

BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, November 17, 2010. The business session will begin at 1:30 p.m. in room B201. Vijay Vashee, Chair, will preside.

AGENDA

LUNCH – 12:00 PM – A201

The Trustees will have lunch together. No business will be conducted.

I. STUDY SESSION – 12:30 PM – B201

2010-11 Work Plans	President's Staff	Tab 1
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II. BUSINESS SESSION – 1:30 PM

III. INTRODUCTIONS

IV. ROLL CALL

V. CONSENT AGENDA

September 8, 2010 Board Meeting Minutes	Lucinda Taylor	Tab 2
September 22, 2010 Board Meeting Minutes	Lucinda Taylor	Tab 3
Financial Report for Period Ending September 30, 2010	Rachel Solemsaas	Tab 4
Total Enrollment, Summer Quarter 2010	Tom Nielsen	Tab 5

VI. CONSTITUENT REPORTS – 1:40 PM

Faculty	Doug Brown
Classified	Melissa Sitzenstock
Student	Shelton Barnes

VII. ACTION ITEMS – 2:10 PM

2011 Board Meeting Dates	Lucinda Taylor	Tab 6
North Campus Center (NCC) Liberty II Remodel	Rachel Solemsaas	Tab 7
2010-2013 Operating Budget Reduction Plan	Rachel Solemsaas	Tab 8

VIII. INFORMATION ITEMS – 2:30 PM

ESL Students	Garnet Templin-Imel, Nancy McEachran	Tab 9
Nursing Program Attrition and Current Student Success Initiatives	Kevin McCarthy	Tab 10
2010 Leaders of Promise Scholar for Phi Theta Kappa	Vijay Vashee	Tab 11

Please note: Times indicated on the agenda are only estimates and are subject to change.

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**IX. STAFF AND BOARD REPORTS – 3:00 PM**

Capital and Facilities Master Plan	Paul Chiles
Economic Development	Vijay Vashee
New Campus Development	Vicki Orrico
Foundation/Campaign	Vicki Orrico
Long Range Finance/Resource Planning	Steve Miller
Strategic Plan/Accreditation	Marie Gunn
TACTC Board of Directors	Marie Gunn
TACTC and BC Legislative Committees	Steve Miller, Vicki Orrico
Work Plan Oversight	Paul Chiles, Marie Gunn
President	Jean Floten

**X. UNSCHEDULED BUSINESS / COMMUNITY TESTIMONY – 4:00 PM**

**XI. EXECUTIVE SESSION – 4:15 PM**

There will be an executive session for 30 minutes to discuss the selection of a site or the purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price.

**XII. ADJOURNMENT – 4:45 PM**



*Become Exceptional*

## **REGULAR MEETING AGENDA ITEM**

**Tab 1**

November 17, 2010

Information     Discussion     Action

### **Topic**

2010-11 Work Plans

### **Description**

The Bellevue College Strategic Plan for 2004-2011, updated and approved by the Board of Trustees on June 11, 2008 (Attachment 1), guides the college's decision-making and resource-allocations and serves as the framework for board work.

The board implements the Bellevue College Strategic Plan through

- (1) the annual work plans of college staff,
- (2) adoption of policies that support the plan,
- (3) legislative advocacy,
- (4) budget development and approval,
- (5) implementation of legislative and SBCTC policy principles,
- (6) organization of board meeting agendas and retreat topics around college goals, and
- (7) approval of major projects undertaken by the staff as they work to advance the strategic plan.

Every summer the college's executive team reviews the college's strategic goals, prior year's accomplishments, and board direction and then establishes a work plan for the upcoming academic year that is aligned with the college's strategic goals and board direction.

Last June the board specified student achievement, campus climate and team-building as college foci for the 2010-11 academic year. Business process redesign has also been included as a necessary adjunct to the budget reductions sustained by the college. Moreover, the board indicated that the college should deliver measured progress on objectives and demonstrate how annual progress advances the policy goals of the Strategic Plan.

The purpose of this agenda item is to review the status of the college's work plan and examine the system the college has designed to track progress toward strategic goals.

### **Key Questions**

- \* Are the objectives chosen by college staff to address the foci identified by the Board appropriate and attainable?
- \* Does the system the college is designing accomplish the Board's objectives for mission fulfillment through college work plans?

### **Analysis**

Over the past few years staff have achieved some milestones in presenting an integrated and coordinated work plan that demonstrably advances the college's strategic goals. Key to the college's success is fostering a culture of evidence and inquiry that precedes adoption of an "outcome based" work plan model. These milestones include:

- (1) a multi-year project identifying and studying the evidence at hand that the college may use to establish baselines for student success and other goals;
- (2) training of faculty and staff in using programmatic data to inform decision-making;
- (3) development of pivot tables for unit, program, and college level data-tracking;
- (4) pilot investment in promising practices that may be scaled; and
- (5) the development of a diversity scorecard.

A system of logic models has been developed to identify a causal chain of inputs and activities, called "objectives", that lead to "intermediate outcomes" and then to an "ultimate outcome", with "so that" statements for each step in the model. The organization's sphere of influence is identified by a circle around the steps over which it can have substantial impact. Measures are identified for each step in the logic model. Attachment 2 includes preliminary logic models describing how the college intends to make progress in reaching intermediate and ultimate goals for each of this year's focus areas. The models provide a snapshot view that attempts to capture the essence of the more detailed forty-nine page 2010-11 Work Plan. An executive summary of the work plan is presented in Attachment 3.

Even with cuts to the state-funded portion of the colleges' budgets for FY2009, FY2010, and FY2011, significant progress has been made in achieving the college's strategic goals. Most of those achievements have supported student access and achievement. A summary of that work is provided in Attachment 4.

The board's committee on work plans conducted an in-depth review of the current status of college work plans for 2010-11 with President's Staff. The committee has endorsed the proposed plan that is being advanced for full board review.

## **Background Information**

Attachment 1: Bellevue College's Strategic Plan for 2004-2011, updated in June 2008

Attachment 2: Logic Models

Attachment 3: Executive Summary: Bellevue College Annual Work Plan 2010-11

Attachment 4: Highlights of work plan accomplishment for 2009-2010.

## **Recommendation/Outcomes**

That the Board of Trustees reviews and endorses the 2010-11 Bellevue College Work Plans.

**Prepared by:** Jean Floten, President  
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## VISION

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

## CORE VALUES

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

## MISSION

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

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

## GOALS

### Access

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

### Student Success

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

### Teaching & Learning Excellence

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

### Institutional Accountability

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

### Professional & Organizational Excellence

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

### Financial Sustainability

BC will remain preeminent by strengthening its financial position.

### Technology Leadership

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

### Pluralism

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

### Community Leadership & Partnership

BC will be a leader and partner in building a strong and vibrant region.

# Logic Model for Bellevue College Goals and Objectives

## **STUDENT SUCCESS**

**Bellevue College  
Span of Influence**

**The College spends student, state, federal, and private funds to support enrollments, programs and activities.**

*Measure:*

- Total budget expenditures in current and constant dollars.

**Inputs**

**Students have access to wide array of college programs that are relevant to its service area.**

*Measures:*

- Enrollments in basic skills, academic transfer, and professional/technical programs
- rate of participation of service area
- BC offers STEM related education
- BC offers a learning community model for English 92 to increase persistence

**Activities**

**All BC students make progress toward their educational goals.**

*Measures:*

- Students increase achievement of "learning milestones" as defined by Student Achievement Initiative by 1%.
- All students increase course success rate of C or better by 1% in developmental and college-level courses, selected gatekeeper courses, and maintain persistence of STEM students at 85% through first year.
- Nursing students increase course success rate of C or better by 3%.
- Increase retention of all students by 1%, increase basic skills level gains by 1%, increase basic skills students transition into professional/ technical programs by 1%, increase the number of basic skills students who transition into college-level courses by 1%
- Increase degree completion by 1%.
- Improve Asperger's Syndrome students' retention by 10%.
- Decrease the gap between students of color and white students in course completion and success.
- Increase the course completion rate of students of color in English 92 by 15%.

**Intermediate Outcomes**

**so that...**

**All Bellevue College students achieve their educational goals.**

*Measures:*

- Numbers of students who leave professional/ technical programs for employment.
- Numbers of students who transfer.
- Numbers of students who attain improved life skills or basic skills for future education.
- Numbers of students with STEM related skills prepared to continue in STEM education.

**Impact**

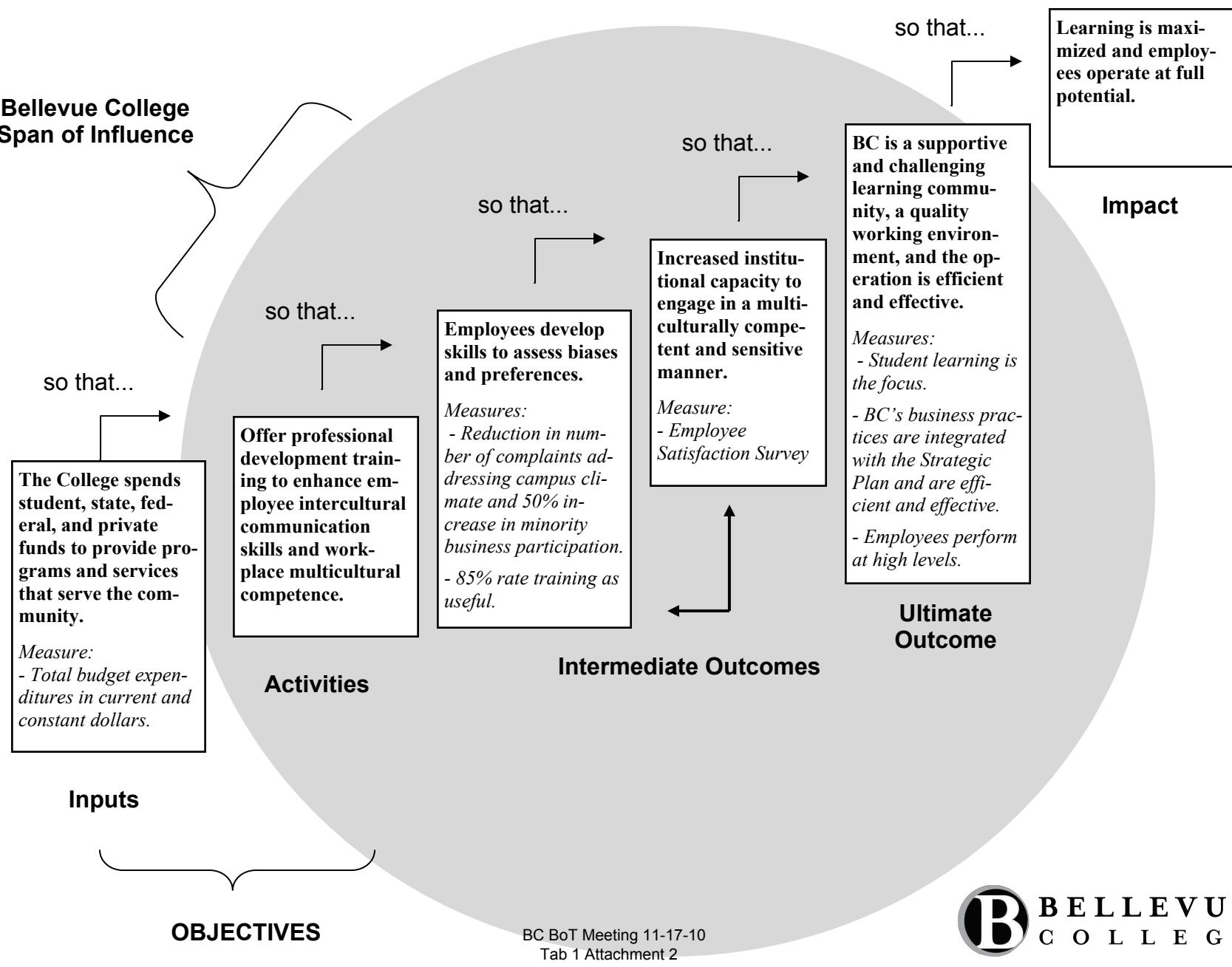
**Ultimate Outcome**

**Bellevue College produces highly educated citizens who contribute to the economic and social vitality of the state.**

**OBJECTIVES**

# Logic Model for Bellevue College Goals and Objectives

## COLLEGE LIFE AND CULTURE—Multicultural Competence



# Logic Model for Bellevue College Goals and Objectives

## ***COLLEGE LIFE AND CULTURE—Business Processes***

so that...

Bellevue College Span of Influence

so that...

**The College spends student, state, federal, and private funds to provide programs and services that serve the community.**

*Measure:* - Total budget expenditures in current and constant dollars.

**Inputs**

**so that...**

**Improve institutional planning.**

*Measure:*

- All units have well articulated purposes and goals, measures, record and track activities, and all employees complete their position descriptions.

**so that...**

**Improve data structures for decision-making.**

*Measures:*

- Increase in numbers of people who have access to data.
- Accurate consolidated enrollment report by Jan. 2011.
- FMS data will be populated in the ODS by Apr. 2011.

**so that...**

**Improve budget tracking, monitoring and reporting.**

*Measure:*

- Budget and institutional planning integrated via SPOL.

**Activities**

**OBJECTIVES**

**so that...**

**Institutional planning and budgeting are integrated and capacity to monitor budget is increased.**

**Critical college data is available to staff during migration.**

*Measure:*

- Conversion to a new HP centralized platform is completed by July 2011.

**Intermediate Outcomes**

**so that...**

**BC is a supportive and challenging learning community, a quality working environment, and the operation is efficient and effective.**

*Measures:*

- Student learning is the focus.
- BC's business practices are integrated with the Strategic Plan and are efficient and effective.
- Employees perform at high levels.

**Impact**

**Learning is maximized and employees operate at full potential.**

# Logic Model for Bellevue College Goals and Objectives

## ***COLLEGE LIFE AND CULTURE—Work Environment***

Bellevue College  
Span of Influence

The College spends student, state, federal, and private funds to provide programs and services that serve the community.

Measure: - Total budget expenditures in current and constant dollars.

so that...

so that...

so that...

so that...

so that...

so that...

**Activities**

**Inputs**

**OBJECTIVES**

**Intermediate Outcomes**

**Ultimate Outcome**

**Impact**

**Learning is maximized and employees operate at full potential.**

**Improvement in supervisors' management skills in conflict management and engaging/ developing employees.**

**Provide hiring and selection training to hiring managers.**

**Measures:**

- Consistency of process will increase by 90%
- Managers report 5% increased satisfaction with selections by June 2012.

**Provide training in conflict resolution.**

**Measure:**

- 25% decrease in formal complaints filed by end of Fall 2011.

**Improved supervisory and management skills.**

**Measure:**

- 80% demonstrate principles learned.

**Make effective hires.**

**Measure:**

- Reduce number of complaints filed.

so that...

**BC is a supportive and challenging learning community, a quality working environment, and the operation is efficient and effective.**

**Measures:**

- Student learning is the focus.
- BC's business practices are integrated with the Strategic Plan and are efficient and effective.
- Employees perform at high levels.

# Logic Model for Bellevue College Goals and Objectives

## ***COLLEGE LIFE AND CULTURE—Collaboration***

**Bellevue College  
Span of Influence**

**Inputs**

**The College spends student, state, federal, and private funds to provide programs and services that serve the community.**

*Measure:*

- Total budget expenditures in current and constant dollars.

**Activities**

**so that...**

**Implement cross unit objectives and training and deploy three college issues days and two professional development days.**

**Improve employees technology skills.**

*Measures:*

- 50% of respondents specify how they are using new skills.
- 40% of respondents specify how they have improved business practices.

**Deploy new telephone system.**

*Measures:*

- By spring 2011, all phones will be installed and call center will be redone.
- 90% of respondents surveyed will see improved phone performance.

**OBJECTIVES**

**so that...**

**Implement 2010-11 capital projects and update the Facility Master Plan.**

*Measure:*

- Capital projects completed on time and on or under budget.

**so that...**

**Intermediate Outcome**

**College staff successfully collaborate and share work across programs.**

*Measure:*

- Evidence of cross silo work.

