



Bellevue College Mid-Cycle Evaluation Report



**Mid-Cycle Self-Evaluation Report
Bellevue College
Bellevue, Washington
March 11, 2022**

Prepared for the Northwest Commission on Colleges and Universities

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Section 1:
Mission Fulfillment

Section 1: Mission Fulfillment

Founded in 1966, Bellevue College (BC) offers baccalaureate, academic transfer, professional-technical, basic skills, and continuing education programs. The college welcomes students from across the Puget Sound region and from more than 50 countries, with most students originating in the city of Bellevue and nearby cities such as Seattle, Renton, Redmond, Issaquah, and Sammamish. BC serves Community College District VIII, which includes the Bellevue, Issaquah, Skykomish, Snoqualmie Valley, and Mercer Island school districts. As one of 34 community and technical colleges governed by the Washington State Board for Community and Technical Colleges, BC is administered by a six-member board of trustees appointed by Washington State's governor.

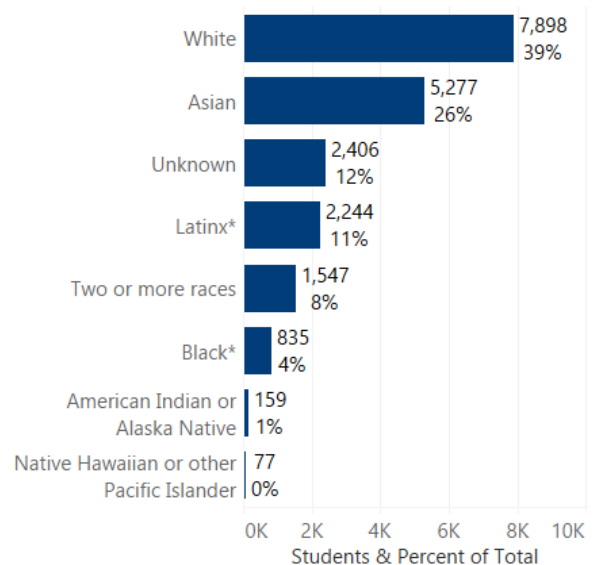
The college is located in the city of Bellevue, east of Seattle and adjacent to the I-90 corridor. BC's 128-acre main campus features 16 buildings, including a residence hall and recently completed Student Success Building. A 70,000 square foot building located along the Highway 520 corridor—known as North Campus—houses the [Tombo Institute](#) as well as continuing education programs.

BC's accreditation was reaffirmed in 2019 based on BC's [Year Seven Self-Evaluation Report](#) and a peer evaluation visit conducted in spring 2019.

Student Profile

BC is the largest community college in Washington state, serving more than 24,000 students in the 2020–2021 academic year. Of these students, more than 1,945 (8%) are non-credit-bearing students enrolled in personal enrichment or job-related training. BC also serves more than 3,700 dual enrollment students, including Running Start, College in the High School, CEO, and Pacific NW College Credit. BC enrolls a diverse student body comprising 58% females and 43% students of color. Of those students who report, about 31% are the first in their families to attend college.

Figure 1.1. Racial/Ethnic Diversity of Credit Students



*Throughout this document, the term Latinx refers to those who self-identify as Hispanic or some form of Latino/a/e/x, and Black refers to those who self-identify as Black, African American, African, or part of the larger African diaspora.

Instructional Offerings

BC offers a wide variety of academic programs and degrees to support its students' academic and professional goals. The college's seven transfer associate degree programs represent almost 72% of degrees or certificates awarded during the 2020–2021 academic year, with another 18% of degrees and certificates being shared across more than 100 professional-technical and non-transfer degrees and certificates. In 2009, BC earned accreditation as a baccalaureate institution and now offers 12 bachelor's degrees representing the final 10% of credentials awarded last year, including, most recently, a BAS in digital marketing and a BS in computer science. A 13th bachelor's degree has been approved to begin this fall, with an additional BAS degree currently in development.



STUDENT
SUCCESS



TEACHING
& LEARNING
EXCELLENCE



COLLEGE LIFE
& CULTURE



COMMUNITY
ENGAGEMENT
& ENRICHMENT

Advancing the College's Core Themes

BC's mission fulfillment is expressed through four core themes aligned with objectives and indicators of achievement. In response to the 2020 NWCCU revised standards, which allows core themes to be optional, BC leadership elected to retain the core theme organization, consistent with the college's current strategic plan, for institutional metrics. Together, the [four core themes](#)—Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment—represent how the college conceptualizes mission fulfillment. They are described on BC's public-facing website and familiar to most employees. Within this structure, BC has reduced and reformulated its objectives and indicators (see also: the response to recommendation #4 below).

A key influence on the reformulation of institutional metrics has been the college's engagement with Achieving the Dream (ATD) values and methods. Since 2017, BC has been a member of the ATD network, the framework for which emphasizes the goal of increasing degree attainment and success for low-income and first-generation students, and students of color. ATD has played an integral role in BC's development of a data-informed process for the continuous improvement of student success and related processes such as resource allocation. It has served as an important context for applying the Guided Pathways model designed to increase educational equity and reduce the time to degree. Several of BC's revised indicators are now aligned with ATD metrics. The college has also removed several indicators unrelated to student success in order to focus attention on that core theme; however, indicators that monitor the college's DEI commitments—those that measure how well the college provides equitable opportunities for employees and equitable outcomes for students—were retained.

Current Environment

Leadership Changes

Following the departure of President Jerry Weber, the BC Board of Trustees appointed former Washington state governor Gary Locke, who has served as BC's interim president since June 2020. The board has shared its intention to hire the college's next permanent president for an anticipated start date no later than June 2023. Since the departure of the provost in December 2021, the duties associated with that position have been temporarily redistributed. The interim president has assumed a substantial amount of those duties in order to maintain maximum flexibility for the next permanent president.

ctcLink and Other Software Implementation

During October 2021, BC transitioned to PeopleSoft, an enterprise resource planning system, as part of the ctcLink project, which covers all SBCTC member colleges. The new software handles functions such as registration, financial aid, cashiering, accounting, purchasing, HR, and payroll and integrates with the Canvas LMS and 25Live class scheduling systems. The transition to ctcLink—from a legacy system that had been in place for nearly 60 years—was the culmination of years of preparation that have affected every area of the college. It has required extensive planning, training, and newly configured workflows for most employees. In addition to learning new software and transferring data, college staff members have advocated with the state and the vendor to improve system accessibility.

BC has also recently implemented TargetX, a customer relationship management (CRM) tool to aid recruitment, retention, and student advising and engagement. While early implementation of TargetX was focused on academic advising, education plan development, and an early alert system for faculty to report students facing academic challenges, the college plans to expand its use of the software to better communicate, document, and facilitate student engagement activities with student-facing functions across the college.

External Conditions

In order to provide a safe and high-quality educational experience during the COVID-19 pandemic, BC has had to quickly adapt the methods and modalities by which the community learns, teaches, and works. In March 2020, BC quickly moved courses online—with some exceptions for labs and nursing classes. Approximately 20% of courses moved back onsite for Fall Quarter 2021. At the time of this writing, courses have moved back online in response to the Omicron variant. An enormous effort has been made across the college to keep students and employees safe while maintaining consistent operations and course delivery.

BC has also taken decisive action to maintain financial stability during a time when all higher institutions are experiencing COVID-19 related disruptions and most community colleges are facing declining enrollments. Throughout the COVID-19 crisis, the college has continued to monitor scheduling efficiencies and fill rates to properly manage resources.



Section 2: **Student Achievement**

Section 2: Student Achievement

Faculty and staff at BC have always prioritized their commitments to student success. Over the past decade, the college has been a leader in using disaggregated data and data visualization to facilitate equitable student outcomes. These efforts intensified when BC adopted the ATD and Guided Pathways frameworks. The college has also made significant investments in technology and personnel to improve and develop this work. The data presented in this section is available through interactive dashboards accessed through the MyBC SharePoint system, which can be used by faculty, staff, and students. In addition, the Office of Effectiveness and Research, together with the ATD core and data teams, regularly present data findings to college stakeholders in a variety of forums, both sharing key information and empowering stakeholders to navigate and use the tools themselves.

National Benchmarking

Data Sources

The BC Office of Effectiveness and Research (OER) benchmarks student achievement results against national peers using College Scorecard data, aggregated by the federal government from sources including the National Center of Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), the National Students Loan Data Systems (NSLDS), Federal Student Aid (FSA), and the Office of Postsecondary Education (OPE).

These data sources have limitations. For instance, BC's student success reporting also relies on internally defined cohorts and metrics that do not align with other institutions. The College Scorecard data, upon which much of the following analysis relies, also has both benefits and challenges. The benefits include: the breadth of participating institutions due to compliance requirements for Title IV funding, the standardization of definitions for use across participating institutions, and the partnerships between federal government agencies. This permits the integration of student-level data across various confidential sources that would otherwise be unavailable. College Scorecard data challenges include: IPEDS definitions are frequently more appropriate for primarily four-year institutions as opposed to community colleges with limited four-year degree offerings (for example, IPEDS cohorts are measured at six years (150%) rather than three years), integrations and resulting data are limited to students who received federal financial aid, and disaggregation options are not sufficient to meet the guidelines for the NWCCU Mid-Cycle Evaluation report.

Method of Identifying National Peers (figure 2.1)

To identify peer institutions for national benchmarking, OER filtered the institutions available through the College Scorecard using several criteria.

First, OER identified 85 publicly controlled institutions within the Carnegie basic classification of Baccalaureate/Associate's Colleges: Associate's Dominant and a 2018 Enrollment Profile Classification of exclusively undergraduate four-year to remove those

with graduate programs. These 85 institutions are primarily in Washington State, Florida, and California, where it is more common for community colleges to offer baccalaureate degrees.

Next, OER identified peers using either an institutional size criterion or a diversity criterion, based on IPEDS-submitted data.

Institutions met the institutional size criterion if their fall 2017 enrollment was within $\frac{2}{3}$ to $\frac{3}{2}$ of BC's fall 2017 enrollment of 13,322 and their fall 2017 full-time equivalent (FTE) was within $\frac{2}{3}$ to $\frac{3}{2}$ of BC's fall 2017 FTE of 9012.67.

