, presentations, and other trainings to develop personal effectiveness skills. Faculty then infuse these skills across the curriculum.

E. **Prepare students to succeed in an interconnected and interdependent world through interdisciplinary learning, focused on economic, social, and environmental sustainability.** After an extensive reevaluation led by sociology and communications studies faculty members, BC recently adopted a new, more rigorous diversity degree requirement that reflects BC values. The requirement will be satisfied by cultural diversity courses that meet criteria in three areas: 1) academic rigor and contextualization; 2) awareness of self; and 3) intercultural communication. Environmental sustainability is another core value at the college. Faculty sustainability representatives, in coordination with the sustainability curriculum committee, offer peer guidance on integrating sustainability into the curriculum. Teaching and learning resources on sustainability are available to all faculty through: the Canvas LMS; workshops such as Integrating Sustainability into Your Course; and the library media center's sustainability LibGuide.

F. **Foster disciplinary and pedagogical currency and innovation through faculty professional development.** Faculty commons, which is designed for and led by faculty, offers professional development opportunities; mentoring for both part-time and full-time faculty; book clubs; wellness activities; office hours; and faculty work- and meeting space. During the past two years, faculty commons has significantly changed how it offers trainings, which are now organized along four main pathways—the Developing Instructor, Excellence in Online Instruction, Career Development, and High-Impact Practice. In 2018, faculty commons launched the High Five training, which teaches five research-based techniques to increase student retention. To date, more than 50 faculty members have completed the training, and faculty commons plans to coordinate with ATD teams and effectiveness and strategic planning to expand the initiative.

As noted in 3.B.2 (student success core theme), the academic master plan will undergo a major revision as part of the strategic review task force 2019 initiative. The teaching and learning core theme is the focus of one of the college's ATD goals—faculty professional development. Matters related to this core theme impact all planning efforts at BC.

**3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

Within the teaching and learning core theme, significant collection of data and analysis takes place through program review and planning; and through student learning outcomes assessment. Academic affairs also uses data in several additional ways. The results of data collection and analysis leads to discussion and planning at regular academic affairs meetings and retreats, at president's cabinet, at BC Governance Assembly and council meetings, and through presentations to the BC Board of Trustees.

**Program Review Data and Planning**

Program review, led by each program chair in collaboration with program faculty, represents the primary evaluation strategy to maintain program health, currency, and quality. Scheduled at five-year intervals, it is the main venue for planning (for new faculty or resources, etc.) and for making curricular improvements. Although program review is being substantially revised during AY 2018-2019, the data discussed below will continue to be gathered and used for assessment and analysis.

- **Student success data.** In most cases success is defined as a C- or better. In some cases, faculty may be interested in a higher or lower standard of success (for example, when prerequisite grade requirements are different from C-). The student success dashboards used in program review provide faculty and staff with the ability to select differing standards of student success.
- **Enrollment and fill rates.** This data can be disaggregated by students' full- or part-time status or by the instructor's full- or part-time status. These rates data inform decisions about enrollment management and the number of courses offered.

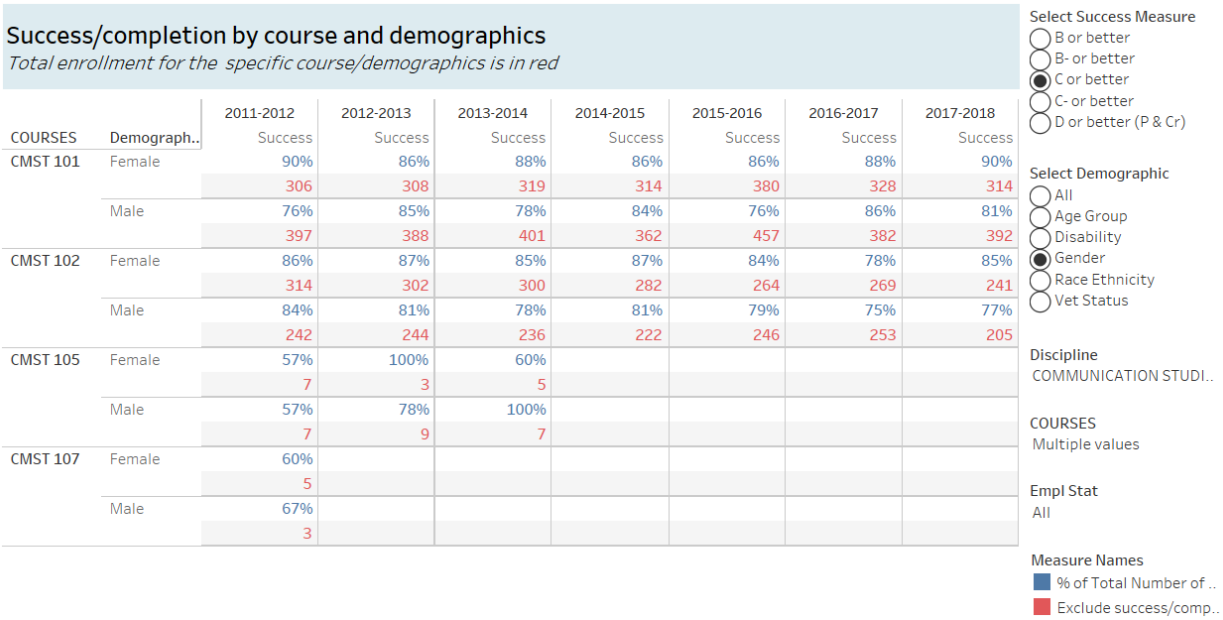
- **Completion rates.** Faculty members can access the graduation rates for students within a particular program, and the data can be disaggregated by demographic category. Deans and program chairs use this information to assess how programs are serving students from historically underserved populations.

In addition to these three data sets, many programs request additional information. For example, prof-tech programs might request a career outlook and employment data summary. Programs may also examine specific measures of success, such as a student's success in a series of classes over time or admission numbers for specific transfer programs around the state.

Until recently, ESP distributed program review data in cumbersome pivot tables and pre-populated charts. Since 2017, ESP has employed Tableau visualization software. This change has led to data which is produced and updated with greater efficiency and with a more accessible interface for users. The following interactive Tableau dashboards now provide program review data sets:

## Student Success Course and Demographics Dashboard

This screenshot shows the data available on the student success dashboard, primarily designed to show course-level success rates. It allows staff and faculty to see trends over time such as the differential success rate for men and women. The definition of success and the demographic under analysis can be controlled by the user using the right-side menu.



Success/completion by course and demographics

*Total enrollment for the specific course/demographics is in red*

| COURSES | Demograph.. | 2011-2012 Success | 2012-2013 Success | 2013-2014 Success | 2014-2015 Success | 2015-2016 Success | 2016-2017 Success | 2017-2018 Success |
|---|---|---|---|---|---|---|---|---|
| CMST 101 | Female | 90% | 86% | 88% | 86% | 86% | 88% | 90% |
| | | 306 | 308 | 319 | 314 | 380 | 328 | 314 |
| | Male | 76% | 85% | 78% | 84% | 76% | 86% | 81% |
| | | 397 | 388 | 401 | 362 | 457 | 382 | 392 |
| CMST 102 | Female | 86% | 87% | 85% | 87% | 84% | 78% | 85% |
| | | 314 | 302 | 300 | 282 | 264 | 269 | 241 |
| | Male | 84% | 81% | 78% | 81% | 79% | 75% | 77% |
| | | 242 | 244 | 236 | 222 | 246 | 253 | 205 |
| CMST 105 | Female | 57% | 100% | 60% | | | | |
| | | 7 | 3 | 5 | | | | |
| | Male | 57% | 78% | 100% | | | | |
| | | 7 | 9 | 7 | | | | |
| CMST 107 | Female | 60% | | | | | | |
| | | 5 | | | | | | |
| | Male | 67% | | | | | | |
| | | 3 | | | | | | |

Select Success Measure
- B or better
- B- or better
- C or better
- C- or better
- D or better (P & Cr)

Select Demographic
- All
- Age Group
- Disability
- Gender
- Race Ethnicity
- Vet Status

Discipline
COMMUNICATION STUDI..

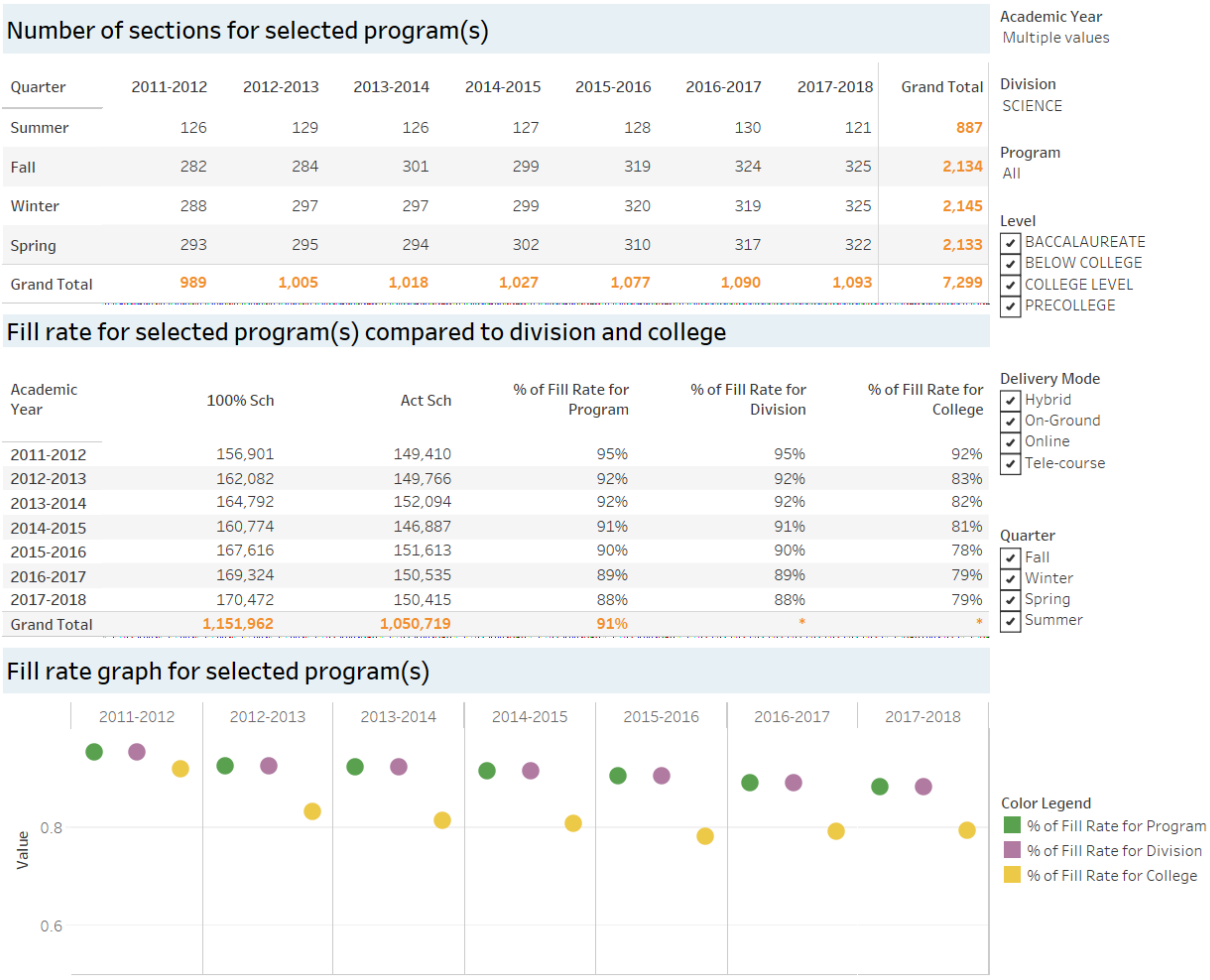
COURSES
Multiple values

Empl Stat
All

Measure Names
- % of Total Number of ..
- Exclude success/comp..

## Enrollment and Fill Rate Dashboard

This screenshot shows the data available on the enrollment and fill rate program review dashboard. It depicts the numbers of sections over time as well as the fill rates for a division or program. Users can select the delivery mode, degree level, and the quarter using the right-side menu.



### Number of sections for selected program(s)

| Quarter | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | Grand Total |
|---|---|---|---|---|---|---|---|---|
| Summer | 126 | 129 | 126 | 127 | 128 | 130 | 121 | 887 |
| Fall | 282 | 284 | 301 | 299 | 319 | 324 | 325 | 2,134 |
| Winter | 288 | 297 | 297 | 299 | 320 | 319 | 325 | 2,145 |
| Spring | 293 | 295 | 294 | 302 | 310 | 317 | 322 | 2,133 |
| Grand Total | 989 | 1,005 | 1,018 | 1,027 | 1,077 | 1,090 | 1,093 | 7,299 |

### Fill rate for selected program(s) compared to division and college

| Academic Year | 100% Sch | Act Sch | % of Fill Rate for Program | % of Fill Rate for Division | % of Fill Rate for College |
|---|---|---|---|---|---|
| 2011-2012 | 156,901 | 149,410 | 95% | 95% | 92% |
| 2012-2013 | 162,082 | 149,766 | 92% | 92% | 83% |
| 2013-2014 | 164,792 | 152,094 | 92% | 92% | 82% |
| 2014-2015 | 160,774 | 146,887 | 91% | 91% | 81% |
| 2015-2016 | 167,616 | 151,613 | 90% | 90% | 78% |
| 2016-2017 | 169,324 | 150,535 | 89% | 89% | 79% |
| 2017-2018 | 170,472 | 150,415 | 88% | 88% | 79% |
| Grand Total | 1,151,962 | 1,050,719 | 91% | * | * |

### Fill rate graph for selected program(s)



Academic Year
Multiple values

Division
SCIENCE

Program
All

Level
- BACCALAUREATE
- BELOW COLLEGE
- COLLEGE LEVEL
- PRECOLLEGE

Delivery Mode
- Hybrid
- On-Ground
- Online
- Tele-course

Quarter
- Fall
- Winter
- Spring
- Summer

Color Legend
- % of Fill Rate for Program
- % of Fill Rate for Division
- % of Fill Rate for College

## Completion Rate Dashboard

This screenshot shows the data available on the completion rate dashboard, which is used for prof-tech programs. Transfer programs, such as sociology, English, biology, etc., contribute to the college's four DTAs. In contrast, each prof-tech degree or certificate is housed within a single program. This screenshot shows the number of graduates over time in bookkeeping and accounting programs.

**ProfTech: Number of certificates and degrees awarded by academic year and % of total awards.**

Collapse or expand programs by clicking on the +/- sign to the right of the "Program" title.
Collapse or expand years into quarters by clicking on the +/- sign to the left of the first academic year.

| Program | Degree Title (Educ Prg M) | PGM Category | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|---|---|---|
| ACCOUNTI.. | AA ACCOUNTING | AA | 100%<br>3 | 100%<br>9 | 100%<br>11 | 100%<br>16 | 100%<br>10 |
| | AA PARAPROFESSIONAL .. | AA | | | | 100%<br>2 | 100%<br>8 |
| | AAS-T ACCOUNTING | AAS-T | 100%<br>16 | 100%<br>23 | 100%<br>24 | 100%<br>16 | 100%<br>6 |
| | AAS-T PARAPROF ACCOUNTING | AAS-T | | | | | 100%<br>1 |
| | BAS APPLIED ACCOUNTING | BAS | 100%<br>13 | 100%<br>4 | | | |
| | CERT ACCOUNTING ASSISTANT | CERT | 100%<br>15 | 100%<br>15 | 100%<br>8 | 100%<br>23 | 100%<br>30 |
| | CERT ACCOUNTNG INFO SYSTEMS | CERT | | | | 100%<br>4 | 100%<br>3 |
| | CERT BOOKKEEPING | CERT | 100%<br>25 | 100%<br>21 | 100%<br>20 | 100%<br>22 | 100%<br>96 |
| | CERT BOOKKEEPING PREPARATION | CERT | | | | | |
| | CERT FIN DATA REPORT SPECIALST | CERT | | 100%<br>1 | 100%<br>2 | 100%<br>2 | |
| | CERT FINANCIAL INFO SYS SPEC | CERT | | | | | 100%<br>3 |
| | CERTIFICATE ACCOUNTING PREP | CERT | 100%<br>12 | 100%<br>7 | 100%<br>16 | 100%<br>34 | 100%<br>85 |
| Grand Total | | | 100%<br>84 | 100%<br>80 | 100%<br>81 | 100%<br>119 | 100%<br>242 |

Division set
- [ ] A&H
- [ ] CE
- [ ] HSEWI
- [x] IBIT
- [ ] SCIENCE
- [ ] SOCSCI

PGM Category
- [x] AA
- [x] AAS-T
- [x] BAS
- [x] CERT

Program
ACCOUNTING

With Tableau, program review data is available to all faculty at any time allowing new functions, such as using Tableau dashboards to benchmark against other departments on campus. A multi-year record for all programs is continuously available.

### Data and Analysis for Program Changes—Program Chairs Survey

To better understand how program evaluation leads to improvements, the teaching and learning core theme committee distributed a survey to all program chairs in spring 2018. The Program Chair Qualtrics Survey posed eight, data-related questions about program and curriculum development. The committee received responses from more than half of the program chairs, which provided a representative sample from each of BC's five academic divisions. The responses describe how program chairs and faculty members draw from a wide range of input in their decision making:

- institutional research, including fill and completion rates and environmental scans;
- student evaluations, surveys, and verbal feedback; post-graduation surveys;
- advisory committee input;
- programmatic accreditation requirements;
- employer satisfaction surveys;

- licensure and certification test results;
- trade journal and labor market data;
- transfer agreements;
- State Board for Community and Technical Colleges information;
- conferences and research; and
- common assessment data.

Academic affairs found that most respondents could identify data-driven decisions leading to improvements in student success. Many also noted that they increasingly rely on common assessments to provide meaningful student learning information. Moving forward, data from this survey will inform the program review revision process.

**Student Learning Outcomes Assessment Data**

Design for a student learning outcomes assessment plan originally began in AY 2009-2010 under the guidance of what was first called the Assessment Coordinating Team (ACT). The name was changed to the Faculty Assessment Coordinating Team (FACT) to reflect faculty leadership of the process. Using this original system, which was in operation for two, three-year cycles (2010-2013 and 2013-2016), FACT supported individual faculty members in a self-reflective process to evaluate student learning in their courses. Data was collected through an Excel spreadsheet based on a standardized template. During this period, learning outcomes were developed for all courses, a massive undertaking for BC, given that the college includes more than 2,000 active courses in its inventory, which are taught by more than 800 instructors. During the first two, three-year cycles between 2009 and 2016, FACT facilitated reflective conversations for faculty to consider this data on college-wide assessment days. The resulting data from this period is now archived on the FACT MyBC SharePoint site. The individualized process in place through 2016 is now referred to as "assessment classic" and is still used in some cases.

As faculty and staff members turned to the SLOA results to inform change, a data-related shortcoming of assessment classic became apparent. The individualized nature of the assessment data precluded a college-wide roll-up. It did not provide for tracking student achievement by demographic category or across time, or enable meaningful comparisons. In addition, the system lacked rubrics that had been subjected to a norming process. FACT members sought a more scientifically valid methodology.

The current process being implemented for most courses, known as gen-ed assessment (discussed more fully below in 4.A.3.), uses BC's Canvas LMS to collect data based on faculty-developed and -normed rubrics. Tableau visualization software is being used to share the resulting information, which is already being discussed in FACT-led forums so key takeaways can be incorporated into curriculum design and pedagogy. These discussions have already influenced the data presentation through additional views and ways to disaggregate data. For example, the interactive BC SLOA Dashboard has been modified so faculty can exclude Running Start students—who tend to skew the success data upward. Specific disaggregated data on racial disparities can be used to develop targeted practices to reduce these disparities.

### Additional Data Use by Academic Affairs

The adoption of ATD shows BC's commitment to making data-informed decisions. For academic affairs, these include planning for programs and improving pedagogy as described above. Other teaching and learning areas impacted by a greater emphasis on data include: closing the achievement gap for systemically marginalized student populations, development of new programs, and curricular modifications.

Academic affairs, now led by a new provost for academic and student affairs, has integrated data discussions throughout its operations. A focus on data is now incorporated into weekly instructional services cabinet meetings, office retreats, and productive collaborations with the office of effectiveness and strategic planning (ESP) and with colleagues from Clark College. The winter 2018 retreat, which included representatives from ESP and Clark College, was dedicated to understanding data: What's available? How to frame meaningful research questions? What are the limits of the existing data? Throughout AY 2017-2018, quarterly all-faculty meetings and program chair leadership meetings have included interactive data workshops to familiarize a broader population with BC's student success data. These interventions have increased data literacy and the capacity of academic affairs staff and faculty members to analyze and reflect on student success and teaching and learning issues and trends. Academic affairs also infuses data-based decision making in curriculum development and maintenance through the use of environmental scans and advisory committees.