**so that...**

**Ultimate Outcome**

**BC is a supportive and challenging learning community, a quality working environment, and the operation is efficient and effective.**

*Measures:*

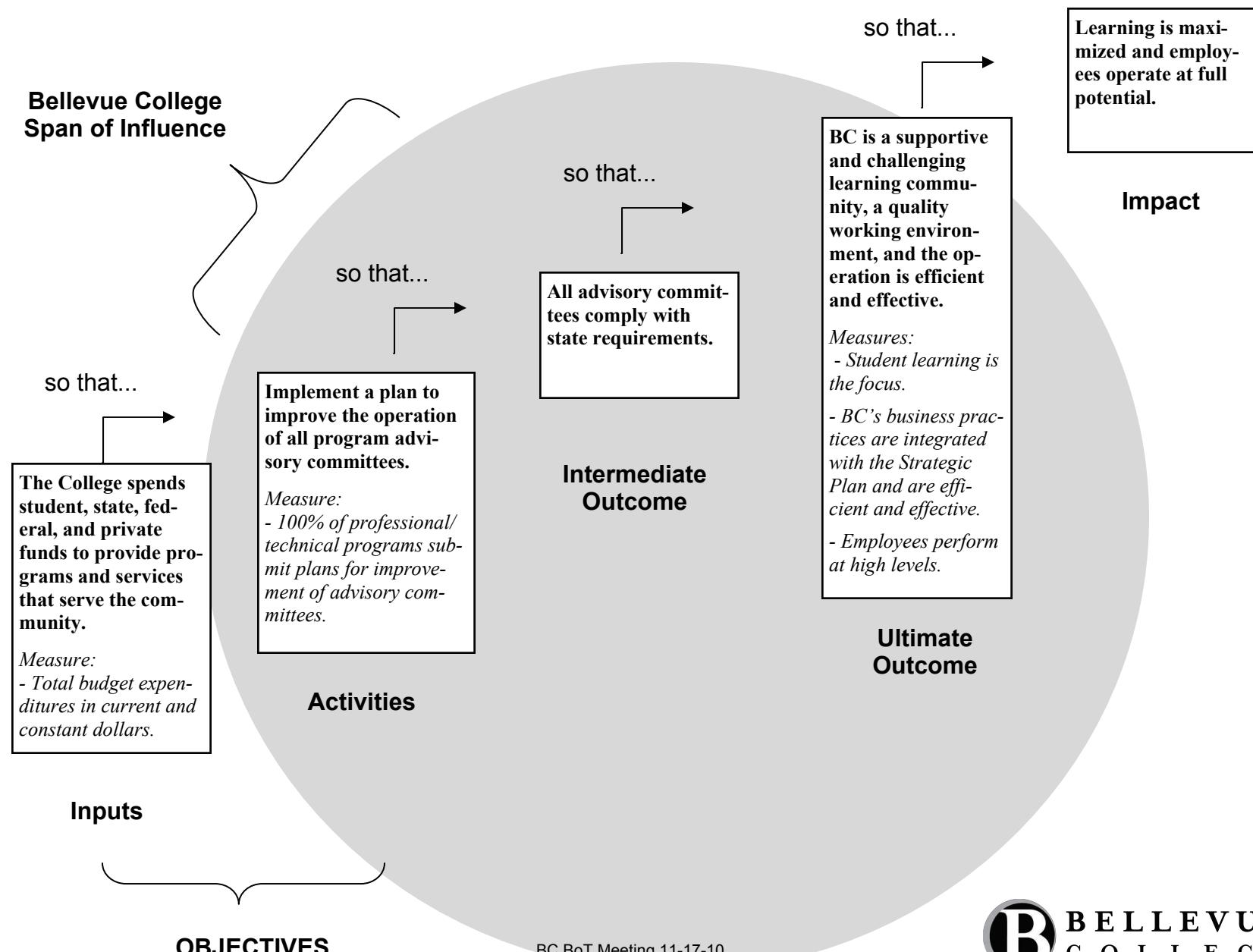
- Student learning is the focus.
- BC's business practices are integrated with the Strategic Plan and are efficient and effective.
- Employees perform at high levels.

**Impact**

**Learning is maximized and employees operate at full potential.**

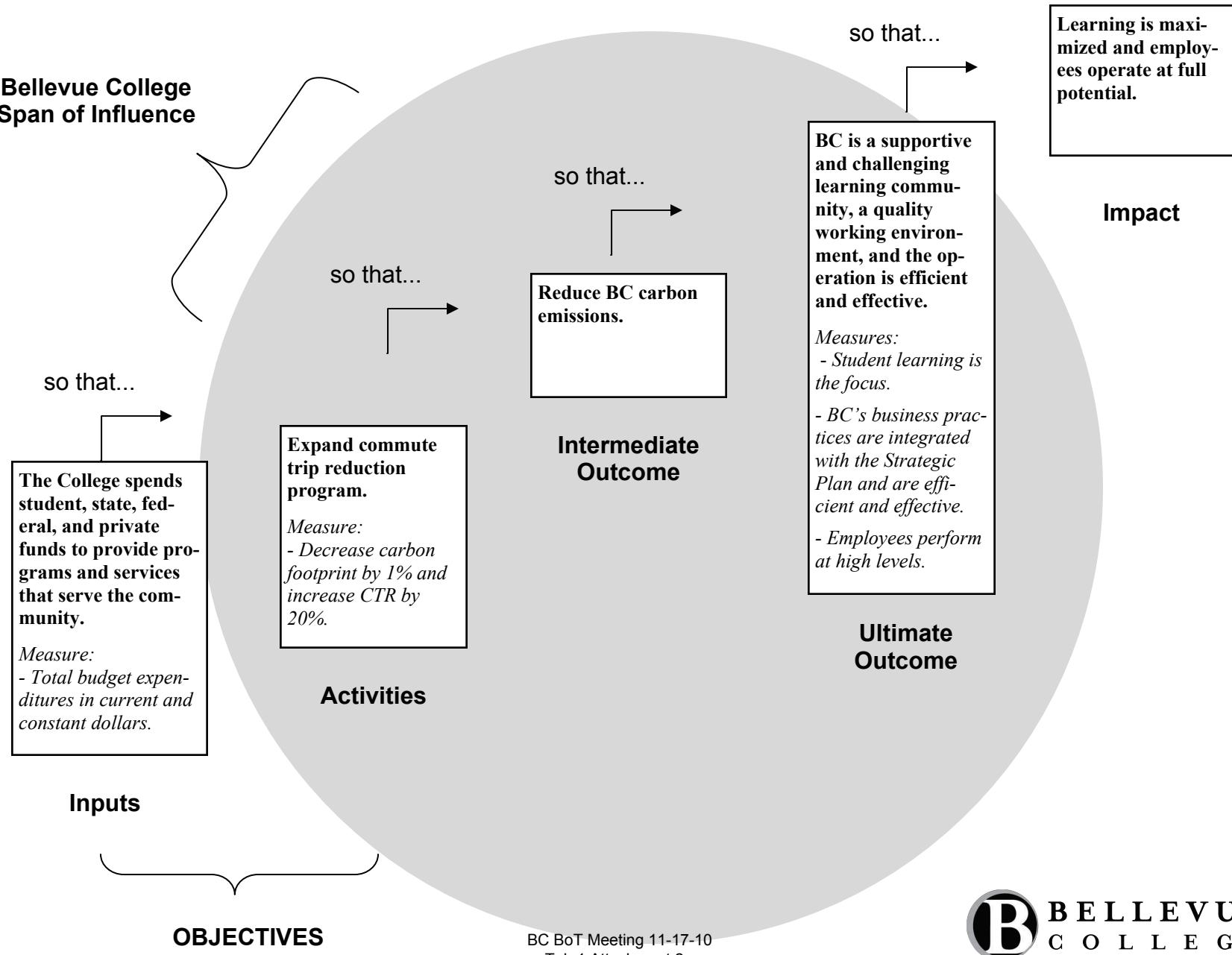
# Logic Model for Bellevue College Goals and Objectives

## COLLEGE LIFE AND CULTURE—Advisory Committees



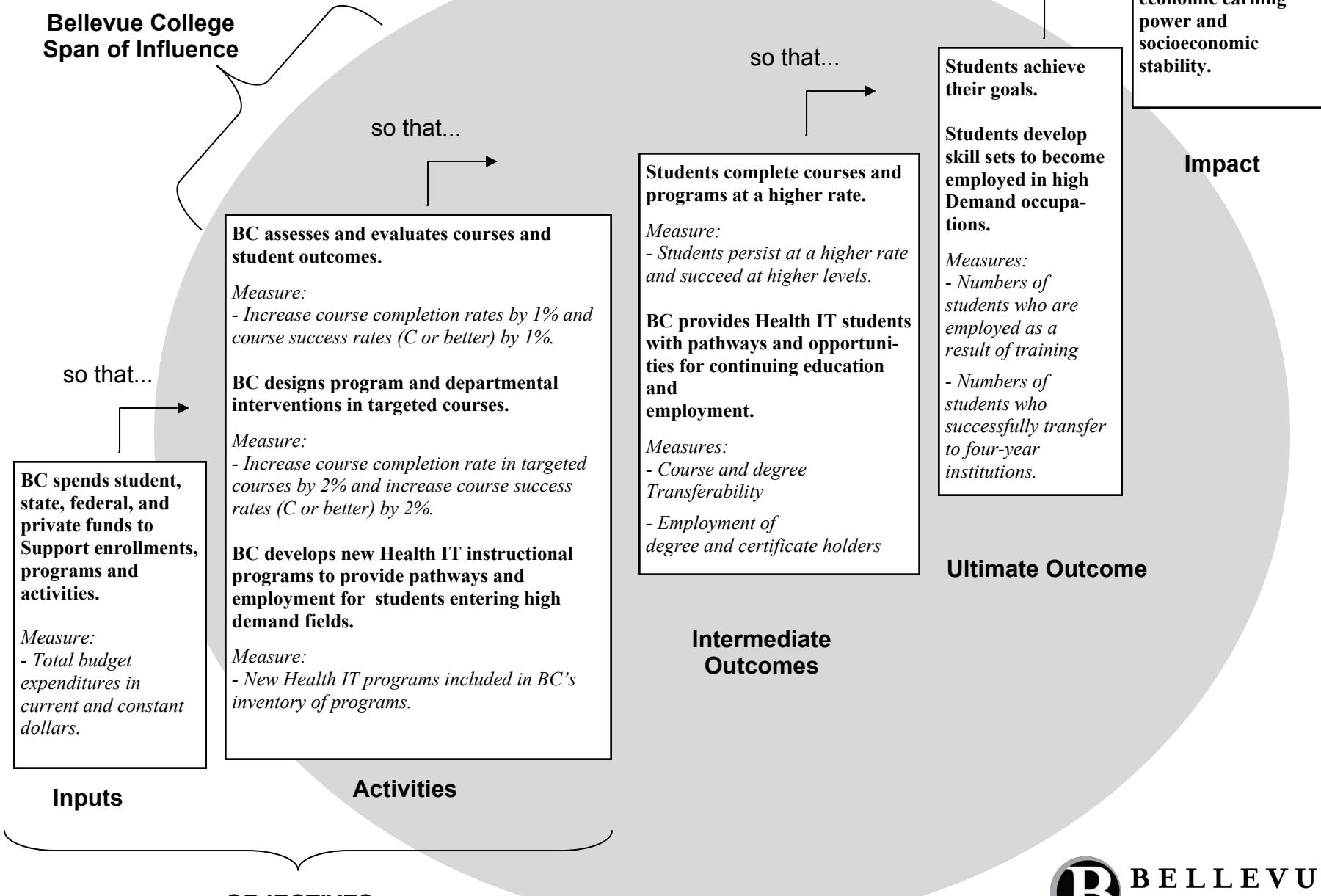
# Logic Model for Bellevue College Goals and Objectives

## COLLEGE LIFE AND CULTURE—Environmental



# Logic Model for Bellevue College Goals and Objectives

## TEACHING AND LEARNING



# Logic Model for Bellevue College Goals and Objectives

## COMMUNITY ENGAGEMENT

### Bellevue College Span of Influence

so that...

**BC's Foundation Board provides privately generated funds in support of the college's Strategic Plan and its students, faculty, staff, and programs.**

*Measure:*  
- Total Foundation budget expenditures in current and constant dollars.

### Inputs

**BC Foundation Board members increase engagement with community and donors.**

*Measures:*

- Recruit 5 new board members with a core of 30.
- 10 board members will speak about BC in community forums.
- 200 media links will be created.

**The Foundation aligns its activities to support the college's Vision 2020.**

*Measure:*

- Approve a Strategic Plan by June 2012.

**Create a warning system for staff and the Foundation when needs are outstripping available dollars.**

*Measure:*

- Scholarship spending increased by 2013.

**Recruit major sponsors and speaker for Luncheon.**

*Measures:*

- Speaker recruited, 1 major sponsor recruited, 90% of board members have 2 tables

**Increase dollars available for innovation and /or pilot projects focused on student success.**

**Establish a cross-unit business engagement team to increase businesses that support college initiatives.**

*Measure:*

- Add 10 new business partners for grants and programs.

**Maintain or increase scholarship funds available to students through endowment use under new state guidelines.**

*Measure:*

- Dollars raised and other methods of support

### Activities

### OBJECTIVES

so that...

so that...

so that...

### Impact

BC is integrated with its community and it provides relevant educational programs that meet the needs of its constituents and its business and industry

### Intermediate Outcome

### Ultimate Outcome

# **Bellevue College Annual Work Plan 2010-11**

## **Executive Summary**

**Core theme: Student Success**

**Ultimate outcome: All BC students achieve educational goals**

### **Intermediate outcome:**

*BC provides a mix of courses, programs and services for transfer, professional-technical and adult basic skills, literacy and lifelong education that are also relevant to community in which it resides.*

<b>Core theme/</b>	Access:
<b>Sub-theme:</b>	Student access to programs, courses and services
<b>Measure:</b>	Completeness of offerings (courses, programs, services)
<b>Outcome:</b>	Increased opportunities for students to complete STEM-related education
<b>Objective:</b>	<i>Develop an integrated plan and related grant proposals for STEM education as a first step in increasing student access and persistence in STEM pathways (VP Workforce Development)</i>

### **Intermediate outcome:**

*Students successfully complete courses*

<b>Core theme/</b>	Persistence and progress toward educational goals:
<b>Sub-theme:</b>	Ongoing attention to student persistence and educational attainment
<b>Measure:</b>	Grades of C or better in developmental and college-level courses

<b>Focus area</b>	<b>Student Achievement: Course Completion</b>
<b>Measure:</b>	Completion data for credit courses
<b>Outcome:</b>	Students achieve “learning milestones,” those markers of persistence and increased likelihood of degree/certificate completion as defined by the Student Achievement Initiative.
<b>Objective:</b>	<i>Persistence: students progress through learning transitions and pathways (Executive Dean Instruction)</i>
<b>Outcome:</b>	Students in Basic Skills courses will persist at a greater rate and move into college level courses in less time than they do currently.
<b>Objective:</b>	<i>Persistence: students make level gains and demonstrate successful performance in basic skills (ESL/ABE/GED) (Executive Dean Instruction)</i>
<b>Outcome:</b>	All faculty participate in Student Services objectives, as requested by Student Services.
<b>Objective:</b>	<i>Course success: faculty engagement with student services (Executive Dean Instruction)</i>

<b>Focus area-</b>	<b>Student Achievement: Equity in Course Completion</b>
<b>Measure—</b>	Completion data for credit courses
<b>Outcome:</b>	Students enrolled in Nursing courses achieve grades of C or above at higher rates than in previous years.
<b>Objective:</b>	<i>Course success: success in nursing courses (Executive Dean Instruction)</i>

<b>Focus area:</b>	<b>Student Achievement: Gatekeeper/Gateway courses</b>
<b>Measure:</b>	Grades of C or better in targeted courses

<b>Outcome:</b>	Number of students achieving a grade of C or above in selected gatekeeper and gateway courses increases compared to previous years.
<b>Objective:</b>	<i>Completion and success in developmental math and developmental English courses (Executive Dean Instruction)</i>
<b>Outcome:</b>	Students enrolled in developmental courses will persist, reaching and succeeding in follow-on courses at a higher rate than they did in previous years.
<b>Objective:</b>	<i>Persistence: Students progress through developmental math and English (Executive Dean Instruction)</i>
<b>Outcome:</b>	Students who enter STEM-related courses persist in those courses beyond their first year.
<b>Objective:</b>	<i>Expand successful three-quarter STEM cohort pilot in increase student success and persistence in STEM pathways (VP Workforce Development)</i>
<b>Outcome:</b>	Students with Asperger's Syndrome or Autistic Syndrome Disorder persist in their education.
<b>Objective:</b>	<i>Improve Retention/Persistence: Students with Asperger's Syndrome progress in courses at BC. (VP Student Services)</i>
<b>Outcome:</b>	Increased successful completion of ENGL 092 via increased use of learning community model
<b>Objective:</b>	<i>Establish faculty and student learning communities to improve academic performance (VP Equity and Pluralism)</i>

<b>Focus area</b>	<b>Student Achievement: Equity in C or better grades</b>
<b>Measure:</b>	Grades of C or better in development and college-level courses, disaggregated by race/ethnicity
<b>Outcome:</b>	Students of color succeed in developmental math/English and persist in college-level courses at higher rates than in the past.
<b>Objective:</b>	<i>Improve Retention/Academic Success: Students of color progress from developmental math/English to college level math/English. (VP Student Services)</i>
<b>Outcome:</b>	For pilot, faculty respond to electronic requests for student status at a higher rate than they do to paper requests. As pilot continues and tool becomes fully operational, outcome will be for faculty to generate these early alerts directly to students using Instructor Briefcase.
<b>Objective:</b>	<i>Early alert tool for Instructor Briefcase</i>