Institutions met the diversity criterion if their percent of first-time full-time students with Pell grants was within $\frac{2}{3}$ to $\frac{3}{2}$ of BC's first-time full-time students with Pell (24%), in addition to one of the following two racial/ethnic diversity characteristics:

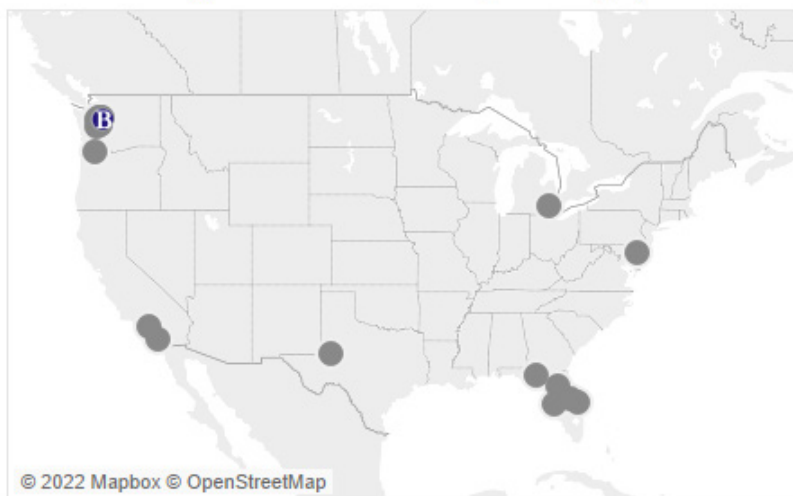
- the percent of domestic students in the traditionally underrepresented minority (URM) identity groups of Black, Latinx, American Indian or Alaska Native, or Native Hawaiian or other Pacific Islander was within $\frac{2}{3}$ to $\frac{3}{2}$ of our URM percent of 17%; or
- the percent of domestic students with known non-White racial/ethnic identities was within $\frac{2}{3}$ to $\frac{3}{2}$ of our 46% known non-White students.

Those criteria resulted in a list of 22 institutions, which was further limited to those identified as having the most degrees conferred in the two-digit CIP codes of 24 (General Studies) and 51 (Health Professions and Related Clinical Sciences) (i.e., those that match BC's two most common programmatic offerings). Figure 2.1 displays the result: 18 national peer institutions identified for student achievement benchmarking.

Figure 2.1. National Peers

BC identified our peer institutions based on similar enrollments and similar racial/ethnic or socioeconomic characteristics.

Bellevue College in blue and **national peers in gray**.



Bellevue College
Cascadia College
Clark College
Delaware Technical Community College-Terry
Eastern Florida State College
Green River College
Henry Ford College
Highline College
Lake Washington Institute of Technology
Midland College
MiraCosta College
North Seattle College
Olympic College
Pasco-Hernando State College
Rio Hondo College
Santa Fe College
Seminole State College of Florida
Tacoma Community College
Tallahassee Community College

Reading the Charts

The jitter plots shown in the student achievement figures within this report show BC's student achievement results relative to those of peer institutions. Each gray dot shows a peer institution's rate relative to BC's blue dots. Horizontal lines display the median as well as upper and lower quartiles to better depict BC's position.

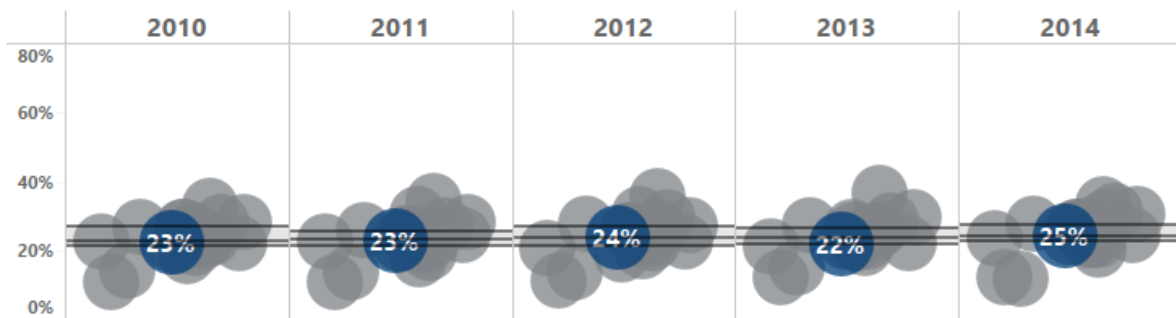
Graduation Rates—national (figure 2.2)

Based on national benchmarking data, BC's graduation rates generally fall below the median of our national peers. Disaggregation shows that BC's Pell-receiving students are some of the strongest-achieving students and that BC's American Indian or Alaska Native students graduate at far greater rates than their counterparts at most peer institutions. However, it also reveals that BC's Black students and White students graduate at lower rates than their counterparts at most other national peer institutions.

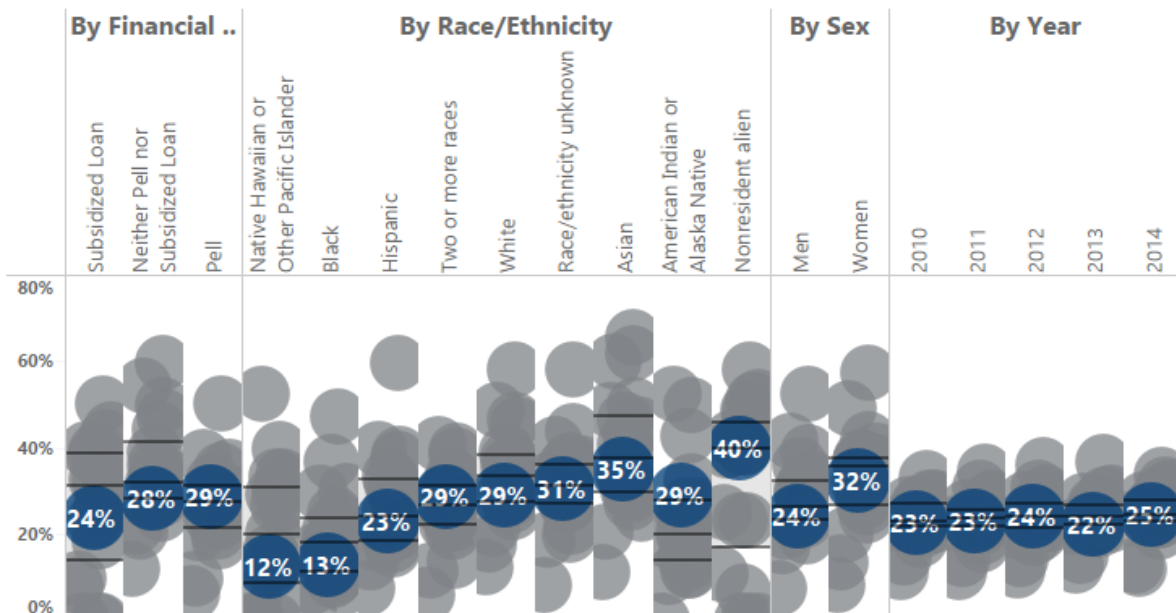
Figure 2.2. Grad Rates with National Peers

Using federally reported IPEDS data, these charts display the 150% graduation rates for first-time full-time award-seeking students entering Fall 2010 through Fall 2014, the most recently available data. **Bellevue College is in blue**, with national peers in gray.

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES

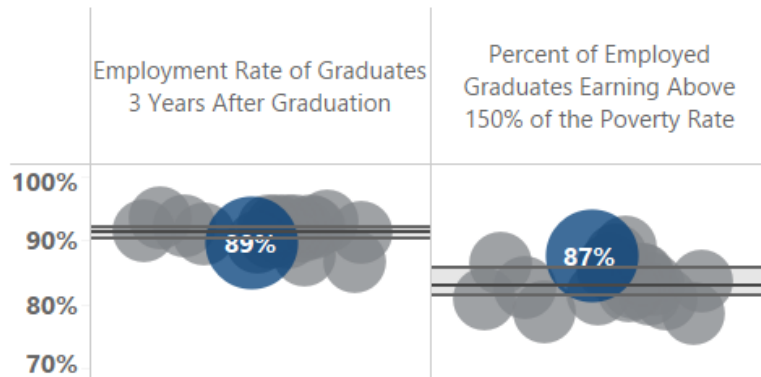


Post-Graduation Employment—national (figure 2.3)

Employment data from the College Scorecard, although limited, shows that while the employment rate for students three years after graduation is in the bottom quartile of national peers, the income of those employed students is more frequently above 150% of the poverty rate than most of those peer institutions.

Figure 2.3. Employment Rates with National Peers

Using publicly available College Scorecard data, these charts display the percentage of college graduates who were employed and not in college 3 years after graduation, and the percentage of those employed graduates who earn more than 150% of the single-person household poverty threshold. **Bellevue College is in blue**, with national peers in gray.

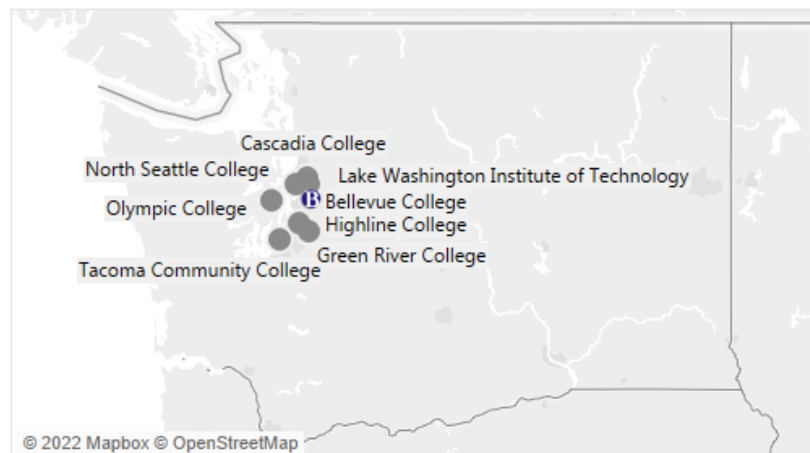


Regional Benchmarking (figure 2.4)

As one of 34 members of the Washington State Board of Community and Technical Colleges (SBCTC), the college can access a greater amount of benchmarking information from other members of the SBCTC than from institutions outside of that system. The OER selected seven institutions from the list of national peers that are also members of the SBCTC to serve as regional peers. These seven institutions, all largely surrounding the Puget Sound, are identified as having similar enrollment and/or diversity characteristics to BC and permit comparisons that are more current, reliable, and at a much deeper level of detail than the national benchmarking data allow.