Faculty professional development offerings from RISE and faculty commons are based on evidence-based practices documented in the Scholarship of Teaching and Learning literature. Because faculty professional development has been identified as an ATD priority, academic affairs anticipates a shift to more data-driven discussions and decisions about this important area.

#### Inclusive Approaches to STEM Subjects

BC has seen significant student success gains in STEM pathways through innovative, high-quality programs and services. The two-year cohort program STEM to Stern is designed to increase retention of first-year students seeking a four-year STEM degree. Combining career exploration, identity development, experiential learning, and professional mentoring, STEM to Stern has seen a retention rate of 90 percent over its eleven years of operation. With funds from a National Science Foundation grant, the program has also provided 57 low-income students with financial support and additional mentoring and experiential learning opportunities.

Another innovative approach to engage students from all demographics in STEM subjects can be seen in the collaboration of ethnic and cultural studies faculty member Kim Pollock and biology faculty member Jason Fuller, who have created an interdisciplinary course, Race and Biology, INTER 170. First taught during winter quarter 2017, this course addresses genetics and human evolution through a genome sequencing ancestry project. Pollock envisioned the course as a way to bring a cultural context to the study of biology and increase the engagement of traditionally underserved populations in STEM subjects. The course includes the experiences and lives of students of color in its analysis and has dramatically increased their enrollment and success. The instructors are currently pursuing a National Science Foundation grant to develop a statewide training program in this pedagogy.

## 4.A. Assessment

**4.A.1. the institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.**

CT Objective 2.1. BC maintains high quality course, curriculum, and program design.

- 2.1.1. Program reviews show rationale for program changes based on evidence
- 2.1.2. Course curriculum and program decisions are informed by data

CT Objective 2.2. BC is committed to providing effective instruction.

- 2.2.1. Faculty members assess student learning at the course and program levels.
- 2.2.2. Students completing professional-technical programs are well-prepared for employment.
- 2.2.3. Faculty have access to meaningful professional development.

**Assessment data for CT Objective 2.1. BC maintains high quality course, curriculum, and program design.**

**CTI 2.1.1. Program reviews show rationale for program changes based on evidence.**

| 2.1.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of programs that regularly document program revisions based on reviews (5-year cycle) | 95% | 100% |

***Data sources for CTI 2.1.1. measure:*** *Program Review Archive and Program Chair Qualtrics Survey.*

**CTI 2.1.1. Summary of Mission Fulfillment.**

As the completion spreadsheet demonstrates, program reviews have been completed regularly with minimal gaps in coverage. This process is strong and in this area the college meets the threshold of achievement for mission fulfillment.

**CTI 2.1.2. Course curriculum and program decisions are informed by data.**

| 2.1.2. measure | Baseline | Threshold of achievement |
|---|---|---|
| CAC program development processes require documented justification for curriculum and program changes (yes/no) | 100% | 100% |

***Data source:*** *CAC Documents.*

**CTI 2.1.2. Summary of Mission Fulfillment.**
The curriculum advisory committee review process (CAC) is entrenched at Bellevue College. The CAC reviews all curriculum and program changes before they are enacted. Program chairs and other interested stakeholders are kept informed by the CAC chair of process, deadlines, and the results of CAC deliberations. This is one of the strongest processes at BC and in this area the college meets the threshold of achievement for mission fulfillment.

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**Assessment data for CT Objective 2.2. BC is committed to providing effective instruction.**

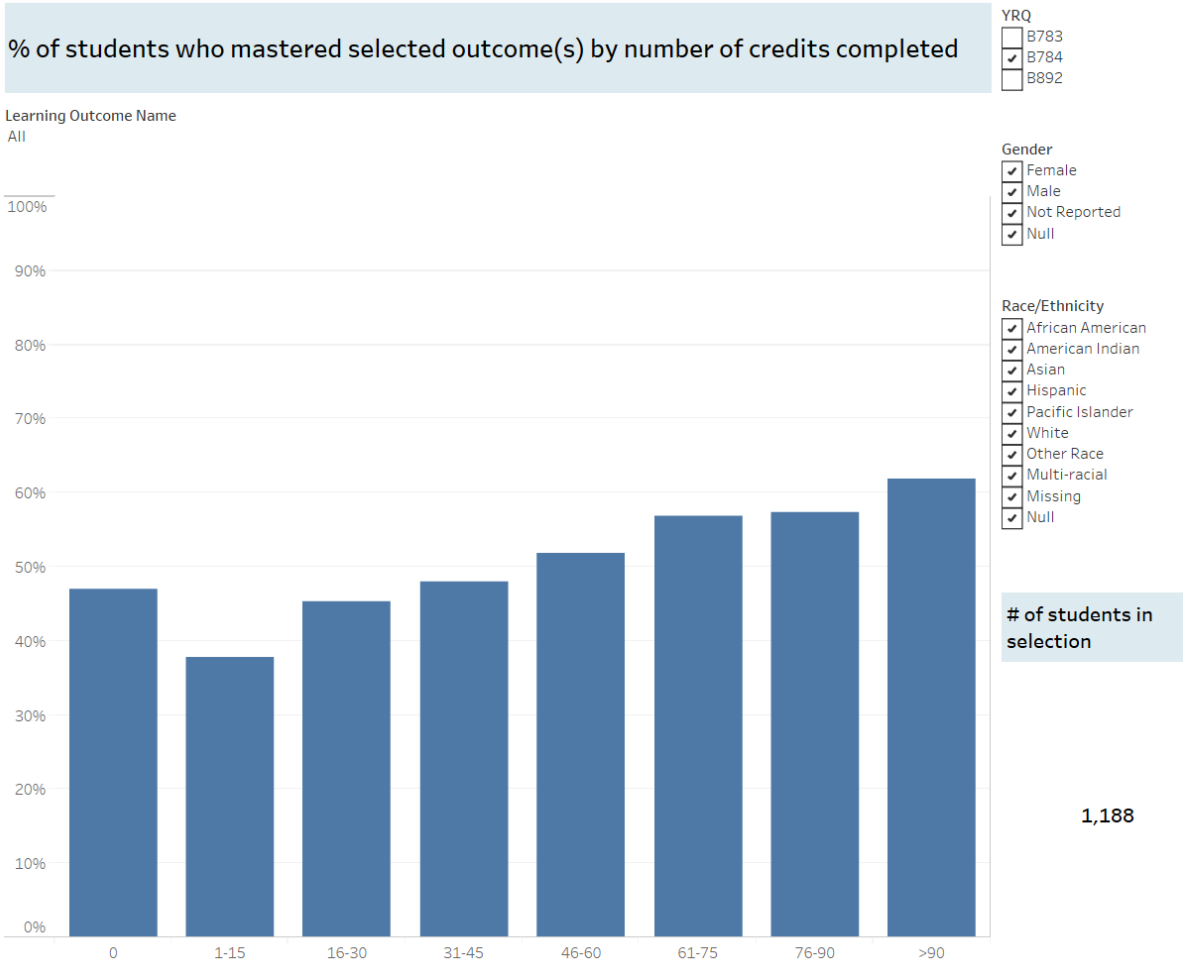
**CTI 2.2.1. Faculty members assess student learning at the course and program levels.**

| 2.2.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of FACT documentation completed—based on the 3-year cycle—and reviewed | 17% | 100% of courses |

***Data sources:*** *FACT MyBC SharePoint site and BC SLOA Dashboard.*

## BC SLOA Dashboard

This screenshot from the BC SLOA dashboard shows that the likelihood of mastering a selected outcome is directly related to the number of credits a student has completed. These data can be disaggregated by gender and race.




### CTI 2.2.1. Summary of Mission Fulfillment

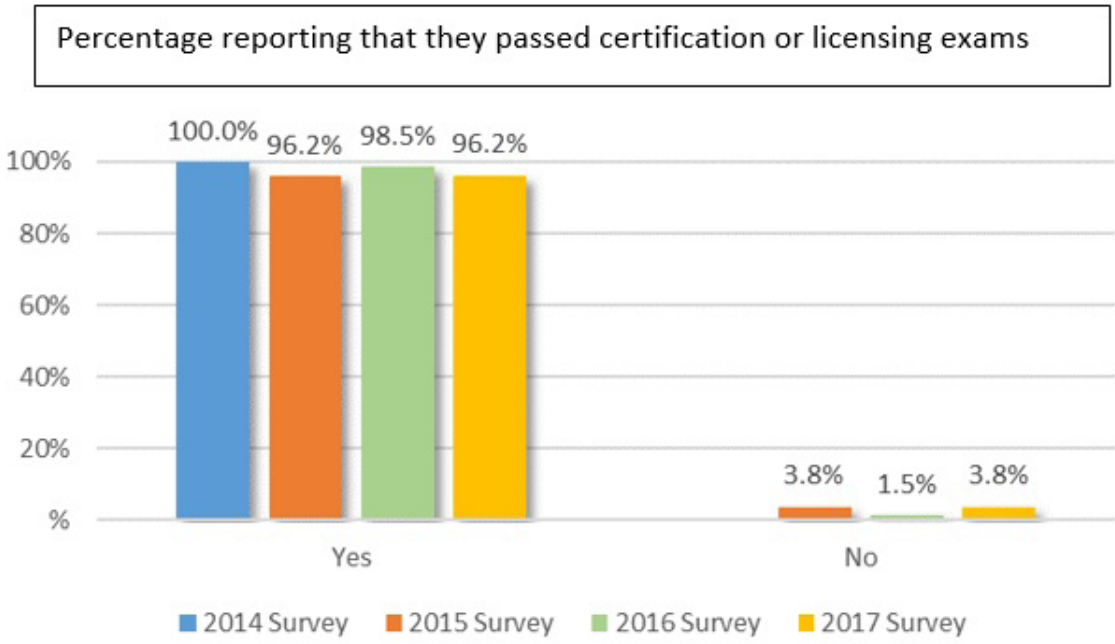
During spring 2018, 17 percent of courses scheduled for evaluation had at least one section evaluated. This result, which falls short of the ambitious goal of 100 percent of courses assessed during the three-year cycle, reflects technical and cultural challenges to implementing an entirely new assessment system. BC is committed to raising the rate of participation through improved communications. The college has not fully met its threshold of achieving for mission fulfillment; however, BC is headed towards that goal.

**CTI 2.2.2. Students completing professional-technical programs are well-prepared for employment.**

| 2.2.2.a measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students passing licensure or certification exams | 95% | 90% |

***Data source:*** *2017 Bellevue College Survey of Graduates and Employers. WSU survey data goes back to 2007; tables from the most recent version of the leavers survey provide a convenient four-year summary.*

Data on licensure is not always available to the college; however, the college does conduct a survey among students who have enrolled in prof-tech programs and either graduated or left those programs before graduation. This survey asks about certification and licensing examinations. The following graph shows the percentages of students reporting that they passed their examinations.

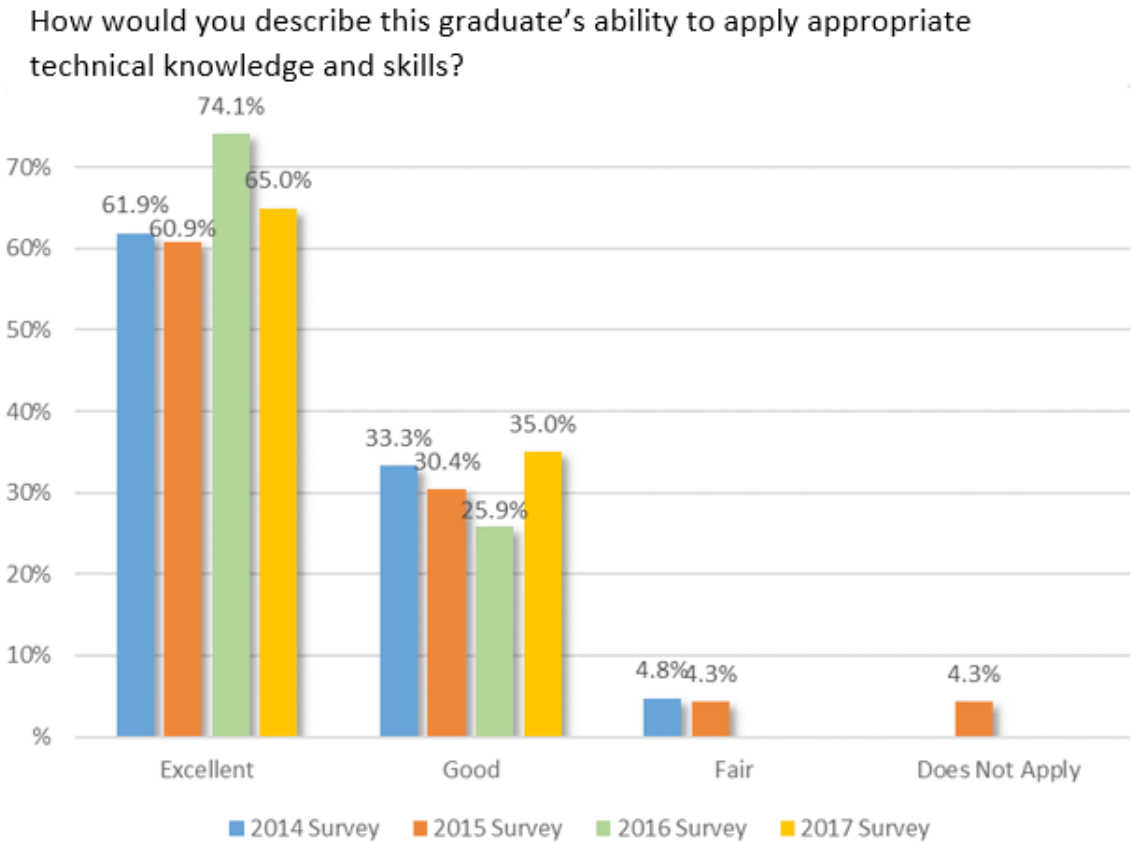


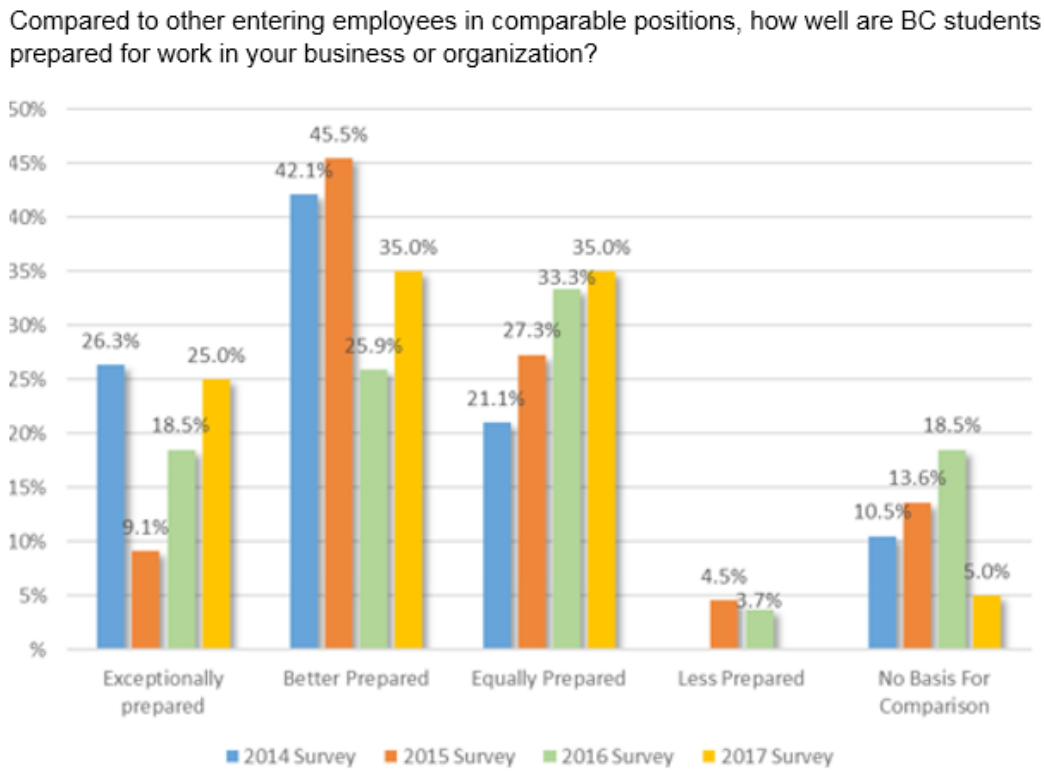

| 2.2.1.b measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students and employers reporting satisfaction with programs | WSU survey baseline: employers=90% very/ somewhat satisfied; students=80% very/ somewhat satisfied | Employers=90%; students=80% |

***Data source:*** *2017 Bellevue College Survey of Graduates and Employers. Tables from the most recent version of the leavers survey provide a convenient four-year summary.*

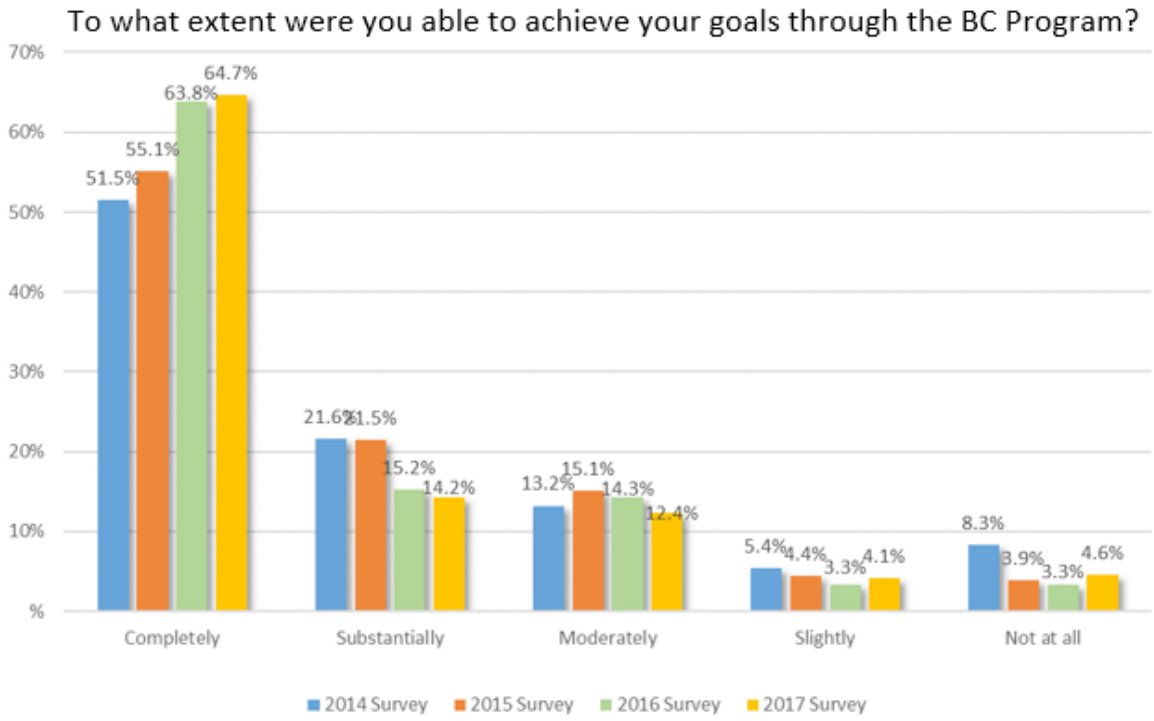
Results from the WSU survey, across several detailed questions, show very positive responses from employers. More than 95 percent say that BC graduates can apply appropriate technical knowledge and skills. More than half say that BC graduates are better prepared than other employees and more than 95 percent say BC graduates are at least as well prepared as other employees.

**Table TLE 4.A.1.a: Employer Satisfaction with BC Graduates based on WSU Survey**






Students report positive feelings about their experiences. More than half of surveyed students said that they completely achieved their goals through their BC program. More than three-quarters said that they substantially or completely achieved their goals, and more than 90 percent said that they at least moderately achieved their goals.




**CTI 2.2.2. Summary of Mission Fulfillment**

Students who take certificate and licensing examinations (measure 2.2.2.a) pass at high rates; employers express very high levels of satisfaction with BC graduates (measure 2.2.2.b); and students indicate high levels of satisfaction with their ability to achieve their goals (measure 2.2.2.c). These measures indicate that the college meets the threshold of achievement of mission fulfillment for this indicator.

