

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, June 15, 2011. The business session will begin at 1:00 p.m. in room B201. Vijay Vashee, Chair, will preside.

AGENDA

I. PUBLIC FORUM – 10:00 AM – B201

There will be an open session for feedback regarding desired qualities and attributes to be considered during the search for a new college president. The Bellevue College community is invited to take this opportunity to provide input to this important process.

II. EXECUTIVE SESSION – 11:00 AM – A201

There will be an executive session for 40 minutes to review collective bargaining sessions with an employee organization.

LUNCH – 11:40 AM

The Trustees will have lunch with TACTC representatives. No college business will be discussed.

III. STUDY SESSION – 12:30 PM – B201

TACTC President Board Visit

Mauri Moore

Tab 1

IV. BUSINESS SESSION – 1:00 PM

V. INTRODUCTIONS

VI. ROLL CALL

VII. CONSENT AGENDA

March 2, 2011 Board Meeting Minutes

Lucinda Taylor

Tab 2

May 20, 2011 Special Board Meeting Minutes

Lucinda Taylor

Tab 3

May 25, 2011 Special Board Meeting Minutes

Lucinda Taylor

Tab 4

June 3, 2011 Special Board Meeting Minutes

Lucinda Taylor

Tab 5

Enrollment Report, Winter Quarter 2011

Tom Nielsen

Tab 6

Financial Report for the Period Ending March 31, 2011

Rachel Solemsaas

Tab 7

VIII. CONSTITUENT REPORTS – 1:10 PM

Faculty

Doug Brown

Classified

Melissa Sitzenstock

Student

Shellton Barnes

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

BOARD OF TRUSTEES
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IX. ACTION ITEMS – 1:40 PM

Sabbatical Leave Authorization for the 2011-12 Academic Year	Tom Nielsen	Tab 8
International Contract Program 2011-2012	Rachel Solemsaas	Tab 9
Authorization to Solicit Proposals from Consultants to Facilitate a Presidential Search	Cesar Portillo	Tab 10
Election of Board Chair and Vice Chair	Vijay Vashee	Tab 11
Negotiated Agreement between BCAHE and Board of Trustees of Community College District VIII, 2011-13	Cesar Portillo	Tab 12

X. FUTURE ACTION ITEMS – 2:00 PM

Development of a New Bachelor of Applied Science Degree in Healthcare Technology and Management	Tom Nielsen	Tab 13
2011-12 Tuition and Fee Schedule	Rachel Solemsaas	Tab 14
Bellevue College Strategic Plan 2011-2020	Rachel Solemsaas	Tab 15
Parking Fees	Rachel Solemsaas	Tab 16
2011-12 College Budget	Rachel Solemsaas	Tab 17
Services and Activities Fee Budget and Allocations for 2011-2012	Tom Pritchard	Tab 18

XI. INFORMATION ITEMS – 2:30 PM

All-Washington Academic Award Recipients	Jean Floten	Tab 19
Institutional Work Plan Scorecard	Patty James	Tab 20
Briefing for Governance Institute for Student Success (GISS)	Patty James	Tab 21
Accreditation: Standard One Core Themes Draft	Patty James	Tab 22

XII. STAFF AND BOARD REPORTS – 3:20 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

XIII. UNSCHEDULED BUSINESS / COMMUNITY TESTIMONY – 4:15 PM

XIV. ADJOURNMENT – 4:30 PM

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

REGULAR MEETING AGENDA ITEM

Tab 1

June 15, 2011

☐ Information ☒ Discussion ☐ Action

Topic

TACTC President Board Visit

Description

(TACTC) President Mauri Moore will provide an overview of TACTC and solicit feedback from trustees regarding TACTC.

Key Questions

- * What is TACTC?
- * Overview of the 2010-11 TACTC Goals / Outcomes / Activities
- * How can TACTC better serve trustees?
- * How can trustees get more involved?

Background Information

Attachment 1: Just the facts...about TACTC!

Attachment 2: 2010-11 TACTC Goals, Activities and Outcomes

Attachment 3: 2011-12 TACTC Committee List

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII has an opportunity to learn more about TACTC as well as an opportunity to provide feedback.

Prepared by: Lucinda Taylor, Secretary to the Board of Trustees
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Just the facts...about TACTC!

TACTC stands for the Trustees Association of Community and Technical Colleges. It is the professional development association for all 150 trustees representing the thirty community and technical college districts in the state of Washington.