Figure 2.4. Regional Peers

Out of the 18 institutions identified as national peers, seven are members of Washington's State Board for Community and Technical Colleges and serve as BC's regional peers. **Bellevue College in blue** and **regional peers in gray**.



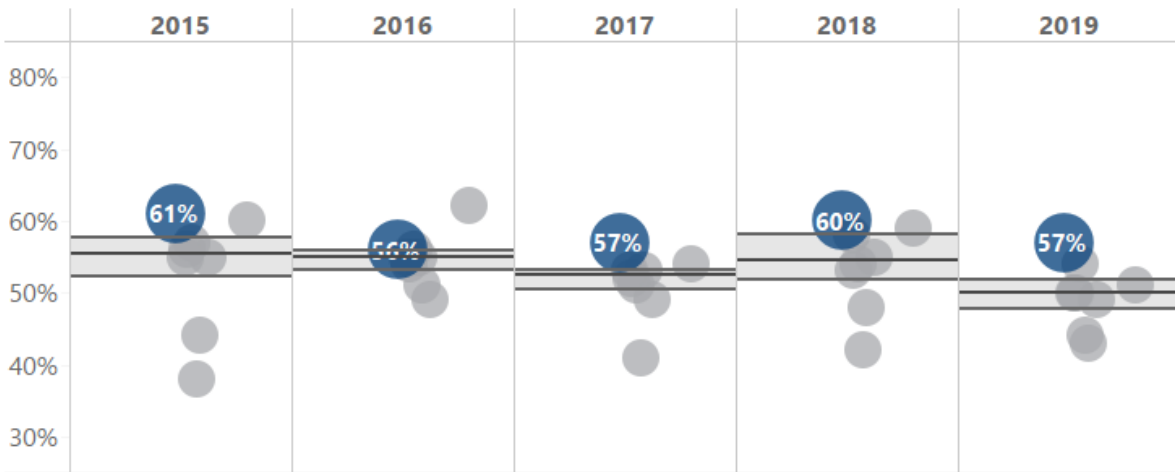
Retention Rates—regional (figure 2.5)

BC's fall-to-fall retention rates for first-time college students are generally in the top quartile of regional peers. However, this high ranking comes with a caution: BC's Black students fall below the median of peer institutions.

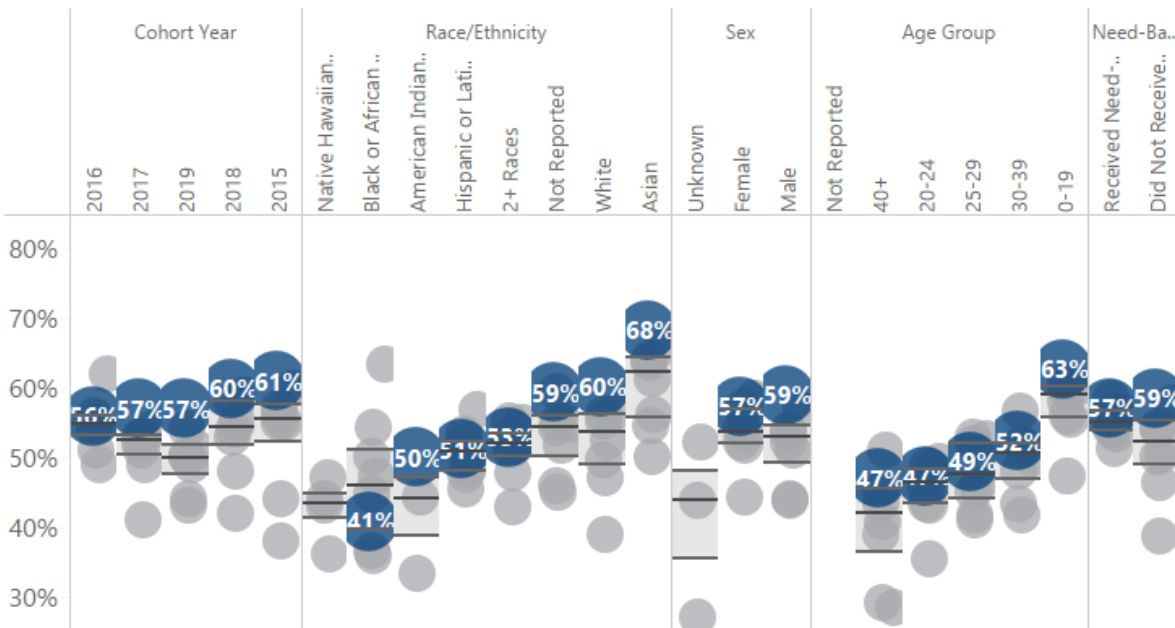
Figure 2.5. Fall-to-Fall Retention with Regional Peers

Using state-provided data, these charts display the retention rates for first-time college students entering between Fall 2015 and Fall 2019. **Bellevue College is in blue**, with regional peers in gray.

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES



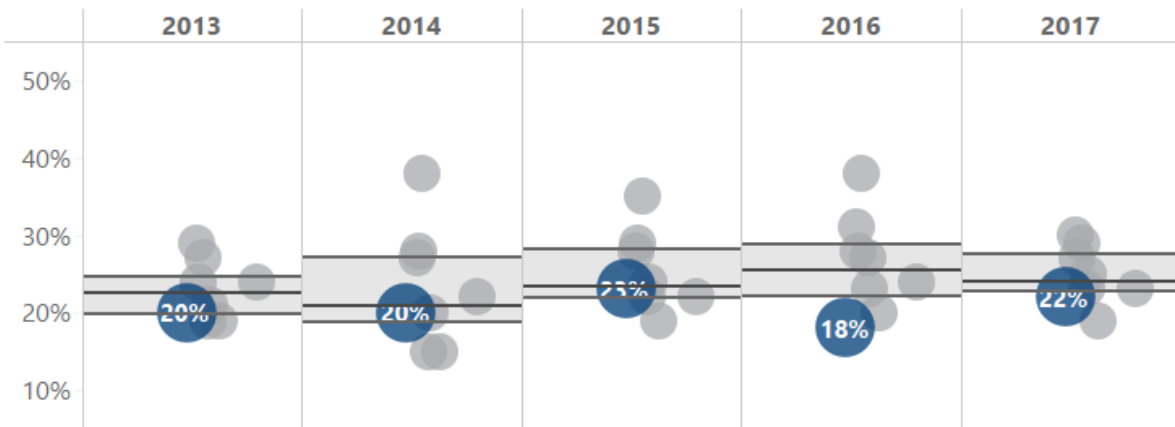
3-Year Completion—regional (figure 2.6)

While BC's retention rates for first-time ever in college students frequently outpaced regional peers, the college's 3-year completion rates for those students generally fall behind. Disaggregation of the data shows the lowest rates for Black, male, or adult students, and students who did not receive need-based aid.

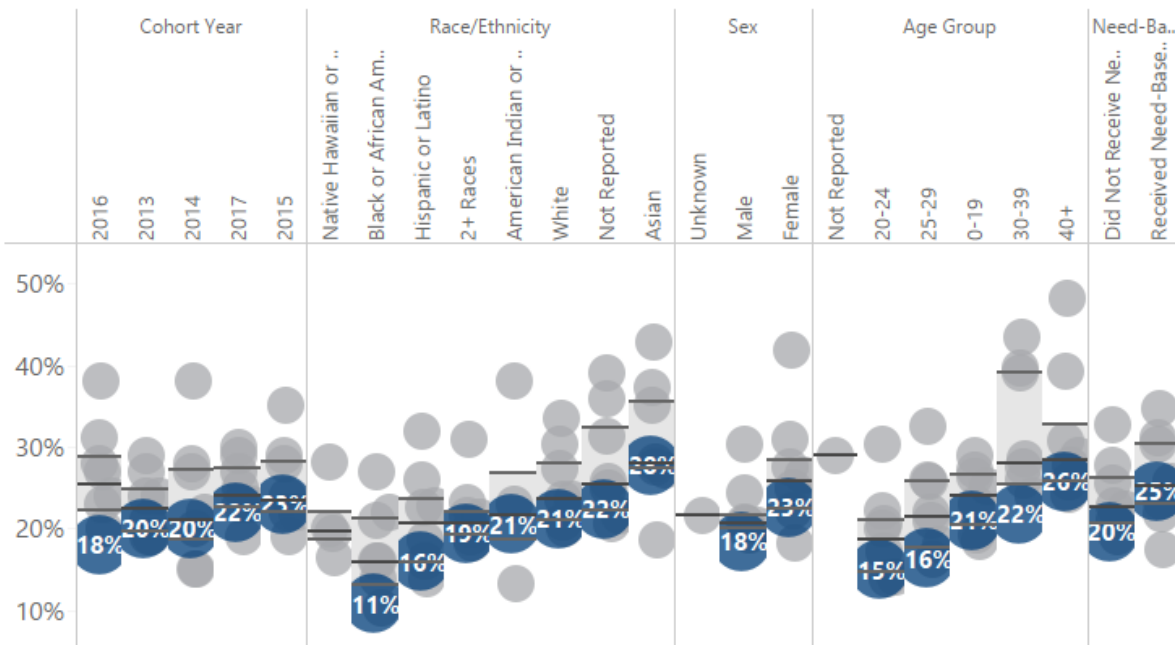
Figure 2.6. 3-Year Completion with Regional Peers

Using state-provided data, these charts display the 3-year completion rates for fall-entering first-time college students entering between Fall 2013 and Fall 2017. **Bellevue College is in blue**, with regional peers in gray.

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES



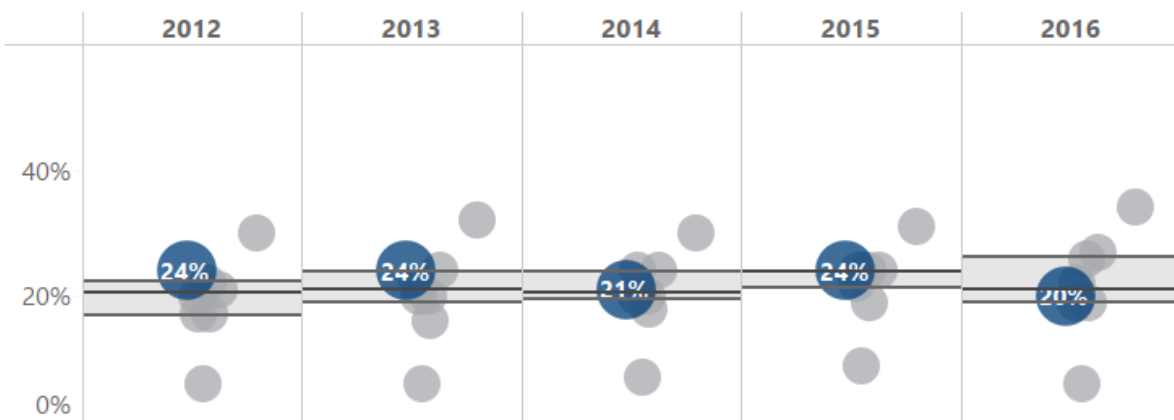
4-Year Transfer

BC's 4-year transfer rate, defined as transferring to a 4-year institution by the fourth year after entry for first-time ever in college students, has generally bobbed between holding strong relative to BC's regional peer institutions and falling in the lower middle. Here, again, Black students, as well as Latinx students and students 40 years old or more have lower outcomes.