## Core theme: College Life and Culture

**Ultimate outcome: BC functions as a sustainable environment that provides support for all employees to prosper.**

### **Intermediate outcome:**

*The BC environment supports students and employees.*

<b>Core theme/ Sub-theme:</b>	Facilities and services support people and activities
<b>Measure:</b>	Number of complaints addressing campus climate, facilities and services
<b>Focus area</b>	<b>Campus Climate and Diversity</b>
<b>Measure:</b>	Number of complaints addressing campus climate
<b>Outcome:</b>	Increased awareness of how implicit bias impacts workplace relationships
<b>Objective:</b>	<i>Engage administrative staff in Project Implicit (raising awareness of implicit preferences or bias for selected groups) training (VP Admin Services)</i>
<b>Focus area</b>	<b>Improved Business processes</b>
<b>Measure:</b>	On-time completion of objectives
<b>Outcome:</b>	As a first step to creating high functioning professional/technical advisory committees, all advisory committees comply with state requirements.
<b>Objective:</b>	<i>Implement a plan for improvement of program advisory committees to ensure that programs are in compliance with state requirements (VP Workforce Development)</i>
<b>Outcome:</b>	New phone system improves phone performance
<b>Objective:</b>	<i>Deploy new telephony system (Dean Information Resources)</i>
<b>Outcome:</b>	Increase in number of people who have access to data for decision-making.
<b>Objective:</b>	<i>Improve data structures for decision-making (Dean Information Resources)</i>
<b>Outcome:</b>	Critical college data remain accessible to users during and after migration
<b>Objective:</b>	<i>Prepare for a centralized HP data system (Lift &amp; Shift) (Dean Information Resources)</i>
<b>Outcome:</b>	FMS data are present in ODS as preparation for developing user dashboards.
<b>Objective:</b>	<i>Improve access to HP data (Dean Information Resources)</i>
<b>Outcome:</b>	Increased business efficiency as a result of employees having improved technology skills
<b>Objective:</b>	<i>Improve employee technology skills (VP Human Resources)</i>
<b>Outcome:</b>	All units have clearly articulated their connection to the college mission and core themes, set yearly strategic objectives to move the unit toward its own goals and, where appropriate, contribute yearly focused planning efforts. The measures they have set for unit goals indicate whether unit-focused objectives are improving unit performance.
<b>Objective:</b>	<i>Improve institutional planning (VP, Admin Services)</i>
<b>Outcome:</b>	Institutional planning and budgeting are integrated and capacity to monitor budget is increased.
<b>Objective:</b>	<i>Improve budget tracking, monitoring and reporting and integrate budget and institutional planning (VP Admin Services)</i>
<b>Outcome:</b>	Capital projects for 2010-2011 completed at or below budget and FMP updated
<b>Objective:</b>	<i>Implement 2010-11 capital projects in the 2008 Facility Master Plan (VP Admin Services)</i>

**2010-11**

**Team-building and development**

**Focus area**

<b>Measure:</b>	Evidence of cross-silo work, evidence that people in same position but different units work together as well as separately
<b>Outcome:</b>	College staff successfully collaborate and share work across programs.
<b>Objective:</b>	<ul style="list-style-type: none"><li><i>Successful implementation of the cross unit objectives contained in this year's annual plan</i></li><li><i>Successful implementation of the cross unit training under other objectives in this section.</i></li><li><i>Successfully deploy three college issues days and two professional development days.</i></li></ul>

**Intermediate outcome:**

*Employees prosper in their professions*

<b>Measure:</b>	Employee Satisfaction Survey
<b>Outcome:</b>	Increased institutional capacity to engage in a multiculturally competent and sensitive manner
<b>Objective:</b>	<i>Offer professional development and training to enhance employee intercultural communication skills and workplace multicultural competence (VP Equity and Pluralism)</i>
<b>Outcome:</b>	Improvement in supervisors' management skills in the areas of conflict management, engaging/developing employees, and bringing issues to the attention of other supervisory units.

**Objective:** *Improve Supervisor's Management Skills (VP Human Resources)*

**Intermediate outcome:**

Sustainable practices guide institutional decision making

<b>Measure:</b>	Degree of sustainability incorporated into evaluation of all resources
<b>Outcome:</b>	Improved hiring methodology more consistently produces effective hires
<b>Objective:</b>	<i>Provide Hiring and Selection Training to Hiring Managers (VP Human Resources)</i>
<b>Outcome:</b>	Conflicts are resolved instead of complaints being filed.
<b>Objective:</b>	<i>Provide college community training in conflict resolution (VP Human Resources)</i>
<b>Outcome:</b>	Reduction in BC carbon emissions
<b>Objective:</b>	<i>Commute Trip Reduction (CTR) Initiative (VP Admin Services)</i>

**Core Theme: Teaching and Learning**  
**Ultimate Outcome: Students succeed in their courses**

**Intermediate outcome:**

*Pedagogy—teaching excellence*

**Measure:** Course completion/success data

**Outcome:** Students complete courses at a higher rate than in the past.

**Objective:** Course Success: *course strategies (Executive Dean Instruction)*

**Intermediate Outcome:**

Assessment/evaluation of courses and student outcomes

**Measure:** Documentation of assessment activity/results/action in Strategic Planning Online

**Outcome:** Programs use data as mechanism to spur activities that Increased completion and success rates in targeted courses

**Objective:** Course Success: *Program/department interventions in targeted courses (Executive Dean Instruction)*

**Intermediate outcome:**

*Program development—relevance and responsiveness of curriculum*

**Measure:** Course and degree transferability; employment of professional/technical degree and certificate holders

**Outcome:** New health IT programs offer students pathways and employment opportunities

**Objective:** *Initiate development of new Health IT instructional programs that provide pathways and employment opportunities for students entering high demand fields (VP Workforce Development)*

**Core Theme: Community engagement and enrichment**  
**Ultimate outcome: BC is integrated with its community**

**Intermediate Outcome:**

*Members of BC's service area regard BC as a significant contributor to the community's vitality.*

<b>Core theme/ Sub-theme:</b>	Strong institutional involvement with community
<b>Measure:</b>	Amount and quality of community recognition
<b>Outcome:</b>	Board members are active ambassadors from the college to the community
<b>Objective:</b>	<i>Increase Board engagement with the greater community and donors (VP Advancement/Foundation)</i>
<b>Outcome:</b>	<i>The Foundation, as the fundraising arm of the college, aligns its activities to support the college's Vision 2020.</i>
<b>Objective:</b>	<i>Continue strategic and tactical alignment with the college's Vision 2020. (VP Advancement/Foundation)</i>

**Intermediate Outcome:**

*Members of BC's service area support BC through contributions to the BC Foundation*

<b>Core theme/ Sub-theme:</b>	Fundraising
<b>Measure:</b>	Dollars raised and other methods of support
<b>Outcome:</b>	To create a warning system for staff and Foundation Board that scholarship needs are outstripping endowment generated dollars and that additional funds need to be raised
<b>Objective:</b>	<i>Maintain or increase scholarship funds available to students through endowment use under new state guidelines. (VP Advancement/Foundation)</i>
<b>Outcome:</b>	Increased dollars available for funding innovative or pilot projects focused on student success.
<b>Objective:</b>	<i>Bring Student Success Campaign to 90% of \$6.7 Million goal (VP Advancement/Foundation)</i>
<b>Outcome:</b>	Set the standard for major sponsorship and speaker quality at that luncheon to ensure that overall fundraising goals are reached.
<b>Objective:</b>	<i>Objective: Recruit major sponsors and speaker for luncheon (VP Advancement/Foundation)</i>

**Intermediate outcome:**

Service area businesses regard BC as a partner in addressing their workforce needs

<b>Core theme/ Sub-theme:</b>	Partnerships
<b>Measure:</b>	Number of businesses that support college initiatives
<b>Outcome:</b>	Businesses increasingly view BC as a partner in addressing their workforce needs.
<b>Objective:</b>	<i>Establish a cross-unit business engagement team to increase the number of businesses that support college initiatives (VP Workforce Development)</i>

## President's Staff Unit Highlights 2009-10

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### Office of Instruction

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**Objective:** Instructional Administrator recruitment and orientation

**Results:** Core mission was successfully sustained during a year of unprecedented turnover and vacancies in instruction administration and staff, growth in student demand for classes, and limited resources. New Deans hired in Arts and Humanities, HSEWI, IBIT, Social Science; new Administrative Managers in Arts and Humanities, IBIT, Science; new Interim Special Assistant to Executive Dean (Dean of Instruction); reorganization of assessment coordinator and data services manager; Curriculum Specialist and Distance Education realigned to report to Instruction. "Learning Community" for new deans initiated; training and mentoring activities to continue into 2010-11. Vacancies in staff position for Office of Instruction, and Dean of Science Division, will be filled in 2010-11.

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**Objective:** Reorganization—realign programs/division to enhance mission fulfillment and efficiency - BA transfer to Social Science; Business with NWCET

**Results:** Creation of Institute for Business and Information Technology, incorporating Business Division and NWCET, is administratively complete; new dean hired; facilities planning and implementation details still being worked out. Business Transfer move to Social Science administratively complete; facilities planning and implementation details still being worked out. Computer Science move to Science division completed.

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**Objective:** Reorganization—establish Sustainability Curriculum

**Results:** Global Engagement and Sustainability initiatives remain under development. Creation of a "Sustainability Studies" program was not included in the reorganization plan. Proposed Teaching-Learning/Commons will include faculty resources for infusing sustainability into the college curriculum. BTS program (in IBIT) developed a new Sustainable Business Best Practices 19 Credit Certificate that will launch in fall 2010.

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**Objective:** Reorganization—establish Cultural Studies program

**Results:** American Studies moved to Social Science in reorganization. New program, Cultural and Ethnic Studies ("CES" course prefix), established in Social Science, to incorporate American Studies and Ethnic-Cultural Studies courses, as well as selected courses from Sociology and other programs. Proposed course changes will be reviewed by CAC in 2010-11.

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**Objective:** Develop and Implement BAA degree in Interior Design

**Results:** BAA degree in Interior Design developed and implemented; successful January 2010 launch of classes as required. Curriculum changes in place to revise AA degree to two-years, giving students a 2+2 option. Many challenges in designing and implementing a BA program on the "fast track;" these are being systematically resolved on an on-going basis.

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**Objective:** Increase accuracy and efficiency in division operations and back-office processes, including HP course/schedule building, faculty workload tracking, exempt employee administrative skills

**Results:** Administrative Managers established as a “planning unit.” Regular meetings and professional development and training opportunities are being planned for 2010-11. This objective will carry forward into 2010-11.

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**Objective:** Document and Improve Instructional Processes

**Results:** New Program Development Criteria and Proposal Process refined, approved by CAC, set to launch in fall 2010. This process documentation provides a road map and instructions for anyone wanting to propose a new certificate, degree, or program (including applied baccalaureate).

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**Objective:** Update Program Review process for Instructional programs

**Results:** Instructional Program Review task force completed analysis of program review process and potential options for BC, ready to begin drafting new process in fall. It is noteworthy that all scheduled program reviews (using existing template) were submitted this year, so there are no “past-due” reviews pending.

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**Objective:** Address accreditation recommendation regarding Assessment of Student Learning in All Courses

**Results:** Assessment Task force designed new Assessment Plan for BC, launch and implementation set for fall 2010.

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**Objective:** Update Gen Ed outcomes

**Results:** Gen Ed task force met regularly during 2009-10 to complete analysis of our gen ed program; proposal to simplify gen ed program under final development and scheduled for review/approval during fall 2010.

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**Objective:** increased Student Persistence in Nursing **Results:**

Multicultural Completion; entering cohorts:  
2004-87%; 2005-68%; 2006-96%; 2007-72%; 2008-50/69%

White Completion; entering cohorts:  
2004-95%; 2005-97%; 2006-79%; 2007-90%; 2008-92/96%

Multicultural Attrition, 1st-3rd Quarters, entering cohorts:  
2004-33%; 2005-37%; 2006-9%; 2007-32%; 2008-38%; W2009-40%; F2009-26%; W2010-14%

White Attrition, 1st-3rd Quarters, entering cohorts:  
2004-15%/10%?; 2005-3%; 2006-21%; 2007-19%; 2008-8%; W2009-0%; F2009-0%; W2010-0%

Target Improvement (15% goal):

2009-10 multicultural attrition=21%  
2008-09 multicultural attrition=38% (2009-10 45% improvement)  
2004-09 multicultural attrition=30% (2009-10 30% improvement)

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**Objective:** Developmental math initiative: student success in Math 099

**Results:**

Total Enrolled: 456 (includes students with W or HW grade)  
Grade C or higher (2.0 or above): 283  
Percentage C or higher: 62.06  
Baseline-- Fall, 2008, 56.3% of students earned a C or better in Math 099

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**Objective:** Revise e-learning (Distance Ed) structure

**Results:** Distance Education unit moved to report in Instruction; comprehensive, integrated e-learning plan not yet begun (new dean-level position in Office of Instruction will be charged with this in 2010-11). Increase in on-line delivery for 2009-10 to 20% of total FTES; increase in "hybrid" offerings for 2009-10; new on-line course development approval process implemented.

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**Objective:** Increase full-time faculty to part time faculty ratio

**Results:** Six FT tenure track faculty hired: in Electroneurodiagnostic Technologist (ENDT), Economics, Art History, Developmental Education, English, Paraprofessional Accounting; and TT searches underway in DUTEC and Nursing. Office of Instruction "spent" every available FT faculty position during 2009-10 by allocating temporary FT positions. Several temporary FT hires for 2010-11 are pending. President Floten added three new, tenure-track positions beginning fall 2010. HR will calculate effect of these hirings on our FT/PT ratio; data are not yet available.

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## Administrative Services

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**Objective:** Meet the campus goals and objectives through the implementation of the 2008 Facility Master Plan (FMP) leveraging state funds, federal ARRA funds and local capital funds

**Results:**

- 1) We successfully received approval from our board and the SBCTC BOT on the acquisition of the WA DOT property for East campus. Due diligence for the review of the property has been completed (appraisal & phase I review) while grading and site development planning is underway. Preparation for SBCTC BOT approval is in progress and scheduled for August 3, 2010.
  - 2) A purchase and sale agreement for NCC is in place and due diligence is progressing nicely. A portal site have been set up to track the project. Robinswood and City University with use of main campus have been identified as alternative plan or transition spaces for NCC. Northup Way is also an option if these alternatives are not feasible.
  - 3) Bookstore expansion and renovation received approval from BOT last June. SBCTC BOT is scheduled for Sep 2010. DRES has been engaged to look for distribution center. The B - bldg design will now incorporate the enhanced retail plans.
-

**Objective:** Reducing carbon footprint with CTR initiatives

**Results:** Year one of this 2 year project involved securing the position for a Sustainability and Resource Conservation Manager with funding from student fees and PSE grants. The position will develop and implement programs that will afford sustainable CTR initiatives.

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**Objective:** Meet the campus goals and objectives through strategic institutional planning and effective evaluations and assessments

**Results:** Institutional planning is progressing as planned and on schedule with a series of interactive activities in support of an ongoing planning and evaluation.

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**Objective:** Meet the campus goals and objectives through strategic institutional planning and effective evaluations and assessments

**Results:** 2010-2011 budget was successfully adopted last June providing for a balanced operating budget despite another \$2.3 million reduction. The budget was developed in an inclusive and participatory process. The college also set policies in maintaining appropriate level of reserves and contingencies.

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### **Institutional Advancement**

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**Objective:** Reduce carbon footprint with environmentally friendly equipment

**Results:**

1. 100% of customer copiers were replaced.
  2. New copiers are 75% recyclable when they are no longer in use.
  3. The toner cartridges are 66% the size of old toner cartridges, are fully recyclable and the toner is more environmentally friendly.
  4. The cartridges also make 50,000 copies as opposed to the old cartridges which made only 15,000. New copiers can use 100% recycled paper without jamming or quality degradation.
- 

**Objective:** Increase scope and reach of annual foundation luncheon

**Results:** We had 860 donors in attendance a 53% increase over prior year had a 23% increase in dollars raised - \$288,000.

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**Objective:** Explore college readiness for making Title III application

**Results:** Benchmark list created – waiting potential dates from granting agency

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**Objective:** Increase dollars available to college through grants

**Results:** Raised \$9.9 million. Submitted 69 applications.

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**Objective:** Maximizing endowment use and return of revenue to college

**Results:** All existing endowments were reviewed and adjustments made as needed after conversations with donors. Board approved spending policies and new process was implemented with all new endowments

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**Objective:** Increased revenue for student success initiative through Student Success Fundraising Campaign

**Results:** \$ 1.2M was pledged by June 2010 to add to cumulative total of \$3.6M. 53% of goal. More than \$100,000 was given by staff and faculty – largest amount ever given by the college's staff and faculty for a year. Solicitation of new Board members is currently being wrapped up to continue 100% of Board giving statistic

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**Objective:** New digital channels are employed to interact with the community- Develop and manage a college blog focused on the Foundation. Launch a digital campaign newsletter. Launch and manage a YouTube Channel, overhaul digital image of Foundation, engage professionals from the community in a review of strengths and weaknesses of new technology applications for our market and uses

**Results:** A campaign blog was created that focuses on the BC Foundation and student stories as well as campaign details. Three digital newsletters were sent to campaign donors, a YouTube channel with approx. 20 videos has been launched, and Foundation website has been redesigned – waiting for IR to launch. News portal is launched

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## **Human Resources**

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**Objective:** Survey all administrators to determine technology skills required to meet needs of dept and strategic goals of the college

**Results:** The survey was conducted by IR. The results have been compiled and are now being reviewed to identify course offerings.