TACTC exists to provide training and educational opportunities to trustees, and to assist trustees in their policy and advocacy responsibilities. The vision of the Association is to “ensure quality, affordable, and lifelong educational opportunities for all the people of Washington State,” and the mission is to “support, educate, and unite Washington State community and Technical College trustees in fulfilling their duties and responsibilities.”

Participating in TACTC gives trustees an opportunity to broaden their knowledge of the community and technical college system, to hear and learn about other perspectives on issues trustees face on their local campuses, and to get the latest information on higher education trends and external factors, as well as networking with fellow trustees around the state.

TACTC hosts three conferences a year. A one-day Legislative Plenary Session is held in September. A Legislative Contact Session is held each February in Olympia and an annual convention and business meeting is held each May. Participation in these events is highly encouraged.

The trustees’ association is supported by dues, paid by the district boards of trustees. TACTC is governed by a Board of Directors and has an active Legislative Action Committee. The Board of Directors members are elected at the May annual business meeting. The Legislative Action Committee is made up of a trustee representative to serve as the primary representative and another trustee to serve as the secondary representative. The trustee representatives on the system-wide committee serve as a communications link between TACTC and the local boards.

There are many ways to be active in TACTC. First of all, attend the annual conferences. Second, participate as a member-at-large on the Board of Directors and/or on the Legislative Action Committee. TACTC also has several committees, such as the Education, Awards, Bylaws, and Audit committees. Volunteers are always welcomed. TACTC also appoints trustees to serve on system-wide committees, such as the Operating Budget Task Force. Other ad hoc committees are appointed on an as-needed basis.

The bylaws for the Trustees Association of Community and Technical Colleges can be found at: www.sbctc.edu/tactc. They describe the duties and responsibilities of the various committees in greater detail.

TACTC exists to help trustees be stronger, more effective trustees at the local level, and to aid the trustees in being more influential at the state level.

The 2010-11 TACTC Executive Committee:

President:	Mauri Moore, Edmonds Community College
President-elect:	Tom Malone, Seattle Community Colleges
Secretary:	Shoubee Liaw, Shoreline Community College
Treasurer:	Tyler Page, Renton Technical College
Legislative Action Committee co-chair:	Pete Crane, Olympic College
Legislative Action Committee co-chair:	Tim Douglas, Whatcom Community College
Immediate past-president:	Debra Lisser, Skagit Valley College
Member At-Large:	Sherry Parker, Clark College
Member At-Large:	Darlene Wilder, Wenatchee Valley College

2010-11 TACTC Goals, Activities and Outcomes

Object & Purpose	Goal	Activity	Status	Outcomes
1. To facilitate communication among community & technical colleges of the State of Washington;	<ul style="list-style-type: none"> Increased access to training/professional development opportunities Transparent & timely information regarding TACTC involvement & activities TACTC activities responsive/reflective of the needs of the organization Increase opportunities for trustee networking 	<ul style="list-style-type: none"> Additional trainings offered via ITV, Elluminate, etc. Create TACTC Board of Directors Blog – send summary digest out to all trustees monthly Regular Web-based member surveys and needs assessments Set aside designated time for networking and for trustees to showcase their best practices at TACTC meetings and conferences 	<ul style="list-style-type: none"> Education Committee met via Elluminate. A spring training plan is currently being developed. Facebook and Ning sites are up and ready to populate. Train BOD members, send link to full membership. None at this time. Fall conference allowed for college presentations and flow space for trustees. Networking time will be set aside at Winter/Spring Conferences. 	<ul style="list-style-type: none"> Place-bound trustees have increased ability to participate, save time and funding for travel More trustees aware of TACTC activities Decisions based on trustee membership feedback Network of mentors across system. Trustees serving as “experts,” utilizing skills available within the organization.
2. To coordinate development and maintenance of a state-wide community college education program;	<ul style="list-style-type: none"> Trustee representation in statewide policy development 	<ul style="list-style-type: none"> Trustees serving on system task force groups, reporting back to membership 	<ul style="list-style-type: none"> Trustees are currently serving on the Efficiency Study, Student Listening and Capital Budget Committee Task Force. LAC co-chairs are sending weekly reports to LAC committee regarding leadership meetings. 	<ul style="list-style-type: none"> Improved messaging and coordination with WACTC and State Board Greater buy-in to statewide policy decisions System speaks with one voice
3. To maintain liaison with the Washington State Board for Community & Technical Colleges, and other duly constituted community college-related organizations and agencies;	<ul style="list-style-type: none"> Increased trustee involvement in system activities/meetings 	<ul style="list-style-type: none"> Attendance at SBCTC, WACTC, WELA, other system group activities and conferences 	<ul style="list-style-type: none"> More BOD members are attending State Board and WACTC Meetings, as well as other system group meetings. 	<ul style="list-style-type: none"> Trustees are more informed of system activities/issues Trustees are exposed to differences/similarities between colleges.