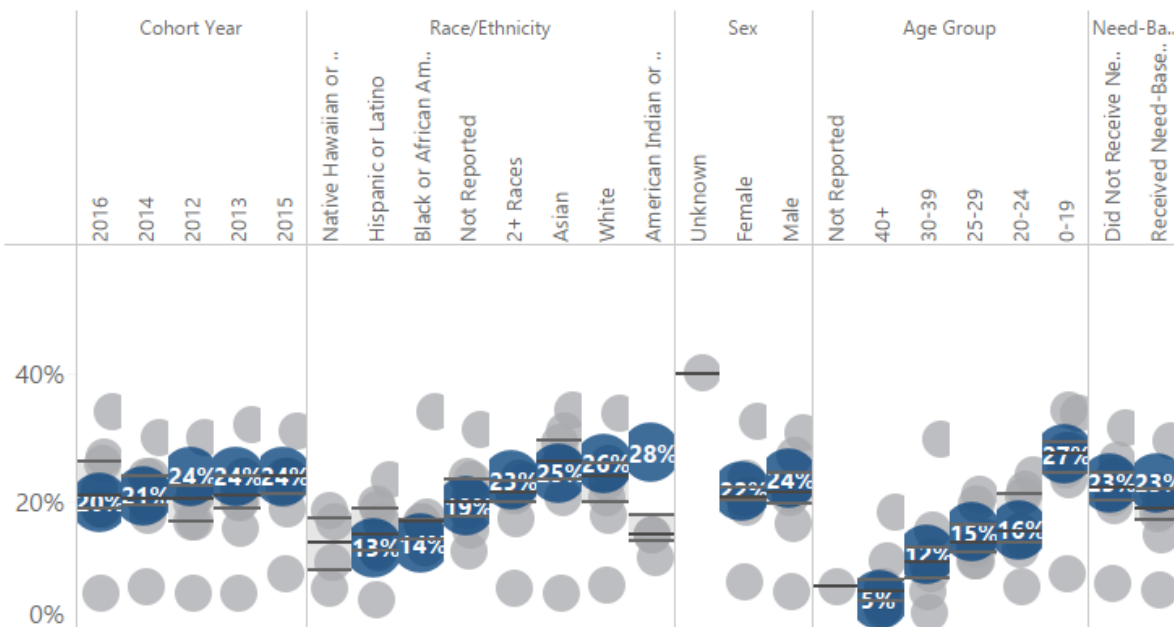
Figure 2.7. Four-Year Transfer with Regional Peers

Using state-provided data, these charts display the proportion of first-time college students entering between Fall 2012 and Fall 2016 who were enrolled at a 4-year institution by their fourth year after entry. **Bellevue College is in blue, with regional peers in gray.**

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES



Post-College Employment—regional (figure 2.8)

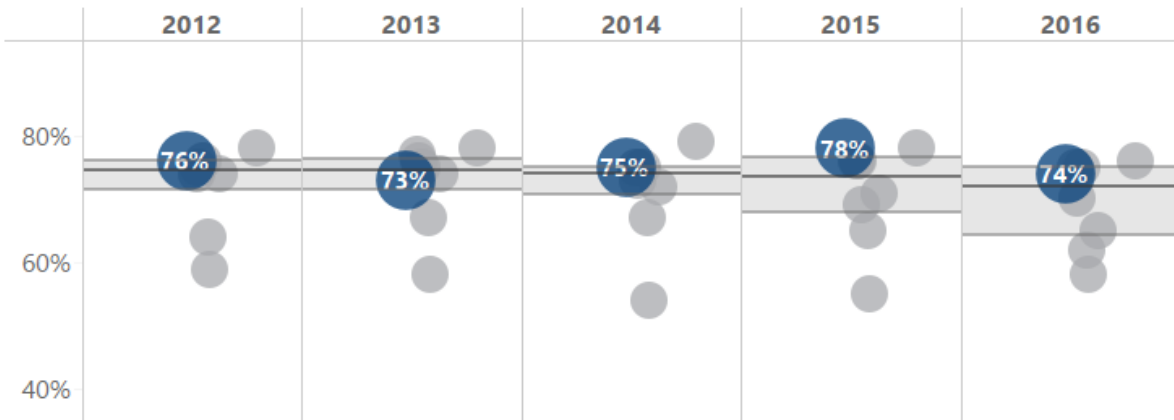
This figure displays the proportion of first-time ever in college students who are employed four years after entry. Generally, these rates exceed those of most of BC's regional peers, and for this metric, BC's Black students are some of the highest achieving students, alongside American Indian or Alaska Native and Latinx students.

Figure 2.8. Post-College Employment, Regional Peers

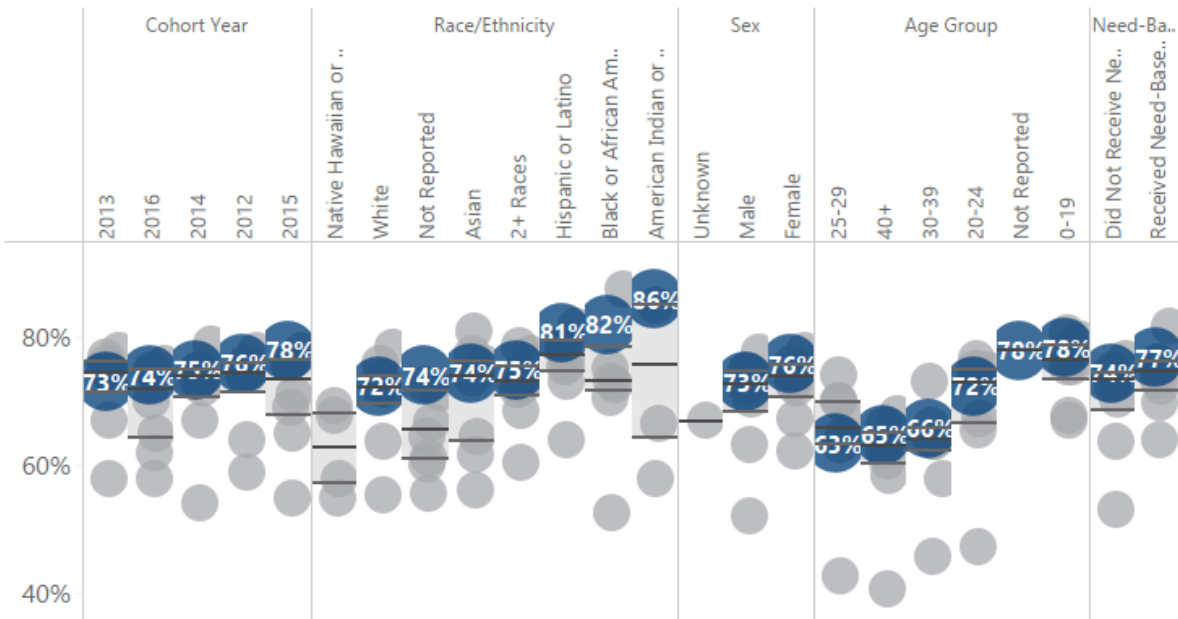
Using state-provided data, these charts display the proportion of first-time college students entering between Fall 2012 and Fall 2016 who were employed either full-time or part-time 4 years after entry.

Bellevue College is in blue, with regional peers in gray.

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES



Post-College Earnings—regional (figure 2.9)

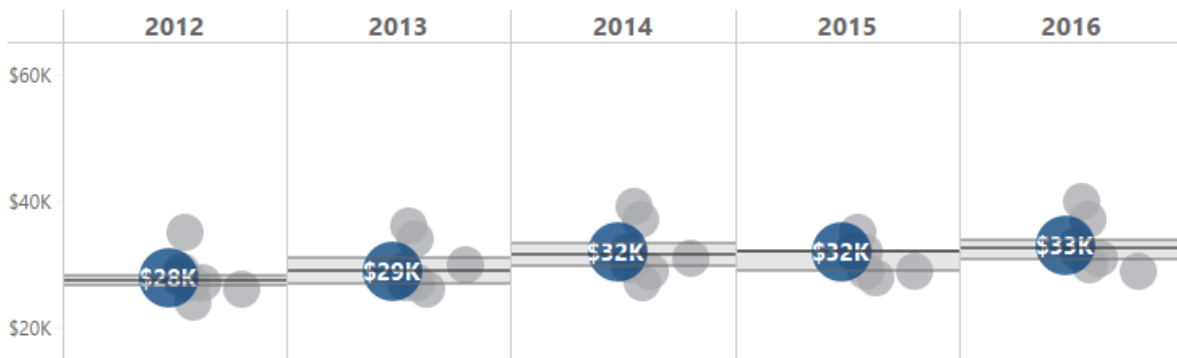
For the first-time college students who were employed four years after entry, median earnings are largely in line with the median of BC's regional peers. Disaggregation finds small differences by race/ethnicity, sex, and for those receiving need-based aid; there are larger differences by age, with older students generally having higher earnings than younger students. These age differences could be expected given that older students may have greater amounts of experience, and they are largely shared with the regional peers. However, BC's older students have higher incomes relative to the regional peers, and these increase with increasing age brackets.