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**Objective:** Essentials of Supv training series required of all emps w/supervisory responsibility

**Results:** 95 supervisors have completed the first module of the supervisor session training series. The first module, Becoming an Effective Supervisor at BC, was well received and participants rated the material, delivery and lessons learned high on the evaluation forms.

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**Objective:** Hiring & Selection training required of all employees who serve on hiring committees, including the Hiring Authority.

**Results:** Selection committee guides for full-time faculty, classified and administrative staff hires were completed. The guides have been well received, provide important information to search committee chairs and members, and are being used by the hiring committees.

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**Objective:** Individuals have ready access to multiple conflict resolution options; supv able to resolve workplace conflict early, clear & communicated policies/procedures regarding conflict resolution and/or violation of policy

**Results:**

- Completed the internal approval process for the Conflict Resolution Policy. The policy now requires review by the Board of Trustees along with a public hearing and comments.
- Attended a 3-day day training: Conflict Resolution: Effective Strategies for Managers at the King County Dispute Resolution Center
- Completed 5-day training: Basic Mediation Skills at the King County Dispute Resolution Center
- Attended 1-day training: Cultural & Gender Issues in Negotiation & Mediation sponsored by the Bellevue Mediation Program

Our team is in a very strong position to continue developing the conflict resolution training.

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### **Student Services**

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**Objective:** First year Success Initiative integrating One Stop, FYE and Peer to Peer mentors into one process Where students are assessed, advised, registered in one day with a follow up two weeks into the quarter.

**Results:** Fall 2007 to Fall 2009 there was a 6.10% change. The percentage of students who registered for FYE and enrolled in the course fall quarter increased from 95.0% in fall 2007 to 98.2% fall 2008 to 99.1% fall 2009.

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**Objective:** Fresh Start where students with 60 credits or more and a cumulative GPA less than 2.0 are required to meet with a counselor and review academic and non-academic barriers to success. Students review administrative relief. If not successful the following quarter, student will be required to sit out for one year.

**Results:** For the population that went through the FS process nearly 66% earned a 2.0 or higher compared only about 50% prior to FS.

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### **Workforce Development**

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**Objective:** More students complete their educational goals through the use of career pathways tools

**Results:** Objective completed. Pathways tools were developed and piloted with college and high school advisors and students. Over 80% of high school staff and students reported that the tools were useful. Three high schools committed to use the tools as part of student advising. Improvements were made based on input from advisors and students and the tools are now available for use.

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**Objective:** Improve student success in STEM careers through a cohort model.

**Results:** Completed a three-year STEM to Stern National Science Foundation project. Over the three years of the grant, designed and implemented a three-quarter cohort class success model for students and a Faculty Learning Collaborative that links STEM faculty from seven Washington State higher education institutions. Eighty-five percent of the 60 students who participated in the cohort program indicated that they planned to continue to pursue a STEM career. A final summit for industry professionals, faculty, and students was held on August 2. The program is being continued following the end of the grant.

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**Objective:** Help dislocated workers be re-employed through application and receipt of ARRA grants funds

**Results:**

1. Target 100% achieved. Nine ARRA grants were submitted in 2009-10 totaling more than \$12.5 million. Areas included: health IT, database management, IT networking, project management, global project management, and placement of persons with disabilities into jobs.
  2. Six ARRA grants were funded totaling \$3.8 million. Additional \$2.8 million for the ONC Health IT grant will be received in fall 2010.
  3. Established BC as major workforce development provider of Health IT in the State
- 

**Objective:** Convene task force to develop plan for implementation of new NWCET/Business Institute

**Results:**

1. Taskforce convened; recommendations for phase I reported to President in November.
  2. Components of phase II currently being completed including budget, space needs, and faculty positions
- 

**Objective:** Convene task force to develop position description and screening process for dean of NWCET/Business Institute

**Results:**

1. Taskforce convened; position description completed; committee formed and search process was completed
  2. Position filled June 2010
- 

**Objective:** Placement of individuals into jobs

**Results:** Implemented Project Hire through funding from the Department of Vocational Rehabilitation. Designed and implemented an entirely new recruiting and placement model to successfully place graduates with disabilities in mid-to-high wage, full-time jobs. Formed working partnerships with 22 community and baccalaureate colleges; developed new collaborations with federal and state agencies. In a recent site visit to the College, the state DVR project lead noted that BC was the top contractor in the state because of the development of the new model and success in placing the clients.

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## Information Resources

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**Objective:** Easier access to needed data for reports

**Results:** Did not meet targets. Considerable time was spent on creating data schema and ETL's (Extract, Transform and Load) HP data into the Operational Data Store for SMS and PPMS

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**Objective:** Updated computing and communication systems consistent campus-wide

**Results:**

- 1.a. – 97% of the computers can handle Vista or equivalent. Some computers could not be converted over because of software being used, the computers were being used for scanning, for time sheets or the like.
  - 1.b – 94% or 772 computers are now using Office 2007 or equivalent. 40 computers will be converted by fall quarter
  2. – 163 people are using Instant Messaging (IM) and Live Meeting. We exceeded our target
  3. – The RFP is complete and we are currently waiting for challenges to end so we can award to the contract.
- 

**Objective:** Provide applications to needed units to better manage information and increase work productivity

**Results:**

1. 2,528 MyClass sites were created. We exceeded our target.
  2. 484 faculty accessed the syllabus template during the 2009-2010 academic year
  3. Instruction verified the course and program outcomes website meets their needs for accreditation
  4. We did not meet this target because the federal and state officials did not send us the updated version
  5. We did not meet this target. Complaint management is currently in beta testing
- 

**Objective:**

1. Reduce the amount of discourteous E-mail
2. Reduce the number of FYI e-mail messages

**Results:**

1. A draft E-mail etiquette policy and procedure was provided to President's Staff
2. There was a 44% reduction in FYI's. During May 2009, 193 FYI's were sent. This past May only 108 FYI's were sent

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## Equity and Pluralism

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**Objective:** Increase student retention/success and to provide opportunities for other faculty to meet, communicate, develop rapport, and to strengthen commitment of to the learning community methodology by developing and offering a linked STEPS/HD pilot course and a series of professional development colloquia.

**Results:** 75% student pass rate over three quarters with 70% of students reporting positive benefit was reported. 75% of colloquia participants indicate an interest in learning more about this methodology; 5% above the 70% target. 20% of the participants indicated a willingness to incorporate learning community strategies into their classes; 5% less than the 25% target. Additionally, only one of three colloquia was able to be scheduled, which might have impacted the desired results.

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**Objective:** Increase level of staff/faculty multicultural competency through the development and delivery of quarterly intercultural communication workshops.

**Results:** 86% of workshop participants indicated learning about their personal communication styles; 100% recognized the impact of cultural differences on communication styles, and 91% indicated that they learned strategies to assist them in improving intercultural communication. There will be a follow-up survey of participants 10/10 to ascertain impact of training on participants' professional/personal interactions. Bellevue College Objectives for 2010-11 Rev. September 17, 2010

**BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE, WASHINGTON**

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held September 8, 2010 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Vijay Vashee, Chair, presided.

**I. EXECUTIVE SESSION**

Vijay Vashee announced that there would be an executive session for approximately ninety minutes to review collective bargaining sessions with an employee organization, to discuss evaluation of state employees, and to discuss the selection of a site or the purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price. Cesar Portillo and Lucy Macneil were invited to join the board. The executive session began at 12:39 p.m. and ended at 2:01 p.m.

**II. BUSINESS SESSION**

The Business Session began at 2:05 p.m.

**III. INTRODUCTIONS**

Jean Floten, President

Cheryl Bateman, Asst. Attorney General

Lucinda Taylor, Sec., Board of Trustees.

Doug Brown, President, BCAHE

Melissa Sitzenstock, Classified Employee Representative

Tom Nielsen, Vice President of Instruction

Paula Boyum, VP of Workforce Development

Cesar Portillo, VP of Human Resources

Rachel Solemsaas, VP of Admin Services

Tom Pritchard, VP of Student Services

Gaynor Hills, VP of Institutional Advancement

Kelly Paustain, Manager, Finance

**IV. ROLL CALL**

Mr. Chiles, Ms. Gunn, Ms. Orrico, Mr. Miller and Mr. Vashee were present.

**V. CONSENT AGENDA**

Tab 1 June 16, 2010 Board Meeting Minutes

The minutes of the June 16, 2010 board meeting were approved 5-0 with the correction of one typo on page six.

Tab 2 Financial Report for Period Ending June 30, 2010

Tab 3 Total Enrollment, Spring Quarter 2010 and Annual Enrollment Comparison Report

**VI. CONSTITUENT REPORTS**

Faculty Report

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Doug Brown, Bellevue College Association of Higher Education (BCAHE) president, reported that:

- The BCAHE negotiated contract covers limited changes from last year;
- It is anticipated that anticipated budget reductions will result in a number of negotiated items as high impact changes are required college-wide;
- Contract items which have remained stable over time may need to be reviewed for possible modification;
- We'll be grappling with assessments, sustaining interactions with students, and maintaining and stimulating the creativity and synergy of faculty, students and staff;
- Faculty will exercise leadership to increase teamwork and participation in shared governance;
- In light of the current economic situation, the state and community are examining the role of higher education in preparing for the future and the level of support they're prepared to provide; and
- Vijay suggested looking into Khan Academy as an example of one way to provide assistance to students who have commonly asked questions.

Classified Staff Report

Melissa Sitzenstock, classified staff representative, reported that:

- September always brings an increased workload for classified staff and this summer has been busier than usual, providing less time than usual to prepare for the rush of fall quarter;
- Admissions applications are up and we've already processed more applications than we processed all of last year with more arriving every day;
- Financial Aid is working at maximum capacity to try and keep up with applications;
- There are a number of students who didn't meet the May deadline for financial aid and those applications continue to arrive;
- Staff are tired, lines are getting long, and they're being asked to work harder with fewer resources;
- Statewide negotiations for classified staff include requests to forego raises, give up a personal holiday, and pay an increased share for health benefits;
- It's increasingly difficult to continue giving with deteriorating compensation and benefits;
- Vijay thanked Melissa and her peers for continuing to do their best with limited resources; and
- Targeted temporary help has been approved to help manage the increased workload but there has been a delay between budget approval and the start date for these temporary hires.

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VII. ACTION ITEMS

Tab 4 Negotiated Agreement Between the Board of Trustees of Community College District VIII and Bellevue College Association of Higher Education

Cesar Portillo presented the proposed negotiated agreement between the Board of Trustees and BCAHE.

It was moved by Steve Miller and seconded by Paul Chiles that:

Motion 29:10      The Board of Trustees of Community College District VIII approves the proposed 2010-2011 Negotiated Agreement between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education as presented in the *2010-11 Faculty Contract Tentative Agreement*, pending ratification by the faculty.

The motion was approved 5-0.

VIII. FUTURE ACTION ITEMS

Tab 5 2011 Board Meeting Dates

Lucinda Taylor presented proposed 2011 Board meeting dates. This item will be presented for approval at the November 17, 2010 meeting.

IX. STAFF AND BOARD REPORTS

Capital and Facilities Master Plan

Paul Chiles reported that:

- We've made progress with the purchase of property to house the new North Campus and we're working toward completing that transaction; and
- We've indicated an interest in property in Issaquah and we're proceeding with investigating the possibilities.

Economic Development

No report.

New Campus Development

No report.

Foundation Campaign

Vicki Orrico reported that:

- The Advancing Student Success campaign has raised \$3,446,000 toward their \$6,700,000 campaign goal;
- Six new directors have been added to the board, including familiar names such as Cyrus Habib, Louise Cooley and Sarah Langton;

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- The Foundation's annual Donor and Scholar Reception is November 3<sup>rd</sup>, 5:30pm in A265; and
- Wednesday, April 27, 2011 is the annual luncheon and Peter Buffett will be our keynote speaker.

Long Range Finance/Resource Planning

No report.

Strategic Plan/Accreditation

No report.

TACTC Board of Directors

No report.

TACTC and BC Legislative Committee

Steve Miller and Vicki Orrico reported that:

- They attended the TACTC Legislative Conference in September;
- Trustees were asked to look at broader budget questions for the statewide system;
- The sequencing of decision-making activities between WACTC, TACTC and SBCTC was discussed;
- There was a discussion regarding better partnering with other colleges to help our students find the classes they need when their primary college is overenrolled for the needed classes;
- The potential benefits of strengthening our partnerships with four-year institutions was discussed; and
- There are consortiums forming in response to the legislative direction outlined in the efficiency bill to explore ways to centralize and consolidate services where possible.

Work Plan Oversight

No report.

President

Jean Floten reported that:

- She's received a year-end report of enrollment statistics for the system and shared this with the board;
- Bellevue completed the year about 25 percent over targeted enrollment;
- There is a move toward equalizing tuition revenues for all the community and technical colleges which could result in tuition revenue being taken

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- from some colleges and redistributed to others, a major shift in policy that would impact BC's funding significantly;
- Jean is on the TACTC Executive Committee this year and will be attending a portion of the SBCTC retreat next week;
  - Applied baccalaureates are not on the SBCTC legislative platform;
  - We've received a large grant for medical informatics, are recognized as a leader in the field, and it's one of the areas we want to expand to a four-year degree. We've been hampered in this process by lack of a defined process at the statewide level;
  - There are ongoing discussions regarding CTC borders, including a legislative mandate to investigate possible efficiencies;
  - Opening Week is next week and trustees are invited to attend any of the events listed on the calendar;
  - The BC Trustee retreat is scheduled for September 22 and further information will be distributed as we firm up details;
  - Paula Boyum provided a short overview of grant proposals that are currently in process;
  - Paula provided information and background on Phil Needles, the new Dean of the Institute of Business Information Technology;
  - Rachel Solemsaas provided a brief overview of the high tuition institutions in the state and will be providing further detail as it becomes available; and
  - Rachel provided an overview of current estimates for anticipated cuts based on a 3.6 percent reduction in the current biennium followed by a 10 percent reduction for the 2012-13 biennium.

X. UNSCHEDULED BUSINESS

No unscheduled business.

XI. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 3:26 p.m. The next regular meeting will be held on September 22, 2010.

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ATTEST:

Vijay Vashee, Chair  
Board of Trustees

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Lucinda Taylor  
Secretary, Board of Trustees  
Community College District VIII

**BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE, WASHINGTON**

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held September 22, 2010 at the at the Community Center at Mercer View, 8236 SE 24th Street, Mercer Island, Washington. Mr. Vijay Vashee, Chair, presided.

**I. ATTENDEES**

Jean Floten, President  
Lucinda Taylor, Secretary, Board of Trustees  
Paula Boyum, VP of Workforce Development  
Rachel Solemsaas, VP of Admin Services  
Agnes Figueroa, Dean of Information Resources  
Gaynor Hills, VP of Institutional Advancement

Cesar Portillo, VP of Human Resources  
Tom Nielsen, Executive Dean  
Jim Bennett, VP of Equity and Pluralism  
Tom Pritchard, VP of Student Services  
Patty James, Director of Institutional Effectiveness and Research

**II. ROLL CALL**

Mr. Chiles, Ms. Gunn, Ms. Orrico, Mr. Miller and Mr. Vashee were present.

**III. STUDY SESSION**

Opening Comments and Review – Tab 1

Jean Floten welcomed the group to the forty-fifth academic year. We've experienced a remarkable opening week and our enrollment is off the charts.

Jean expressed appreciation to those responsible for getting us of to a great start and for the many activities necessary to make it happen.

Student Services is committed to student success, bringing in cohorts over the summer for our first Students of Color Success Institute.

We're still challenged by the number of financial aid applications with a 185% increase over last year.

Grounds and rooms look beautiful, thanks to Rachel and the campus operations crew.

Faculty have been engaged in the student success effort, identifying classes for specific interventions and a commitment to measure progress.

Budget reductions have been announced by the Governor and Jean held a budget session on Friday, September 17 to provide an update to campus on the budget status. This session will be repeated on October 6 and information is also being posted on the college portal.

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We need to file a general strategic reduction plan with the Governor for the 2011-13 biennium by September 30 and our plan needs to be submitted to the SBCTC by September 23 in order to make this deadline.

Our plan for this year's reduction needs to be filed by October 16 and will need to be specific.

Goals for today's retreat include: establish strategic direction for development of our new strategic plan, BC: Vision 2020; receive an update on the budget; review and provide feedback on area accomplishments and work plans for the coming year; and review the board's self evaluation

The top ten areas of attention for 2010-11 are: work plans; strategic planning and accreditation; facilities; budget; legislative session; campaign; organization; negotiated contracts; grants; and IT. Board study sessions will focus on the ten key items and trustee assignments are also aligned with these areas.