2010-11 TACTC Goals, Activities and Outcomes

<p>4. To review and/or initiate legislation affecting community colleges and to make appropriate recommendations to the Congress of the United States, the Washington State Legislature and to all appropriate committees thereof; and</p>	<ul style="list-style-type: none"> • Trustees understand state and national legislative issues and their impact to the two-year college system 	<ul style="list-style-type: none"> • Active Legislative Action Committee – coordinate activities and messages. • Trustees attending and participating in national association meetings (ACCT) 	<ul style="list-style-type: none"> • Successful LAC retreat in preparation for session. • Weekly updates from LAC co-chairs regarding legislative session. • 8 trustees attending ACCT in Toronto. Five trustees participating on ACCT national committees. ~15 attendees at NLS in Washington, D.C. / Regional Summit on April 15 in San Diego. 	<ul style="list-style-type: none"> • Increased coordination of advocacy efforts • Trustees are better informed and more prepared to participate in state and national policy and budget discussions
<p>5. To provide educational programs and information for Trustees in order to improve awareness of their roles and responsibilities.</p>	<ul style="list-style-type: none"> • Increased frequency of relevant training programs • Clarity about role and responsibilities of trustees/TACTC • Trustee training on how to create policy that supports student success and achievement • New Trustees are prepared for their roles 	<ul style="list-style-type: none"> • Offer one-day or short, Web-based trainings (via Elluminate or on campus) • Directive from Governor on roles and responsibilities • Governance Institute for Student Success (ACCT/CCLP grant) • New Trustee Orientation materials online 	<ul style="list-style-type: none"> • Planning with Education Committee. TBD – Spring trainings. • Leslie Goldstein and Gov will present this at the Winter Conference. • Tom, Erin and Rich attended Ohio institute. WA training is scheduled for June 26-28. • Materials are posted on the TACTC Web site. 	<ul style="list-style-type: none"> • More trustees have access to trainings to support their prof dev • TACTC/trustee activities aligned with expectation of the Governor • Trustees and Presidents working together to create policy that supports student success • New trustees can be better prepared for what is expected of them before they attend their first Board meeting

2010-11 TACTC COMMITTEES

STANDING COMMITTEES

BOARD OF DIRECTORS

Mauri Moore, Edmonds – President
Tom Malone, Seattle – President-elect
Shoubee Liaw, Shoreline – Secretary
Tyler Page, Renton Technical – Treasurer
Pete Crane, Olympia – LAC Co-chair
Tim Douglas, Whatcom – LAC Co-chair
Debra Lisser, Skagit Valley – Past-President
Darlene Wilder, Wenatchee – Member At-Large
Sherry Parker, Clark – Member At-Large

STAFF:

Erin Brown, TACTC Administrator
Candace Robbecke, TACTC Administrative Asst.

AUDIT COMMITTEE

(MEMBERSHIP: THREE MEMBERS)

Audit TACTC financial records after the close of the fiscal year.

Dan Altmayer, Highline – Chair
Sherry Parker, Clark
Debra Lisser, Skagit Valley

AWARDS COMMITTEE

(MEMBERSHIP: AT LEAST THREE MEMBERS) Elect people who have made significant contributions to the advancement of community and technical college education --for honoring at annual meeting.

Joanne Schwartz, Centralia (Chair)
Debra Lisser, Skagit Valley
Shoubee Liaw, Shoreline

FINANCE AND BUDGET COMMITTEE

(MEMBERSHIP: THE TREASURER AND ONE OR MORE MEMBERS)

Prepare/present budget for approval at annual meeting.

Tyler Page, Renton Tech. – Treasurer (Chair)
Calvin Pearson, Bates Technical College
Carol Landa-McVicker, CCs of Spokane
Debbie Lisser, Skagit Valley College
Dick Van Hollebeke, Edmonds Comm. College
Duke Mitchell, Columbia Basin College

NOMINATING COMMITTEE (MEMBERSHIP: THREE MEMBERS, TWO ALTERNATES)

Solicit nominations for each office to be filled by election at annual meeting.