Figure 2.9. Post-College Earnings, Regional Peers

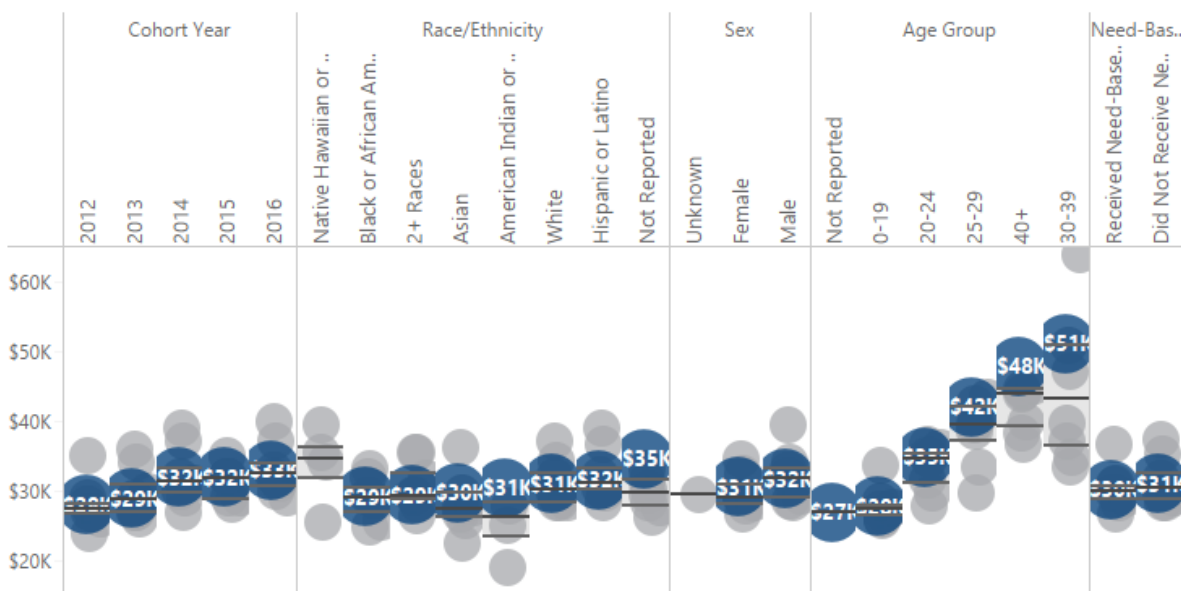
Using state-provided data, these charts display the median earnings of first-time college students entering between Fall 2012 and Fall 2016 who were employed either full-time or part-time 4 years after entry.

Bellevue College is in blue, with regional peers in gray.

BY COHORT YEAR



DISAGGREGATED USING THE 5-YEAR AVERAGES



Analysis and Action

An analysis of BC's student achievement benchmarking tells a mixed story of students' journeys at the college. Overall, student retention into the second fall is a strength relative to BC's regional peers, with well over half of fall-entering first-time college students deciding to continue to enroll into a second year at the college. However, the three-year graduation rate for these students is markedly lower than the majority of both the college's regional and national peers. The discrepancy in student achievement between retention and graduation could be the result of administrative or financial barriers related to the graduation application process. These might also be related to academic barriers if students' academic plans are not properly mapped with graduation requirements or are not scheduled to effectively allow for proper scaffolding or prerequisite completion. Another hypothesis for the difference between the retention and graduation rates is that student success for many students is focused more on outcomes post-BC, such as transfer to four-year institutions or employment. In both of these cases, the college's measures are more in line with regional peers. These hypotheses require additional investigation and analysis. These investigations and analyses are currently underway through the efforts of the faculty and staff leading the college's Achieving the Dream and Guided Pathways initiatives.

The disaggregation of the college's student achievement metrics demonstrates equity gaps that most frequently and severely impact the college's Black and Latinx students. With the goal of addressing these equity gaps, the college has partnered with the Umoja program to support its Black students and the Puente program to support its Latinx students. While the impact of these efforts will not be immediately apparent in student achievement metrics, the college expects these partnerships to significantly address racial equity gaps and contribute to improved overall student achievement metrics.



Section 3: **Programmatic Assessment**

Section 3: Programmatic Assessment

Academic Affairs, in close collaboration with faculty members, departments, and other areas of the college, employs a variety of assessment processes to evaluate programs and outcomes, including three institutional-level, formal processes—program viability, program review, and student learning outcomes assessment—as well as additional methods of program assessment used by chairs and faculty members. The two examples of programmatic assessment described below—for the history and business technology programs—demonstrate how these practices are put into effect.

Institutional-Level Assessment

Program reviews, for each of the approximately 50 programs at the college, are conducted every five years in a process led by the program chair. The program review committee, made up of three faculty members from across the college, examines how well each program is realizing the core themes of the college, rolling up to mission fulfillment, as well as the extent to which each program's student achievement data meets ATD metrics for closing racial achievement gaps. In recent years, program review has undergone revision to emphasize program and peer faculty engagement, the sharing of ideas, and continuous improvement. The requested information has been streamlined to make the experience less onerous to participants. Program reviews include a review of course and program outcomes; analysis of student and faculty demographics and student success rates; evaluation of program resources; and reflection on program goals. As the [program review template](#) demonstrates, equitable opportunities and learning outcomes are highly prioritized as faculty analyze their work.

The process begins with program chairs leading faculty in completing the template, which asks them to reflect on past goals and establish new ones, and to review relevant data. Currently, program review analysis relies heavily on dashboards designed using Tableau software that allow faculty to disaggregate by quarter, program, course, full-time/part-time faculty (or full-time moonlighting), grades, and student demographics. These dashboards are available at all times without special requests and are easy to access and manipulate. Faculty members are also asked to consider student learning outcomes assessment (SLOA) data; however, this data has not been as complete as the grade-based data, so student success rates and analysis have been typically based on grades, with programs selecting their own threshold for success (usually "C" or "C-").

To ensure that analysis and plans are shared, program faculty engage in a meeting with the program review committee and the dean of curriculum and assessment. This meeting includes a presentation of findings and an in-depth discussion of potential improvements and goals.

Program viability is an annual administrative process conducted by leadership from Academic Affairs, Administrative Services, and Effectiveness and Research that examines current data on enrollment trends, student/faculty ratios, and financial net revenue trends to determine whether a program is financially sustainable and using resources efficiently. Aspects of this process were previously a part of program review. It became a separate

process in AY 2019-2020 in order to provide more timely analysis and response than the 5-year program review cycle permits. This process is still undergoing development and modification. The current goal is that all programs are assessed annually, and the resulting analysis will be used for resource allocation. Key data for this process includes: student to faculty ratios, disaggregated by all students and state supported students; enrollment trends over the previous four years; and cost per FTE compared to similar programs. The goal of this process is to identify programs that may require an improvement or phase out plan.

The **student learning outcomes assessment** (SLOA) process is led by the faculty assessment coordinating team (FACT), which has established a method for assessing outcomes using general education assessment (gen ed assessment). The system identifies three major general education (gen ed) categories—[Communication, Connections, and Creative and Critical Thinking](#)—with 18 more granular categories grouped within the “big three.” Courses can claim gen eds that are aligned to the course’s published outcomes and contribute to program-level outcomes for academic programs. For gen ed assessment, faculty use rubrics that were developed based on the [American Association of Colleges and Universities\) Value Rubrics](#) and benchmarking from the Lumina Foundation in its [Degree Qualification Profile](#). Faculty access the rubrics through the Canvas learning management system. The rubrics provide a common language for competency, designed to assess mastery of a specific element of an assignment based on a 4-point scale. Faculty members teaching one of the courses that don’t claim a gen ed can utilize “classic assessment,” a narrative reflection on student progress. Courses are scheduled to be assessed at least once every three years, with faculty members also engaging in a reflective component to examine the data and strategize how to improve their teaching and student outcomes.

Since 2016, when the current SLOA system was developed, the college has accomplished a great deal. Faculty have been responsible for designing rubrics, which have been finalized and made available in Canvas. Most programs are assessing courses and submitting data into the system. However, the college has struggled with implementation and fully realizing a culture of assessment. The system is faculty-led and collaborative, and it requires engagement from hundreds of full- and part-time faculty. Communicating with such a large group has proven challenging. For example, the original conception called for 100 separate rubrics, which were difficult to finalize. Eventually, FACT, with faculty input, was able to reduce the number to a more manageable 18. FACT has made other improvements to the process. The college has now implemented Canvas technology for data submission, easily available training materials, and Tableau dashboards, although an insufficient amount of data is currently being collected and reported out. FACT is still working on a good method for sharing collected data in a way that will prove useful to faculty members accustomed to the utility and comprehensiveness of the grade-based Tableau dashboards. Academic Affairs will continue to collaborate with FACT to effectively roll SLOA data into regular program operations and improve pedagogy.

Additional Forms and Methods of Assessment

As the examples of programmatic assessment will show, program faculty use a range of assessment processes to improve their curricula, courses, and pedagogy. Many of these have been adopted or modified to enhance their usefulness in recent years.

- **Tableau dashboards.** Almost all of the college's assessment processes have been improved through the use of Tableau technology. Software from this Seattle-headquartered company has been adopted by the SBCTC, and BC has been a leader in implementing it. Tableau dashboards allow for easy, interactive access to a wide variety of student success and enrollment data, with opportunities to disaggregate based on a number of factors. It replaces the previous use of pivot tables presented in Excel, for which users had to request data. Tableau dashboards are well-designed and available to faculty and staff at their convenience via the MyBC SharePoint system. As faculty strive to improve their success metrics, the availability of the data—for grades, SLOA, and budgeting—provides important feedback and the ability to compare programs across a range of criteria.

- **ATD equity initiatives and Guided Pathways course and program analysis.** Since 2017, these initiatives have focused attention on using data and maintaining data integrity. They are a consistent reminder of the need to consider data disaggregated by race and other demographic categories in order to close achievement gaps. Guided Pathways directs attention to course outcomes and how they align with gen eds.

- **Budget Review Advisory Committee Analysis (BRAC).** Faculty members are supported in their programmatic assessment by the BC Budget Review Advisory Committee (BRAC), a committee aligned with the resources and planning council (RPC) within the BC Governance system. The BRAC facilitates a transparent budgeting process through planning for current and future needs, integration of operations and capital planning, and alignment of planning with success metrics. Since its founding in 2019, the BRAC has conducted meetings with most of the college's instructional programs to review enrollment management, course fill rates, student/faculty ratios, metrics on students of color and faculty of color, and course success rates. The BRAC evaluates program revenues, expenditures, and net margin. The resulting information, shared with programs as well as college leadership using Tableau visualization technology, assists with enrollment prediction, course scheduling, and equitable outcomes; and helps to identify growth opportunities. Although the BRAC is primarily concerned with fiscal health and resource allocation rather than pedagogy, the information and analytics it provides is extremely valuable for program chairs and faculty. The BRAC has analyzed student support programs as well as instructional ones.