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### 2.2.3. Faculty have access to meaningful professional development.

| 2.2.3.a measure | Baseline | Threshold of achievement |
|---|---|---|
| $/year for FT/PT faculty professional development | Consistent funding provided for faculty professional development | Maintain resources |

***Data sources:*** *Academic Affairs Estimate of Faculty Professional Development Funds, BCAHE Contracts 2010-2010 Faculty Professional Development Funding Summary, and the SBCTC Faculty and Staff Data Dashboard.*

Measure 2.2.3.a tracks funding for faculty professional development (PD). This measure, while important, presents challenges because of the variety of funding sources and ways through which faculty access opportunities. From 2010 to 2017, the faculty contract stipulated an amount of annual faculty PD funding per full-time faculty member—$1150.

In the current contract, the amount of funding is expressed as a total sum of $275,000. This equates to approximately $441 per FTE per year. In addition, BC has committed to an increase of $50,000 per academic year for the next three years.

Each academic division—Arts and Humanities; Health Sciences, Education and Wellness Institute (HSEWI); Institute for Business and Information Technology (iBit); Science; Social Science—varies in how it allocates these PD funds based on their own disbursement protocols; they all allocate funding to both part-time and full-time instructors. The Library Media Center (LMC), which is staffed by faculty librarians also receives PD funding. The LMC conducts an initial review of requests submitted in the fall followed by a second and final review at the end of the winter quarter. Additional discretionary funding for full- and part-time library faculty members is distributed by the LMC dean and the eLearning department.

Academic affairs, global initiatives, and the BC Foundation provide other faculty PD support. Academic affairs administers $15,000 in annual release time, curricula development, or course materials revisions related to course software or hardware. The global initiatives funding matches program awards up to $2,000 for faculty travel on a continuous, first-come, first-served basis. The BC Foundation offers small grants for special projects, instructional enhancement, or professional development.

| 2.2.3.b measure | Baseline | Threshold of achievement |
|---|---|---|
| # and type of training opportunities across the college. | Training available in key areas, such as: curriculum development, educational equity, pedagogy, Canvas LMS, and other instructional technologies. | All FT/PT faculty have access to training in key areas. |

***Data sources:*** *Academic affairs, disability resource center, eLearning, faculty commons, faculty professional development day committee, human resources, information technology services, office of equity and pluralism, office of international education and global initiatives, RISE Learning Institute Table*

**Table TLE 4.A.1.b: Faculty Professional Development Opportunities**

| Source | Examples of offerings | Timing and modality |
|---|---|---|
| Disability Resource Center | Workshop on supporting students with disabilities and providing accommodations. | Online, in-person |
| eLearning Department | eLearning Summer Teaching Institute; Canvas 101: Teaching with Canvas; Accessibility 101: The Basics of Inclusive Design; Copyright Information for Educators; Canvas 201: Taking Your Course to the Next Level. | Every quarter online |
| Faculty Commons | UDL, student retention strategies, service and project-based learning, mentoring, gamification, classroom management, online teaching best practices, inclusion, positive classroom climate. | Multiple times each quarter; in-person, online, hybrid |
| Faculty Professional Development Day Committee | Retention strategies, mentoring and advising, best practices for online teaching, active learning. | Annually at Faculty PD Day, in-person |
| Human Resources | Training topics include Ethics in Public Service; Pluralism Advocate; Pluralism in the Selection Process; Title IX; FERPA; Harassment in the Workplace; Civility in the Workplace. Online training through Lynda.com and Skillport.com subscription services. | Self-paced, offered each quarter, or available upon request. Online, in-person |
| Information Technology Services | Technical trainings on software and web-based applications such as Canvas, OneDrive, email, Office 365, and SharePoint. | Online, in-person |
| Office of Equity and Pluralism | Contractually required educational equity training for new tenure track faculty and others by request. | In-person |
| Office of International Education and Global Initiatives | Faculty international professional development; curriculum internationalization; CIEE International Faculty Development Seminars; Institute for Intercultural Communication. | In-person |
| RISE Learning Institute | Institutes, workshops, support for curricular and research proposal development, research collaborations, partnership with faculty commons on faculty learning communities covering topics such as project-based learning and service learning, conference travel funding. | Multiple times throughout the year, various modalities |

### CTI 2.2.3. Summary of Mission Fulfillment

Data for measure 2.2.3.a demonstrate BC's consistent support of faculty PD in terms of dollars per full- and part-time faculty member. The number and variety of opportunities for faculty PD in key areas show high achievement for measure 2.2.3.b. BC's Achieving the Dream initiative will provide greater coordination and documentation of these efforts. BC meets the threshold of achievement for mission fulfillment for this indicator.

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**4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

BC uses multiple strategies to ensure the effectiveness of its academic programs as well as other programs and services related to the teaching and learning core theme. Student learning outcomes assessment will be discussed in 4.A.3. In addition, there are several other key teaching and learning areas that undergo regular evaluation.

- Academic program review
- Discipline-specific accreditations
- Self-evaluation of BC Faculty Commons
- eLearning report based on C-RAC guidelines

### Academic program review

BC's academic program review process has, for many decades, ensured the health and sustainability of approximately 50 academic programs, as well as the currency and relevancy of the curriculum. A significant revision of the process, currently underway, is discussed in section 4.A.6.

According to the format in place through AY 2018-2019, program faculty—convened and led by their program chair—conducted in-depth, data-driven self-studies, scheduled every five years. Upon completion, these reviews were submitted to the vice president of instruction—a position now replaced by the provost for academic and student affairs.

A faculty committee designed the academic program review template which was adopted in 2010 and revised in 2017. It includes data and analysis grouped by the following:

- Executive summary;
- Historical context;
- Relationship to the teaching and learning core theme, including how student assessment is addressed;
- Relationship to the student success core theme, including how students disaggregated by demographic categories succeed;
- Analysis of program health; and
- Reflection on the review process itself.

Continuous improvement in the provision of program review data has enhanced the process in place through this academic year. For example, the transition to pivot tables and then to Tableau visualization software informed the analysis of economics faculty members as they examined student completion and persistence numbers. Faculty members were able to easily disaggregate student data by race and clearly recognize discrepancies in student achievement. They began to explore methods of intervention, which included quarterly teaching round table meetings to review research on engaging students of color and first-generation students more effectively. These round table events are well-attended by full- and part-time faculty members who enjoy this collaborative environment for sharing and planning. As one faculty member describes this initiative in their program review,

> We have used the roundtables to discuss best practices regarding racial inclusion, accessibility, best online teaching methods, outcomes assessment results, completion and success rate data, interactive homework programs, clickers, and several other pedagogy-related topics.

These discussions also resulted in a review of instruction materials to ensure they are relatable to a diverse student population; and selection of materials that are well-designed for a common audience.

History department program faculty, upon examining their student completion data, discovered a striking contrast between online and on-ground classes. They developed required standards for training and development that must be met for online instruction. These standards, inspired by the work of the Social Science Learning Online Group (SSLOG), Quality Matters, eLearning, and accessibility online workshops, provide criteria by which history faculty are assigned their courses.

The regular demands of the faculty workload have traditionally created a challenge for the program review process, which requires significant time and effort. Participation by all program faculty is encouraged; however, the size of the department, the percentage of part-time faculty—who are not compensated for program review work; and the demands of the tenure process all impact participation levels. Academic affairs has addressed these workload issues by offering support and creating flexibility around scheduling. Time demands and other challenges to program review will be addressed in the upcoming program review revision process.

### Discipline-specific Accreditations

In addition to Bellevue College's institutional accreditation through the Northwest Commission on Colleges and Universities, certain programs are accredited by discipline-specific organizations. These accreditations have extensive requirements that ensure educational quality.

**Table TLE 4.A.2.a: Discipline-specific Accreditations**

| Program | Accrediting Body | Initial Accreditation |
|---|---|---|
| Nursing ADN (Associates Degree)<br>https://www.bellevuecollege.edu/nursing/adn/ | ACEN (Accreditation Commission for Education in Nursing)<br>http://www.acenursing.org/ | 1970 |
| Diagnostic Ultrasound / Medical Sonography: Cardiac, General, Vascular<br>https://www.bellevuecollege.edu/ultrasound/ | Commission on Accreditation of Allied Health Education Programs (CAAHEP)<br>http://www.caahep.org/<br>Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDMS)<br>http://www.jrcdms.org/ | 1982 |
| Radiation Therapy AA (RADON)<br>http://www.bellevuecollege.edu/radon/ | Joint Review Committee on Education in Radiologic Technology (JRCERT)<br>http://www.jrcert.org/ | 1985 |
| Nuclear Medicine Technology (NMTEC)<br>http://www.bellevuecollege.edu/nucmed/ | Joint Review Committee for Educational Programs in Nuclear Medicine Technology<br>http://jrcnmt.org/ | 1990 |
| Interior Design (Bachelor of Applied Arts)<br>https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=924&returnto=154 | Council for Interior Design Accreditation (CIDA)<br>http://accredit-id.org/ | 2006 |
| Medical Dosimetry BAS & certificate (DOSM)<br>https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=1036&returnto=154 | Jt. Review Committee on Education in Radiologic Technology<br>http://www.jrcert.org/ | 2010 |
| Neurodiagnostic Technology (NDT)<br>http://www.bellevuecollege.edu/ndt/ | Commission on Accreditation of Allied Health Education Programs (CAAHELP)<br>http://www.caahep.org/<br>Committee on Accreditation for Education in Neurodiagnostic Technology (CoA-NDT)<br>http://coa-ndt.org/ | 2012 |

**Table TLE 4.A.2.a: Discipline-specific Accreditations** *continued*

| Program | Accrediting Body | Initial Accreditation |
|---|---|---|
| RN-BSN (Bachelors of Science)<br>https://catalog.bellevuecollege.edu/preview_program.php?catoid=5&poid=1040&returnto=154 | CCNE (Commission on Collegiate Nursing Education)<br>http://www.aacn.nche.edu/cc-ne-accreditation | 2014 |
| Nursing ADN (Associates Degree)<br>https://www.bellevuecollege.edu/nursing/adn/ | National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA)<br>http://www.nln.org/accreditation-services | 2019 |

### Evaluating BC Faculty Commons

Since its establishment through the 2010-2011 faculty contract, the BC Faculty Commons has provided a range of services. In AY 2017-2018, faculty commons established learning outcomes for all workshops and programs. Assessments based on these outcomes are used to determine the effectiveness of programming and may also include: impact on instruction, number of participants, and satisfaction levels. Evaluation results are shared with facilitators. Faculty commons also surveys faculty members serving as mentors. Moving forward, outcomes and assessments for other leadership positions will be defined. High Five, training on high-impact techniques for student retention, launched spring 2018, is the subject of a special assessment effort. In early 2019, faculty commons staff and the ATD Faculty Development team plan to create a faculty learning community of prior High Five participants to offer implementation support and establish a data collection process in conjunction with the office of effectiveness and strategic planning.

### eLearning Report Based on C-RAC Guidelines

An eLearning Report, based on Council of Regional Accrediting Commissions (C-RAC) guidelines, was completed in 2018. eLearning staff evaluated the effectiveness and integrity of its operations. The analysis included inventories of services for online students, workshops, and distance learning tools; assessment of support and training available to online students and instructors; and feedback from students and faculty participants in workshops. The report included data from multiple years. eLearning also reviewed its mission and considered its alignment with and integration into BC's systems of governance and academic planning.

**4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Bellevue College's student learning outcomes assessment system is led by the Faculty Assessment Coordinating Team (FACT) supported by the associate dean of academic affairs for curriculum and assessment. Faculty members use either gen-ed assessment, for courses

that claim a general education (gen-ed) category; or assessment classic, for classes that do not claim a gen-ed requirement. Student learning outcomes assessment at BC is guided the following principles: faculty-led, discipline-centered, flexible, and transparent. Starting in AY 2014-2015, the college has taken steps to modify and improve its original system to one that will satisfy expanded goals:

- Adopt a more scientifically valid approach through the use of common rubrics and generally understood scoring criteria ("3" equivalent to "at level for a transfer associate degree graduate").
- Track and compare student groups by various criteria: across the college; by demographic categories, ensuring equitable educational outcomes; and over time, demonstrating knowledge acquisition.
- Provide program-level outcomes for transfer degrees.

Improvements to the process were to include:

- assessment based on gen-eds in order to evaluate program-level outcomes for transfer students;
- standardized rubrics to track individual students over time and by demographic category;
- use of the Canvas LMS technology for an easier interface and roll-up of data;
- Tableau visualization software for data analysis; and
- better infrastructure for faculty discussions to develop meaningful responses.

Throughout 2015, a general education assessment task force convened to design the system, facilitated by the chair of CAC and engaged with FACT. In December 2015, the task force submitted Recommendations of the General Education Assessment Task Force. It recommended that that for courses approved by CAC to claim one of the 18 gen-ed requirements, instructors would use a shared, faculty-developed rubric with a commonly understood four-point scoring system. This gen-ed system provides the mechanism for program-level assessment of transfer degrees. As the next step in the process, FACT identified Canvas, the college's current learning management system, as the technological solution for recording and compiling student assessment data. That data can now be matched with student demographic data and shared with the college through the BC SLOA Dashboard.

The gen-ed assessment process addresses the issue of creating a comprehensive way of evaluating the college's learning outcomes across disciplines. It provides a standard set of rubrics so faculty have a common language to discuss what students learn and assess the level of that learning. The rubrics are based on the American Association of Colleges and Universities (AAC&U) VALUE Rubrics with additional benchmarking input from the Lumina Foundation's Degree Qualifications Profile and faculty modifications.

Training for and gradual roll-out of the gen-ed assessment process began during AY 2016-2017 and has continued through the present. Faculty members began to use the new rubrics and technology in winter 2018, after which FACT members conducted an initial review of the pilot data and Tableau dashboard. Throughout, FACT members and supporting staff in academic affairs emphasized faculty engagement and buy-in as well

as the importance of ensuring that the new framework would elicit information that was meaningful and could be used to improve student learning.

The new system, currently in place and being implemented by a growing number of faculty, has had administrative challenges which have slowed implementation. It has proven difficult to maintain the three-year schedule for assessment given the number of courses and typical fluctuations. Another logistical challenge has been presented by the faculty-led rubric development process, which resulted in plans for approximately 100 variations. Rubric development has required time-intensive discussions, so rubrics are being finalized on an as-needed basis. Academic affairs expects complete finalization by the end of AY 2018-2019. Like other aspects of implementation, rubric development has led to valuable cross-disciplinary discussions. However, scheduling these discussions has created an administrative burden. Under the direction of the FACT chair (compensated at 1/3 release time), FACT and academic affairs continue to work on good communications systems to manage the work efficiently.

Beginning in spring quarter 2018, full-time faculty have been required to assess their courses based on the three-year cycle. Part-time faculty, who teach approximately 60 percent of courses, are compensated for assessment work if their courses are selected for scheduled assessment by their program chair in consultation with the dean. Adjunct faculty are also encouraged to participate in assessment discussions within the context of departmental and divisional meetings.

**Assessment Classic and Gen-ed Assessment**

What is now known as assessment classic was the model in place through two, three-year cycles (AY 2010-2011 through 2012-2013; and AY 2014-2014 through 2015-2016). Faculty members selected and reported on a course outcome of their choice and gained actionable information to drive pedagogical improvements. This system is still used for those courses that do not claim a gen-ed requirement.

Now that its development period has been completed, SLOA has resumed based on a new three-year cycle schedule. Most courses will assess based on the new gen-ed model. Appropriate gen-ed outcomes are linked to courses (or a specific course outcome) as part of the curriculum advisory committee (CAC) recommendation process and usually provided by the proposing faculty member. Each course also has learning outcomes approved by the CAC. Those can be found in the course description page on the BC website. Faculty then link the course outcomes to one of the gen-ed outcomes, thereby evaluating both with a single assessment. This course page shows how outcomes are listed for students. Rubrics are based on three gen-ed categories with additional subcategories representing the original 18 gen-eds, and further refined into sub- sub- categories by faculty. Faculty members select a rubric appropriate to their course outcomes, and in some cases the selection is done on a departmental basis. Academic affairs collaborates with ITS and ESP to post the data in a Tableau dashboard. Data is discussed and used to drive curricular improvements through disciplinary and cross-disciplinary faculty meetings (three in fall 2018).

**Table TLE 4.A.3.a: Modes of Student Learning Assessment on Course and Program Levels**

| | Assessment Classic | Gen-ed Assessment | Program-level assessment |
|---|---|---|---|
| Methodology | Instructors select one outcome from their program, align it with a course outcome, then choose an assessment measure for that outcome. They conduct the assessment in the classroom. | CAC process provides appropriate gen-ed outcomes for courses. Instructors select course outcomes that align with the gen-ed outcomes, then score the students' achievement using a standardized rubric. | Program review |
| Faculty participation | Individualized | Collective | Collective |
| Data reporting and technology | Excel template | Canvas LMS | Program review template |
| Data analysis and application | Individually, per course | Jointly through program meetings, other meetings; with FACT support to facilitate college-wide conversations about trends in student achievement. | Provides program-level assessment for prof-tech degrees in addition to licensing and discipline-specific accreditations. |

### FACT Launches Improved SLOA Process

Recognizing both the strengths and limitations of BC's existing method of student learning outcomes assessment, the faculty assessment coordinating team, in collaboration with academic affairs staff, undertook the challenging project of re-thinking its assessment system. Development of the new gen-ed assessment model, which began in 2015, mobilized faculty members from across the college and reflects their input on all aspects of the process, including technology, scheduling, rubrics, and strategies for incorporating assessment results into instructional improvements.

**4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

**and**

**4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

Given the centrality of the teaching and learning core theme to the BC mission, planning for its objectives, programs, and services takes place across the college on a continuous basis. The BC Board of Trustees regularly monitors relevant data and votes on faculty tenure. Other structures that regularly evaluate matters related to teaching and learning include president's cabinet, instructional services cabinet, and the BC Faculty Assessment Coordinating Team (FACT). These organizational entities are responsible for advising the college president and the provost for academic and student affairs on plans, resource allocation, and other key decisions related to academic affairs.

BC Governance overall, through the BC Assembly, provides recommendations on initiatives, policies and procedures, and other matters related to teaching and learning. The **student success** and **faculty councils**, and the **council for inclusion and diversity** (CID) take special responsibility for matters within this core theme. For example, the student success council provided guidance on a recent revision of BC Policy 3200, Academic Standing. The proposed resource allocation model, developed through the resources and planning council, will guide teaching and learning resource decision making.

Faculty commons provides crucial capacity to develop and advance this core theme. It provides a range of services, including space and organized activities, to support faculty PD for both full- and part-time instructors. One of the college's three major goals for its Achieving the Dream initiative is faculty PD. The college's focus on this topic through ATD has brought additional capacity.

### Computer Science Degree Addresses Future Job Needs

BC's bachelor of science degree in computer science, unique within the SBCTC system, was designed to meet the growing regional need for computer science graduates. The program not only trains students in the discipline of computer science, but also works closely with industry to provide real-world connections and produce graduates that meet the needs of the local workforce. For example, students complete a year-long capstone project that can involve current industry platforms (e.g., Alexa skills) and are encouraged to work with mentors from these companies. Based on feedback from their industry advisory board, students learn in an environment that prepares them for future work. For example, students design their group projects using program management systems used at large local companies. This combination of skills and real-world experience provides BC students with a competitive advantage in the job market. The bachelor of science degree in computer science required a legislative change. RCW 28B.50.825, allowing BC to offer the degree, was approved by the WA State Legislature on June 28, 2016.

**4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

BC regularly reviews its assessment processes to improve the value of results and create better programs and services. Because of the centrality of instruction to the college's mission, processes in place to assess SLOA, academic program review, and new degree development have all undergone substantial revisions and improvements in recent years. In the case of program review and SLOA, faculty and academic affairs staff have worked to achieve processes that are more comprehensive, regular, scientifically valid, authentic, and meaningful to faculty members who engage with them. Changes to SLOA have been described in 4.A.3. As noted in 1.A.2., the objectives and indicators for this core theme have been revised to enable better and clearer measures.

- Ongoing revisions to academic program review
- New degree development process
- Improved curriculum development and management software for CAC

**Ongoing revisions to academic program review**

BC's program review process, now undergoing a significant revision, was previously revised in 2010 and 2017. Both of the previous revisions capitalized on developing technology to create more in-depth analysis of college demographics. In 2010, an interdisciplinary faculty team revised the review template to include demographic data provided by effectiveness and strategic planning (ESP). Seven years later, a template revision incorporated Tableau dashboards to provide program data; the dashboards feature data available continuously to all staff and faculty members rather than by request. This innovation allows faculty and staff to compare within and across programs; it is currently being used to advance the college's goal of addressing achievement gaps between different student categories. Program reviews from communication studies and health and PE demonstrate the 2017 format. Participation by all program faculty is encouraged; however, the size of the department, the percentage of part-time faculty (who are not compensated for program review work), and the demands of the tenure process all impact participation levels.

During AY 2017-2018, the interim vice president of instruction, the associate dean of curriculum and assessment, and the program manager engaged in reflective conversations about how to link the program review process to resource allocation, to improve alignment between them. The resulting set of recommendations for changes to the program review process have formed the basis of a re-envisioned program review process that will break program review into two segments: program review and program viability. The new program review will be faculty-driven and based on peer assessment. The program viability process will be administratively led and will examine key data for each program, contextualized by the college strategic plan, and drive program changes.