We're moving into a new accreditation cycle as redefined by the NWCCU and this will take some time and attention to integrate with our strategic planning process.

We have a number of facilities activities on the horizon with the purchase of a facility for North Campus, exploring a possible extension in the Issaquah Highlands, looking for an offsite warehouse for our bookstore, and continuing to function on campus with no new facilities for expansion on the main campus.

Budget reductions will necessitate reorganization and related negotiations with the unions on campus.

There are a number of IT changes in the works with the statewide "lift and shift" project and a new voice-over IP system being installed

We're focused on aligning our strategic plan, budget, contracts, organization and processes so they work together in a clearly defined and integrated manner on an annual cycle.

We want to develop a strategic vision that defines us in a way that differentiates us from the other colleges in the region.

All decisions and resource allocations will be tied to the strategic plan.

Strategic Planning – Tab 2

Campus has been engaged in a journey to the future, focusing on planning for 2011-2020. Our planning process will strengthen the planning foundation in a manner that's inclusive and ongoing and based in a culture of evidence and measurement.

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We have developed four core themes around which to focus our energies: Student Success; Teaching and Learning Excellence; College Life and Culture; and Community Engagement. Over the summer, we engaged the support units in defining their purpose and measures of achievement and are currently engaging the faculty to do the same.

We're currently in the Visioning phase of the cycle, defining preferred futures (Summer/Fall). The next phase is to develop strategies (Fall), tactics (Winter), and resource allocations (Spring)

We've instituted an Institutional Planning portal for better communication with the campus community. The roles of key players have been outlined with Planning Council, the Council for Effectiveness and Research, administrative and instructional units, and the campus community providing input to President's Staff. President's Staff provides a recommendation to the President who then makes a recommendation to the Board of Trustees.

It was suggested that we think of the current economic condition as an ongoing process that will not be over any time soon. It's a difficult balance between encouraging the campus to continue striving for improvement and supporting our students while at the same time looking for ways to cut substantial portions out of the budget. We'll need to find the high level cause that our community is willing to strive and sacrifice to achieve.

Strategic Questions – Tab 3

Rachel Solemsaas provided an overview of activities undertaken by the college that were designed to help us define our strategic plan for 2020.

The leadership team was engaged in a two day retreat in August where four possible futures were explored through defined scenarios. Participants were asked to imagine it is ten years from now and the question before them is, "How and when do people learn?"

Scenarios help us imagine the world with social, technological, economic, environmental and political elements that we can't control and can't predict with any degree of certainty. We then look at factors that influence our institution, including: market size, growth and volatility; customers; competitors; suppliers; owners; communities; and partners. We look for trends to help us hypothesize possibilities.

The four scenarios we used were based on a learning approach that varies along a continuum from fragmented to holistic and a level of motivation that is on a continuum from internal (individual) to external (state/corporation). The resulting scenarios are called Time Out, Corporate Lifeline, Subprime Learning, and Open Learning.

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We then attempt to answer the question “How does Bellevue College distinguish itself in serving the student of 2020?” in each of these four scenarios. Although each potential future was quite different, common solutions evolved from the various groups. Suggestions from trustees included:

Become part of the change;

Become a premier provider of distance education;

Distinguish ourselves in innovation by creatively addressing the needs of students and merging the needs of the business community with students' needs for flexibility;

Be adaptive, do not resist change; and

Provide education that matters to students and do it better than others due to the caliber of the institution and the people who work here.

Our mission is to help learners become fulfilled individuals, valued workers and engaged citizens.

As stewards of knowledge, we need to help students learn to distill information and make judgments about the validity and veracity of the information they receive. We need to find ways to evolve to serve the community as it also evolves.

The role of faculty is evolving from being the providers of information to teaching critical thinking so students can evaluate information and apply it appropriately within their world. It's more about teaching process rather than data.

The concept and ownership of intellectual property was discussed.

Attributes of our mission were reviewed, including access to learning, curriculum design and pedagogy, programs, collaboration, leadership, and accountability. It was suggested that we add BC being an example/paradigm for change to the leadership piece of this description.

Defining student success goes beyond retention and completion. Students need to be prepared to function in the evolving world, including basic life skills, a culture of lifelong learning, and application of learning across disciplines.

In order to continue to be the college of choice, we need to have the resources to change to meet the needs of our students and offer the resources and activities that help our students to achieve this.

We've made decisions in the past that focus on technology, health care, a small but targeted group of programs targeted to our local businesses, and a large

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portfolio of continuing education courses. We can continue to build on these core areas.

Fitting it All Together – Next Steps

The next steps are:

Refine the elements with Planning Council, academic and administrative units, and President's Staff (September 28 through October 5);

Hold campus community planning session hearings (September 17, October 6, and October 12);

Maintain a focus on our students. Success should be measured one student at a time, based on the student's goal rather than the granting of a degree or certificate. This requires knowing what the student's goals are and sometimes the student doesn't know when they get here just what their goals are.

Define the desired attributes for our college and direct our resources to making those attributes a reality.

It was suggested that we need to revamp our mission statement to a very simple, one-line concept. A sample mission statement might be, "Be a place where students want to come and leave as effective learners and citizens."

Budget – Tab 4

Jean reviewed her presentation to campus on the budget.

We have to streamline our processes to be more efficient, but we also need to significantly reduce our operations to accommodate the mandated budget reductions. The Governor has instituted an across the board reduction for all state agencies except those with constitutional protection. Higher education is not constitutionally protected and we must file a plan for a 6.3 percent reduction based on an implementation date of October 1.

We also need to plan for a 10 percent reduction for the next biennium. Our plan is due to the SBCTC by September 24. Preliminary estimates were presented with the caution that the numbers are estimates only. There are several variables at play that could affect the final reduction for a given time period. Variables include earmarks, maintenance of effort for federal money, the possible uneven distribution of cuts among higher education sectors, tuition mediation and tuition policy, among others.

Jean committed to the campus that decisions will be guided by our mission and values. She promised openness, honesty and transparency in the process. Information will be shared as it is received and posted on the budget portal.

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There will be opportunities for the campus community to provide feedback as we work through the budget reduction process.

The Governor has convened a task force to evaluate higher education and recommend policy direction. While the focus of the group is on the four-year institutions, there will be collateral impact on the CTC system. The Governor asked for a very short timeline and has committed to implementing recommendations from the task force. The report is due on September 27.

There are a number of items affecting processes at the statewide level. There are nine out of thirty-four CTC presidents who are new in their positions. There are legislatively mandated studies on efficiency, boundaries and the potential consolidation of Cascadia and Lake Washington Technical College. Tolls on 520 will begin in the spring. The SBCTC is submitting a request for additional funding from the legislature. Applied baccalaureates are not on the request list. Budget reductions are ongoing.

Last Year's Summary and Annual Work Plans – Tab 5

Jean provided context for reviewing last year's accomplishments and this year's work plans. Our goal is to improve student success and student achievement in selected classes by 2 percent. We'll also look at students of color populations to try and reduce the gap between the success rates of different populations.

It was decided that Vice Presidents would limit their presentations to their top accomplishments and top items that didn't work as well as planned from last year. Current year work plans will be reviewed in study session at the November 17 meeting.

Human Resources is focused on training and development. They have developed partnerships with other units on campus to provide supervisory training. We still need to measure how well the learning is retained. We've instituted performance evaluation training and all staff have been trained. Multicultural competency training has been highlighted throughout the training curriculum. HR has also instituted conflict resolution processes using current HR employees as facilitators. There are plans for training facilitators from other units. Success will be measured using the number of formal complaints filed, although this is likely to vary as budget cuts are implemented. We are preparing for staffing reductions and resulting issues.

The Office of Equity and Pluralism has contributed to multicultural training opportunities. Learning communities were piloted last year and we will continue to grow this program in the coming year. The office continues to offer Let's Talk About Race workshops and recently offered training for new facilitators. Courageous Conversations are ongoing.

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Institutional Advancement has continued to bring in multiple grants and grant support has increased significantly. We recently learned we'll receive a \$190,000 grant to support veterans. There is also a new \$25,000 grant from the Lockwood Foundation. The Foundation has increased its donor base by 100 percent and has also increased funds raised. We've done an incredible job raising funds from those close to us (primarily the Foundation Board of Directors) and have focused on friend-raising during this difficult economic time. Our scholarship application process is being moved online to make it easier for students to apply as well as easier for staff to manage. Print Services has done an incredible job supporting sustainable practices using more efficient copiers as well as recycled toner and paper.

Instruction experienced high turnover in leadership (four out of five Deans and the Executive Dean) yet still successfully completed a year of record enrollments. We reorganized the Business Division, moved the transfer function to Social Sciences, and combined the professional/technical programs with the NWCET to create the new Institute of Business Information Technology (IBIT). We just hired a new Dean for IBIT. We also launched our second baccalaureate degree program, the Applied Bachelors of Interior Design, simultaneously laying the groundwork for adding future baccalaureate degrees. Implementation of the Teaching and Learning Center has been delayed but is currently underway. We completed evaluations for full-time and part-time faculty prior to accreditation, but have found this difficult to maintain due to the number of part-time faculty involved.

Student Services has further developed and fully integrated the pilot projects of FYE, One-Stop Matriculation and Peer-to-Peer Mentoring. Faculty are involved throughout and student retention has show significant increases. The Fresh Start Program was piloted last spring to start enforcing our academic policy. Every student with 60 or more credits and a cumulative GPA of less than 2.0 was contacted and counseled to identify problem areas then referred to appropriate resources. Those able to complete the next quarter with better than a 2.0 increased from about 20 percent to about 60 percent. The goal is to decrease the number of credits at which we intervene until we're down to 18 credits so we can identify and intervene with these students early in their academic program.

Workforce Development has experienced a 175 percent increase in Worker Retraining students. We've also experienced high numbers of WorkSource and WorkFirst students. Bellevue College has established itself as the lead provider of Health IT training. We just completed an NSF grant to support a STEM cohort and we plan to continue to support this effort. NWCET is poised to refocus efforts on more robust programs in the STEM fields. We're working on closer ties with faculty in supporting grants.

Administrative Services has been designing the new Institutional Planning process to integrate all aspects of planning, including strategic planning, accreditation, the capital master plan, budget and resource allocation. Training

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on multicultural competency and soft skills to be inclusive and free of invisible bias has been instituted across the unit. We've just hired a sustainability director to help us infuse sustainable practices across campus. We have a few large capital projects under way, including the new facility for North Campus and performing due diligence to explore the possibility of acquiring property in Issaquah.

Information Resources has been busy preparing for the migration from obsolete HP 3000 systems to the new backbone being managed by DIS. This has required upgrades of local computers to be able to run compatible systems. Time and Leave reporting is now completely online. A new account and password management system has been implemented, putting this into the hands of individual users. We're continuing with virtualizing our server systems. IT staff are working closely with our training coordinator and have created an online one-stop-shop for all training opportunities across campus.

We'll look at objectives for 2010-11 in study session in November. Student demographics and nursing will be included as Information Items.

Board Evaluation and Annual Goals

Board members reviewed their self-evaluations and developed goals for the coming year. Their goal for student success will include a focus on the areas of diversity, multicultural learning, and nursing program retention. The board will also focus on preparing for the future as budgets decline.

IV. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 4:07 p.m. The next regular meeting will be held on November 17, 2010.

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ATTEST:

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Vijay Vashee, Chair  
Board of Trustees

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Lucinda Taylor  
Secretary, Board of Trustees  
Community College District VIII



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## **REGULAR MEETING AGENDA ITEM**

**Tab 4**

**November 17, 2010**

**Information**     **Discussion**     **Action**

### **Topic**

Financial Report for Period Ending September 30, 2010

### **Description**

The college provides periodic written reports to the Board of Trustees that identify budget changes or significant financial conditions for the board's discussion and action when necessary. The following report provides the college's financial status for the fiscal period July 1, 2010 to September 30, 2010. It includes budget adjustments made throughout the year for a variety of reasons, such as state allocation changes, changes in revenue based upon actual collection, new sources or changes in revenue sources, and/or adjustments in expenditures to align with collected revenue. This quarterly report documents all changes and provides a comparison of budgeted to actual revenue and expenditures to date. It should be noted that although some of the college's smaller funds for agency pass-through funds and endowment funds are not budgeted, their revenue and expenditures have been included in the attached report to provide a complete listing of the college's financial activities.

The purposes of the review is to analyze revenue and expenditure patterns against expectations, to identify emerging trends to see if they will have any bearing on future budgets, and to provide a record of adjustments and changes that differ from the budget plan. A summary of the budget revisions to date is identified immediately after the analysis.

### **Key Questions**

- \* Do revisions or changes in the college's budgets reflect the Board's policy direction?
- \* What is the overall health of the college's budgets?

## **Analysis**

The following summarizes the financial status of the College's funds as of September 30, 2010:

- **State and Local operating funds**: Revenue includes the state allocation, tuition and other miscellaneous operating income; in addition one-time funding is budgeted as opening entries. Enrollments, and hence revenues exceeded targets for the Summer and Fall quarters. Excess revenues and fund balance allocated and not used are transferred to fund balance in support of reserves, local capital projects and contingencies.
- **Dedicated Local funds**: These funds include self-support programs, such as continuing education, computer lab fees, and lab and course fee accounts. These programs are exceeding their projected revenue collections for the first quarter while posting lower expenditures than budgeted.
- **Grants and Contracts**: These funds include grants and contract programs, such as running start and international student programs. Expenditures are consistent with revenues and in accordance with planned budget assumptions.
- **Proprietary funds**: These funds include ancillary and enterprise funds. In this category, revenue exceeded expenditures. Computing services is reflecting a lower balance due to timing in recharges and invoice posting. Food Service is reflecting a temporary loss due to expenses in preparation for Fall quarter.
- **Fiduciary funds**: This account contains assets held in trust for the state or account for assets which are held for eventual disbursement to authorized recipients, including individuals or private organizations.
- **Capital projects**: The capital funds are budgeted on a biennial basis. All revenue and expenditure activity follows the capital plan.

The following summarizes the budget revisions made for each fund:

- **Local operating funds**: The College's operating budget changes reflect an increase of \$1,456,459:
  - State allocation: The net increase of \$1,456,459 is comprised of the following:
    - \$ 63,169 Basic Skills Enhancement;
    - \$ 1,393,290 Worker Retraining – Variable.
  - Local Operating: No change
- **Local dedicated funds**: The increase of \$102,279 reflects adjustments for:
  - \$ 17,508 HPRO 141 Fee addition;
  - \$ 9,000 Dosimetry Self-Support section addition;
  - \$ 51,086 Cont Ed growth plan carry over;

- \$ 7,000 Radiation Assistant Self-Support section addition;
  - \$ 112,440 Contracts and Special Projects;
  - \$ <94,755> International Student Programs one-time budget held.
- Grants and contracts funds: The \$7,375,763 net increase reflects:
  - \$1,741,443 in new grants;
    - \$ 509,638 NSF – Health IT;
    - \$ 783,135 DOE – 21<sup>st</sup> Century Bookstore;
    - \$ 16,000 SBCTC – Open source Chem. III;
    - \$ 60,420 SBCTC – Basic Food Stamp program;
    - \$ 3,500 SBCTC – Parent Ed Conference;
    - \$ 2,400 SBCTC – Perkins Parent Ed.;
    - \$ 37,451 Bellevue SD – Gifted Program;
    - \$ 19,602 Nuclear Medicine Tech course fee;
    - \$ 180,000 City of Bellevue TV Equip. Replacement;
    - \$ 127,297 City of Bellevue Cable Cast System;
    - \$ 2,000 BC Foundation Mini Grant;
  - \$5,634,320 adjusted award and carry-over grant balances from 2009-10.
- Proprietary funds:
  - \$ 750,000 Computer Service Fund;
    - \$ 750,000 Phone System.
  - \$ <12,460> Book Store
    - \$ <12,460> FIPSE Salary Match requirement in 10-11
- Fiduciary funds: No Change
- Capital Projects: Initial budgets are balanced to state appropriations and use of local funds as approved by the board.

Bellevue College's revenue and expenditure plans are on track and on schedule. Current adjustments reflect normal activities.