- **Budget Stakeholders Group (BSG).** Like the BRAC, the Budget Stakeholders Group was more concerned with fiscal stability and resource allocation than pedagogy. An ad hoc committee convened by the interim president in AY 2020-2021 to appraise and audit the college's academic, service, and operational units, the committee provided recommendations regarding unit investment, consolidation, and "sunsetting" in spring 2021. More than two dozen employees representing leadership, exempt staff, classified staff, and faculty, served on the committee, with the group's deliberations led by external facilitators. In addition to the recommendations it prepared, which are

still under consideration, the BSG offered key observations and predictions regarding the college's metric and data culture, strategic planning, and the unaligned strategic visions of leadership, faculty, and staff.

- **Other assessment processes.** Individual programs also rely on other assessment processes. Prof-tech programs use advisory boards and committees that meet regularly and have well-documented operations. Many programs use student, faculty, and/or employer surveys to gather information. The college also produces detailed environmental scans to inform decision-making and analyze the need for expanded or new programs.

Programmatic Assessment #1: History

In 2019, BC's history program, the third largest social science program at the college, helped to pilot the new program review format to examine the period AY 2013–2014 to AY 2017–2018. Aspects of the new format include: a shorter report intended to impose less of a burden on program faculty; peer review by other faculty; better access to interactive data dashboards; and a meeting for program faculty and members of the program review committee for reflection and planning. Like all elements of the college, program review focuses on institutional goals related to racial equity. In their piloting experience, history faculty members appreciated the new approach. It provided a forum to share ideas; and allowed faculty to reflect positively on their work and recognize their achievements, such as better schedules, professional development, and good success rates.

During the five years covered by the report, the history program focused on closing the achievement gap between students enrolled in online courses and those enrolled in in-person or hybrid courses. The program required faculty who taught primarily in the online modality to engage in professional learning activities dedicated to better online pedagogy. Six of the seven faculty who taught online engaged in these activities, and the results were better outcomes for the students in the online classes, including for students in most of the historically marginalized demographic populations. For example, the success rate for African American students in online classes during the period covered by the most recent program review went from 44.8% to 58.3%. (History defines its success rate as a "C", although the program is considering changing that to a "C-".)

History faculty members have also identified a significant equity gap between Black and Latinx students as compared to Asian and White students. With a goal of reducing or closing these racial equity gaps, the program plans to use professional development strategies, similar to those used with modality gaps, to make improvements.

In addition to program review, the history program has also had analysis done by the BRAC. The findings of financial sustainability by the BRAC were further confirmed through the program viability process. Program faculty are also engaged in SLOA work. Most of the history courses use a rubric that history faculty helped design, and they regularly assess courses and submit data through Canvas. However, college-wide communications related to SLOA have been difficult to implement, so faculty are sometimes unclear about expectations and don't feel there is enough data on which to base decisions. Because of those difficulties, programmatic decisions are being driven more by grade-based success rates rather than the SLOA data.

Looking forward, history program faculty members are taking a number of actions to improve their program:

- Engage with the ATD and Guided Pathways frameworks, which focus on equitable outcomes.
- Develop culturally relevant pedagogy. For example, one of the course outcomes for History 148: U.S. History 3 requires students to “analyze and critically evaluate primary and secondary sources.” In one assignment, students log on to the digital Seattle City Archive to access Seattle civil rights material related to redlining and real estate discrimination. Students learn about primary sources along with local evidence of racial discrimination.
- Keep current on external conditions that might impact students. Program faculty have been proactively gathering information to ensure that BC’s three U.S. history courses align with the requirements for Running Start students.
- Use college initiatives to support students. In collaboration with Student Affairs, which is implementing TargetX technology, history program faculty have begun to reach out to students identified by the TargetX early alert system if the students aren’t active on Canvas within the first week of the quarter, and—if they haven’t been regularly logging on to Canvas—one week before the withdrawal date. The program hopes to systematize these communications.
- Maintain high fill rates and efficient course scheduling for financial stability. Program faculty has met with the BRAC to ensure that they are right-sizing course offerings. The program received positive feedback based on the BRAC metrics.
- Continue to build a culture of assessment. History faculty frequently check grade-based, Tableau dashboards with robust disaggregation features based on factors such as race, disability, international status, Running Start, age, veteran status, gender, delivery modality, and adjunct/full-time/moonlight full-time. These metrics are reviewed on a program-level basis at least annually. Program faculty has been assessing courses using the FACT-designed system—employing rubrics and submitting data in Canvas. Although miscommunication about due dates and how to pull usable data have slowed the process of full implementation, faculty continue to work toward that goal.

Programmatic Assessment #2: Business Technology

BC’s Business Technology (BT) program, formerly known as Business Technology Systems, provides an AA degree and nine certificates that offer pathways to a range of entry-level, administrative support positions. (Note: Business Technology courses still use the prefix “BTS”.) Approximately 1,000 students enroll in BT courses every year. Relative to other programs, BT serves a larger percentage of worker retraining students and those enrolled in I-BEST. BT students are also older on average (two-thirds are over 26) and often come from systematically marginalized populations based on the large percentage of BT students who are enrolled in social assistance programs such as Basic Food, Employment, and Training (BFET).

BT program faculty closely monitor and adjust their curriculum and support systems to manage quickly evolving technology, new job market skill requirements, and changes to job titles. The program must also adjust to serve students who enter classes with widely different skill levels—from highly-experienced digital natives to refugees with little to no computer experience.

During their most recent program review, conducted in spring 2021, and covering the period AY 2015–2016 to 2019–2020, BT faculty members had the opportunity to reflect on the program’s successes and challenges. Relative to the college overall, BT has a higher-than-average success rate for its Black and Latinx students. During the time covered by the program review, the Black success rate, defined at “C” or higher, in BT courses increased from 69% to 82% and the success rate for multiracial students (now referred to as two or more races) increased from 70% to 79%. Faculty attributed some of this success to the adoption of an inclusive access textbook initiative. The textbook cost is bundled into course tuition ensuring that students have their textbooks from the beginning of the quarter. In addition, all instructors use the same publisher so the course material interface and assessments are in consistent formats for multiple courses, allowing students to focus on content.

In the most recent program review, BT faculty relied on the grade-based student success data found in BC’s Tableau dashboards. Most faculty members review this data every quarter, and there is a program-wide review annually. Faculty also submit SLOA data using the Canvas system. They have been asked to assess one objective per course per instructor per quarter, with most using a critical thinking rubric. Instructors have used these assessments on an individual basis; however, there is still work to do for broader-based, actionable reports.

In the program review, faculty noted that they often need to counter negative attitudes from colleagues about the currency of the BT curriculum—do these skills need to be taught at a community college when information is available through YouTube and other Internet sources? Another issue for the program was related to financial stability. BT was one of six programs reviewed by the program viability assessment process with program faculty, based on a drop in enrollments. Enrollments were negatively impacted by the loss of the YearUp program, which moved out of North Campus because of transportation concerns. In addition, BT enrollments are counter-cyclical to the external economic environment and particularly sensitive to changes in employment demand. Supported by the program viability analysis and guidance, BT has begun to address fiscal concerns—diversifying its student population and raising fill rates.

BT receives guidance about curriculum, in-demand job skills, and relevant job titles from its advisory committee, which meets at least twice a year. The advisory committee is one source for information related to minimum degree levels for various job titles. Program faculty want to ensure that the level of certification is appropriate to employer demand.

Through their varied assessment practices, BT faculty have identified strategies to increase accessibility for their population of diverse learners and improve teaching. These include:

- Using high impact teaching practices;
- Getting to know students—BT faculty employ techniques such as surveys, syllabus quizzes, and initial skills inventories to ensure that they understand who their students are as learners;
- Creating video tutorials that students can watch multiple times to ensure they understand course content without the stress of asking faculty to repeat themselves;
- Accessing Canvas and YouTube analytics to check whether students are accessing content;
- Content testing online courses to ensure usability by novice users; and
- Providing fast response times to student inquiries.

Looking forward, BT faculty plan a number of actions to improve how their program serves students:

- BT shares annual DEI goals together with the rest of the iBIT division and seeks to close achievement gaps. BT plans to use a DEI-related survey to measure how well students recognize the importance of earning a degree.
- In a time of online instruction, faculty would like to better identify and serve students who don't have access to a computer and/or the Internet.
- BT program faculty want to develop a better understanding of the students who intend to complete a degree or certificate and who is actually completing them. New functions are possible with the new ctcLink system that may be able to help with this goal.
- The program would like to develop better alumni tracking to determine if alumni are working in fields where they're using program skills.
- Program faculty plan to review and possibly reduce the number of certificates offered. This consolidation could help students navigate more efficiently and confidently. BT wants to put more focus on degree acquisition, design certificates that stack to a degree, and reduce excess credits.

Programmatic Assessment Summary

The history and BT examples demonstrate how BC faculty use a variety of strategies to ensure that their programs are current, academically robust, and equitably serving all students. The hard work, dedication to students, and creativity seen in the history and BT programs can be found across the college. Program faculty regularly assess their curriculum and disaggregated student success data; develop initiatives for improvement; and reflect on the efficacy of those changes. Faculty have worked creatively to respond to challenges such as COVID-19 and the ctcLink transition. BC has been a leader in using interactive data visualization and other ways of distributing data to guarantee that decisions are informed by reliable information in the service of improving pedagogy and contributing to a more equitable community. Although BC's SLOA system still needs to build out the ability to report findings in a way that allows faculty to devise appropriate actions, BC has taken meaningful steps in building its culture of assessment.



Section 4: **Moving Forward**

Section 4: Moving Forward

As the college prepares for the Year Seven Evaluation of Institutional Effectiveness Report, scheduled for spring 2027, faculty and staff plan to initiate or further develop efforts to improve instruction and operations. Some of the most significant initiatives are designed to increase the efficacy of support services, promote success, retain and recruit students, ensure equitable outcomes, and monitor conditions to inform the expansion or development of programs.