The program review revision task force includes one program chair from each academic division as well as key support staff. Development will take place winter 2019, with a small pilot in spring 2019 and full implementation in fall 2019.

The task force's charge is to develop a process that includes the following features:

- manageable for program chairs—less time consuming
- peer-reviewed
- includes meaningful reflection
- consistent format
- clear, actionable results

Chairs of programs scheduled for review in AY 2018-2019 may choose to use the established process; be included in a pilot for the new process; or postpone the review. Programs with specialized accreditation will follow previously scheduled arrangements with academic affairs.

### New degree development process

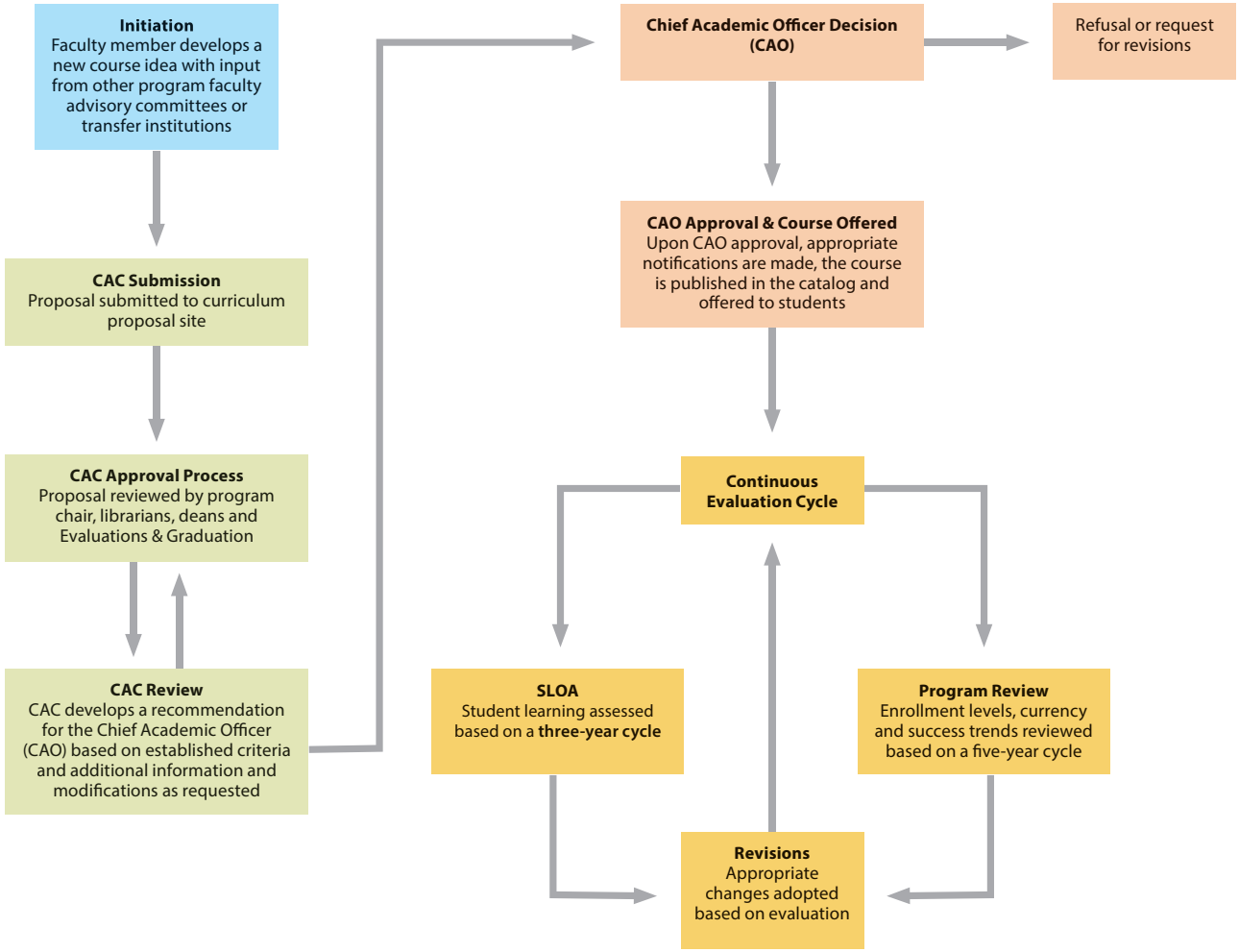
The existing new degree development process was the subject of a Lean process improvement event in spring 2017. During the Lean event, staff members from academic affairs, student affairs, and effectiveness and strategic planning, as well as from the faculty addressed inefficiencies in the degree development timeline and communications. The group analyzed internal processes, SBCTC processes, and commission approval to ensure that development steps are clear, compliant, and handled efficiently.

### Improved curriculum development and management software tools for CAC

Academic affairs administrators are improving the curriculum advisory committee (CAC) software tools for evaluating curriculum proposals. The software technology that has been in place for more than a decade was developed in-house and has become difficult for information technology services staff to properly support. CAC has adopted up-to-date catalog and curriculum management software, Curriculog by Digital Architecture (DIGARC), which is already being used to publish the course catalog. This software offers improvements such as unlimited customizable forms, templates, and rule-based routing tailored to each program. It maintains the integrity of curriculum information as it is transferred to the catalog. This software is able to run reports with necessary data, such as reports showing the impact of course changes throughout the curriculum or a summary of annual changes. Curriculog also features assessment tracking and mapping for course- and program-level learning outcomes. The first phase of DIGARC implementation took place in spring 2018 with full implementation expected in 2019.

**Continuous Assessment.**
This chart shows how courses are continuously assessed after being adopted.

**Table TLE 4.A.6.a: Evolution of a Course**



### 4.B. Improvement

**4.B.1. Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

Every major structure within the context of the teaching and learning core theme has been analyzed to achieve continuous improvement. General goals have included: aligning assessments to meaningful indicators and tying those to intentional planning processes; facilitating formal and informal faculty discussions; and revising the assessment processes. Specific initiatives have developed such as the Lean process event for CAC; program review template and process redesign; gen-ed multistage improvement process; and the most recent faculty professional development task force and ATD planning efforts. There has been substantial faculty engagement in these revisions as evidenced in the more detailed descriptions of these improvement processes above. Significant improvements have been made in the areas of data access, visualization, and training. There is much work left to do, but in the past seven years all of these major assessment infrastructures and processes have been re-evaluated and re-designed to ensure alignment, improve the data culture, train faculty, and find sustainable, meaningful ways to track, evaluate, and improve teaching and learning at Bellevue College.

#### Interior Design Program Prepares for CIDA Reaffirmation

BC has one of the largest interior design programs in Washington state and is one of only three programs in the state with Council for Interior Design Accreditation (CIDA) accreditation. The interior design program, the second BAS program established at the college, is currently preparing for an accreditation visit in spring 2019. Offering a rigorous design education linked to Seattle's vibrant art and design community, the program has seen steady growth. Students have access to numerous fine art, design, architectural, and decorative arts resources, a deep pool of alumni and industry professionals, as well as historic and contemporary architectural landmarks. With open access to an associate's degree and selective admission to the upper-division courses which culminate in the BAA, interior design attracts a diverse student body; the program works closely with its professional advisory board to ensure that graduates are well-prepared to enter the workforce.

**4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

BC has used data to inform faculty understanding of student learning and improve instruction in a variety of ways. FACT representatives and ESP staff have conducted training on the new Tableau dashboards, which provides access to some forms of student grade and learning information. Tableau's intuitive and personalized displays make it easy to compare grade distributions between sections or compare grade data by demographic

categories. Training will continue to be offered to faculty members who will then be able to access quarterly data and formulate meaningful changes.

BC can identify examples of how data has been used to analyze curricular and course design and make improvements. For example, faculty members in the chemistry department noticed discrepancies in grading ranges and distributions from instructors teaching different sections of the same courses. As a result, they better defined their grading standards, reviewed curricula in all courses, and revised course learning outcomes to ensure consistency across sections, common assessments, and uniform practices for chemistry courses. Chemistry instructors also collect common assessment data through scantrons and other student work. Quarterly departmental meetings are forums to discuss data, norm grading practices, and consider course improvements. Demographic data alerted faculty in radiology and medical dosimetry to populations that are underrepresented in their program. As the program chair noted, "The diversity information was useful. As a result, we are reaching out to more diverse populations for recruitment of a larger pool of candidates."

Sociology department faculty members have also acted based on access to data. They looked at racially disaggregated data on the success and completion rates of their students, which they describe in their program review.

> Each year, the Program Chair analyzes and publishes our success rate data, disaggregated by instructor, and shares the data with all Sociology faculty. We have found that this enables us to see how our individual success rates compare to other sociology faculty. This also allows us to engage in meaningful conversation with one another if we desire; for example, if one instructor has very high success rates for African-American students, other instructors can talk with him/her about his/her strategies and approaches for better serving this student population. In short, the culture in our Program has shifted to one in which we talk somewhat openly about our student success rates.

Crucially, student success data can be used by program faculty to identify ineffective strategies. The Biology 160 Student Success Team, formed in 2017, aimed at reducing barriers to success in health science and biology pathways, specifically for underrepresented student populations. The team developed and implemented supplemental instruction such as a Bioskills workshop, weekly review sessions, and a supplemental class—Biology 159 Foundations in Biology. Anecdotally, students responded very positively to these offerings. However, outcomes for targeted Biology 160 students did not significantly improve and attendance by Biology 160 students at these sessions was low and decreased over time. Given these mixed results, the team has proposed changes to the initial supplemental instruction model. This effort shows BC's commitment to data-driven continuous improvement.

**Teaching and Learning Excellence Core Theme URLs**

| | |
|---|---|
| Program Review Rotation Schedule | https://bellevuec.sharepoint.com/:w:/r/sites/instruction/instrlibrary/_layouts/15/Doc.aspx?sourcedoc=%7B6EE0147C-6E8C-4E45-B10D-1CF2E01D8D79%7D&file=Program%20Review%20Schedule.docx&action=default&mobileredirect=true |
| Program Review Completion Data Spreadsheet | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BA56C03E4-046C-4548-BF63-8CA182332EFA%7D&file=ProgramReviewCompletionData.xlsx&action=default&mobileredirect=true |
| Program Review Archive | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/Program_Review/Forms/AllItems.aspx |
| BC Faculty Commons | https://www.bellevuecollege.edu/facultycommons/ |
| Academic Master Plan | https://www.bellevuecollege.edu/futurevision/plans/academic-master/ |
| Faculty Learning Community for Service Learning | https://www.bellevuecollege.edu/rise/faculty/faculty-learning-community/ |
| Student Success Course and Demographics Dashboard | https://tableau.sbctc.edu/t/BC/views/ProgramReviewSuccessOCT2017V2/FILTERPAGE?:iid=1&:isGuestRedirectFromVizportal=y&:embed=y |
| Enrollment and Fill Rate Dashboard | https://tableau.sbctc.edu/t/BC/views/ProgramReviewSection4v1/ENRFTE?%3Aiid=1&%3AisGuestRedirectFromVizportal=y&%3Aembed=y |
| Completion Rate Dashboard | https://tableau.sbctc.edu/t/BC/views/ProgramReviewGraduatesAug2017/ALLDATA?%3Aiid=2&%3AisGuestRedirectFromVizportal=y&%3Aembed=y |
| Program Chair Qualtrics Survey | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B3329D054-BAAE-46F3-A68E-85F81D5FCE38%7D&file=Program%20Chair%20Qualtrics%20Survey%20Response%20Matrix.xlsx&action=default&mobileredirect=true |
| FACT MyBC SharePoint Site | https://bellevuec.sharepoint.com/sites/instruction/FactSloa |

**Teaching and Learning Excellence Core Theme URLs** *continued*

| | |
|---|---|
| BC SLOA Dashboard | https://tableau.sbctc.edu/t/BC/views/Outcomes/INTROPAGE?:iid=1&:isGuestRedirectFromVizportal=y&:embed=y. |
| CAC Documents | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/CurriculumAdvisoryCommittee/Forms/AllItems.aspx?viewpath=%2Fsites%2Finstruction%2Finstrlibrary%2FCurriculumAdvisoryCommittee%2FForms%2FAllItems.aspx |
| 2017 Bellevue College Survey of Graduates and Employers | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BF757137A-C553-463D-B9FA-C3858E202D25%7D&file=2.2.2%202017%20BCES17%20Data%20Report.docx&action=default&mobileredirect=true |
| WSU Leavers Survey Tables | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BE04F54B9-C5C5-4929-879E-48CC786BF8D0%7D&file=2.2.2%20%20WSU%20leavers%20survey%20tables.docx&action=default&mobileredirect=true |
| Academic Affairs Estimate of Faculty Professional Development Funds | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/doc.aspx?sourcedoc=%7BFF5ADE32-4CB4-4E1C-BC8B-A5CD492EDEBD%7D&file=2.2.3%20Faculty%20PD%20funds.xlsx&action=default |
| BCAHE Contracts 2010-2010 Faculty Professional Development Funding Summary | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAHEcontractsfacultyprofdevfunds2010-2020.docx?d=w53d3f56b470e4940a2fcb34985d1a55e |
| SBCTC Faculty and Staff Data Dashboard | https://www.sbctc.edu/colleges-staff/research/data-public/faculty-and-staff-data-dashboard.aspx |
| Academic Program Review Template | https://bellevuec.sharepoint.com/:w:/r/sites/instruction/instrlibrary/_layouts/15/Doc.aspx?sourcedoc=%7B9BAF4714-65E0-4162-839E-A30E4102E957%7D&file=2018-19%20Program%20Review%20Template%2008-09-2018.docx&action=default&mobileredirect=true |

**Teaching and Learning Excellence Core Theme URLs** *continued*

| | |
|---|---|
| eLearning Report | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BA7722B96-F3BD-4803-A269-B120F5D8EFFD%7D&file=eLearningReport111318.docx&action=default&mobileredirect=true |
| Recommendations of the General Education Assessment Task Force | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B90784B-CD-6904-4D80-97A9-FBE09376C-3EB%7D&file=GenEdAssessmentTaskForceRecommendations12-15.docx&action=default&mobileredirect=true |
| American Association of Colleges and Universities (AAC&U) VALUE Rubrics | https://www.aacu.org/value/rubrics |
| Lumina Foundation's Degree Qualifications Profile | http://degreeprofile.org/wp-content/uploads/2014/09/DQP-web-download.pdf |
| SLOA 3-year Cycle | https://bellevuec.sharepoint.com/:x:/r/sites/instruction/FactSloa/_layouts/15/Doc.aspx?sourcedoc=%7B5f38b2ce-ca7f-4df2-bdce-a2149842c6f5%7D&action=default |
| BC Website Course Description Page | https://www2.bellevuecollege.edu/classes/All |
| BC Website Course Page, Sample | https://www2.bellevuecollege.edu/classes/All/ENGL&/112 |
| Communication Studies Program Review, Sample | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/Program_Review/Communication%20Studies%202010-2015%2006022017.pdf?csf=1&e=5qoaiE |
| Health and PE Program Review, Sample | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/Program_Review/Forms/ReviewsDivisionYear.aspx?id=%2Fsites%2Finstruction%2Finstrlibrary%2FProgram_Review%2FHealth%20and%20Physical%20Education%202011-2016%20102520017%2Epdf&parent=%2Fsites%2Finstruction%2Finstrlibrary%2FProgram_Review |
| Recommendations for Changes to the Program Review Process | https://bellevuec.sharepoint.com/sites/instruction/instrlibrary/Program_Review/Program%20Review%20Reccomendations%20Summer18.pdf?csf=1&e=wSEsST |

*BC's new residence hall opened fall 2018 and features many environmentally friendly aspects including a rain garden, smart water systems, utility monitoring, permeable paving and abundant natural lighting.*

# College Life and Culture

## 3.B. Core Theme Planning

**3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Bellevue College's college life and culture core theme states that:

> BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation.

Equitable practices, decision-making, efficiency, quality of work life, and safety represent the key concepts for this core theme. When faculty and staff members feel safe, fairly treated, and valued, they are better able to contribute to the success of BC's students. Systems for sharing information, providing input into decision-making, and offering professional development are essential to build and retain a productive workforce. With the 2016 launch of BC Governance, the college took a significant step towards greater information sharing, broader input into decision making, and more transparent processes. BC's mission emphasizes the importance of open access for students; this value corresponds with a concern for employee access—to information and facilities and to

opportunities to advance and thrive. The college seeks to provide a welcoming spirit to the thousands of students, faculty, staff, jobseekers, vendors, community members, and college partners who visit the main and North campuses each year.

Two important values, assessed as part of the college life and culture core theme, are integrated throughout the institution and its operations: social justice and environmental sustainability. The college's commitment to social justice and equitable practices is enacted through a variety of structures, such as the office of equity and pluralism; the council on inclusion and diversity; the disability resource center; human resources, particularly through pluralism in the selection process training; and many affinity groups. The BC Office of Sustainability, founded in 2012 as a result of a student-driven initiative, employs two full-time staff members and three student employees. This office collaborates with senior leadership and departments across the college to integrate environmental sustainability into all practices and purchases.

The indicators for this core theme address the extent to which students, faculty, and staff experience the college learning and working environment as diverse and inclusive, safe, and sustainable. This core theme also assesses how well BC supports its employees. The measures for these indicators were selected because they can be regularly monitored and evaluated to guide operational decisions.

**CLC Objective 3.1. with indicators of achievement, measures, and analysis**

| **Objective 3.1. BC supports a diverse and inclusive campus environment.** | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 3.1.1. Faculty and staff demographics reflect the ethnic, racial, and cultural makeup of the service area | Comparison of employee, student, and service district demographics |
| 3.1.2. BC uses equitable employee search and hiring practices | % of FT employees who are eligible to serve on search advisory committees within one year of hire by completing required training |
| 3.1.3. BC facilities meet or exceed state and federal regulations | % of noncompliance and accessibility recommendations addressed within the guidelines |
| 3.1.4. Learning and working environments are accessible for all students and employees | Measure a: # of faculty members completing UDL training or engaged in UDL development<br>Measure b: % of mandatory college-wide events providing translation services; and % of videos on the BC website with captioning<br>Measure c: % of college-wide software acquisitions assessed for Section 508 compliance |

**Indicator 3.1.1.** demonstrates one important aspect of BC's approach to serving the population within its service district and in the surrounding areas. The college aims to hire

faculty and staff who reflect the diversity of the community. This community has changed dramatically in the decades since the college's founding in 1966. The population of the city of Bellevue has increased substantially—12,809 residents in 1960; 61,196 in 1970; and 140,700 in 2018. This population growth has been accompanied by a significant increase in racial, ethnic, and linguistic diversity. More than 39 percent of city of Bellevue residents are foreign born, and these immigrants originate from more than 90 different countries. As of 2015 the city is now minority-majority. King County generally has a similar percentage of white residents (62 percent) as the United States overall (61 percent) and, as in the rest of the country, it is expected that this percentage will decrease. BC is committed to serving its student population as equitably as possibly, providing opportunities and role models of all backgrounds.

BC's equitable search and hiring practices, addressed by **indicator 3.1.2.**, helps to realize the demographic diversity required by 3.1.1. All search advisory committee members take pluralism in the selection process training during which they learn the importance of using neutral language in job descriptions as well as methods for creating clear, inclusive selection criteria. All search advisory committees include a dedicated pluralism advocate who identifies and addresses potential biases in the screening process. Pluralism advocates are required to have completed special training, which is focused on developing an equity mindset. Advocates are trained in active listening and understanding and in how to respond to resistance. Both the pluralism training for search advisory committee members and the pluralism advocate trainings are offered frequently throughout the year. BC regularly updates training materials based on feedback from search advisory committees and training participants. All job candidates must submit a statement with their BC employment application in which they reflect on their educational and professional experiences with diversity and equity and their own commitment to advancing these goals. With this requirement, BC signals to jobseekers the importance it places on creating a safe and inclusive environment for everyone.

The last two indicators for this objective, **3.1.3.** and **3.1.4.**, focus on providing students, faculty, and staff with a learning and working environment in which they can thrive without barriers or impediments due to language or disability.

**CLC Objective 3.2. with indicators of achievement, measures, and analysis**

| **Objective 3.2. BC maintains a safe learning and working environment.** | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 3.2.1. Students and employees feel safe on campus | % of students and employees reporting they feel safe on campus |

For the purposes of **indicator 3.2.1.**, BC interprets "safety" in the broadest terms. It encompasses physical safety, emergency preparedness, and protection from discrimination, harassment, and retaliation. College responses to safety concerns can include adequate lighting, appropriate hazardous waste management, active shooter training, earthquake drills, gender-neutral bathrooms, and college support for conversations regarding race. This indicator is directed at individual experiences of safety as each individual's subjective experience impacts their ability to learn and work.