### **Background Information**

Attachment 1: Cumulative Financial Comparison of Budget versus Actual Revenue and Expenses by Fund

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII reviews the quarterly financial reports as attached and has an opportunity to have any questions answered.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE COLLEGE  
2010-11 Quarterly Financial Report  
For the Period Ending September 30, 2010

COMPARISON OF BUDGETED VS. ACTUAL REVENUE AND EXPENSE BY FUND											
	2010-11 INITIAL BUDGET	CUMMULATIVE BUDGET REVISIONS	2010-11 REVISED BUDGET	2010-11 OPENING ENTRIES (Fund Balance)	SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	PERIOD ENDING	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	2010-11 2010-11 DIFFERENCE ACTUAL LESS BUDGET	2010-11 YTD % BUDGET
<b>OPERATING FUND:</b>											
STATE ALLOCATION											
ALLOCATION	30,947,938	1,456,459	32,404,397		7,021,734	0	0	0	-25,382,663	21.67%	
EXPENSE	30,947,938	1,456,459	32,404,397		7,021,734				-25,382,663	21.67%	
<b>TOTAL STATE ALLOCATION</b>	<b>30,947,938</b>	<b>1,456,459</b>	<b>32,404,397</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>			
LOCAL OPERATING											
REVENUE	17,838,651	0	17,838,651		8,937,122				-8,901,529	50.10%	
OPENING ENTRIES (Budgeted)	265,885	0	265,885	1,353,262					-265,885	0.00%	
EXPENSE	18,104,536	0	18,104,536		4,301,993				-13,802,543	23.76%	
<b>TOTAL LOCAL OPERATING</b>	<b>18,104,536</b>	<b>0</b>	<b>18,104,536</b>		<b>4,635,129</b>	<b>0</b>	<b>0</b>	<b>0</b>			
DEDICATED LOCAL FUND											
REVENUE	14,180,334	51,288	14,231,622		6,031,813				-8,199,809	42.38%	
OPENING ENTRIES (Budgeted)	149,100	50,991	200,091	11,297,131							
EXPENSE	14,329,434	102,279	14,431,713		2,613,360				-11,818,353	18.11%	
<b>TOTAL DEDICATED LOCAL FUND</b>	<b>14,329,434</b>	<b>102,279</b>	<b>14,431,713</b>		<b>3,418,453</b>	<b>0</b>	<b>0</b>	<b>0</b>			
GRANTS & CONTRACTS											
REVENUE	13,246,643	7,322,016	20,568,659		3,554,931				-17,013,728	17.28%	
OPENING ENTRIES (Budgeted)	0	53,747	53,747	9,199,631							
EXPENSE	13,246,643	7,375,763	20,622,406		2,762,072				-17,860,334	13.39%	
<b>TOTAL GRANTS &amp; CONTRACTS</b>	<b>13,246,643</b>	<b>7,375,763</b>	<b>20,622,406</b>		<b>792,859</b>	<b>0</b>	<b>0</b>	<b>0</b>			
<b>TOTAL OPERATING FUNDS:</b>	<b>76,628,551</b>	<b>8,934,501</b>	<b>85,563,052</b>		<b>8,846,441</b>	<b>0</b>	<b>0</b>	<b>0</b>			
<b>PROPRIETARY FUNDS:</b>											
STORES FUND											
REVENUE	350,000	0	350,000	291,132	89,310				-260,690	25.52%	
EXPENSE	350,000	0	350,000		61,104				-288,896	17.46%	
<b>TOTAL STORES FUND</b>	<b>350,000</b>	<b>0</b>	<b>350,000</b>		<b>28,206</b>	<b>0</b>	<b>0</b>	<b>0</b>			
COMPUTER SERVICE FUND											
REVENUE	467,246	750,000	1,217,246	2,376,041	148,772				-1,068,474	12.22%	
EXPENSE	467,246	750,000	1,217,246		-6,354				-1,223,600	-0.52%	
<b>TOTAL COMPUTER SERVICE FUND</b>	<b>467,246</b>	<b>750,000</b>	<b>1,217,246</b>		<b>155,126</b>	<b>0</b>	<b>0</b>	<b>0</b>			
PRINTING FUND											
REVENUE	1,093,124		1,093,124	348,863	256,514				-836,610	23.47%	
EXPENSE	1,093,124	0	1,093,124		247,624				-845,500	22.65%	
<b>TOTAL PRINTING FUND</b>	<b>1,093,124</b>	<b>0</b>	<b>1,093,124</b>		<b>8,890</b>	<b>0</b>	<b>0</b>	<b>0</b>			
MOTOR POOL											
REVENUE	16,000	0	16,000	4,548	3,676				-12,324	22.98%	
EXPENSE	16,000	0	16,000		2,067				-13,933	12.92%	

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	2010-11 INITIAL BUDGET	CUMMULATIVE BUDGET REVISIONS	2010-11 REVISED BUDGET	2010-11 OPENING ENTRIES (Fund Balance)	PERIOD ENDING				2010-11 DIFFERENCE ACTUAL LESS BUDGET	2010-11 YTD % BUDGET
					SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE		
<b>TOTAL MOTOR POOL</b>	<b>16,000</b>	<b>0</b>	<b>16,000</b>		<b>1,609</b>	<b>0</b>	<b>0</b>	<b>0</b>		
ASSOCIATED STUDENTS										
REVENUE	2,532,268	0	2,532,268	3,399,490	1,188,567				-1,343,701	46.94%
EXPENSE	2,532,268	0	2,532,268		345,068				-2,187,200	13.63%
<b>TOTAL ASSOCIATED STUDENTS</b>	<b>2,532,268</b>	<b>0</b>	<b>2,532,268</b>		<b>843,499</b>	<b>0</b>	<b>0</b>	<b>0</b>		
BOOKSTORE										
REVENUE	5,316,155		5,316,155	7,215,352	1,946,625				-3,369,530	36.62%
EXPENSE	4,621,140	-12,460	4,608,680		1,560,209				-3,048,471	33.85%
<b>TOTAL BOOKSTORE</b>	<b>5,316,155</b>	<b>-12,460</b>	<b>5,316,155</b>		<b>386,416</b>	<b>0</b>	<b>0</b>	<b>0</b>		
PARKING										
REVENUE	1,878,870	0	1,878,870	2,624,535	933,607				-945,263	49.69%
EXPENSE	1,878,870	0	1,878,870		92,959				-1,785,911	4.95%
<b>TOTAL PARKING</b>	<b>1,878,870</b>	<b>0</b>	<b>1,878,870</b>		<b>840,648</b>	<b>0</b>	<b>0</b>	<b>0</b>		
FOOD SERVICES										
REVENUE	1,404,362	0	1,404,362	662,405	243,808				-1,160,554	17.36%
EXPENSE	1,404,362	0	1,404,362		287,054				-1,117,308	20.44%
<b>TOTAL FOOD SERVICES</b>	<b>1,404,362</b>	<b>0</b>	<b>1,404,362</b>		<b>-43,246</b>	<b>0</b>	<b>0</b>	<b>0</b>		
OTHER AUXILIARY ENTERPRISES										
REVENUE	3,336,886	0	3,336,886	2,548,725	1,026,130				-2,310,756	30.75%
EXPENSE	3,336,886	0	3,336,886		930,678				-2,406,208	27.89%
<b>OTHER AUXILIARY ENTERPRISES</b>	<b>3,336,886</b>	<b>0</b>	<b>3,336,886</b>		<b>95,452</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>TOTAL PROPRIETARY FUNDS:</b>	<b>16,394,911</b>	<b>737,540</b>	<b>17,144,911</b>		<b>2,316,600</b>	<b>0</b>	<b>0</b>	<b>0</b>		
FIDUCIARY FUNDS:										
GRANTS IN AID										
REVENUE	9,060,800	0	9,060,800	134,163	2,791,699				-6,269,101	30.81%
EXPENSE	9,060,800	0	9,060,800		3,377,790				-5,683,010	37.28%
<b>TOTAL GRANTS IN AID</b>	<b>9,060,800</b>	<b>0</b>	<b>9,060,800</b>		<b>-586,091</b>	<b>0</b>	<b>0</b>	<b>0</b>		
STUDENT LOAN										
REVENUE	10,400,000	0	10,400,000	15,274	1,339,325				-9,060,675	12.88%
EXPENSE	10,400,000	0	10,400,000		1,928,528				-8,471,472	18.54%
<b>TOTAL STUDENT LOAN</b>	<b>10,400,000</b>	<b>0</b>	<b>10,400,000</b>		<b>-589,203</b>	<b>0</b>	<b>0</b>	<b>0</b>		
FINANCIAL AID FUND										
REVENUE	750,000		750,000	538,768	495,551				-254,449	66.07%
EXPENSE	750,000		750,000		306,244				-443,756	40.83%
<b>TOTAL FINANCIAL AID FUND</b>	<b>750,000</b>	<b>0</b>	<b>750,000</b>		<b>189,307</b>	<b>0</b>	<b>0</b>	<b>0</b>		
AGENCY										
REVENUE	0	0	0	867,788	774,651				n/a	n/a
EXPENSE		0	0		450,819				n/a	n/a
<b>TOTAL AGENCY</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>323,832</b>	<b>0</b>	<b>0</b>	<b>0</b>		

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## **REGULAR MEETING AGENDA ITEM**

**Tab 5**

November 17, 2010

Information     Discussion     Action

### **Topic**

Total Enrollment, Summer Quarter 2010

### **Description**

The college continuously monitors and analyzes enrollment statistics and trends, particularly during registration and enrollment periods. Enrollment updates are regularly provided to the entire college during that time. Downward and upward trends are analyzed, and strategies are put into place to address areas of concern.

As part of the strategic enrollment and planning process, each quarter, an enrollment report for all fund sources (state-funded, self-support and other) is compiled for review and discussion. The final summer enrollment report is being presented to the Board of Trustees as part of the consent agenda.

### **Key Questions**

- \* Was the college's enrollment target for state funded and self-support FTES met for Summer Quarter 2010, and how did that performance compare to Summer Quarter 2009?
- \* Were there any areas of enrollment that experienced significant differences (increase or decrease) for Summer Quarter 2010, and what are the reasons for those changes?

### **Analysis**

In an October 10, 2010 SBCTC News Release, Charlie Earl, Executive Director for the State Board for Community and Technical Colleges, is quoted:

"Colleges will continue serving as many students as possible as long as they can serve them well. Meeting all students' needs is not possible as these cuts keep coming."

"Increased enrollments during times of economic downturn are not a new phenomenon for community and technical colleges, but the record budget cuts alongside record enrollments for two years running is unprecedented and making it very difficult for community and technical colleges to do what they've always done: keep the doors to affordable education open." The full news release can be found at: [http://www.sbctc.ctc.edu/general/n\\_index.aspx](http://www.sbctc.ctc.edu/general/n_index.aspx).

Overall, BC's enrollment target for summer quarter was exceeded by 1% or 54.2 FTES. Increases (ranging between 18.5% - 6.1%) were seen in every division except Business, which was down by 12.3% of target, and the "Other Programs," down by 13.9%\* (see explanation below).

- Arts and Humanities Division exceeded its target by 73 FTES or 6.9%
- Business Division was down from its target by 47.7 FTES or 12.3%
- Health Science Division exceeded its target by 28.9 FTES or 6.1%
- Science Division exceeded its target by 187.8.2 FTES or 18.5%
- Social Science Division exceeded its target by 56 FTES or 7.5%
- Other Programs were down their target by 243.9 FTES or 13.9%

\*Other programs were down primarily due to a decrease in Tech Prep FTES. Last year Tech Prep exceeded their targets by 1093.8 FTES which led to higher targets for this year. Tech Prep this year sustained 70 percent of that increase, exceeding last year's target by 232.8% (852 FTES)

### **Background Information**

Attachment 1:

- Enrollment Comparison For All Funding Sources: Actual FTES 2010-11 vs. 2009-10
- Enrollment Comparison: Target vs. Actual FTES – Summer Quarter 2010

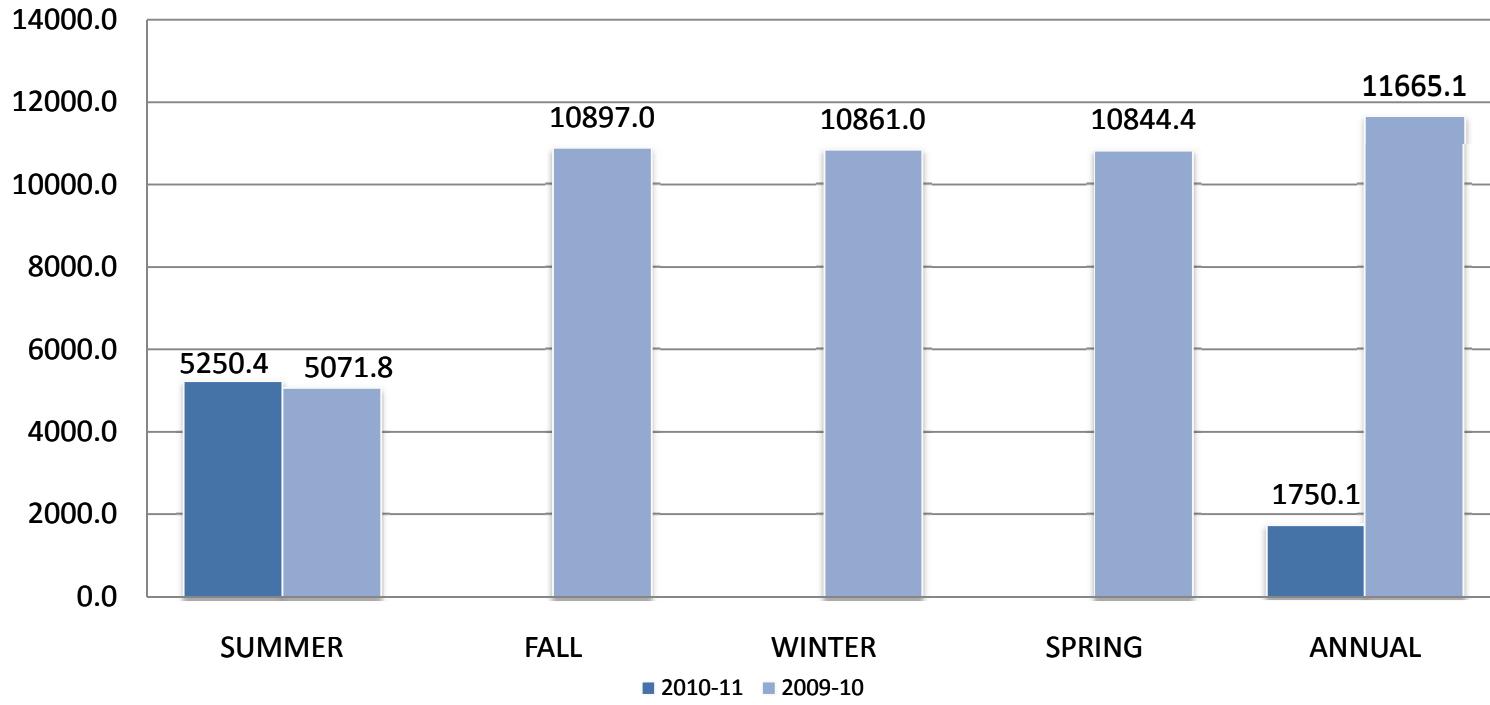
### **Recommendation/Outcomes**

The Board will have an opportunity to review and discuss the college's enrollment data and trends for summer quarter 2010.

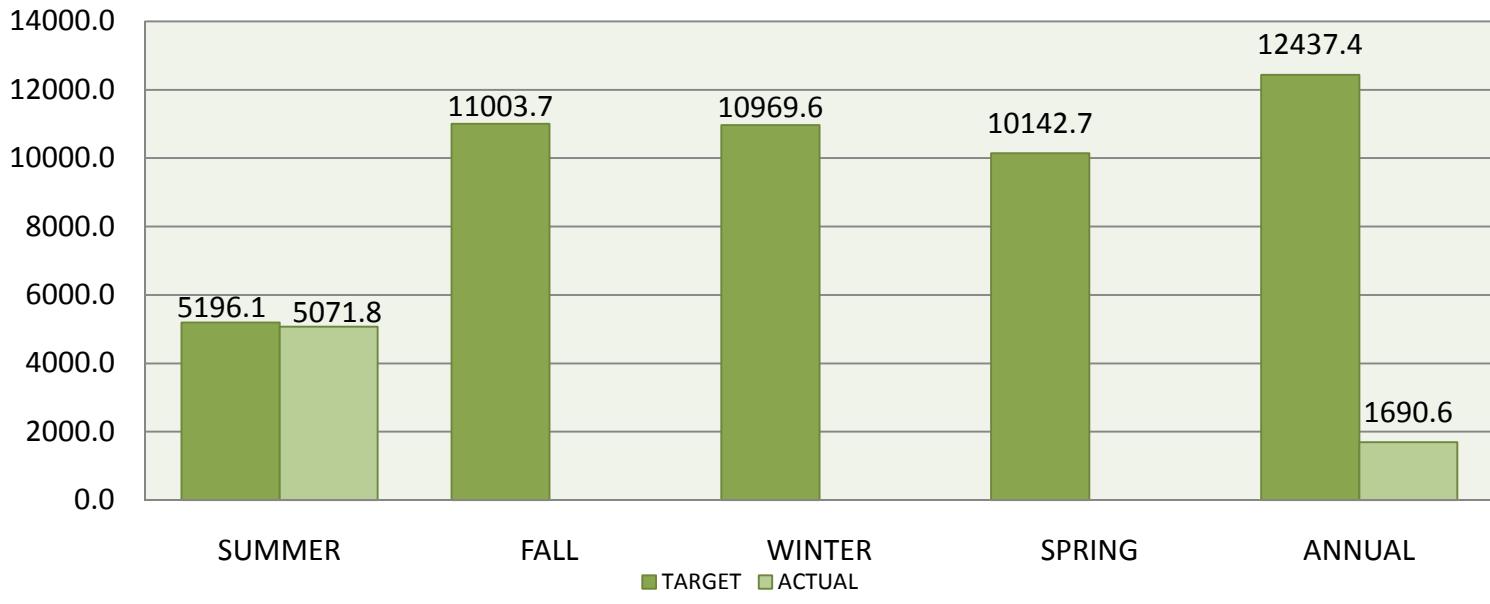
**Prepared by:** Tom Nielsen, Vice President of Instruction  
[tom.nielsen@bellevuecollege.edu](mailto:tom.nielsen@bellevuecollege.edu), 425-564-2442

COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE COLLEGE  
SUMMER QUARTER 2010 and ANNUAL 2010-2011

**Enrollment Comparisons - All Funding Sources/Actual FTES  
2010-2011 vs. 2009-2010**



**Enrollment Comparison Target vs. Actual FTES  
2010-2011**





## **REGULAR MEETING AGENDA ITEM**

**Tab 6**

November 17, 2010

Information     Discussion     Action

### **Topic**

Proposed 2011 Board of Trustees Meeting Dates

### **Description**

The Code Reviser (Washington Administrative Code) requires that a list of Board meeting dates be filed with their office each calendar year so that appropriate notice can be given to the public.