Gayatri Eassey, Seattle CCs (Chair)
Tom Campbell, Green River (Member)
Dick Van Hollebeke, Edmonds (Member)
Joanne Schwartz, Centralia (1st Alternate)
Don Piercy, Skagit Valley (2nd Alternate)

RESOLUTIONS & BYLAWS COMMITTEE

(MEMBERSHIP: TWO TO FIVE MEMBERS)

As needed to consider or propose amendments to the bylaws as suggested by membership.

To be determined

TRUSTEE EDUCATION COMMITTEE

(MEMBERSHIP: TWO OR MORE MEMBERS) Provide training and education programs under the direction of the President-Elect.

Tom Malone, Seattle – Chair
Betty Cobbs, Everett
Darlene Peters, Olympic
Jackie Rosenblatt, Pierce
Janis Machala, Lake Washington
Joanne Schwartz, Centralia
Mauri Moore, Edmonds
Phillip Barrett, Shoreline
Shauna Weatherby, Clover Park
Shoubee Liaw, Shoreline
Sue Cole, Whatcom

ACCT REPRESENTATIVES

- Emily Yim, Edmonds Community College:
 - ACCT Communications & Education Committee member;
 - Pacific Region Awards & Nominations Committee member.
- Fred Whang, Tacoma Community College – ACCT Board Member;
- Ronnie Behnke, Renton Technical College:
 - Sergeant-At-Arms;
 - Region 3 Nominating Committee Chair.
- Shauna Weatherby, Clover Park Technical College – Diversity Committee member;
- Tom Malone, Seattle Community Colleges – ACCT Awards Committee.

SYSTEM COMMITTEES

CAPITAL TASK FORCE

Steve Adelstein, Whatcom

EFFICIENCY BILL STEERING COMMITTEE

Representatives of TACTC, WACTC and the State Board.

James Cunningham, Bellingham Technical
Shoubee Liaw, Shoreline
Theresa Pan-Hosley, Bates

JOINT LEGISLATIVE COMMITTEE

Representatives of TACTC, WACTC, State Board and staff
develop/coordinate legislative strategies for system.

Mauri Moore, Edmonds
Pete Crane, Olympic
Tim Douglas, Whatcom

MISSION STUDY TASK FORCE

Bob Myers, Wenatchee Valley
Sue Cole, Whatcom
Tom Gaffney, Everett
Tom Malone, Seattle

NEW TRUSTEE OUTREACH ADVOCATE

Debra Lisser, Skagit Valley College

STUDENT VOICE TASK FORCE

Debbie Lisser, Skagit Valley

WACTC and SBCTC Liaison

Mauri Moore, Edmonds

WELA Representative

Gene Chase, Everett

**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 March 2, 2011 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 sixty minutes to discuss the evaluation of state employees; to review collective bargaining sessions with an employee organization; and to discuss with legal counsel litigation or potential litigation to which the agency is a party. Tom Nielsen, Cesar Portillo, and Rachel Solemsaas were invited to join the board. The executive session began at 12:36 p.m. and ended at 1:30 p.m.

II. BUSINESS SESSION

The Business Session began at 1:33 p.m.

III. INTRODUCTIONS

Jean Floten, President	Cheryl Bateman, Asst. Attorney General
Lucinda Taylor, Sec., Board of Trustees.	Doug Brown, President, BCAHE
Jim Bennett, VP of Equity and Pluralism	Shellton Barnes, President, ASG
Tom Pritchard, VP of Student Services	Tom Nielsen, Executive Dean
Gaynor Hills, VP of Institutional Advancement	Jennifer Stanton, English Faculty
Russ Beard, VP of Information Resources	Miranda Kato, Ombuds
Matt Groshong, Dean of Student Success	Dale Hoffman, Math Faculty
Denise Vaughan, Political Science Faculty	Stephanus Pizelo, Student
Samuel Pizelo, Student	Evan Sadler, Student
Giulia Balzola, Student	Erika Congdon, Student
Cameron Griffin, Student	Sierra Seiver, Student
Jeffrey Bromberg, Student	Elisha Sagan, Student
Ron Zuzelke, Student	Navid Martin Namazi, Student
Tatsuya Waida, Student	Robert Rowe, ASG Chief Justice
Takhmina Dzhuraeva, ASG Associate Justice	Henry Amaya, Retention Specialist,
of Internal Affairs	Multicultural Services
Tom Hyatt, Student	Patrick Andrejnik
Aman Chughtai, Student	Sam Chughtai, Parent
Darryl Sanders, Student	Edgar (Leon) Gray, Student
Kielauna Heflin, Student	Ata Karim, Director of Multicultural
	Services

IV. ROLL CALL

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

V. CONSENT AGENDA

Tab 2 January 28, 2011 Board Meeting Minutes

The minutes of the January 28, 2011 board meeting were approved 5-0.