**CLC Objective 3.3. with indicators of achievement, measures, and analysis**

| Objective 3.3. BC provides a sustainable learning and working environment. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 3.3.1. BC meets or exceeds sustainability goals | # lbs of CO2 equivalent/student FTE produced annually |

BC assesses its long standing commitment to environmental sustainability in **indicator 3.3.1.** Concerted efforts in this area arose out of the college's participation in Earth Week (2000). From that time to now, students have driven BC's environmental sustainability efforts, which included the addition of an environmental and social responsibility representative to BC Associated Student Government (ASG) in 2006; President Jean Floten's signature on the American College & University Presidents' Climate Commitment in 2007; the adoption of a student fee to support an environmental sustainability fund in 2008; formation of a sustainability task force to integrate these issues into the curriculum in 2009; and the establishment of the BC Office of Sustainability in 2012. BC continues to participate in Earth Week every April, offering climate activism and events to share sustainability ideas across the college. The student-funded environmental sustainability fund supports projects such as a student garden, an apiary, a bioswale, and solar panels.

To support its initiatives, the office of sustainability collects qualitative and quantitative data through surveys; conducts institutional data analysis; and issues reports such as the greenhouse gas emissions report. This report provides the measure for indicator 3.3.1. Programs and initiatives to reduce greenhouse gas emissions are a priority for the college, as is overall sustainability that addresses every aspect of college life—energy efficiency, waste reduction, compostable materials, and water conservation. The office of sustainability also collaborates with campus operations to ensure that new buildings earn, at minimum, a LEED Silver certification. Recent construction has achieved gold and platinum ratings. The office of sustainability collaborates with faculty to offer workshops on how to integrate sustainability concepts into the curriculum; and supports student clubs, events, and experiential learning opportunities on topics such as renewable energy, marine conservation, food security, waste, and alternative transportation.

Based on the office of sustainability's analysis, single-occupancy vehicle commutes represent BC's largest source of greenhouse gas emissions. To improve results for indicator 3.3.1. and achieve the goal of full carbon neutrality by 2050, the college will need to alter the transportation choices of students, faculty, and staff.

**CLC Objective 3.4. with indicators of achievement, measures, and analysis**

| Objective 3.4. BC supports the professional development and satisfaction of employees. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 3.4.1. Employees express satisfaction in their work | % of employees expressing satisfaction |
| 3.4.2. BC retains employees | % of FT employees retained for three years or more |

BC recognizes the importance of a satisfying working environment to attract and retain excellent employees. Rapidly changing external conditions have made it much harder to accomplish this goal. The unemployment rate in the Seattle metro area is just above three percent, significantly lower than the state (4.8 percent) and lower than the United States overall (3.9 percent). The college competes with high-paying tech sector employers for employees. State agency compensation has not kept pace with an increasingly high cost of living. Since BC's last comprehensive accreditation visit in 2009, the median sales price of a home in the city of Bellevue has increased from around $500,000 to more than $950,000. To maintain a high-quality workforce in the face of these challenges, the college must build its competitive edge around meaningful, mission-driven work and satisfied employees, which together form the basis for indicators **3.4.1.** and **3.4.2.**

**3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

The current college life and culture section of the strategic plan represents the one that is most changed since the original version. The 2014 strategic plan (SP) included three goals related to the current college life and culture section of the SP, each with several associated priority initiatives.

- Justice for All: Affirm Equity and Social Justice as a Part of all We Do, which was mostly directed at closing student achievement equity gaps. This section also included a priority initiative directed at employment equity, specifically the ratio of full-time to part-time faculty.
- Rebuild Our Foundations: Create Effective Support Systems for a Large College. The first initiative within this goal—"reinvent governance and operational decision-making structures"—reflected a widespread realization that the college's systems for communication, broad-based input, and transparency were inadequate for an institution as large as BC had become. This initiative led directly to the development of BC Governance.
- Cultivate Our Human Potential: Provide a Nurturing and Productive Workplace. The challenges that BC faces to address this goal have only increased as the surrounding areas have become more expensive, the job market has become more competitive, and administrative turnover has created disruptions and institutional knowledge gaps.

Many of the college life and culture-associated initiatives from the 2014 SP have been carried over to the current SP; and the college continues its ongoing commitment to workplace values such as equitable opportunities and the development of the college's human capital.

College life and culture core theme strategic plan priority initiatives and selected examples of how they are being furthered.

A. **Integrate social justice into everyday college operations, providing an equitable environment of non-discrimination, universal design, and accessibility.** Several areas of the college—including some academic departments, information

technology services, and eLearning—have developed their own grassroots trainings and information about universal design for learning (UDL), demonstrating widespread dedication on the part of individuals and groups to these principles.

B. **Support the college's governance system and improve operational decision-making structures.** Now in its third year of operation, BC Governance continues to productively evolve. Every year, more than 100 students, staff, and faculty participate. BC Assembly and council members learn governance skills, break down communication barriers, and develop recommendations for senior leadership.

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.** Despite high administrative turnover in recent years, the college has effectively addressed many aspects of this goal. The college has a strong emergency preparedness plan, has improved planning and training processes, and is developing succession planning. BC has for many years engaged with Lean process improvement; these efforts have increased—with Lean training required for all administrators—to improve all college processes, including the ones in this initiative.

D. **Improve the systems for sharing information.** BC has adopted several new technologies for sharing information. These include updated SharePoint software and portal design (MyBC); an emailed daily digest of key information (BC-FYI) and other communication tools; more user-friendly software for website management (WordPress) and more consistent website design, and the acquisition of customer relations management software. BC uses Rave Mobile Safety technology to offer BC Alerts, an emergency alert notification service through text and email messages. Human resources, the Title IX office, and the CARE (concern, assistance, resources and empowerment) team, together use an online reporting and tracking system (Maxient) to effectively track and address reported issues.

E. **Be the region's college of choice for employment—providing employees with an engaging climate, competitive compensation, and shared value system.** Human resources and the BC Exempt Council have collaborated on a comprehensive analysis of all exempt positions to ensure all job descriptions are current. Next steps will include conducting a survey of the relevant labor market and revising and communicating the college's compensation practices and guidelines. The goal is to ensure that employee compensation is market competitive, internally bias-free, transparent, consistent, and emphasizes internal equity and fairness.

F. **Support professional development, advancement, work-life balance, and wellness for all employees.** BC provides a range of opportunities to improve employee satisfaction. In-house professional development is regularly offered; subscription services such as Lynda.com are available at no charge to employees; and tuition fee waivers and other funding sources, such as a classified staff scholarship, empower employees to pursue other professional development opportunities. Campus fitness facilities and activities such as yoga, Pilates, off-campus events, and mindfulness workshops support employee wellness.

G. **Mitigate inequities experienced by part-time faculty and staff.** During the past two bargaining sessions, BC's part-time faculty compensation has increased at a rate higher than other employee categories. The faculty council has analyzed conditions in order to advocate for part-time faculty. The council undertook an extensive analysis of part-time faculty office space to drive improvements and has made a formal proposal to convert some part-time positions to full-time.

Planning for the college life and culture core theme is the job of every area of the college; special responsibilities in this area fall to administrative services, human resources, and the office of equity and pluralism. Effectiveness and strategic planning, which houses the governance coordinator, provides administrative support for BC Governance. Many current key initiatives such as the ATD focus on faculty development, a compensation analysis for exempt employees, and the expansion of Lean approaches are related to this section of the strategic plan.

**3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

Weekly meetings and semi-annual retreats of president's cabinet provide the primary forums to assess data and plan college-wide projects and responses related to the college life and culture core theme. Cabinet members communicate strategic priorities to deans, directors, and other employees. Most areas of the college conduct regular meetings and annual retreats and produce reports to share information and formulate goals. Using self-generated data, or data supplied by or developed in collaboration with effectiveness and strategic planning, staff members can assess and analyze their area's progress towards college-level goals. All areas of the college contribute to this core theme, with specific responsibilities for human resources, administrative services, and information technology services. Each of these areas has recently experienced a change in leadership, so some of the details in this section may have changed based on the vision and guidance of the new leaders.

In the past, the vice president of human resources has held an annual retreat in which departmental goals are discussed and aligned to the college's goals. Individual task forces advanced specific goals. Typically, the vice president of administrative services (AS) brings director-level employees together for an annual retreat. AS staff members review achievements and discuss and set goals for the upcoming year, in accordance with the strategic plan and core themes. AS employs a kaizen board to better communicate goals and accomplishments. AS performance evaluations include a review of AS goals and how they have been realized. Information technology services (ITS) holds weekly meetings within departments as well as at the division level, with division retreats every six months to discuss major priorities. Incoming requests and projects are tracked using an online ticketing system, with work processes and software releases managed using an ITIL service management process.

**4.A. Assessment**

**4.A.1. The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.**

CT Objective 3.1. BC supports a diverse and inclusive campus environment.

- 3.1.1. Faculty and staff demographics reflect the ethnic, racial, and cultural makeup of the service area
- 3.1.2. BC uses equitable employee search and hiring practices
- 3.1.3. BC facilities meet or exceed state and federal regulations
- 3.1.4. Learning and working environments are accessible for all students and employees

CT Objective 3.2. BC maintains a safe learning and working environment.

- 3.2.1. Students and employees feel safe on campus

CT Objective 3.3. BC provides a sustainable learning and working environment.

- 3.3.1. BC meets or exceeds sustainability goals

CT Objective 3.4. BC supports the professional development and satisfaction of employees.

- 3.4.1. Employees express satisfaction in their work
- 3.4.2. BC retains employees

**Assessment data for CT Objective 3.1. BC supports a diverse and inclusive campus environment.**

**CTI 3.1.1. Faculty and staff demographics reflect the ethnic, racial, and cultural makeup of the service area.**

| 3.1.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| Comparison of employee, student, and service district demographics | Double-digit disparity | Disparity diminishes over time |

***Data source:*** *BC Office of Effectiveness and Strategic Planning Demographic Data*

Table CLC 4.A.1.a: Demographic Comparison

| Year | Students of Color | Faculty/Staff of Color | Service Area 12th Grade Students of Color |
|---|---|---|---|
| 2017 | 52% | 30% | 40% |
| 2016 | 51% | 27% | 38% |
| 2015 | 50% | 25% | 36% |
| 2014 | 48% | 25% | 35% |
| 2013 | 46% | 23% | 33% |

### CTI 3.1.1. Summary of Mission Fulfillment

The demographics of faculty and staff have not matched the demographics of either BC's service district or its students. The college has substantially increased the number of faculty and staff of color; however, because the demographics of the student body and service area keep changing in the same direction and at the same rate, the college has not caught up. Although the college has not met its goal of decreasing disparities, it has made progress in diversifying its faculty and staff and will continue to work in this area.

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### CTI 3.1.2. BC uses equitable employee search and hiring practices.

| 3.1.2. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of FT employees who are eligible to serve on search advisory committees within one year of hire by completing required training | 23% | 20% |

***Data source:*** *Human Resources Year One Pluralism Training*

Table CLC 4.A.1.b: Employee Pluralism Training Completion

| Year | % of FT employees 1st year pluralism training |
|---|---|
| 2012 | 23% |
| 2013 | 36% |
| 2014 | 17% |
| 2015 | 22% |
| 2016 | 27% |
| 2017 | 23% |

### CTI 3.1.2. Summary of Mission Fulfillment

BC has a strong and consistent record of training employees to bring an equity lens to search advisory committee service. To further identify and mitigate bias and inequities, all search advisory committees also include a trained pluralism advocate. BC fulfills its mission for this indicator.

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### CTI 3.1.3. BC facilities meet or exceed state and federal regulations.

| 3.1.3. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of non-compliance and accessibility recommendations addressed within the guidelines | Partial | 100 percent |

***Data source:*** *BC Civil Rights ADA Compliance Review 2016-17.*

### CTI 3.1.3. Summary of Mission Fulfillment

BC commits to having and maintaining accessible campuses and has made steady progress on ADA compliance issues identified in the WA State Civil Rights ADA Compliance Review 2016-2017. Many items have been addressed, some are in process, and some will require state funding to address major building renovations. The college has made steady progress on modifications that can be made within existing budget constraints. The college is progressing toward mission fulfillment to the extent possible.

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### CTI 3.1.4. Learning and working environments are accessible for all students and employees.

| 3.1.4.a measure | Baseline | Threshold of achievement |
|---|---|---|
| # of faculty members completing UDL training or engaged in UDL development | 159 (over the past five years) | 100 |

***Data sources:*** *BC Faculty Commons 2014-2018 UDL Trainings; eLearning UDL Training Data 2015-2016 and 2016-2017.*

**Table CLC 4.A.1.c: Faculty Commons UDL Training**

| Academic Year | Classes offered | Number of faculty trained |
|---|---|---|
| AY 2013-2014 | Universal Design for Learning: Resources; UDL Train the Trainer; UDL Teaching Squares | 36 |
| AY 2014-2015 | UDL Teaching Squares - Squares with a Twist; UDL Teaching Workshops; Visual Explanations: Making ideas clear and accessible | 54 |
| AY 2015-2016 | Visual Explanations: Making ideas clear and accessible; Instructional Design for Student Success | 19 |
| AY 2016-2017 | Teaching Squares: UDL; Visual Explanations: Making ideas clear and accessible; Facilitated Teaching Squares: UDL | 19 |
| AY 2017-2018 | Facilitated Teaching Squares: UDL; Preparing for the First Day of Class with an UDL Approach | 13 |

**Table CLC 4.A.1.d: eLearning Department Universal Design for Learning Cohorts**

| Date | Training offered | Number of participants (faculty and staff) |
|---|---|---|
| May 2015-May 2016 | UDL Train the Trainer | 7 |
| May 2016-May 2017 | UDL Cohort | 11 |

### Non-faculty website manager training

Thirty percent of current website managers have attended accessibility training since 2016. Fifty-eight of BC's 200 website managers have attended training at least once.

**Table CLC 4.A.1.e: Website Managers Trained on Accessibility by ITS**

| Year | Number of website managers trained (out of a total of 200) |
|---|---|
| 2016 | 34 |
| 2017 | 30 |
| 2018 | 30 |

| 3.1.4.b measure | Baseline | Threshold of achievement |
|---|---|---|
| % of mandatory college-wide events providing translation services; and % of videos on the BC website with captioning | 100% | 100% |

***Data sources:*** *Human Resources and ITS*

**Table CLC 4.A.1.f: Translation Services for College-wide Events**

| Translation services for BC events | 2015 | 2016 | 2017 | 2018 (as of 05/30/18) |
|---|---|---|---|---|
| Number of college-wide events | 5 | 7 | 7 | 4 |
| Number of college-wide events with language accommodation provided | 2 | 7 | 7 | 4 |
| % of language accommodation provided | 40% | 100% | 100% | 100% |

| 3.1.4.c measure | Baseline | Threshold of achievement |
|---|---|---|
| % of college-wide software acquisitions assessed for Section 508 compliance | 100% | 100% |

***Data source:*** *ITS Accessibility Review Summary*.

Information technology services (ITS) reviews all college-wide software for accessibility as part of the purchasing process. Software intended for classroom or small-group use undergoes review by technical support staff based on the vendor-provided voluntary product accessibility template (VPAT) information. ITS follows up with requests for additional information as needed. For enterprise applications, ITS requires that vendors complete a more detailed template—or roadmap—and tests them for accessibility prior to purchase. The process has been in place for several years at BC. During the past year, some software reviews did not happen. The college is currently evaluating possible accessibility issues that may have occurred.

### CTI 3.1.4. Summary of Mission Fulfillment

The college is achieving mission fulfillment in this area.

**Assessment data for CT Objective 3.2. BC maintains a safe learning and working environment.**

**CTI 3.2.1. Students and employees feel safe on campus.**

| 3.2.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of students and employees reporting they feel safe on campus | 83% | 90% |

***Data sources:*** *Safety surveys.*

College data collection on the perception of physical safety on the campuses has been inconsistent. In fall 2017, the BC Services Survey collected data on employee perceptions of safety. Only 17 percent of employee respondents did not agree with the statement "I feel safe from crime on campus." This data is difficult to interpret because people's fear of crime typically exceeds the actual rate of crime. In fact, national Gallup data shows that more than half of Americans worry about crime and violence a great deal. Given this context, fear of crime at BC is relatively low. However, BC is located in a relatively low-crime area, and most city of Bellevue residents report greater feelings of safety in public areas, based on Bellevue Police Department publicly available information. Given that, BC needs to make greater efforts.

**Table CLC 4.A.1.g: Employee Responses to the Statement: "I feel safe from crime on campus."**

| | Number | Percentage |
|---|---|---|
| Strongly Agree | 60 | 19% |
| Agree | 131 | 41% |
| Disagree | 40 | 12% |
| Strongly Disagree | 15 | 5% |

**CTI 3.2.1. Summary of Mission Fulfillment**

Given the relatively low percentage of employees who report feeling unsafe on BC's campuses, the college has met mission fulfillment. BC recognizes the need to collect additional data and ensure that all faculty, staff, and students have confidence in campus safety.

**Assessment data for CT Objective 3.3. BC provides a sustainable learning and working environment.**

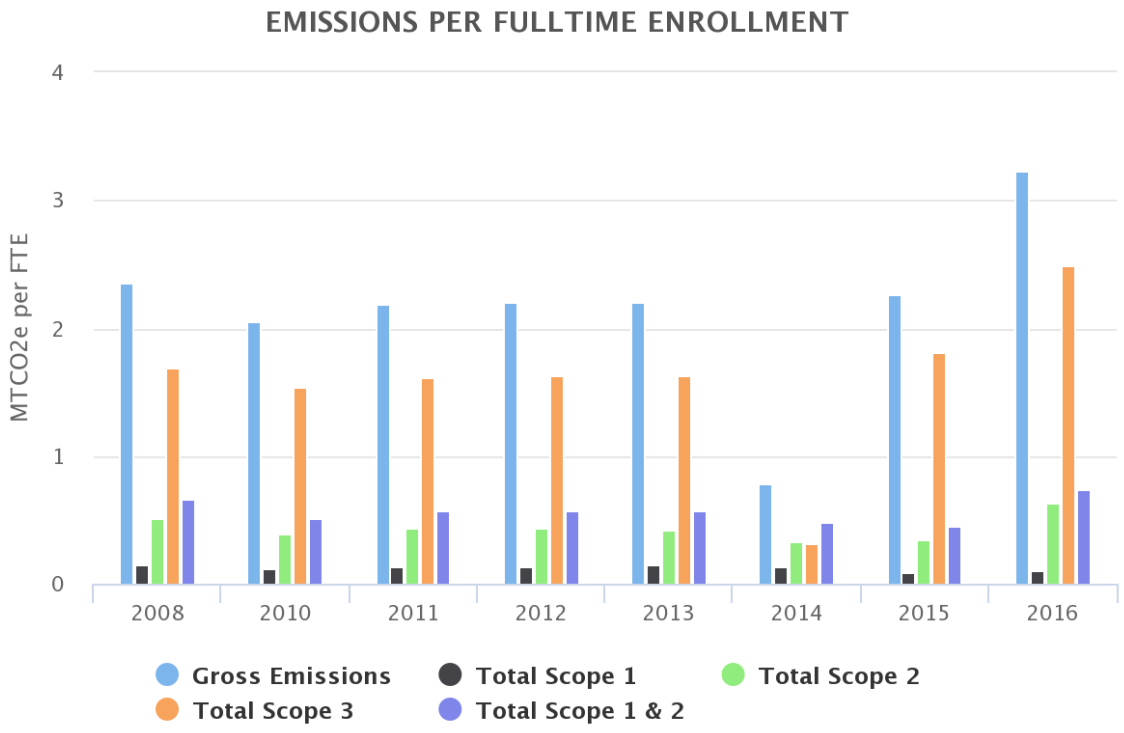
**CTI 3.3.1. BC meets or exceeds sustainability goals.**

| 3.3.1 measure | Baseline | Threshold of achievement |
|---|---|---|
| # lbs of CO2 equivalent/student FTE produced annually | 3.2 | Diminish over time |

***Data source for CTI 3.3.1 measure:*** *BC Office of Sustainability; Second Nature Reporting Platform.*

This data shows BC's greenhouse gas emissions, as measured by the carbon dioxide equivalent. The office of sustainability annually reports to Second Nature, an organization that promotes sustainability in higher education, and tracks emissions using the best available methodology in a given year. In 2014, there were significant data collection errors, resulting in data which show a significant decrease in emissions. The college aims to reduce greenhouse gas emissions and become carbon neutral by 2050. However, Scope 3 emissions—which is primarily student, staff, and faculty travel to the campuses, followed by air travel—continue to be significant. Annual transportation surveys administered to students and employees show that most individuals commute using single-occupancy vehicles. In order to meet its sustainability goals, the college will need promote better transportation options. First steps include a BC Zimride carpooling network and the development of student housing, enabling students to live on campus and walk to class.