The following dates are being submitted for the Board's consideration as regular meeting dates for the year 2011.

Wednesday, January 26

Wednesday, March 2

Wednesday, May 25 (Coincides with Margin of Excellence Awards)

Wednesday, June 15

Wednesday, June 29 (Tentative, pending budget process needs)

Wednesday, September 7

Wednesday, October 12 (Tentatively scheduled as an all-day retreat)

Wednesday, November 16

If the recommended dates for June and November are not ideal, optional dates include June 22 and November 30.

### **Key Questions**

- \* Do the proposed dates meet the needs of the college in maintaining its administrative and contractual obligations?
- \* Do the proposed dates conflict with any major religious or secular holidays or other dates that might cause key personnel to be unavailable?

- \* Do the proposed dates meet the needs of the individual trustees?

## Analysis

The proposed dates meet the needs of the college in maintaining its administrative and contractual obligations and do not conflict with any major religious or secular holidays. The Bellevue School District (BSD) calendar has also been taken into consideration and none of the proposed dates conflict with BSD breaks.

## Background Information

The first meeting of the year should be scheduled as late as possible in January or early February to allow the Tenure Review Committee (TRC) as much time as possible to complete their recommendations. The BC Foundation Board of Directors (BCF) meets January 12, 2011. February 2, 2011 is the Christian observance of Candlemas.

State law requires that a tenure decision be made before the start of the candidate's 9<sup>th</sup> consecutive quarter (not counting summer) and the timing is such that we need to schedule a meeting in March. In addition, the BCCAHE negotiated contract requires that, if the Board disagrees with the recommendations of the TRC, this disagreement must be determined in open session and that the Board must then meet with the TRC at least five days before they make their final decision. In order to allow for this possibility and to avoid meeting during finals week, the March meeting should occur prior to March 11, 2011. Finals are scheduled for March 21-23, 2011 and the BCF is scheduled to meet on March 23, 2011. March 9, 2011 is the Christian observance of Ash Wednesday.

The Margin of Excellence Awards ceremony is scheduled for May 25, 2011 and we ask that the Trustees attend the ceremony as a study session. The BCF is scheduled to meet on May 11, 2011.

The budget needs to be approved in June and we typically schedule a second, tentative meeting to accommodate a late decision by the legislature. Our year-end event is scheduled for June 8, 2011 and the BCF is scheduled to meet on June 22, 2011.

The September meeting should be scheduled for the first or second Wednesday of the month to allow any negotiated changes in faculty salary to be implemented by the September 25 paycheck. This is assuming that we have reached tentative agreement and that there is a salary change to implement.

The October meeting is typically the first meeting for any newly appointed trustee and is an ideal time for a retreat to review the college's strategic planning for the coming year. Other considerations for October include the Hindu observance of Navaratri September

28 – October 5, 2011, the Jewish observance of Sukkot October 13-19, and the Jain, Hindu and Sikh observance of Diwali on October 26, 2011.

I used the Interfaith calendar at <http://www.interfaithcalendar.org/2011.htm> to determine primary sacred times for world religions.

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII approves the regular meeting dates for 2011 as presented.

**Prepared by:** Lucinda Taylor, Exec Asst to the President and Sec to the Board of Trustees  
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## **REGULAR MEETING AGENDA ITEM**

**Tab 7**

**November 17, 2010**

**Information**     **Discussion**     **Action**

### **Topic**

North Campus Center (NCC) Liberty II Remodel

### **Description**

The College has completed the purchase of Liberty II and met its goals to accommodate the lease expiration at its current location and acquire a permanent location for Continuing Education and the Venture program. The new building, Liberty II, requires renovation to convert what has been an office building into classrooms, computer labs, offices and accessory spaces. The design planned for this renovation anticipates construction costs that exceed the initial request approved by the State Board of Community and Technical College (SBCTC) in March 2010.

### **Key Questions**

- \* Does the renovation of Liberty II property serve the college's facility master plan?
- \* Is the estimated renovation cost for Liberty II within the college's budget plan?

### **Analysis**

The renovation of Liberty II has been designed to address the current and long-term space needs for the continuing education program and is consistent with the college's 2008 facility master plan goals maximizing flexibility of learning spaces and supporting a strong relationship with the community. The renovation design plan has been completed after a thorough analysis of the infrastructure needs of the building. Working with City of Bellevue officials, college staff have addressed the new International Building Code (IBC) requirements of the City of Bellevue. The State's General Administration office has opened a public works solicitation bid for this project. The successful bidder and the final construction amount required will be known by November 21, 2010.

Due to the infrastructure upgrades such as the HVAC system, seismic upgrades and other new building code requirements, the costs to renovate Liberty II exceed earlier estimates provided last March for SBCTC approval.

The following table summarizes the renovation costs related to the purchase of the Liberty II building and the additional amount necessary to complete the project. The additional amount needed is within the college's local capital fund reserves.

Liberty II Costs	Amount
Design (estimate)	1,185,000
Construction (estimate)	<u>2,765,000</u>
Subtotal	3,950,000
Approved Allocation	<u>(600,000)</u>
Estimated Additional Amount Needed	<u>\$ 3,350,000</u>

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII authorizes the college administration to seek approval from the SBCTC to renovate the North Campus Center, Liberty II building for an additional amount not to exceed \$3,500,000 using the College's local funds.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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## **REGULAR SESSION AGENDA ITEM**

**Tab 8**

November 17, 2010

Information     Discussion     Action

### **Topic**

2010-2013 Operating Budget Reduction Plan

### **Description**

The State continues to face increasing deficits that will further reduce the college's budget allocation. On September 16, the Governor mandated state agencies to reduce spending by 6.3 percent starting, October 1, in order to address the state's \$520 million deficit estimated for the remainder of the 2009-2011 biennium. In addition, a \$4.5 billion shortfall is projected for the next biennium of 2011-2013. Recent election results repealing some state taxes will further erode state revenues.

Planning is underway to address the impact of these reductions and prepare the college for the future in a way that will distinguish us in serving students and our community. These planning efforts are participatory processes that promote openness, honesty, and transparency throughout the college.

### **Key Questions**

- \* How will the projected budget deficit at the State level impact Bellevue College's operation?
- \* How will the college plan for this impact while embracing its core mission of serving students and the community?
- \* Do the recommended guiding principles and budget priorities reflect the college's mission and goals?

### **Analysis**

The Governor's mandated spending cuts of 6.3 percent equal \$1.9 million for Bellevue College. In addition, the anticipated \$4.5 billion deficit for the next biennium could result in an additional 10 percent reduction or \$3.2 million to the college. The college is currently planning to identify budget reduction strategies for a total of 16.3 percent or \$5.4 million as summarized in the table below. This amount includes an assumption of

\$300,000 for ongoing obligations that typically increase each year. Assuming a 7 percent tuition increase for each year of the next biennium, the college would need to identify about \$3.6 million of other sustainable funding sources or reduce expenditures.

### **Summary of Budget Reductions**

Target at 6.3 % for Oct 2010-June 2011	\$1,938,000
Target at 10% for July 2011-June 2013	3,215,000
Increased obligations July 2011-June 2012	300,000
Total target reductions for BC	<b>5,453,000</b>

### **Increase Revenues:**

Tuition increase @ 7% July 2011-June 2012	882,926
Tuition increase @ 7% July 2012-June 2013	927,072
Others revenue sources	
<b>Reduce Expenditures</b>	<b>\$3,643,002</b>

The college has identified \$967K of expenditure reductions that could be implemented starting October 1, 2010 while engaging the college community to identify deeper cut strategies for the remaining \$2.6 million (\$3.6 million less \$967K) that can be implemented starting January 2011. These reductions include:

### **Reduction Strategies Starting October 2010**

Debt Service	\$218,620
Reduce Goods and Services	129,707
Reduce Contingency	163,590
Class and Course Efficiencies	64,000
Staff Retirement (exempt)	74,225
Staff Consolidation (advising)	19,000
Staff Vacancies (2 exempt, 1 classified)	199,514
Transfer to Self Support	98,528
	<b>\$967,184</b>

Members of President Staff and Planning Council propose the following guiding principles and budget priorities for 2010-2011 that address our mission and core values of promoting the success of our students, providing excellence in teaching and learning, supporting a vibrant college life and culture, and strengthening community engagement and enrichment:

1. **Student Learning:** We will maintain a resolute commitment to our central mission: optimizing student learning.
  - Maintain and support excellence of teaching and learning.
  - Uphold rigorous and fair standards of student achievement.
  - Maintain appropriate services to facilitate students' achievement of their educational goals.
  - Sustain the college's commitment to supporting the affordability of, access to, and student retention in our programs, resulting in successful graduation and/or transfer and/or the completion of other student goals.
2. **Effectiveness and Efficiency:** We will maintain high quality teaching and learning despite decreased college budgets.
  - Maintain a robust and viable portfolio of high quality courses, programs, certificates and degrees, recognizing that budget reductions will likely require difficult choices in the allocation of available resources based on appropriate evaluation measures.
  - Continue the efforts toward achieving the college's goal of a reasonable part-time/full-time faculty ratio given the current budget situation.
3. **Work Community:** All reductions must be taken with the greatest possible respect for those impacted. All employees need to be collaborative, flexible, and creative to support the economic sustainability of the college.
  - Employ a transparent and open budgeting process that supports respectful relationships and inspires trust and collaboration among all members of the college community.
  - Minimize the impact of position reductions.
  - Take advantage of retirement/resignation opportunities where appropriate; apply early notification benefits.
  - All employee categories should be included when workload increases and/or salary reductions are considered.
  - Meet all state and Federal requirements.
4. **Strategic Focus:** We need to prepare for a future of reduced state support. Budget reductions need to take advantage of sustainable and transformational opportunities that support educational excellence and promote student success in ways that are concretely and specifically demonstrable.
  - Emphasize efficiency, effectiveness and innovation in college processes.
  - Cultivate and sustain strong relationships and effective collaboration between state-supported and self-support programs.
  - Explore sustainable structural changes to college organization that would predictably reduce costs while maintaining support for student success.

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII supports and adopts the college's budget planning process, guiding principles and budget priorities developed by President's Staff and the Planning Council for fiscal period 2010-2013.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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## **REGULAR MEETING AGENDA ITEM**

**Tab 9**

November 17, 2010

Information     Discussion     Action

### **Topic**

ESL Students

### **Description**

Two students from our English as a Second Language (ESL) program will describe their experience at Bellevue College.

### **Key Questions**

- \*    What are some of the opportunities Bellevue College has provided for our ESL students?

### **Background Information**

Rose (Guifen) Zhang is from Shanghai, China. She has been in the United States for several years. She is a computer programmer and has worked in both China and Japan. In her Japanese company she distinguished herself by working better, harder and longer than her male colleagues and was promoted to a managerial position. This was a big achievement for a female employee. Currently she is enrolled in a level 6 class in the Developmental Education Department of the college. In the future, she wants to take more computer classes to sharpen her skills and get a job.

Rose is taking two ESL classes this quarter; English through the News and Speaking/Listening. The Speaking/Listening class focuses on helping students identify dependable strengths through a very defined storytelling process. This helps each student find their special talents for excellence. Rose will speak about a movie making project that students of the Speaking/Listening class completed spring quarter 2010. Students wrote their own narratives, recorded their voices, and mixed pictures with sound tracks to create very touching movies. Her computer skills and commitment to excellence made her integral to the success of the project. Her dependable strengths shine and her progress in English is amazing.

Tuyen Truong is from Vietnam and has been in the United States for 2 years. She graduated from a university in Vietnam and has a bachelor's degree in English. Currently she is enrolled in Level 5 classes in the Developmental Education Department of the college. She has two goals: 1) to finish ESL Level 6 and 2) to attend college and study nursing.

Tuyen is taking two ESL classes; a Level 5 integrated skills class and in a class entitled Speaking and Listening for Civic Engagement. The class focuses on English literacy in the context of civics education. One topic of the class is leadership. The class partnered with library faculty to research a leader and prepare for a campus Leadership Festival. Students also write their own leadership narratives.

### **Recommendation/Outcomes**

The Board of Trustees will have an opportunity to meet two of our ESL students and hear firsthand about the impact attending Bellevue College has had on their lives.

**Prepared by:** Lucinda Taylor, Exec Asst to the President and Sec to the Board of Trustees  
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**REGULAR MEETING AGENDA ITEM**

**November 17, 2010**

**Tab 10**

**Information**     **Discussion**     **Action**

**Topic**

Nursing Program Attrition and Current Student Success Initiatives

**Description**

The college has had growing concern regarding the success of students of color in the Nursing program. Data drawn from 6 years of nursing classes, beginning with the class that started studies in fall term 2004, present the cause for concern, as first-year attrition and program completion numbers show students of color to be disproportionately less successful.

In the past, high attrition rates were correlated to the lottery system of nursing admissions: students with fewer academic skills fared less well in the program. To address this, the department began in 2009 to utilize the Test of Essential Academic Skills (TEAS) as the key determinant for admissions. First-year attrition has decreased since the implementing the TEAS, yet those not succeeding in the program continue to be disproportionately students of color. It is also possible that a consequence of the TEAS utilization has been a narrowing of the diversity of the entering class.

In order to improve student learning, retention, and completion, the Nursing program and HSEWI have started or are continuing initiatives expected to bolster student success. The department is piloting a voluntary Nursing Student Success class this fall to assist with basic and specific study skills, time management, and nursing process objectives. Individual learning inventories are part of the advising process, instructors offer master tutoring sessions, and a mentor/mentee program continues. The division has developed a more systematic data collection program to help analyze successes and challenges in the program.

**Key Questions**

- \*     What is the historical data on nursing student success and completion?
- \*     Has there been a disproportionate impact among students of color?
- \*     Does the new admissions procedure reduce the diversity of the nursing program?
- \*     What are current efforts to improve upon high attrition figures in the past?

## **Analysis**

Attrition among students of color has been disproportionately high in the nursing program and program completion has been disproportionately low. The program has moved to an academic skill assessment test in admissions to enroll students with greater potential for success. This has started to reverse trends in attrition, but needs to be supported by active measures toward student success once students have enrolled. Initiatives are in place. The program also needs to watch what affect the TEAS testing may have on program diversity and to look at recruitment strategies that fit college goals.

## **Background Information**

Attachment 1: Dean's Summary

Attachment 2: Attrition and Completion Data

Attachment 3: Nursing Student Success Data Project

## **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII is informed of challenges in Nursing program attrition and the student success initiatives being undertaken to address those challenges.

**Prepared by:** Kevin McCarthy, Dean of Health Sciences, Education and Wellness Institute  
[kevin.mccarthy@bellevuecollege.edu](mailto:kevin.mccarthy@bellevuecollege.edu), 425-564-

TO: Bellevue College Board of Trustees  
FROM: Kevin McCarthy, Dean, Health Sciences, Education & Wellness Institute  
RE: Summary of Nursing Program Attrition and Current Student Success Initiatives  
DATE: 8 November 2010

The college has had growing concern regarding the success of students of color in the Nursing program. Data drawn from nursing classes beginning studies in fall term 2004 clearly present the cause for concern, as first-year attrition and program completion numbers show students of color to be disproportionately less successful.

White students experienced a program completion rate of 88 percent for classes beginning during the 2004-05 through 2008-09 academic years. In contrast, the completion rate (including several students still finishing up) for students of color is 78 percent.

The completion rate is slightly better than that expected when looking only at first year-attrition figures which, for white students from the beginning of the 2004-05 academic year through the end of the 2009-10 academic year, stands at 12 percent. In contrast, the first-year attrition rate for students of color is 25 percent during the same period. Because initially unsuccessful students, and those who withdraw for personal and family reasons, have opportunities to re-enter the nursing program and complete their course of study, the 2-year completion rate is higher than the first-year retention rate.