- **Continued Implementation of Student Success Initiatives:** Membership in the ATD framework has driven college-wide efforts to review, revise, and improve student support for award-seeking students. BC has implemented a revised First Year Seminar (FYS), to ensure that students have the information they need to succeed; and an early alert program, to identify and intervene with students who might need additional support. Creating a mathematics corequisite opportunity to help students through the significant hurdle of college-level math has already been very successful. Another important initiative—the development and use of course maps—has an anticipated implementation date in AY 2022-2023.
- **Focus on Quality Remote Learning:** At the direction of the interim president, the associate vice president of Academic Affairs is leading an analysis of the college's remote learning programs with the goal of improving effectiveness and quality. This project will: investigate ways to promote online quality (such as instructor badging for remote teaching effectiveness); expand programs to attract a larger audience (for example, BAS degrees, Occupational Life Skills) through online offerings; and ways to integrate new support personnel (such as instructional designers) and technologies (including virtual reality).
- **ctcLink Implementation:** The college recently transitioned to ctcLink, a state-wide effort to adopt a PeopleSoft-based enterprise resource platform. The system will support regular operations such as registration, financial aid, cashiering, accounting, purchasing, HR, and payroll, and it is also expected to provide effective, new ways to access data as well as efficiencies that will give staff members more time to support students. Given the scope of the changes and the differences between the 60-year-old legacy system and ctcLink, the college is experiencing a steep learning curve.
- **COVID-19 Responses and Innovations:** Adaptation to the COVID-19 pandemic has led to a number of creative responses, some of which may prove useful beyond the current crisis. For example, the focus on closing modality gaps has led to ongoing improvements in remote learning (see above). The range of courses and programs available online has also increased and many of those, such as World Languages, ESL, and Physical Education, may stay online or keep an online component. BC has also expanded remote access to services such as advising and tutoring, and implemented interventions, such as early alert, that function online rather than in-person. These adaptations have provided BC the opportunity to explore how fully online programs would operate at the college.

- **Presidential Search and College Priorities Project:** The BC Board of Trustees has initiated the search for a new permanent president, with the goal of having that president in place by summer 2023. As a first stage to that process, the college has hired a consultant to work with the Office of Effectiveness and Research to provide leadership in clearly articulating priorities (BC Priorities Project). This project will serve as a prologue to the development of BC's next strategic plan, once a new president has been selected.
- **TargetX Implementation:** TargetX is a comprehensive student outreach and retention management tool. Student Affairs began implementation of the tool during the 2019-2020 academic year. While advising and the Welcome Center were first to implement, other areas of the college will soon begin to integrate TargetX to better understand what students need and realize greater functionality.
- **Expand Targeted Student Outreach and Support:** BC is focusing its efforts on providing targeted outreach and retention efforts for Black and Latinx students through partnerships with the Umoja and Puente Project programs, respectively. The college will explore the possibility of similar affiliations for Asian/Asian American and Indigenous students.
- **Advancing Diversity, Equity, and Inclusion:** In fall 2021, BC launched the Higher Education Data Sharing (HEDS) Consortium's Diversity and Equity Campus Climate Survey in order to understand campus views connected to equity, inclusion, and a sense of belonging. The Office of Effectiveness and Research (OER) plans to administer the survey every two years and gather additional information through a series of focus groups. Data from these efforts will support completion of the college's updated strategic equity plan. Additionally, the college launched the BC Equity Education for All Committee in fall of 2021. The committee will conduct ongoing evaluation and assessment of campus equity education initiatives, as well as support the organization of all-campus equity-driven professional development. The college is also developing a restorative practices model to support diversity dialogue, racial reconciliation, training, and restorative justice practices. Finally, the BC Social Justice Center, under the auspices of the Office of Diversity, Equity, and Inclusion, officially opened and has offered weekly talks, dialogues, and opportunities for continuing learning across the main campus addressing a wide variety of social justice topics.
- **Strategic Enrollment Management:** Student Affairs and Academic Affairs are currently working in collaboration to create a strategic enrollment plan for the college that is more detailed and ambitious than past efforts. This plan includes strategies and goals to grow overall enrollment through recruitment and retention, and addresses different educational populations (such as transfer, professional-technical, Running Start, and international), as well as different demographic populations based on race, gender, age, etc.
- **Emphasizing Student Baccalaureate Opportunities:** Investments in marketing and recruitment have led to a growth of BC's bachelor's programs. Program faculty and staff have been working closely with advisory committees to explore whether to expand existing high-demand programs such as computer science and nursing. College staff members are also engaged in the rigorous process of researching the need for new programs. Applied baccalaureate programs in cybersecurity and business

management in technology are currently under consideration. In addition, Academic Affairs is exploring new models for transfer pathways, including articulations with regional bachelor's and master's programs and possible co-location of these programs on the BC main campus.



In conclusion, BC leadership, faculty, and staff are well-prepared to address mission fulfillment in the Year Seven Self-Evaluation Report.



Addendums

Addendums

Recommendation #1:

Focus on increasing the breadth and depth of library and information resources to support the baccalaureate programs and that a process is put in place during the curriculum adoption process to ensure that resources are identified and provided for all new classes and programs (Standards 2.E 1-2).

In response to this recommendation and in order to ensure appropriate funding, BC has increased funding for library resources and, in collaboration with college librarians, modified the process through which new classes and programs are approved by the Curriculum Advisory Committee (CAC).

To address any lack of resources, the college authorized more than \$80,000 in one-time funds for 3-year subscriptions in the areas of computer science, information science, digital marketing, data analytics, healthcare informatics, and applied accounting. These subscriptions are due to expire in fall 2022. Annual funding was also significantly increased. The Library Media Center (LMC) budget line for BAS degrees was increased by \$60,000 (from \$3,293) in AY 2020-2021. BAS programs in iBIT, Health Sciences, Education, and Wellness Institute (HSEWI), and Arts & Humanities have benefitted from this increase.

In addition to increased funding, the college addressed the recommendation by modifying the process for approving BAS classes and programs. Through a collaborative process with members of the CAC, librarians, and Academic Affairs staff, it was decided to integrate librarians into the curriculum approval process accessed through the curriculum management software. LMC staff can now review, approve, reject, hold, or suspend proposals through the software workflow. The sitting librarian role on the CAC was also changed so that it is now a voting member.

To ensure that appropriate information is shared when new programs are under consideration, the dean of curriculum and assessment and the undergraduate research librarian plan to develop a system of better communication.

Recommendation #2:

Review the formative measures it uses to assess student learning outcomes and develop a summative assessment framework that can be effectively used as evidence to assess mission fulfillment (Standards 2.C.1, 4.A.3, and 5.A.2).

Academic Affairs, supported by the work of the faculty assessment coordinating team (FACT) and the dean of curriculum and assessment, continue their work on building an assessment framework that can be used as effective evidence to assess mission fulfillment.

Based on the NWCCU's rubric for evaluating outcomes assessment plans and progress, BC has made significant progress, although some areas still need development.

- **Assessment planning.** The college has a clear plan, developed over the course of several years and with in-depth engagement of faculty from across the college. Academic Affairs plans to continue with the current structure to maintain consistency,

although the goal for completing assessments has been changed to 75% of courses rather than all courses. In order to continuously refine and improve assessment planning and implementation, the dean of curriculum and assessment and the executive director of effectiveness and research are participating in the 2022 cohort of the NWCCU Mission Fulfillment Fellowship.

- **Assessable outcomes.** Course and program outcomes are developed by faculty and approved through the curriculum advisory committee to ensure they are appropriate and meaningful. Many years ago, the Office of Effectiveness and Planning (then known as Effectiveness and Strategic Planning) reviewed all outcomes with the goal of reducing the number per class and putting them into a consistent format for ease of student use. Outcomes are available to students on the public-facing website and on syllabi. Faculty select a course outcome to align with the rubric selected for SLOA. Because of its expertise, FACT has assisted the Guided Pathways committee on outcome mapping.
- **Assessment implementation.** Academic Affairs has worked closely with the faculty assessment coordinating team (FACT) on implementation. FACT has built a framework, conducted training sessions, and developed a system for showing data using Tableau dashboards. However, there is still an insufficient amount of data gathered, and the mechanism for using that data for analysis, forming plans of action, and reflection on interventions is still being developed. The college has taken action to improve faculty participation in several ways:
 - FACT is developing better communications through meetings with program chairs and presentations at division and program meetings;
 - The SLOA SharePoint site is being improved to improve guidance, communicate progress, analyze results, and document course reflections;
 - Adjuncts will continue to be paid for assessment work;
 - Promoted adjuncts, according to the latest union contract, are required to engage in college governance work such as assessment.
- **Alignment.** BC has good systems in place to align curriculum, grading, and support services. Faculty are engaged in establishing outcomes, and the CAC process ensures they are appropriate. Student support services staff can find and disaggregate student success data in order to provide targeted interventions.
- **Valid results.** In a process organized by FACT, faculty collaboratively developed rubrics for learning assessments. Data collected is based on these rubrics.
- **Reliable results.** A system for checking inter-rater reliability will be developed once a sufficient amount of data is gathered.
- **Annual feedback on assessment efforts.** FACT provides feedback to programs on assessment efforts.
- **Results are used.** Data is collected and discussed, and results are used by individual faculty members to refine teaching. Tableau dashboards, updated quarterly, have been built to increase the availability of existing data on mastery—including data disaggregated by program and demographics. The program review process emphasizes the importance of reflection as integral to assessment. However, systemic and documented use leading to improved learning is still in process.

- Planning and budgeting. The dean of curriculum and assessment has been working closely with the director of finance to tie assessment—for both instructional and student support programs—to resource allocation.

Recommendation #3:

Define and disseminate clear communication and data flow of all entities funneling information to the President’s Cabinet for decision making (Standard 2.A.1).

BC leadership took immediate and decisive action to address this recommendation and improve the flow of communication between president’s cabinet and the college community. In recent years, much of that communication has been related to the COVID-19 pandemic, implementation of ctcLink, diversity, equity and inclusion events and training, and managing budgets in a time of declining enrollments. The college has enacted multimodal strategies to improve communication.

Meetings—both in person and conducted through Microsoft Teams

- Public forums. Candidates for cabinet level positions appear at public forums open to all members of the college community. Participants are encouraged to ask questions of the candidates.
- Quarterly meetings conducted by leadership for exempt staff. The focus of these meetings is information most relevant to supervisors.
- Town halls. Conducted quarterly by the college president and cabinet members to provide information and respond to questions. Recorded and posted for employees unable to attend.
- Office hours. The college president and cabinet members host monthly office hours through the BC Faculty Commons. Faculty members are invited to ask questions and raise concerns.
- Constituent meetings with the college president conducted monthly with the president of the faculty union, president and vice president of the BC Associated Student Government.
- Special initiatives such as the budget stakeholder group and the HEDS Diversity and Equity Campus Climate Survey, which are designed to get faculty and staff perspectives on particular topics.