**Table CLC 4.A.1.h: Second Nature Emissions Report**



### CTI 3.3.1. Summary of Mission Fulfillment

While recognizing errors with data collection and the rise in greenhouse gases per student FTE, BC has succeeded in bringing environmental sustainability to discussions involving planning, purchasing, construction, and the integration of green concepts into the curriculum. Given the college-wide engagement with sustainability, BC can be said to be meeting mission fulfillment.

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## Assessment data for CT Objective 3.4. BC supports the professional development and satisfaction of employees.

### CTI 3.4.1. Employees express satisfaction in their work.

| 3.4.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| % of employees expressing satisfaction | 75% | 80% |

***Data sources:*** *BC Office of Effectiveness and Strategic Planning. 2000, 2004, 2008 Employee Survey Summary, 2013 Personal Assessment of the College Environment (PACE) Survey Results.*

A large proportion of BC employees agree with the statement "I believe that BC is a good place to work." That proportion has increased since 2000. It should be noted that the question format changed between 2008 and 2013; the response "neutral" was changed to "moderately agree." In the data reported below, the percentages from 2000, 2004, and 2008 exclude the answer "neutral" but the 2013 data include the answer "moderately agree." As a result of these differences, some of the increase in the proportion agreeing with the statement between 2008 and 2013 is the result of a change in the question format.

### Table CLC 4.A.1.i: Percent of Employees Agreeing with the Statement "I believe that BC is a good place to work."

| | |
|---|---|
| 2013 | 89% |
| 2008 | 79% |
| 2004 | 82% |
| 2000 | 65% |

### CTI 3.4.1. Summary of Mission Fulfillment

In this area, the college is close to the threshold of achievement.

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**CTI 3.4.2. BC retains employees.**

| CTI 3.4.2 measure | Baseline | Threshold of achievement |
|---|---|---|
| % of FT employees retained for three years or more | 60% | 80% |

***Data source:*** *BC Payroll Office.*

**Table CLC 4.A.1.j: Employee Retention**

| Calendar Year | Number of full-time employees | 3 years of employment | % retained after 3 years |
|---|---|---|---|
| 2014 | 627 | 341 | 54% |
| 2015 | 671 | 372 | 55% |
| 2016 | 702 | 401 | 57% |
| 2017 | 705 | 425 | 60% |

**CTI 3.4.2. Summary of Mission Fulfillment**

In the past few years, BC has experienced relatively high turnover for an institution of higher education due to several factors. The college has explored ways in which to attract and retain faculty and staff members in order to meet its threshold of achievement in the near future.

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**4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

Human resources (HR), administrative services (AS), the office of equity and pluralism (OEP), and information technology services (ITS) all have substantial responsibilities for college life and culture core theme objectives. Student affairs, through its management of student housing, is also involved. Leadership in these areas convey information from president's cabinet to staff members and evaluate their services based on alignment with the strategic plan and president's goals and regular feedback. The BCG Infrastructure Council provides a forum to form recommendations related to facilities, grounds, safety, and technology. The exempt and classified councils also take up matters that fall within the college life and culture core theme.

Areas that support college life prepare annual reports with goals that align with the strategic plan. These are discussed in president's cabinet and presented at BC Board of Trustee meetings. Plans and information are conveyed through email or in forums such as the monthly administrators meeting. All areas of the college have a MyBC SharePoint

site to describe operations and processes, facilitate collaboration across the college, and archive materials.

The college-wide BC Services Survey was first circulated in November 2017 to assess operations. The survey solicited community input on the performance and overall quality of service for operational units such as the OEP, including Title IX services; public safety; information technology services; campus services; facilities; payroll; human resources; and procurement. Survey answers to the section on public safety provided valuable information. The college community expressed concerns about the consistency of officer professionalism and response times. Respondents also requested more information about crime statistics and parking permits. In response, officer training now brings additional emphasis to positive interactions with the college community. The department is working on fully staffing all positions and considering a modification to scheduling to provide better coverage. BC has contracted with the International Association of Campus Law Enforcement Administrators to perform a complete review of the college's security system and other public safety matters. Public safety has also modified its website to improve access to safety information.

Specific programs and services use assessment models appropriate to their work. In the office of sustainability, the annual greenhouse gas emissions report details what actions were taken throughout the year to reduce BC's emissions, the challenges the college has faced in making reductions, and suggestions for the upcoming year for continuous improvement of sustainability programming. A publicly available report is posted on the Second Nature website, and an internal document is shared with the vice president of AS and the dean of science.

In order to provide more efficient service, campus operations has given its online ticketing system a makeover. The webpage has been amended to simplify the experience of submitting a work request. Users can now select the appropriate sub-department for the problem or task. This change will make it easier to submit a request and provide better information for campus operations.

### Sustainability Leadership

In 2018, President Jerry Weber signed the Second Nature network's Climate Leadership Statement requiring a climate action plan and an annual progress evaluation. As a signatory to this statement, BC joins hundreds of other colleges to incorporate sustainability into every aspect of higher education. BC has assumed a leadership role in carbon neutrality and in educating students to develop innovative solutions to climate change. BC has also signed on to Puget Sound Energy's (PSE) Green Direct project. Beginning in 2021 and continuing for 10 years, PSE will give participants the ability to purchase 100 percent of their energy from dedicated, local, renewable energy resources. The program is expected to provide the college with greenhouse gas emissions reductions of approximately 15 percent.

**4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Assessment of student learning outcomes assessment is addressed in the teaching and learning core theme.

**4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

**and**

**4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

The eight indicators in the college life and culture core theme attempt to measure the extent to which BC provides a safe and welcoming environment for students, employees, and visitors. These indicators reflect some of the college's most important values: equity, accessibility, safety. In some cases, BC is not currently meeting its stated thresholds of achievement; however, new leaders in human resources, administrative services, information technology services, and student affairs have already begun to build structures to improve these outcomes.

### HR Innovations Support Employee Performance

Over the past year, human resources (HR) has developed key initiatives to better support BC employees. To ensure fair, inclusive, and equitable compensation for exempt employees, a compensation study was launched in fall 2018 to develop transparent and sustainable pay strategies, structures, and practices. Efforts are being made towards evaluating current classifications and job descriptions, conducting market analysis, identifying benchmarks, creating salary structures, identifying trends and best practices in salary administration, and making recommendations around implementation and administration. To better support employee performance management, HR has rolled out new performance management training. This training is mandatory for staff supervisors and available to faculty supervisors. Future trainings are being developed to enhance employee performance management and other technical, interpersonal, leadership, personal, and work-related skills. To meet the recruiting, hiring, and retention needs of the college, HR has been developing enhanced recruitment efforts. Additional efforts are being made towards increasing new hire engagement and to create a positive employee onboarding experience.

**4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

As part of the comprehensive strategic review, the college will assess its core theme indicators and revise them as needed at the conclusion of the college's Year Seven Self-evaluation. The college also conducts assessment reviews on a continuous basis. For instance, ITS is currently defining its service level agreements to standardize expected response and resolution times based on the type of support request. Reports that distinguish between different request types when assessing response times, will better serve users and track how well expectations are being met. ITS has also added Monsido software to track the accessibility status of the college website. ITS is now reviewing its process for Section 508 compliance and its process for checking the accessibility of new software acquisitions. Expanded use of Qualtrics surveys—with survey design support provided by effectiveness and strategic planning—is another way through which programs and services solicit feedback on their operations.

## 4.B. Improvement

**4.B.1. Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

BC's human resources, administrative services, information technology services and office of equity and pluralism use nationally recognized standards and best practices to plan their operations. They comply with state and federal regulations for building codes, non-discriminatory hiring practices, food safety, technology protocols and security, and other matters that impact the health, safety, or civil rights of students, employees, and visitors.

**BC Improves Safety and Protects Against Discrimination and Harassment.**

During the past two decades, higher education has increased awareness and become more rigorous about campus safety, including emergency planning. Colleges have also recognized that a welcoming, inclusive environment is a precondition for safety and that they must take steps to prevent discrimination and sexual misconduct and impose appropriate disciplinary measures. BC has taken decisive action to improve all aspects of campus safety.

In 2018, BC revised its policies and procedures related to discrimination, harassment, and retaliation. BC will also significantly expand its existing training related to discrimination and sexual misconduct as a result of a new U.S. Department of Justice (DOJ) grant. The DOJ Office on Violence Against Women (OVW) awarded a $300,000 grant to BC in fall 2018. The grant, one of 57 awarded to academic institutions nationwide, will support collaboration with LifeWire, a local organization addressing domestic violence with which the college has a decades-long relationship. The King County Sexual Assault Resource Center (KCSARC) and the Bellevue Police Department are also partners. The grant coordinates comprehensive training for BC faculty, staff, and students and provides a network of advocacy and other survivor support.

Besides this grant, BC has created a Campus Response Group (CRG) to define how the college can respond to and dialogue concerning safety and sexual violence. The CRG is collaborating with LifeWire and KCSARC on recommendations to foster a supportive, safe, and responsive campus climate. Together, these efforts reflect BC values and its leadership around inclusion and safety. BC was the first Washington state community college to launch an office of equity and pluralism (2006) and the first to hire a full-time Title IX coordinator (2014).

Finally, the college will be expanding its review of all campus safety. BC has contracted with IACLEA (International Association of Campus Law Enforcement Administrators) to review the college's entire security system, safety staff coverage, emergency management procedures, and Clery Act compliance.

**4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

Student learning outcomes assessment is led by faculty members and is discussed in the teaching and learning excellence core theme section of this report.

**College Life and Culture Core Theme URLs**

| | |
|---|---|
| BC Office of Effectiveness and Strategic Planning Demographic Data | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/doc.aspx?sourcedoc=%7B5F8D96EB-895F-4077-B09E-BCE9A64155D2%7D&file=3.1.1%20Demographic%20Data%20Static.xlsx&action=default |
| Human Resources Year One Pluralism Training | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BE70C067F-C234-4BC8-A67C-D8562B0933CC%7D&file=Year1PluralismTraining2011-2017.xlsx&action=default&mobileredirect=true |
| BC Civil Rights ADA Compliance Review 2016-17 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B9BE2A512-1224-4ED4-9C7C-68B9F17FD911%7D&file=CTI-3.1.3.%20BC%20Civil%20Rights%20ADA%20Compliance%20Review%202016-17.docx&action=default&mobileredirect=true |
| BC Faculty Commons 2014-2018 UDL Trainings | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCFacultyCommonsUDL091418.xlsx?d=w5648e38db321471a9208a0b5d5c53690 |
| eLearning UDL Training Data 2015-2016, 2016-2017 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/eLearningUDLtrainingdata091418.docx?d=wb8b6ea215e1c46b999767d8d5366d569 |
| Number of College-wide Events | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B2A8AA74B-EBD7-4BF1-A423-D62C9BB07F9E%7D&file=CLCCollege-wideEventsTranslationAccommodations2015-2018.docx&action=default&mobileredirect=true |
| ITS Accessibility Review Summary | https://bellevuec.sharepoint.com/:x:/r/sites/its/_layouts/15/Doc.aspx?sourcedoc=%7Bfe295161-a847-44a1-8a53-116655252f9e%7D&action=default&uid=%7BFE295161-A847-44A1-8A53-116655252F9E%7D&ListItemId=17&ListId=%7BB784FA42-2643-4C00-AFA6-1E7C2C9B1225%7D&odsp=1&env=prod |

**College Life and Culture Core Theme URLs** *continued*

| | |
|---|---|
| Second Nature | http://reporting.secondnature.org/institution/detail!4119##4119 |
| BC Office of Effectiveness and Strategic Planning. 2000, 2004, 2008 Employee Survey Summary | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B8F41B570-3F3E-4AA8-9DF5-2202C864AD8B%7D&file=3.4.1%20 2008EmployeeSurveySummaryFinal.doc&action=default&mobileredirect=true |
| 2013 Personal Assessment of the College Environment (PACE) Survey Results | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/3.4.1 2013 Bellevue PACE Survey.pdf |

*The Bellevue College Bulldogs women's basketball team won the NWAC North Region title in the 2017-2018 season.*

# Community Engagement and Enrichment Core Theme

**3.B. Core Theme Planning**

**3.B.1. Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.**

Bellevue College's community engagement and enrichment core theme (CEE) states that:

> BC strives to be a leader and partner in building a strong and vibrant region through its commitments to collaborate with businesses, industries, local school districts, primary transfer institutions, alumni, donors, and governmental and social services organizations to develop and refine educational programs that prepare individuals for academic success, employment, and lifelong learning; and to provide programs and space for use by the community at large.

This core theme covers five key concepts: continuing education, funding, community partnerships, alumni engagement, and college identity.

BC's impact on the surrounding community cannot be overstated. Like the city of Bellevue itself, the college has grown significantly over the past 20 years. As of 2017, more than 460,000 people have taken classes at BC since its founding in 1966. During that time, the college has awarded nearly 60,000 degrees, certificates, and other awards to more than 50,000 students.

- 393 bachelor degrees
- 45,866 associate degrees
- 7,883 certificates
- 992 high school diplomas
- 3,381 pre-employment certifications

The college's economic impact extends beyond preparing a work-ready and competitive workforce and includes thousands of faculty and staff members employed by BC and living in the area.

Like the city of Bellevue, the college has become increasingly diverse, particularly in terms of race and national origin. The regional growth in the technology field can be seen in the growth in BC technology programs and technology-impacted programs, such as clinical healthcare. BC's commitment to the region's economic health and vitality drives the college's relationships with business and industry, government and non-profit social service agencies, local school districts, and postsecondary institutions. Within this context, BC develops and refines its academic programs to address the community's civic, cultural, social, and educational needs. Through its broad offerings the college supports lifelong learning ranging from science programs for elementary school children to TELOS, a program for senior citizens.

**CEE Objective 4.1. with indicators of achievement, measures, and analysis**

| **4.1. BC collaborates with businesses, community partners, and transfer institutions to design programs and services that benefit the community.** | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 4.1.1. BC monitors and improves its engagement with business and industry. | Appropriate documentation is maintained for business and industry partners |

The ways in which regional businesses, community partners, and transfer institutions collaborate with the college is addressed in **indicator 4.1.1**. Through prof-tech advisory committees and through other partners—such as those connected through the business training institute, internships, clinical placements, BC Foundation sponsorships, and the Research, Innovation, Service, and Experiential (RISE) Learning Institute—community members contribute to keeping programs relevant and current. Within the past five years, civic leaders from more than 80 businesses and other organizations have volunteered to serve on advisory committees. They provide essential industry-specific guidance to academic programs and degrees. Hospitals and medical centers support BC's health and wellness programs with clinical placements and other support. Over the last five years, volunteers from more than 45 businesses have served on the BC Foundation Board of Directors. The indicator for this objective is motivated partly by the size and complexity of the college; maintaining current records and effectively coordinating efforts between various college entities and BC's many external partners is a daunting but necessary challenge. The business and community engagement committee (BCEC) coordinates with college stakeholders on this important task.

**CEE Objective 4.2. with indicators of achievement, measures, and analysis**

| 4.2. BC participates meaningfully with the community at large. | |
|---|---|
| **Indicators of achievement** | **Measure** |
| 4.2.1. BC supports BC Foundation fundraising for college initiatives and student success. | Measure a: % of staff and faculty who donate<br>Measure b: Total # of donors |
| 4.2.2. BC alumni engage in the Alumni Association | # of alumni participating annually |
| 4.2.3. BC contributes to the cultural life of the region | # of community members served through the following: radio station listenership; sporting event attendance; SAMI participation; planetarium show attendance; theater attendance; jazz festivals/concerts, other. |

The BC Foundation provides important connections between the college and the surrounding community. Over the past five years, more than 130 businesses and other organizations have made contributions for scholarships and both general and programmatic support. The work of the BC Foundation goes beyond fundraising to build relationships that support programs throughout the college such as the KBCS radio station, the Central Regional Science Fair, and the Occupational Life Skills and Autism Navigator programs. **Indicator 4.2.1.** has two crucial fundraising-related metrics: one that measures faculty and staff support for the institution; and one that measures the total number of donors. Although alumni relations have inherent challenges in the community college context, BC has written its commitment to an alumni network into its strategic plan and into the core themes with **indicator 4.2.2**. Finally, **indicator 4.2.3.** reflects BC's dedication to its role within the community.

### Including Student Voices at the Highest Level

In 2012, the Washington State legislature passed SB 5217, which enabled the appointment of a sixth trustee to be filled by a student. BC students had strongly advocated for the legislation, and the BC Board of Trustees acted quickly to establish the position. BC was the first of Washington state's 34 community and technical colleges to take advantage of the law. Since 2012, seven students have filled the role of BC student trustee. BC's current student trustee is pursuing an associates in the arts and sciences degree with a sustainability concentration. Student trustees are nominated by the Associated Student Government and appointed by the governor. They participate in all board business with the exception of collective bargaining, tenure appointments, and personnel matters. When adopting the college resolution to appoint a student trustee, the BC Board of Trustees cited its desire to support students and to encourage a "stronger student voice in college governance."

**3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.**

Planning programs and services related to the community engagement and enrichment core theme is a responsibility shared across the college. Institutional advancement (IA) coordinates, communicates, and celebrates the efforts of dedicated faculty and staff as they engage with the surrounding community. Through these combined efforts, the college advances the priority initiatives of the strategic plan.

Community engagement and enrichment core theme strategic plan priority initiatives and selected examples of how they are being furthered.

A. **Develop an educational atmosphere that creates lifelong learning experiences for informed and engaged citizenship.** Student programs offers a leadership institute, seminars, and a summer retreat for students. The Center for Career Connections (CCC) and the Women's Center conduct classes, workshops, and events which are open to students, alumni, and community members. BC's Continuing Education Division (BCCE) offers a wide range of business, professional, and community programs that address the workforce and life-long learning needs of the community. BCCE recently conducted research to determine the effectiveness and quality of its programs and assess the needs of community learners.
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.** The BC Foundation partners with Boys & Girls Club of Bellevue; the BOOM Experience; Bellevue Rotary Club; Greater Seattle Business Association; the Greater Seattle Chapter of the Links; and Delta Sigma Theta Sorority, Seattle Alumnae Chapter. The RISE Learning Institute and the CCC develop internship sites with local employers.
C. **Communicate our identity.** Within the past five years, institutional advancement has increased capacity with more staffing, a larger work space, and better availability of design services. The team added a web editor to create a more consistent and functional website, launched a daily announcement email digest (BC-FYI), adopted new digital marketing strategies, and increased programming and visibility for events such as homecoming. The college also hosts outreach events that bring the community onto the main campus such as divisional open houses, planetarium shows, science fairs, and test fests.
D. **Develop and implement a process to listen carefully and respond to community and regional needs.** BC collaborates with the local and regional community in a variety of ways. Current initiatives in progress include the BC Futures Task Force; partnership with the Bellevue Police Department, LifeWire, and the King County Sexual Assault Resource Center on the U.S. Department of Justice's Office on Violence Against Women campus program grant; and work with Puget Sound Energy on sustainability measures, including Green Direct, a renewable energy project.
E. **Develop a broad network of engaged alumni.** For several years, BC has aspired to build a strong alumni association. In its strategic overview for the next five years, the BC Foundation outlines its goal of expanding and deepening constituent

engagement with the college by creating an early engagement strategy targeting young alumni. Although some progress has been made, current staffing levels have not been able to fully support this initiative.

F. **Pursue funding opportunities to mitigate decreased state support.** The college supports the efforts of the BC Foundation to cultivate and steward existing and new financial partners. The BC Foundation Overview FY18-FY23 describes plans to increase philanthropic support, with the goal of raising $2 million annually by 2023 for BC students, faculty, staff, and core institutional priorities. BC President's Office is collaborating with the foundation board of directors to provide opportunities for the community to invest in the college.

**3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.**

Institutional advancement (IA) gathers and analyzes a variety of data as described in the 2018 Institutional Advancement Marketing and Communications Overview. This data includes the number of media mentions broken down by type; social media impressions; and contacts with government. Digital marketing tools—such as virtual tours, a Naviance profile for the college, search engine optimization (SEO), conversion optimization, YouTube video advertising, and targeted display advertising—enable IA to collect crucial data. IA uses this data to support its goals of increasing student enrollments and retention, recruiting underrepresented students, promoting an engaging and cohesive BC brand, and building relationships with community organizations, business partners, and alumni. IA regularly gives presentations to senior leadership.

The BC Foundation makes extensive use of data, recording and tracking BC Foundation sponsors, donors, and scholarships in its customer relationship management system (CRM). The foundation's FY 2018-2023 overview shows how data is used to review and refine goals and develop relationships as well as to gauge capacity for future action.