Also, first-year attrition rates for students of color fluctuated wildly during this period. Attrition in the class beginning in fall 2004 was 20 percent. This rose to 26 percent for those starting in 2005. The class beginning studies in 2006 experienced great success with a first-year attrition rate of 0 percent. However, this increased dramatically during the next two years when a lottery system existed for admissions. 2007 had a rate of 26 percent and 2008 saw 45 percent. This fell significantly to 24 percent in 2009-10, perhaps due to changing the admissions process to a more competitive model. While moving in the right direction, this is still high, mirroring the 5-year average, and still in sharp contrast to 2008-09's 6 percent attrition for white students and 2009-10's 0 percent.

Within the student of color category, sub-groups had varying success in first-year classes and clinical. The most challenging class for all first-year students is NURS 101: Nursing Care of the Adult Client, offered in the second quarter of the program. Overall, during the 2004-09 period, 88.2 percent passed with a C or better and passed their clinical (the department's definition of success). Students reporting American Indian, Hispanic, Multi-racial, or Other race experienced the greatest success at 94.7 percent; students reporting as white were a close second at 94.3 percent; students not reporting race succeeded at a rate of 91.7 percent; student reporting as African American succeeded at 78.6 percent; Asian and Pacific Islander at 74.6 percent.

The change from the lottery system of admissions to the competitive system based on TEAS (Test of Essential Academic Skills) results might be having the unintended side effect of reducing the diversity of students in the nursing program. Under the lottery

system, students of color made up 48 percent of the program population. During the first year of TEAS testing (2009-10), this proportion dropped to 41 percent. For 2010-11, the proportion of students of color is even lower, at 24 percent. Though the average TEAS score of those students reporting as other than white is higher than for the class as a whole, it is not clear whether using the test contributed to an overall reduction in the student of color proportion of the class. It is not currently possible to compare the demographic make-up of the applicant pool with that of the accepted cohort as information from the on-line application process is incomplete. Of those applying for the program, 27 percent reported being students of color, 34 percent reported being white, but 39 percent did not report any racial designation.

In its effort to reduce the attrition rates and boost student success, the nursing program has put a number of initiatives into place in the recent past.

1. TEAS (Test of Essential Academic Skills) results are now the main determinant in the admissions process. This test is administered by Assessment Technology Institute (ATI).
2. In Fall 2010, we initiated an optional, one-credit Nursing Student Success class taught by Nancy Karnes. This class targets students starting the program and provides intervention before students start the second quarter NURS 101 class that has proved difficult in the past. The class helps students with reading nursing texts, test-taking skills, time management skills, communication skills, identifying campus resources, and more. Fifteen of the 36 entering students enrolled, including three students of color. It will be offered winter quarter as well.
3. In coordination with Ata Karim and Multi-Cultural Services, the Fall 2010 entering class took the College Learning Effectiveness Inventory (CLEI). We hope to identify areas of strength and weakness to promote more effective learning. All nursing faculty advisors will use this tool when they meet with their advisees to help students use their strengths to overcome areas where they feel deficient.
4. All entering students continue to complete a learning style assessment and review the results with their faculty advisor for tips and suggestions on how to use their learning style to best advantage when studying.
5. Master tutor sessions are offered weekly to all ADN 1 and ADN 2 students.
6. Mentor/Mentee meetings will continue this year where a second-year student mentors a first year student. Formal meetings occur quarterly.
7. As part of their clinical rotations, more second-year students are being used in the lab as assistants to the first year students. This requires the second year student to use skills learned the previous year as they facilitate a mock skills testing for the first year students prior to the real skills testing done by faculty.

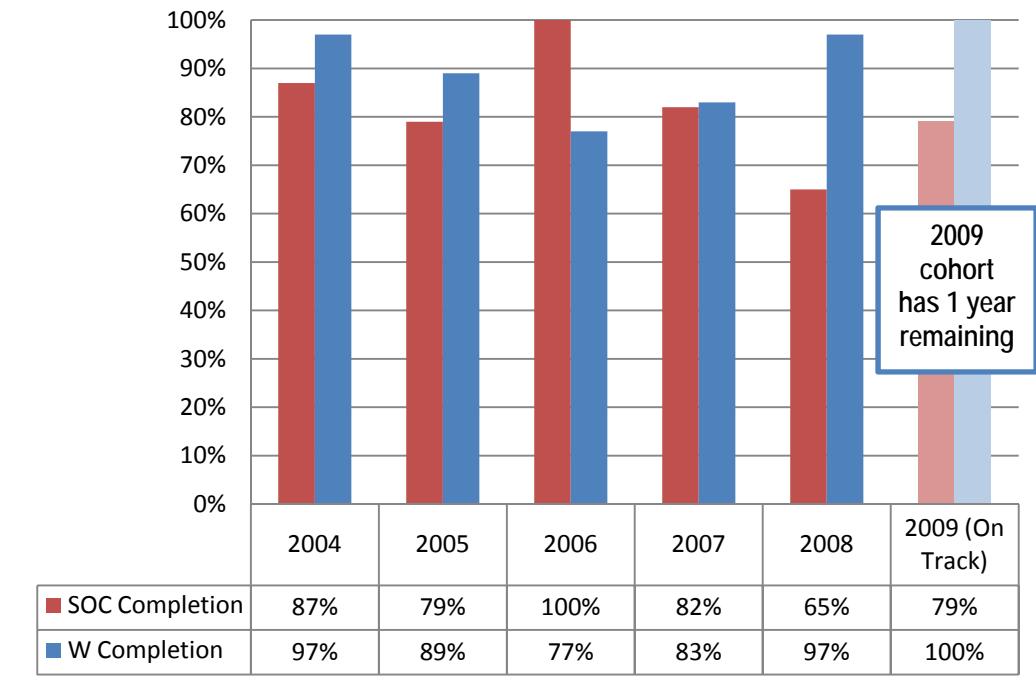
8. The department is continuing the use of collaborative testing. After an exam, students take the exam again as a group; if the group gets an “A” on the exam, each student is awarded 2 additional points to their individual score, 1 additional point for a group score of “B”, and zero points for a group score of “C”. This helps students learn to analyze questions, especially how they are presented on the NCLEX exam.
9. Students have access to new ATI tutorials (Nurse Logic and Nurse Learning systems) for additional learning opportunities. The ATI representative spoke to the students during the first week of the quarter on how to effectively use these tools.
10. As part of the College’s broader student success initiative, each member of the Nursing faculty will be initiating or emphasizing efforts to improve learning in their individual classrooms.
11. A project to collect better data on nursing student success and initiative effectiveness is in place through the collaboration of the dean, the nursing program coordinator, and both the director and retention specialist of the Department of Labor Community Based Job Training Grant.
12. The Dean of the Health Sciences, Education & Wellness Institute will lead efforts to better analyze why students of color have not been successful in the past and suggest approaches to better support student learning and success.

## Bellevue College Associate Degree in Nursing Program (ADN)

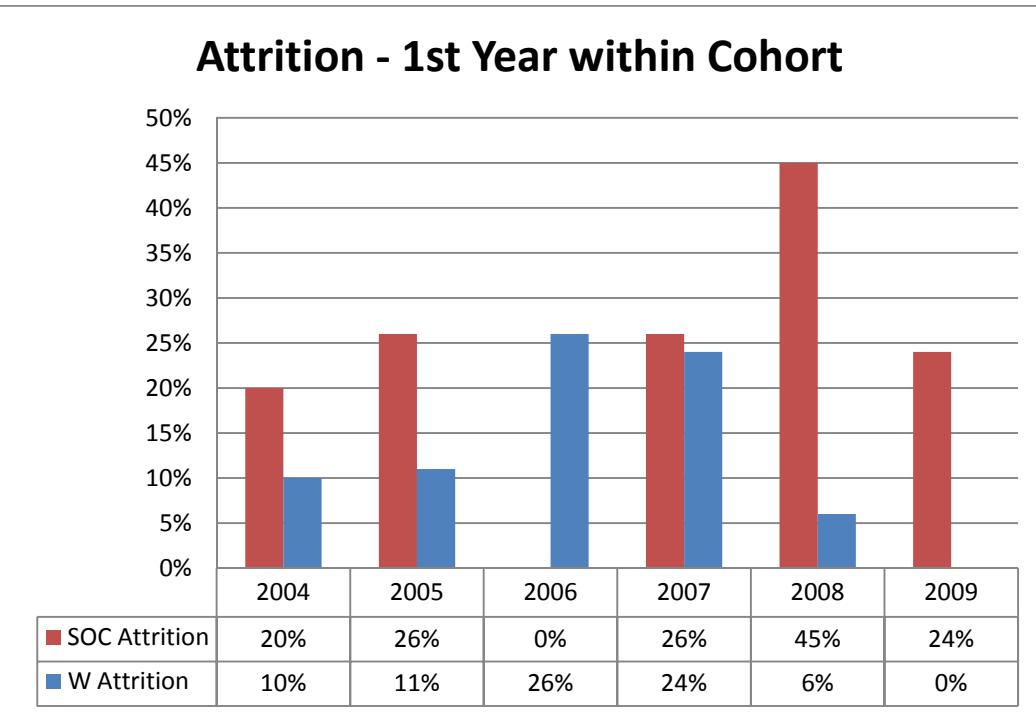
Year-Enrollment	% cohort	1 <sup>st</sup> Year Attrition #/%	% 1 <sup>st</sup> yr Attrition w/in cohort	% Program Completion/ In- Progress for cohort
<b>2004-54</b>		7/13%		
	SOC 28%		20%	87%
	W 72%		10%	97%
<b>2005-55</b>		9/16%		
	SOC 35%		26%	79%
	W 65%		11%	89%
<b>2006-52</b>		8/15%		
	SOC 40%		0%	100%
	W 60%		26%	77%
<u>Lottery Begins</u>				
<b>2007-56</b>		14/25%		
	SOC 48%		26%	82%
	W 52%		24%	83%
<b>2008-65</b>		14/22%		
	SOC 48%		45%	65%
	W 52%		6%	97%
<u>TEAS system begins</u>				
<b>2009-71</b>		7/10%		On Track
	SOC 41%		24%	79%
	W 59%		0%	100%
<b>2010-72</b>				
	SOC 24%			
	W 76%			

Source: Bellevue College HSEWI

## Completion - Entering Cohorts



## Attrition - 1st Year within Cohort



## NURSING PROGRAM STUDENT SUCCESS - DATA PROJECT

### PROJECT BACKGROUND

Improving the retention and completion rates of nursing students and identifying initiatives that contribute to outcome improvements for at-risk students have been identified as focal points for this project by the Bellevue College Health Sciences, Education & Wellness Institute administration and faculty.

It is well documented in the literature that certain interventions can improve student retention rates, especially among at-risk students (Chinwe Nnedu, Gardner et al., and Sutherland)<sup>1</sup>. While the faculty and staff of the Nursing Program at Bellevue College do have multiple initiatives and interventions to ensure student success, there are currently no formalized methods to use existing data and identify or evaluate the efficacy of these initiatives. This project will address those gaps in understanding by creating a baseline for data analysis, capturing and analyzing existing data from multiple sources on Nursing Program student performance.

### PROJECT OBJECTIVE

- Identify, evaluate, and select existing data sources that provide insight into Bellevue College's Nursing Program student performance and outcomes.
- Develop a series of procedures to gather this data and make it available for analysis.
- Use the resulting analysis to help faculty and administration make informed decisions about initiatives and interventions that will increase student retention and completion rates in the Nursing Program.

### PROJECT SCOPE

Project team created a list of all available data sources that measure student retention, success, and demographics. This list was then further refined to identify the level of difficulty or effort that would surround capturing and maintaining each piece of data. This addressed issues of sustainability and feasibility. The final list represents a group consensus on data items that are meaningful, trackable, feasible, and have a high level of validity.

### PROJECT PLANNING:

The Project Team will meet weekly or as necessary (beginning June 1, 2010) to map out a strategy, track progress, identify and address issues, and assign tasks. Project documentation in the form of a Scope of Work and a Functional Specifications document will be produced. These artifacts will not only guide and inform the work of this particular team, but will also serve as a reference and resource to other BC stakeholders.

### PROJECT TEAM / ROLES AND RESPONSIBILITIES

Kevin McCarthy, Dean HSEWI  
*Institutional Project Sponsor*

Anne Turner, DOL Grant Director  
*Documentation Development/  
Project Planning*

Chie McCaughey, Nursing  
Program Coordinator  
*Data Management*

Becky Gonzalez, Recruitment and  
Retention Coordinator

<sup>1</sup> Chinwe Nnedu, C. "Recruiting and Retaining Minorities in Nursing Education". The ABNF Journal; Fall 2009.  
Gardner, J. "A Successful Minority Retention Project". Journal of Nursing Education, Dec. 2005.

Sutherland, et al. "Affirming At-Risk Minorities for Success (ARMS): Retention, Graduation, and Success on the NCLEX-RN". Journal of Nursing Education; August 2007.

Admission Data:	
Field Name	Data Type
Entry Qtr/Yr	Dropdown – qtr/yr
Admission GPA	Text – input mask 0.00
A&P Grade (average of all A&P courses)	Dropdown – letter grade (need to change numeric grade to BC grading scale)
TEAS #1	Text – input mask 00.0
TEAS #2	

**Demographic Data:**

Field Name	Data Type
First Name	Text
Last Name	Text
SID	Text – input mask 000-00-0000
Multicultural?	Dropdown – Y/N or not available
Census Race Code	Text – input mask 000
Gender	Dropdown – male/female
DOB	Text – input mask 00/00/00
Note	Memo

**NCLEX:**

Field Name	Data Type
Took NCLEX?	Dropdown – Y/N
Passed NCLEX?	

**ADN Course Grades:**

Field Name	Data Type
Student Success Class?	Dropdown – Y/N
N100X Grade	Dropdown – letter grade
N100Z Grade	Dropdown – P/F
N101X Grade	Dropdown – letter grade
N101Z Grade	Dropdown – P/F
N102X Grade	Dropdown – letter grade
N102Z Grade	Dropdown – P/F
N221X Grade	Dropdown – letter grade
N221Z Grade	Dropdown – P/F
N220X Grade	Dropdown – letter grade
N220Z Grade	Dropdown – P/F
N222X Grade	Dropdown – letter grade
N222Z Grade	Dropdown – P/F

**ATI & CLEI:**

Field Name	Data Type
ATI Critical Thinking Q1	Text – input mask 00.0
ATI Critical Thinking Q6	
CLEI (Q1)	?
NCLEX Predictor Q6	Text – input mask 00.0

**Attrition:**

Field Name	Data Type
Exited Program?	Dropdown – Y/N or N/A
Exited Qtr/Yr	Dropdown – qtr/yr or N/A
Reason for Exit	Dropdown: <ul style="list-style-type: none"><li>Failed in theory</li><li>Failed in clinical</li><li>Personal/family</li><li>Financial</li><li>Other</li><li>N/A</li></ul>
Eligible to return?	Dropdown – Y/N or N/A
Returned?	Dropdown – Y/N or N/A
Returned Qtr/Yr	Dropdown – qtr/yr or N/A



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## **REGULAR MEETING AGENDA ITEM**

**Tab 11**

November 17, 2010

Information     Discussion     Action

### **Topic**

2010 Leaders of Promise Scholar for Phi Theta Kappa

### **Description**

Bellevue College student Alexandra (Lexi) Moerdomo, a Bellevue resident from Jakarta, Indonesia, has been awarded a \$1,000 Leader of Promise scholarship from Phi Theta Kappa international honor society.

She was one of only 30 students nationwide to receive that honor, which is based on academic success and significant community service.

### **Key Questions**

- \*     What is the Phi Theta Kappa Leader of Promise scholarship?
- \*     How can we honor Alexandra (Lexi) Moerdomo for her selection as a Leader of Promise?

### **Background Information**

Lexi Moerdomo will graduate from Bellevue College in June 2011 with an Associate of Science degree in biological sciences, then plans to attend a university for pre-medicine studies. Her career goal is to become a surgeon and provide healthcare in her home country.

Lexi holds leadership positions in several Bellevue College campus organizations: vice president of Phi Theta Kappa Honor Society, co-president of Rotaract Club, copy editor of the student newspaper. She also participates in the college's International Student Association, Docs and Dents Club, UNICEF and Indonesian Fellowship Club, BC's Peer-to-Peer Tiered Volunteering and Tiered Mentoring Program.

Also an active volunteer off campus, Lexi volunteers at Overlake Hospital as both a transport volunteer and main lobby ambassador, and as a teaching assistant at Lake Hills Elementary, through the Volunteers in Bellevue's Education System organization. Leaders of Promise scholarship recipients are awarded \$1,000 to facilitate completion of associate degrees and participation in Phi Theta Kappa programs.

### **Recommendation/Outcomes**

The Board of Trustees will have an opportunity to hear from and congratulate Alexandra Moerdomo, 2010 Leaders of Promise Scholar.

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