Electronic communications

- Public-facing website.
- MyBC SharePoint system. Almost all of the materials distributed through emails or recorded by video are also posted on the MyBC SharePoint site (requires login). The site also posts minutes from weekly president’s cabinet meetings on the [President’s Office SharePoint page](#).

- Emails.
 - A Notes from the President email provides timely information, public kudos for faculty, staff, and students, and other information. It is also posted on the public-facing [BC website](#).
 - Cabinet members also distribute regular email communications about topics in their areas.
- Regularly posted materials.

Engagement with the BC Governance system

- The college president conducts monthly meetings with the chair of the college assembly, the primary forum for the BC Governance system.
- The assembly chair attends a meeting of president's cabinet monthly.
- President's cabinet and college assembly hold an annual retreat.

Recommendation #4:

Review the objectives for its core themes and develop meaningful, assessable, and verifiable indicators of achievement, metrics, and benchmarks that form the basis for achievement of core theme objectives and that support improvement by informing planning and decision making. (Standards 1.B.2, 4.A.1, 4.A.6, and 4.B.1).

With the guidance of a new Accreditation Steering Committee (ASC), the executive director of effectiveness and planning (OER) led a workgroup to review the 11 objectives and 23 indicators used in the [2019 Year Seven Self-Evaluation Report](#). The workgroup set out to accomplish the following goals,

- Reduce the number of indicators to highlight priority areas,
- Align objectives, indicators, and metrics with those established through other college initiatives such as Guided Pathways and Achieving the Dream,
- Use outcomes as opposed to investments or procedural compliance, and
- Emphasize indicators that can be more effectively and validly measured.

The result, approved by the ASC and president's cabinet, is a [framework composed of 10 objectives \(12 indicators\), mapped across BC's four core themes](#). The framework also includes operationally defined measures for each indicator.

The college is presently working to implement the framework through the calculation and reporting of new metrics and the reconstruction of previously reported metrics using newly available data by:

- Locating and accessing relevant data sources in new systems,
- Calculating and reporting the current values for each of the measures,
- Calculating and reporting historical values and trends for the measures, where available,

- Establishing benchmarks and goals for the measures,
- Developing and implementing strategies to achieve goals, and
- Continually assessing progress on those goals to evaluate our efforts and improve their effectiveness.

Faculty and staff presently have access to measures of student and institutional achievement through dashboards built to support initiatives such as Guided Pathways and Achieving the Dream, student learning outcomes assessment, and program review. All of these dashboards provide the opportunity to disaggregate measures by various student characteristics, including race/ethnicity, gender, and age.

Recommendation #5:

Develop a process that utilizes comprehensive planning to guide and document resource allocation. The process needs to integrate the use of assessment and evaluation to illustrate the review of institutional capacity, and that resource allocation aligns to outcomes of assessment and evaluation and guiding continuous improvement (Standards 3.A.4, 4.A.5, 5.B.2).

Led by the work of the finance office, BC implemented a resource allocation model to manage limited resources and capacity. This model utilizes program assessment and evaluation data for both academic and support programs. Performance metrics are combined with financial data for a comprehensive review of program effectiveness and sustainability. The review is conducted by the budget review and advisory committee (BRAC) and is divided into three primary areas, each playing an important role in the budget discussion.

- Program Quality
 - Diversity growth of staff and students, 7 years
 - Course completion rates, 7 years
 - Course assessment—current year status and key learnings and initiatives
 - Overall student success—current initiatives discussion with a focus on marginalized student populations
- Program Quantity
 - Enrollment growth, 7 years
 - Class fill rates
 - Student-faculty ratio analysis, 7 years
- Program Financial Performance
 - Program cost per student, 4 years
 - Program revenue, expense, and net margin contribution, 4 years
 - Overall discussion of the current program budget, 1 year

The BRAC works with the finance office staff to develop recommendations on the next year's budget and any warranted resource re-allocations based on changing demand. The recommendations are forwarded to the president's cabinet for final budget decisions.

The budget development cycle for AY 2021-2022 was completed in a manner that kept all academic programs in operation and working on continuous improvement. Overall budgets were reduced to meet anticipated loss in state revenue appropriations based on communications from the state system to BC.

BC's instructional net operating margin improved from a \$2 million loss in AY 2019-2020 to a \$70,000 loss in 2020-21. This improvement was achieved primarily through greater attention to section scheduling management, which resulted in fewer sections offered, higher fill rates, and a four percent increase in the student-to-faculty ratio.



Appendices

Appendix A: Program Review Report Template

Program Review Report Template

*NOTE: This report has a page limit of no more than 10 pages
(not including attachments).

The purpose of program review is to encourage and foster regular, systematic, participatory, self-reflective, and evidence-based assessment of program development. Program chairs, assisted by faculty, will report to the Program Review Committee on how they use institutional data to improve program configuration and/or instructional practice. Please note that the program review process is not meant to be comprehensive; programs do not need to document data used for program-specific purposes (such as specialized accreditation). Office of Academic Affairs can assist Program Chairs as they prepare this report. We also encourage use of the division dean, the Faculty Commons data mentor and the Office of Effectiveness and Strategic Planning for assistance.

Introduction

Please provide a brief overview of your program's condensed history (one paragraph) and/or the program's role or purpose.

Section One: Review of Last Review's Goals and Changes

Please list the goals set during the previous program review and present your progress over the review period. Specific action plan items and the program's accomplishments around each should be in the form of a table that occupies no more than one page of the report. A more detailed description may be attached as an appendix.

Section Two: Analysis of Program Data by Core Themes

(Please, refer to the dashboards under the Program Review section. If you need to access the passcode protected "Program Review Success – Program Chair Dashboard", please contact your Division Dean.

Core Theme	Suggested Topics for the report
Student Success	<p>Focus on:</p> <ul style="list-style-type: none"> • Ways your program uses data to inform student success • Course completion rates by modalities • Student success rates across different demographics <p>Optional:</p> <ul style="list-style-type: none"> • Degree completion/graduation rate • Student employment outlook • Student advising
Teaching and Learning Excellence	<p>Focus on:</p> <ul style="list-style-type: none"> • College-wide or program-specific assessment models informing teaching and learning • Curriculum currency and enrollment trends • Include as an appendix: Faculty credentials, governance, teaching appointments in other departments in the college, professional development activities <p>Optional:</p> <ul style="list-style-type: none"> • Comparison with peer institutions • Curriculum design, sequence of offerings, course outlines (especially any changes that have occurred during the program review period) • Grade distributions • Workplace based learning, service learning, problem based learning, etc. • Advisory Committee
College Life and Service (Internally)	<p>Focus on:</p> <ul style="list-style-type: none"> • Program's links to the Strategic Plan and campus-wide initiatives • Culture of your program <p>Optional:</p> <ul style="list-style-type: none"> • Analysis of faculty diversity, hiring and retention • PT/FT ratio
Community Engagement and Enrichment (Externally)	<p>Optional:</p> <ul style="list-style-type: none"> • Articulation agreements • Connections to external constituents

Section Three: Action Plan/Strategy for Improvement/Program Goals

List findings from the data and insights from Section Two along with new work plans/action items for the upcoming period. Your new plans should describe the work to be done, the responsible personnel, expected timelines, and any anticipated results.

If requesting support, please describe what your department would be able to do with additional resources or personnel.

Conclusion

Please reflect on what has been learned in the review that will shape program efforts in the next five years.

Appendix

Please provide a list of the faculty members who teach for your program, with their credentials. Please indicate if they have affiliations with other programs at BC. For each, include a short list of college and professional governance activities, professional development, and other achievements in the review period.

Appendix B: Core Themes, Objectives, Indicators, and Metrics



1. Student Success

1.1. BC identifies barriers to student success and designs its academic and support programs to address and eliminate racial equity gaps.

1.1.1. BC eliminates disparities in student achievement based on race.

1.1.1. Standard deviation of subgroup metrics

1.2. Students with all levels of preparation earn college-level credit during their first year at BC.

1.2.1. Students earn college-level math and English credits within their first year at BC.

1.2.1A. Percent of fall-entering award-seeking students who complete college-level math and English in their first year.

1.2.1B. Percent of fall-entering award-seeking students placed in pre-college courses who complete college-level coursework in their first year

1.3. BC helps students meet their academic goals.

1.3.1. Students set actionable and achievable goals that guide their educational pursuits at BC.

1.3.1. Percent of fall-entering award-seeking students who have submitted an educational plan within their first two quarters at BC.

1.3.2. Students at BC make progress toward their academic goals.

1.3.2. Percent of fall-entering award-seeking students who graduate or transfer to a 4-year institution within 3 years.

1.4. Students receive non-instructional support that meets their needs.

1.4.1. Students engage with one or more of BC's student support services.

1.4.1. Percent of fall-entering award-seeking students who have a documented engagement with Academic Advising or another student services office.



2. Teaching and Learning

2.1. BC faculty develop and maintain a learning environment that is inclusive, culturally responsive, and informed by evidence-based practices.

2.1.1. BC faculty engage in professional development on evidence-based practices and equity.

2.1.1. Percent of faculty who participated within a one-year period in a faculty development program addressing UDL, High 5, Quality Matters or other online teaching skills, four core competencies, and equity, disaggregated for full-time and part-time faculty

2.2. Students master General Education outcomes.

2.2.1. BC students learn the competencies and skills needed to be successful in their academic plans.

2.2.1. Percent of students achieving mastery in their learning assessment



3. College Life and Culture

3.1. BC recruits and retains a diverse pool of faculty and staff.

3.1.1. BC recruitment methods ensure equitable opportunity for job candidates to be hired at the college.

3.1.1.1. Percent of candidates by EEO categories who process through each stage of the hiring process.

3.1.2. Full-time BC faculty and staff choose to remain employed by the college.

3.1.2.1. Percent of faculty and staff who remained employees of the college for at least three years, disaggregated by demographic categories.

3.2. BC maintains an environment that is safe, inclusive, and welcoming to all members of the college community.

3.2.1. BC students, faculty, and staff feel a sense of belonging to the college.

3.2.1.1. Percent of survey responses to the biennial campus climate survey who indicate a level of agreement with feeling a sense of belonging or community with the college.

3.3. BC manages operations to ensure sustainability.

3.3.1. BC achieves class fill rates to maintain financial sustainability.

3.3.1.1. Percent of classes with a fill rate of 85 percent or greater.



4. Community Engagement and Enrichment

4.1. BC is connected to and responsive to the local community.

4.1.1. BC maintains active and regular connections with community partners

4.1.1.1. Composite index of community partners demonstrating productive interactions.



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