## 4.A. Assessment

**4.A.1. The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data, quantitative and/or qualitative, as appropriate to its indicators of achievement, as the basis for evaluating the accomplishment of its core theme objectives.**

CT Objective 4.1. BC collaborates with businesses, community partners, and transfer institutions to design programs and services that benefit the community.

- 4.1.1. BC monitors and improves its engagement with business and industry

CT Objective 4.2. BC participates meaningfully with the community at large.

- 4.2.1. BC supports BC Foundation fundraising for college initiatives and student success
- 4.2.2. BC alumni engage in the Alumni Association
- 4.2.3. BC contributes to the cultural life of the region

**Assessment data for CT Objective 4.1. BC collaborates with businesses, community partners, and transfer institutions to design programs and services that benefit the community.**

**CTI 4.1.1. BC monitors and improves its engagement with business and industry.**

| 4.1.1. measure | Baseline | Threshold of achievement |
|---|---|---|
| BC monitors and improves its engagement with business and industry. | Appropriate documentation is maintained for business and industry partners. | 100 % |

***Data sources:***
*Advisory Committees Archive on Economic & Workforce Development MyBC SharePoint Site;*
*Summary of Professional-Technical Program Advisory Committees (documentation dates back to 2010 including minutes, agendas and rosters);*
*BC Academic Internship Program Partners 2011-2016; RISE Learning Institute Partners;*
*Center for Career Connections Internship Partners 2017-2018;*
*Institutional Advancement Marketing and Communications Overview.*
*BC Foundation Overview FY18-FY23;*
*BC Foundation sponsors are stewarded and tracked in a separate CRM maintained by the BC Foundation.*

**CTI 4.1.1. Summary of Mission Fulfillment.**
BC's extensive documentation for prof-tech advisory committees, internship sites, and other business and industry partnerships demonstrate that the college exceeds its threshold of achievement and meets mission fulfillment for this indicator.

**Assessment data for CT Objective 4.2. BC participates meaningfully with the community at large.**

**CTI 4.2.1. BC supports BC Foundation fundraising for college initiatives and student success.**

The BC Foundation maintains a CRM separate from college records. The data for this indicator has been provided by the BC Foundation.

| 4.2.1.a measure | Baseline | Threshold of achievement |
|---|---|---|
| % of staff and faculty who donate. | 13% | 10% |

***Data source:*** *BC Foundation CRM.*

In FY 2010-2011, when this measure was established, the percent of staff and faculty donors was three percent. Thirteen percent represents the current percentage at the end of FY 2017-2018.

| 4.2.1.b measure | Baseline | Threshold of achievement |
|---|---|---|
| Total # of donors. | 6,100 | 5,500 |

***Data source:*** *BC Foundation CRM.*

In FY 2012-2013, when this measure was established, the total number of donors was 3,000. The current number has increased to more than 6,100.

| 4.2.1.c measure | Baseline | Threshold of achievement |
|---|---|---|
| # of students awarded scholarships annually. | 174 | 150 |

***Data source:*** *BC Foundation CRM.*

In FY 2012-2013, when this measure was established, the total number of students awarded scholarships by the BC Foundation was 105. It has since increased to 174 in AY 2018-2019. This number is further broken down by the BC Foundation into the numbers of need-based, merit-based, or hybrid (both need- and merit-based) scholarships awarded.

**CTI 4.2.1. Summary of Mission Fulfillment.**
Since the BC Foundation has met or exceeded all thresholds, BC achieves mission fulfillment for this indicator.

---

**CTI 4.2.2. BC alumni engage in the Alumni Association.**

| 4.2.2. measure | Baseline | Threshold of achievement |
|---|---|---|
| # of alumni participating annually | 314 alumni | Increase annually |

***Data source:*** *BC Alumni Association.*

**Table CEE 4.A.1.a: Bellevue College Alumni Association Members**

| Year | Number of alumni members |
|---|---|
| AY 2016-2017 (founding year) | 100 |
| AY 2017-2018 | 314 |

When the BC Alumni Association was formed in AY 2016-2017, it had 100 founding members. At the end of its second year, AY 207-2018, that number had tripled.

**CTI 4.2.2. Summary of Mission Fulfillment.**
BC achieves mission fulfillment for this indicator.

---

**CTI 4.2.3. BC contributes to the cultural life of the region.**

| 4.2.3. measure | Baseline | Threshold of achievement |
|---|---|---|
| # of community members served through: radio station (KBCS) listenership;<br>sporting event attendance;<br>Science and Math Institute (SAMI) and<br>planetarium show attendance; and<br>performing arts attendance | KBCS: 50,000<br>Sports: 4,750<br>Science events: 4,150<br>Performing arts: 9,500 | Numbers remain constant or increase |

***Data sources for CTI 4.2.3 measure:*** *BC Athletics Attendance; KBCS Radio Station Listener Data; SAMI Annual Attendance 2015-2018; Performing Arts Attendance*

**CTI 4.2.3. Summary of Mission Fulfillment.**
BC provides a range of cultural activities and events that serve the local community and meets mission fulfillment. The college can improve the coordination and documentation in this area.

---

**4.A.2. The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.**

Through the work of institutional advancement, the college reaches out to the community in various ways. BC has worked with state and local government, including the governor's office and state and congressional legislators. Significant community outreach has

included: participation in BC's homecoming by Seattle Council Member Lorena Gonzalez; a press conference on DACA; and a climate change town hall with Governor Jay Inslee. BC Athletics, the college theater and performing arts groups, the planetarium, KBCS radio station, and the Science and Math Institute also conduct organized outreach. These efforts are assessed based on attendance, press coverage, surveys, and their relationship to the college's mission.

**BC Celebrates its 50th Anniversary**

In honor of BC's 50th anniversary, celebrated in 2016, the BC Foundation and BC Institutional Advancement hosted special events throughout the year. Events included the Exceptional 50 reception, which recognized stakeholders who had a significant impact on BC; the college's first Homecoming Week; a Washington State Supreme Court visit to the main campus, during which three cases were heard; a gala for more than 200 attendees that raised more than $225,000; and TEDx Bellevue College, which was attended by more than 400 people. The BC Foundation secured extraordinary gifts totaling $1,050,000 and raised funds to award 50 special scholarships.

**4.A.3. The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.**

Student learning outcomes assessment is led by faculty members and is discussed in the teaching and learning excellence core theme section of this report.

**4.A.4. The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.**

**and**

**4.A.5. The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.**

BC's relationship with the broader community forms the basis of objectives and indicators for this core theme. Given the college's long presence in the community—more than 50 years—and its size, it has made a significant impact. The indicators for this core theme reflect college priorities; however, they may not fully express the college's role in east King County, and they may need further refinement.

The evaluation, coordination, and alignment of community relationships with the college takes place through many different contacts and partnerships. These relationships are maintained through appropriate documentation; cross-college communication; and guidance from senior leadership.

- Economic and workforce development maintains records for all advisory committees; offers continuing education classes and certificate programs; and manages workforce education programs such as Basic Food, Employment and Training (BFET), Opportunity Grant, WorkFirst, and Worker Retraining.
- Academic affairs builds relationships with local schools and libraries through programs such as College in the High School, Pacific NW College Credit, and through articulation agreements. Through the RISE Learning Institute and the Center for Career Connections and the Women's Center, the college establishes internships and service learning opportunities. The nursing program works with local healthcare providers to establish clinical placements for students and conducts continuing nursing education (CNE) for healthcare professionals in the community.
- Institutional advancement provides regular and specialized programming, operates the radio station, and oversees the BC brand through various channels, including the BC website, press releases, social media, marketing campaigns, and other means. The BC Foundation reports to institutional advancement; its mission is to collaborate with community stakeholders.
- The office of effectiveness and strategic planning houses the grants office, which often works with local organizations.
- Administrative services coordinates with community leaders and organizations, such as the city of Bellevue and the Bellevue Police Department, to ensure good relationships and safety.

**4.A.6. The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.**

The BC Foundation, a separate 501(c)(3) organization, effectively maintains its own data and evaluates its assessment processes in keeping with nationally recognized best practices. Institutional advancement (IA) works with the office of effectiveness and strategic planning to source key data for planning and outreach. IA and the foundation regularly make presentations to the BC Board of Trustees.

## 4.B. Improvement

**4.B.1. Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.**

Since its mid-cycle evaluation in 2014, BC has engaged in a concerted process to grow a culture of evidence-based planning, decision making, and allocation of resources. For the community engagement and enrichment core theme, institutional advancement (IA) and BC Foundation leadership worked closely with the office of effectiveness and strategic planning to contribute meaningful indicators, which were then reviewed and approved by president's cabinet.

Two areas associated with the community engagement and enrichment core theme have been assessed as part of the BC Services Survey (discussed in 3.A.3.): marketing and communications and the grants office.

Marketing and communications manages BC's brand and marketing strategy. Their work is crucial to educating current and potential students and in student recruitment. The 2017 survey assessment showed that staff and faculty members rate this area positively for customer service, promptness, and expertise. The feedback received suggested that the department needed greater capacity to meet college-wide demand for its services. A 2018 centralized marketing plan, now being implemented, addressed the survey input and other assessments in the following ways:

- centralize marketing functions (i.e. shift graphic design from a self-support entity) to create more consistent and coordinated branding across the college.
- improve processes and systems such as document and project management to establish a more reliable institutional memory.
- create internal communication channels such as BC-FYI, the daily email digest of announcements.
- standardize cyclical marketing activities to improve internal benchmarking and analysis.

The BC Services Survey feedback for the grants office showed that faculty and staff were not fully aware of grant development resources. In response to this key finding the grants office:

- includes grant information in the quarterly Effectiveness and Strategic Planning Newsletter;
- offers quarterly grant-writing workshops at BC Faculty Commons;
- ensures that grant accomplishments—such as the award of a U.S. Department of Justice Office on Violence Against Women campus program grant—are shared widely across the college community.

As is the case for plans, assessments, and accomplishments for all of the core themes, the college shares information in a variety of ways: BC Governance councils and the BC Assembly, special all-college professional development days, monthly administrators meetings, and internal communications channels.

**4.B.2. The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.**

Assessment of student learning is addressed as part of the teaching and learning core theme.

**Community Engagement and Enrichment Core Theme URLs**

| | |
|---|---|
| Institutional Advancement Marketing and Communications Overview | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/InstitutionalAdvancementMarketingCommunicationsOverview060618.pdf |
| BC Foundation Overview FY18-FY23 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BC-FoundationOverview2018-2023.pdf |
| Advisory Committees Archive on Economic & Workforce Development MyBC SharePoint Site | https://bellevuec.sharepoint.com/sites/workforce/proftech/Shared Documents/Forms/AllItems.aspx |
| Summary of Professional-Technical Program Advisory Committees | https://bellevuec.sharepoint.com/:x-:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BBDEB7022-06D6-4229-BC46-7327CFA25BE6%7D&file=CTI-4.1.1.AdvisoryCommitteesTrackingEWD.xlsx&action=default&mobileredirect=true |
| BC Academic Internship Program Partners 2011-2016 | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/4.1.1.BCInternshipPartners2011-2016.pdf |
| RISE Learning Institute Partners | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/4.1.1.RISEPartnerAgencies2016-2018.091118.xlsx?d=wde031cfb9db4a35afd346095e346b0b |
| Center for Career Connections Internship Partners 2017-2018 | https://bellevuec.sharepoint.com/:x:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7BAA9E3950-BAEF-4D41-9224-C8075488B-2F1%7D&file=4.1.1.InternshipPartners2017-2018.xlsx&action=default&mobileredirect=true |

**Community Engagement and Enrichment Core Theme URLs** *continued*

| | |
|---|---|
| BC Athletics Attendance | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCAthleticsAttendanceData.pdf |
| KBCS Radio Station Listener Data | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/KBCSRadioStation5YrData.pdf |
| SAMI Annual Attendance 2015-2018 | https://bellevuec.sharepoint.com/:w:/r/sites/institutionaleffectiveness/accreditation/_layouts/15/Doc.aspx?sourcedoc=%7B13F76B8C-1CF9-4477-A330-17DBAF1E65A1%7D&file=SAMIAnnualAttendance2015-2018.docx&action=default&mobileredirect=true |
| Performing Arts Attendance | https://bellevuec.sharepoint.com/sites/institutionaleffectiveness/accreditation/YearSevenFiles/BCPerformingArtsAttendanceData.pdf |

# Chapter Five:
# **Mission Fulfillment**

**ER #24 SCALE AND SUSTAINABILITY**

**The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.**

In just over 50 years of operation, Bellevue College has grown from serving 464 students to more than 30,000 per year and is now the third largest college in Washington State. Lower enrollments in some areas have been offset by increases in Running Start and International Programs. To serve its large student population, the college employs approximately 1400 full- and part-time faculty, administrators, and staff and works closely with K-12 school districts, transfer institutions, local businesses, and community organizations. Guidance from the State Board for Community and Technical Colleges, annual audits, and finance policies ensure adequate financial resources. The college is well-equipped to fulfill its mission and achieve its core themes now and in the future.

## 5.A.1. Assessment of accomplishments

**The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.**

Bellevue College engages in a range of assessments on unit, program, department, division, and college-wide levels with a variety of internal stakeholders, including college administrators, faculty, staff, and students. The college also provides external compliance data to agencies and organizations such as the State Board for Community and Technical Colleges, the Northwest Commission on Colleges and Universities, the Washington State Board of Education, transfer partners, and the Washington State Office of the Auditor. In addition, the college complies with all federal agency data-sharing requirements such as the Office of Civil Rights and Department of Education IPEDS data collection. Beyond compliance, the college shares data as requested to other organizations such as educational partnerships and municipal and regional planning agencies.

Since its last NWCCU reaffirmation, BC has developed or improved several structures through which extensive and systematic assessments can be made, shared broadly, analyzed, and used to guide actions across the college. These include:

- Revised core theme indicators
- Strategic planning
- Achieving the Dream framework
- Program review and program viability
- Student learning outcomes assessment restructuring
- Regular institutional monitoring processes
- BC Board of Trustees reports

As described in section 1.A.2. Defining mission fulfillment, BC's **core theme indicators** were originally developed in a process leading up to production of the Year One Report, which was submitted in 2011. The number of indicators (81) made it difficult to gather consistent information in a consistent format. In 2014, executive leadership expended

considerable effort to pare down the number of indicators and appropriate measures. However, it wasn't until 2017 that the current version of the indicators was established. Throughout these revisions, the college continued to gather data and the main values conveyed through these choices stayed substantially the same. Several indicators—in particular those for the student success core theme—are regularly shared with faculty and staff through data presentations and discussions held during leadership group meetings, frequently supported by office of effectiveness and strategic planning (ESP) staff. The mobilization of four core theme committees, whose members work closely with colleagues across the college, has provided additional opportunities to share these assessment metrics more broadly.

A sustained period of college-wide attention to planning and decision-making kicked off in fall 2013 under the direction of President David Rule. This included preparation for the MCE report and visit, as well as a major strategic planning process out of which a more developed strategic plan emerged. The **strategic plan**, which is now fully aligned with the core themes (discussed in chapter four of this report), was originally written without assessment metrics because the charge from then-president David Rule called for a plan offering broad direction. Under Interim President Jill Wakefield, the 2017 strategic plan update task force designated responsibility leaders for each priority initiative and recommended that they develop and attach metrics. Moving further in this direction, the current president, Dr. Jerry Weber, has asked members of senior leadership to develop area plans linked to the strategic plan and including metrics. The intention is to create greater alignment and better tracking of institutional accomplishments. At the conclusion of BC's first Year Seven Self-evaluation Report and Visit, President Weber intends to convene a college-wide effort to review the college's guiding statements, including the mission statement and planning documents such as the strategic plan, the campus master plan, and the financial plan. That initiative, which will be conducted by a strategic review revision task force, is described below in section 5.B.2.

The decision to join **Achieving the Dream (ATD)** in spring 2017, was made following discussions held at BC Governance councils, president's cabinet, BC Board of Trustee meetings, and open forums that addressed student data. It reflects BC's commitment to increasing evidence-based assessments and decision-making. The ATD Core and Data Teams have already implemented college-wide evaluative data collection through the institutional capacity assessment tool (ICAT) and Opening Day 2017 activities. ATD was a major topic at BC's College Issues Day in February 2018 and Opening Day 2018.

A thorough **program review process**, in place for many years, assesses the health and effectiveness of approximately 50 academic programs in a five-year cycle. The current program review template is participatory and evidence-based. It highlights connections to the teaching and learning and student success core themes as well as connections internal to the college and external relationships through articulation/transfer agreements and industry relationships. Supporting data is presented using the visualization and interactive capabilities offered by Tableau software. Program review includes an opportunity for faculty members and academic affairs staff to make informed changes to the process itself. Under the leadership of academic affairs, program review is currently being re-envisioned to incorporate peer evaluation. In addition to program review, the college will develop a separate program viability process to enable the college to annually assess how well academic programs meet criteria such as program costs, enrollment, and job market

targets.  Broad input from faculty and staff will inform viability review standards. Program review and program viability changes continue a cycle of improvement that has led to better analysis for program chairs, faculty members, and staff.

As described in the teaching and learning excellence core theme section of chapter four, academic affairs (then the office of instruction), in collaboration with the general education assessment team and the faculty assessment coordinating team (FACT), has significantly re-imagined course- and program-level assessments of student learning **(SLOA)** at BC. The new gen-ed system has required significant time and effort to implement; however, college stakeholders believe the effort will yield a conceptually stronger system that can provide more meaningful data.

The office of effectiveness and strategic planning (ESP) compiles assessment data for core theme indicators, **regular institutional monitoring**, program reviews, special requests, grant applications, and external compliance. Assessment data related to student success, such as retention, persistence, completions, and equity gaps are frequently compiled and shared broadly with the college community. ESP staff members provide college assessment data on the public-facing webpage, on the MyBC SharePoint portal, and through quarterly presentations to the BC Board of Trustees, president's cabinet, other leadership cabinets, faculty groups, and governance councils. To encourage staff and faculty stakeholders across the college to actively engage with the assessment process, BC has adopted Tableau visualization software. Tableau allows individuals to control their own interactive experience with relevant data. ESP staff have offered workshops and demonstrations on how to access Tableau interactive dashboards, with an emphasis on how the data is derived and how to interpret it.

In addition to these systematic assessments, BC staff and faculty regularly assess programs and initiatives through **surveys**. ESP supports staff and faculty in the development and implementation of effective surveys and offers guidance on how to analyze and report survey results to internal and external stakeholders. BC has shifted from using Survey Monkey to Qualtrics software to improve survey design, implementation, analysis, and reporting. The Qualtrics data interface with Tableau software facilitates visualization of survey results. Recent efforts have included surveys on the following: governance satisfaction, strategic planning priority initiatives, aspects of individual programs, and a faculty computing and technology needs assessment. Qualtrics software is also deployed to conduct elections for members of the governance system.

The BC Board of Trustees monitors BC's internal mechanisms for assessing accomplishments through regular reports that demonstrate how the college is fulfilling its mission. In addition to the topics listed below, a student success report is scheduled at every meeting.

| Month | Report |
|---|---|
| September | Enrollment Report (quarterly)<br>Effectiveness and Strategic Planning Annual Report<br>Administrative Services Annual Report |
| October | Academic Affairs Annual Report<br>Student Affairs Annual Report |
| November | Finances<br>Equity and Pluralism Annual Report |
| December | Board Retreat |
| January | President's Goals |
| February | Enrollment Report (quarterly)<br>Tenure Candidates (First Read)<br>Information Technology Services Annual Report |
| March | Tenure Candidates (Action Item)<br>Capital Plan<br>Human Resources Annual Report |
| April | Enrollment Report (quarterly)<br>Economic and Workforce Development Annual Report |
| May | College Budget (First Read)<br>Services and Activities Budget (First Read)<br>Institutional Advancement Annual Report |
| June | College Budget (Second Read)<br>Services and Activities Budget (Second Read)<br>Board Retreat |

### 5.A.2. Use of assessments

**Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.**

An analysis of core theme indicator assessment presented in chapter four shows that overall BC is fulfilling its mission. Although the college has not met the threshold of achievement for every indicator, all 23 indicators represent the values and aspirations of the institution. In all cases, the college has developed solid plans to make continuous improvement in the areas measured by all indicators whether or not the targets have been met.

Since the 2014 Mid-cycle Evaluation Report, Bellevue College has taken significant steps to improve the use of mission fulfillment assessment results and to share that information broadly. These include:

- Development of BC Governance
- Increased capacity in the offices of effectiveness and strategic planning and institutional advancement
- Interactive data visualization strategies for program review and SLOA
- Achieving the Dream (ATD) institutional transformation
- Use of varied communications technology
- Preparing for ctcLink

The June 2016 launch of **BC Governance** (BCG) arose directly out of two priority initiatives in the 2014 version of the strategic plan: "reinvent governance and operational decision-making structures" and "establish effective communication systems." BCG has provided an excellent forum to discuss college-wide plans and proposals, core theme indicators and other metrics, policies and procedures, and mission fulfillment generally. The BC Assembly and eight councils provide valuable feedback and provide a venue for developing consensus. Unlike the previous committee structure, which lacked consistent documentation and access to membership lists and minutes, the BC Assembly and councils use a common mechanism to document agendas, meetings, recommendations, and responses to recommendations. They also develop public goals against which their work can be assessed and use tracking software for accountability. The BC Assembly and councils provide forums for data presentations and feedback on the types of data collected and how it is distributed. Some of the issues with which BCG has engaged include: equitable compensation, resource allocation, and policies such as those related to discrimination, the student conduct code, and academic standing.

Recognizing the importance of data collection and assessment, BC **increased capacity in the office of effectiveness and strategic planning** (ESP) through a new position for research and analysis. This position substantially increased the college's capacity to produce accurate data and explain findings to all college constituencies. The year-long process that resulted in 23 refined core theme indicators is an example of how the college has moved towards better assessment of mission fulfillment. ESP has also increased capacity in research analysis, including survey development, environmental scanning, and data visualization. Data which used to be distributed in static Excel sheets is increasingly being consumed through dynamic interactions with Tableau. Key areas where **interactive Tableau visualizations** have proven especially valuable for faculty and staff include student success data on persistence, completions, and retention; program review data; and student assessment data.

**Institutional advancement (**IA) has also greatly increased its capacity since 2014, allowing it to communicate BC's mission fulfillment story more broadly, both internally and externally. Beginning in 2015, IA created or expanded positions to improve the website, design services, and marketing and community development. These changes have allowed better communications support for sharing college-wide information, such as mission fulfillment and the college's core themes. For example, icons developed by the creative

group are now being used broadly across the college to focus attention on the four core themes.

BC's **Achieving the Dream (ATD) core, data, and communications teams** have formed. Team members share information broadly through multiple channels such as college-wide events, presentations, infographics, and through the ATD MyBC SharePoint site. Three work groups—for BC Pathways, integrated advising and student support, and faculty professional development—meet regularly to develop strategies. These three foci developed from results of the institutional capacity assessment tool, administered to all BC employees, as well as regularly collected data on student outcomes, which formed the basis for data-driven conversations. The communication team includes representatives from the core and data teams as well as members who possess college-wide communication experience. They coordinate a college-wide message on plans to improve student success.

**New software tools** support assessment and communications across the college. Qualtrics survey software is frequently used to assess programs and services and provide feedback on job talks, events, and other matters. Cloud-based Office 360 applications, such as a newer version of SharePoint, in addition to OneDrive, OneNote, and Sway, provide additional tools for communicating assessment results and plans.

BC has also devoted resources to Washington's State Board for Community and Technical Colleges (SBCTC) enterprise resource planning (ERP) software migration. The migration to **ctcLink (Oracle PeopleSoft) ERP software** has experienced significant delays; BC is now assigned to Deployment Group 4, slated for October 2020 deployment. The 35-year-old legacy system has posed a number of challenges to doing the college's business efficiently; with a more modern ERP system, BC will enjoy better tools for student administration, academics, student finance, college financials, human resources, payroll, and data reporting. ITS has hired a full-time project manager to address the many functional and process area improvements that will be necessary for a successful transition.

### 5.B.1. Regular institutional evaluation

**Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.**

BC has evaluated the effectiveness of operations and has made significant improvements in several areas.

- BC Governance
- Lean
- Policies and procedures formation process

Bellevue College Governance (BCG), which began its third year of operations in fall 2018, now provides a structure for broad-based evaluation of operations and communication. BCG has improved accountability and transparency in several ways. 1) The protocol for adding members is clear and open to all faculty, staff, and students. Previously, committee

and council members were appointed by members of president's cabinet or identified through the unions. 2) Meeting times are well-publicized and open to all interested parties. 3) The assembly and all councils produce agendas and meeting minutes, which are posted to the college community; and 4) the assembly and councils set annual goals against which their work can be evaluated.

Among other functions, BCG replaced the all college council, an entity for reviewing policies and procedures, and the planning council, a forum to develop advisory budget request recommendations. BCG councils and the assembly now provide a forum for a variety of issues—such as the employee evaluation process—and for college-wide review of policies and procedures. The former planning council has now been replaced by the resources and planning council, which has produced a proposal for budgeting, resource allocation, and unit planning. This proposal will be considered by the strategic review task force.

To increase the effectiveness of operations, BC has had a long-standing commitment to Lean process improvement. Some of the areas addressed by Lean within the last five years include processes for: degree development; human resources hiring; advising front desk operations; issuance of Orca commuter check cards; curriculum proposal management; continuing education student textbook procurement; financial aid; and program of study data integrity. Recently, BC has expanded its engagement with Lean; all administrators have attended two-day training, president's cabinet convened a special Lean retreat, and a staff member has been assigned the role of Lean coordinator.

The process for developing new policies and procedures (P&Ps) or revising and deleting current P&Ps has been significantly updated. Previously, the process lacked clarity, and workflow problems led to abandoned efforts and miscommunication. The new workflow developed out of input from president's cabinet, the BC Assembly and councils, and other leadership groups. It requires college-wide announcements and postings of proposed changes so all stakeholders can be heard, and all students and employees are aware of college P&Ps. The transparent process has resulted in more than 15 new, revised, or deleted policies in the year since it was adopted.

### 5.B.2. Cycle of Planning

**The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.**

Bellevue College engages in regular documentation and evaluation of its planning cycles and uses the results to make improvements. These are discussed in section 3.A.1. These processes are ongoing and often robust; however, the college could be more consistent in rolling up disparate efforts to the institutional level. BC's size and scope creates challenges with communication and consistency, requiring innovative approaches and smart technology solutions. Significant leadership changes, particularly in the period since the 2014 Mid-cycle Evaluation (MCE), has created other challenges for consistent planning processes. Key BC planning initiatives to ensure the sustainability of mission fulfillment include a comprehensive strategic review, informed by inputs such as the BC Futures Task

Force report; a strategic enrollment management plan; robust succession planning, and a thirty-factor financial projection model.

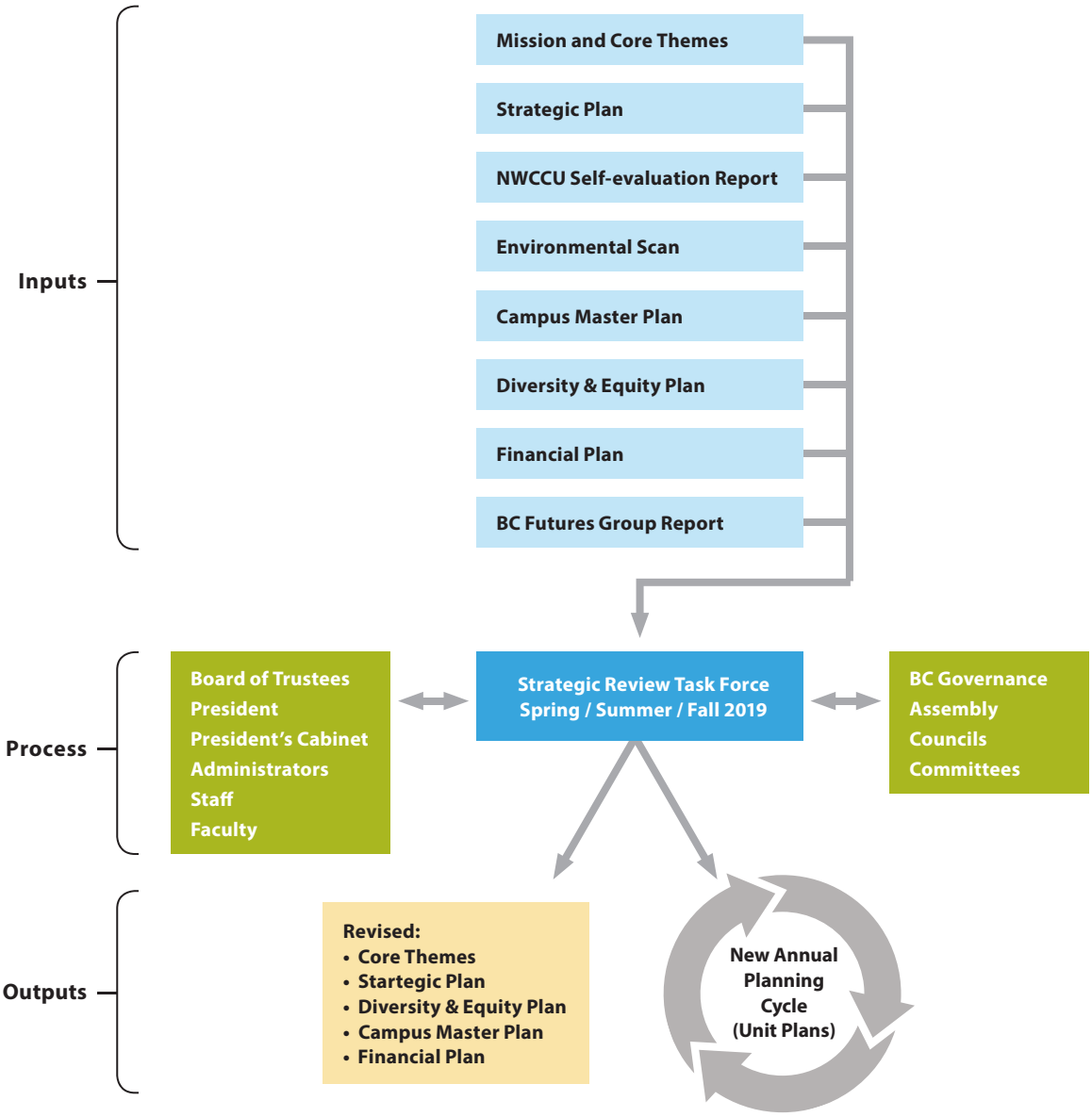
### Comprehensive Strategic Review

Given rapid economic and demographic changes within the city of Bellevue, east King County, and the Seattle metropolitan area overall, the BC Board of Trustees has determined a need for a comprehensive review of BC's future direction as well as a stronger process to align core themes, board and president's goals, area plans and budget development.

Throughout spring, summer, and fall 2019, the college community will undertake a comprehensive strategic review to create an annual planning cycle. It will align with the core themes and strategic goals and result in an open and rational budget allocation process. Components of the review will include: the BC Futures Task Force, a financial plan evaluation, and analysis of the strategic plan and campus master plan. While the current comprehensive campus master plan was completed recently (2017), it needs a review that takes into account changing college finances and changes to the external environment such as increased competition. The outputs from the strategic review will be a better defined annual review system and a budget development process based on the work of the resources and planning council.

Section 3.A.1. describes the key principles that will govern the updated annual planning cycle, including a consistent methodology and review schedule; communication plan; clear relationships between planning documents; measurable outcomes; and alignment with resource allocation. Some aspects of this planning cycle are already in place. College leadership will continue to revise and improve the planning process informed by the strategic review and other inputs.

Table 5.B.2.a: Strategic Review Task Force Workflow



### BC Futures

The BC Futures Task Force, convened fall 2018-winter 2019, draws its membership from former and current trustees; faculty and staff members; and higher education, community, and business leaders. Its purpose is to examine the mission and structures of the college within both its regional context and its leadership role in the SBCTC system. The broad context will include the specific character of the booming local economy and Washington State targets. The Washington Student Achievement Council has established ambitious goals: all adults in Washington, ages 25-44, will have a high school diploma or equivalent; and at least 70 percent of Washington adults, ages 25-44, will have a postsecondary credential. Achieving these goals is necessary to meet regional needs.

Preliminary findings from the task force include: the current mission of open access and close community connections must be maintained; the growing need for advanced degrees will require innovative approaches to the provision of lifelong learning; and the college may need to explore how to offer expanded baccalaureate options. BC Futures Task Force recommendations will be considered as part of the strategic review.

### Strategic Enrollment Management (SEM)

President Weber has convened an SEM steering committee comprised of the vice president of institutional advancement, the provost for academic and student affairs, and the associate vice president of student affairs. Their work will build on a report previously completed by an external consultant in spring 2017 and will be conducted by a task force with membership from ESP, international programs, marketing workforce instruction, academic affairs, enrollment services, advising, high school programs, equity and pluralism, faculty, and students. The 2017 report recognized college strengths in leadership, improvements in enrollment services, high-quality and accessible data, a college-wide commitment to students, and respect within the community. Nevertheless, BC must still address decreasing state-funded enrollments, unintended barriers to student application, and planning which requires greater collaboration across a large institution. Work on a multi-year SEM action plan will commence with an environmental scan, guidance from an external consultant, and implementation of CRM software.

### Financial Projection Model

As described in 2.F.1., BC has adopted a thirty-factor financial projection model to better predict and prepare for a declining fund balance based on declining enrollments or other reasons.

### Succession Planning

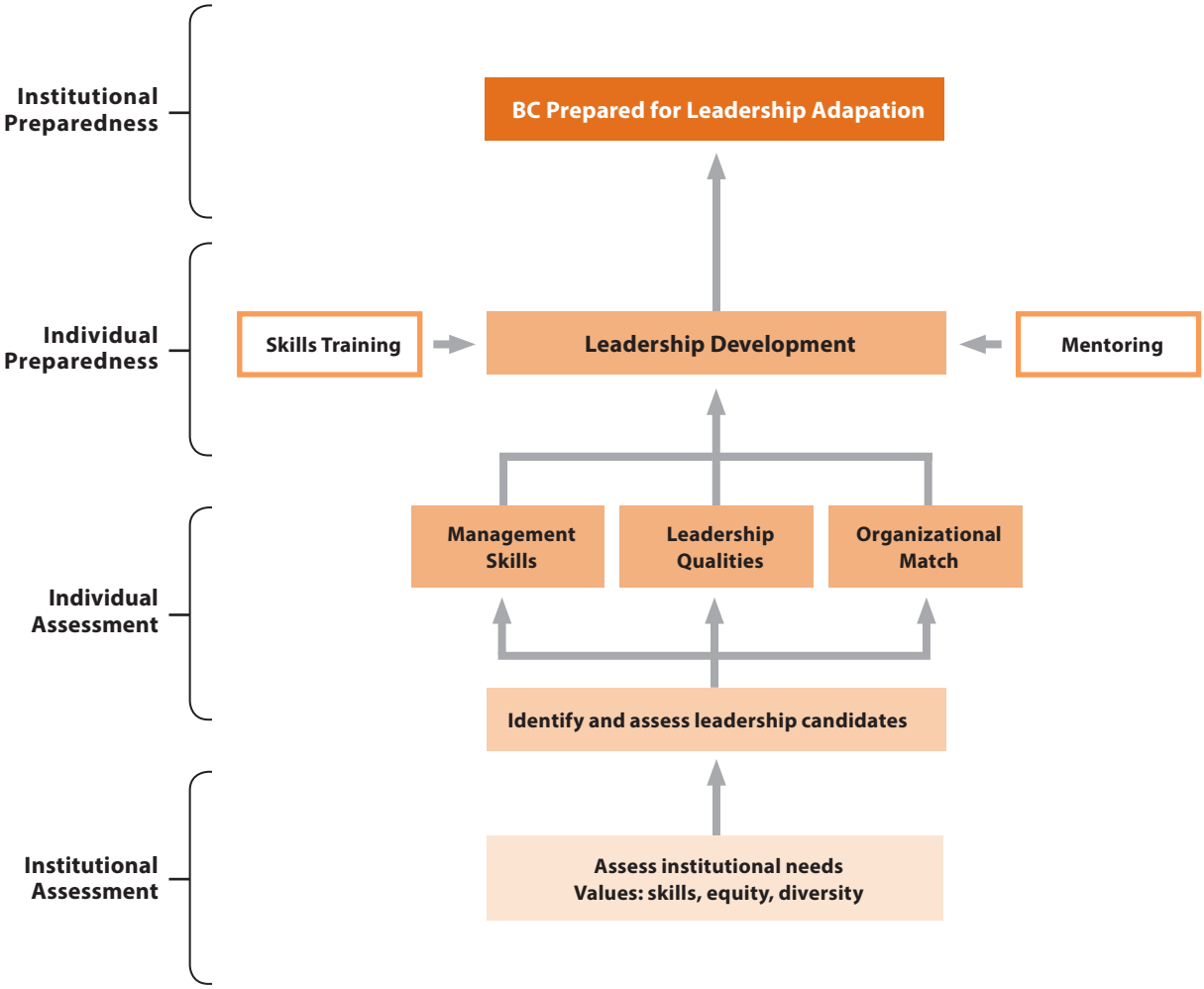
Since 2010, BC—like many universities and colleges—has experienced significant turnover in senior leadership. While partially driven by demographics, such as baby boomer retirements, this turnover also reflects a low rate of compensation against the quickly-rising cost of living in areas near the college—King County has the highest cost of living in Washington State. A 2018 SBCTC faculty and administrator salary study, conducted by the Center for Economic and Business Research at Western Washington University highlighted the compensation problem. On average, CTC administrators are paid as much as 30 percent lower than peer states, and faculty are paid 12.4 percent below peer states. The SBCTC has developed a multi-year plan to address compensation disparities. At the same time, BC can mitigate the risks from frequent turnover with meaningful succession planning. Building succession capacity will involve action in both the short- and long-term.

BC has planned immediate steps to address vacancies: seek BC Board of Trustee approval to adopt ACCT Executive Leadership Transitioning for Community Colleges recommendations for executive leadership searches; identify one or more designees who could serve as interim in a leadership role or develop potential leaders for interim positions. These potential interim leaders can be included in emergency management exercises and be given other training and leadership opportunities.

Longer term, the college will develop a succession plan on a timeline coordinated with the strategic review. The goals of the succession plan will be to:

- Identify and prepare skilled leaders ready to assume key positions.
- Employ an equity lens and explicit steps to develop faculty and staff leaders of color in order to reflect the diversity of the local community and BC students.
- Assess the succession-planning framework and outcomes to ensure continuous improvement and responsiveness to changing conditions.
- Engage president's cabinet and BC Government in a transparent process for plan development.
- Incorporate existing elements and structures that could support succession planning such as performance evaluations.
- Indicate professional development and hands-on experience for potential leaders.
- Onboard new leaders to ensure success.

Table 5.B.2.b: Succession Planning Diagram



### 5.B.3. Institutional Monitoring

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

Bellevue College engages in strategic planning and regularly produces environmental scans to guide high-level plans and program decisions. Planning has also been informed by internal and external listening sessions, partners in K-12 transitions, grant partners, and advisory committee members.

The business and corporate engagement committee facilitates relationships with various community partners. Since 2010, when the NWCCU established the current accreditation format based on core themes, the college has engaged in frequent discussions of its mission, core themes, core theme objectives, and indicators of achievement. The comprehensive strategic review, described above, is designed to fully engage community stakeholders in continuing conversations about BC's future.

#### Chapter 5 URLs

| | |
|---|---|
| Bellevue College Mission Statement | https://www.bellevuecollege.edu/futurevision/mission/ |

## Conclusion

This comprehensive Year Seven Self-evaluation Report represents the work of Bellevue College and has been informed and refined by a large cadre of its employees—more than 70 faculty and staff members contributed directly. Work on the report began after completion of the Mid-cycle Evaluation, with more concerted efforts starting in September 2017. The college president and members of president's cabinet, the accreditation leadership team, and four core theme committees had special responsibility for certain sections; however, dozens of other contributors provided subject matter expertise, historical background, and meaningful feedback. The accomplishments described in this report demonstrate BC's institutional strength and the hard work and professionalism of its faculty and staff.

As this report demonstrates, BC has developed innovative pedagogical approaches; new degrees that are designed to be responsive to regional needs; and new assessment methods for its programs and services. Using the guidance provided by the NWCCU's revised accreditation model and the Achieving the Dream framework, the college has made substantial progress in building a data-driven culture. BC has also made progress in refining its core theme indicators and in using these measures to inform decision-making and resource allocation.

This is the first comprehensive report to the Northwest Commission on Colleges and Universities since 2009, nearly 10 years ago. During that time, the college has experienced significant changes to both internal and external environments. Internally, the college has been led by five chief executives—two presidents and three interim presidents—and senior leadership has almost entirely changed. Externally, BC finds itself positioned in a rapidly-changing region. Like many parts of the country, the Puget Sound area is experiencing rapid changes in its demographics. The booming regional economy is another important factor. Businesses in the surrounding area, many of them in the technology sector or part of the knowledge-based economy, seek employees holding post-secondary certificates and degrees. BC students benefit from high quality programs that allow them to compete successfully in a job market containing well-paid positions and careers.

In responding to the changes and challenges of the past ten years, the college has maintained its commitment to excellence and its strong reputation within the community. Faculty and staff strive every day to provide equitable opportunities and outcomes for its large student population. BC's Year Seven Self-evaluation Report demonstrates that the college is fulfilling its mission and is well-positioned for continuous improvement and progress toward its goals.

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