VI. CONSTITUENT REPORTS

Faculty Report

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

- The faculty is grateful that HB1631 has made it out of the House and hope this bill will make it through the process to be signed by the Governor;
- The budget situation continues and we're in a stage of making difficult decisions regarding budget reductions;
- Limited resources has led to spreading ourselves thin to maintain services and this affects morale;
- Faculty is working on adapting and updating a proposal for a teaching and learning center, suggesting that this might be called a faculty commons;
- The teaching and learning center would serve to disseminate new ideas from the outside as well as to foster and leverage innovation from within;
- Pooling and sharing of resources, such as professional development funding, could help mitigate the impact of reduced funding for individuals;
- Another example of shared resources could be large scale assessment tools with sharing of information across disciplines;
- We'll need to find ways to balance faculty and administrative leadership goals; and
- It was recognized that we have not yet reached the end of the financial crisis and that further reductions may become necessary.

Classified Staff Report

No report.

Student Report

Shellton Barnes, Associated Student Government (ASG) President, reported that:

- The ASG has refocused their efforts for the remainder of the year to focus on the increasing cuts to higher education budgets and the recent cut to state need grants;
- Students held an event yesterday to protest cuts to higher education budgets and gathered 334 signatures on a petition to the legislature in support of continued funding;
- The student's theme is "Get the monkey off our backs";

- Students were encouraged to continue to let their voices be heard; and
- Jean thanked Shellton and the ASG for their forethought and action on behalf of our future students;

VII. INFORMATION ITEMS

Tab 2 Bellevue College Speech and Debate Team

Denise Vaughan, BC Speech and Debate Team coach, presented a brief history of the Bellevue College Speech and Debate Team then introduced students who spoke about their experiences this year. Key points included:

- The Debate Team started as a club last year and is now a club, a team and a class;
- Our team has achieved recognition for their rapid development in a short time;
- The team is involved with the community and partners with Newport High School, hosting tournaments and providing mentorship for high school students;
- Debate is typically a white male competition and our team is the most diverse team in the region;
- Jef Bromberg, assistant captain of the debate team, spoke about his experience working with the community, bringing diversity to the events, and the accomplishments of the team;
- Erika Congdon, captain of the debate team, spoke about the beginning of the debate club, their phenomenal success, and the cohesiveness of the team;
- The experience of being a part of the debate team has helped develop skills that are transferable to other parts of the members lives;
- Guilia Balzola, an international student member of the debate team, spoke about the benefits of being part of the debate team, including improved English skills and the ability to succeed;
- Ronald Zuzelke joined the debate team this quarter and found a multicultural team that immediately accepted him as part of the family. He and his partner were able to rank in the top ten in the novice division;
- The debate team has been invited to Nationals and will be holding fundraising events to raise the money to cover travel and judge fees;
- The team takes on debt as a team, raising funds as a group to cover all expenses, regardless of each individual's ability to pay;
- The philosophy of the team is that everyone who wants to compete gets to compete;
- Vicki Orrico expressed her admiration for the team and their work with the Newport High School program;

- Katherine Oleson, Chair of the Communication Studies Department, thanked Denise Vaughan for her hard work and Tom Pritchard for his support; and
- Steve Miller congratulated the team on their ability to develop such a supportive atmosphere in such a short time.

Tab 3 Fresh Start Success Stories

Tom Pritchard introduced Matt Groshong and Henry Amaya who then presented an overview of the Fresh Start program. Matt introduced Aman Chughtai, a student who has recently benefited from the Fresh start program, and Sam Chughtai, Aman's father. Aman spoke about his experience. Key points included:

- Aman was uncertain what he wanted to do with his life and was not very successful in his first few quarters at Bellevue College;
- He received a letter informing him that he'd be expelled unless he appealed and met certain conditions;
- Aman was able to turn his life around, meet the necessary conditions, and is now a straight "A" student who is about to graduate with an associate degree;
- Sam expressed his appreciation for the Fresh Start program and the tremendous support provided by the counselors and advisors who helped guide him through the process;
- Sam is passionate about education and is a member of multiple education boards;
- Tom Pritchard introduced Ata Karim, Director of Multicultural Services (MCS), who provided an overview of the Comprehensive Success Initiative, a year-long cohort program for new African American and Latino/a students who placed in developmental credit math and or English courses;
- Ata introduced Darrel Sanders who spoke of his experience in the Comprehensive Success program;
- Darryl expressed his appreciation for the skills he was able to learn during the Staying on Track class, particularly time management, note taking, and test taking;
- Darryl, a father of six, was able to achieve a 3.38 GPA;
- Vijay Vashee expressed his pride in our programs and our students as well as his appreciation for our programs;
- Leon Gray introduced himself and spoke briefly on the skills he has learned through MCS and the positive impact this has had on his academic success (4.0 last quarter);

- Leon indicated that students of color aren't always successful and the culturally relevant approach of this program has helped instill confidence and the necessary encouragement to stay the course; and
- Kielauna Heflin spoke about her experience and the benefit of having progress reports and the encouragement of the MCS staff to stay on track.

VIII. ACTION ITEMS

Tab 4 Tenure Review Recommendations for the 2011-12 Academic Year

Tom Nielsen presented the recommendations of the Tenure Review Committee and the recommendations of the President for eleven tenure candidates.

It was moved by Steve Miller and seconded by Vicki Orrico that:

Motion 01:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Jacqueline Drak, Science Division (Chemistry).

The motion was approved 5-0.

It was moved by Marie Gunn and seconded by Steve Miller that:

Motion 02:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Francisco Ebreo, Social Science Division (Business Transfer & Paraprofessional Accounting).

The motion was approved 5-0.

It was moved by Paul Chiles and seconded by Vicki Orrico that:

Motion 03:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Weihong Geiger, Arts & Humanities Division (World Languages, Chinese).

The motion was approved 5-0.

It was moved by Vicki Orrico and seconded by Steve Miller that:

Motion 04:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Renee Grant, Health Sciences, Education and Wellness Institute (Diagnostic Ultrasound).

The motion was approved 5-0.

It was moved by Steve Miller and seconded by Vicki Orrico that:

Motion 05:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Allison Lau, Counseling Center (Counselor).

The motion was approved 5-0.

It was moved by Marie Gunn and seconded by Vicki Orrico that:

Motion 06:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Xiao (Winnie) Li, Social Science Division (Business Administration and Computer Science).

The motion was approved 5-0.

It was moved by Paul Chiles and seconded by Vicki Orrico that:

Motion 07:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Jeffrey Novack, Science Division (Biology).

The motion was approved 5-0.

It was moved by Vicki Orrico and seconded by Paul Chiles that:

Motion 08:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Lori Saffin, Social Science Division (Sociology)

The motion was approved 5-0.

It was moved by Steve Miller and seconded by Vicki Orrico that:

Motion 09:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Anne Stewart, Arts and Humanities Division (World Languages, Japanese).

The motion was approved 5-0.

It was moved by Marie Gunn and seconded by Vicki Orrico that:

Motion 10:11 The Board of Trustees of Community College District VIII hereby grants tenure for the 2011-12 academic year to Anthony Tessandori, Social Science Division (Anthropology).

The motion was approved 5-0.

It was moved by Paul Chiles and seconded by Vicki Orrico that:

Motion 11:11 The Board of Trustees of Community College District VIII hereby grants a fourth probationary year to Leticia Lopez, Arts and Humanities Division (English), in that all conditions required by RCW 28B.50.852 for advancement to a fourth year have been met.

The motion was approved 5-0.

Reception

The board adjourned for a thirty minute reception honoring newly tenured faculty.

IX. FUTURE ACTION ITEMS

Tab 5 Sabbatical Leave Authorization for the 2011-12 Academic Year

Jean Floten presented an overview of sabbatical leave requests for the 2011-12 academic year. This item will be presented for approval at the May 25, 2011 meeting.

X. STAFF AND BOARD REPORTS

Capital and Facilities Master Plan

Paul Chiles reported that:

- We are preparing to purchase property adjacent to campus.

Economic Development

Paula Boyum reported that:

- We are currently working on a large grant for the Department of Labor;
- There are four proposals from across the state in the pipeline to compete for this funding;
- Our goal is to apply our information technology programs to the specific industry sectors to help prepare our students for the jobs that are predicted to be available;
- We'll be meeting with Boeing to see how our information technology programs can support the workforce needs generated by the tanker award;

- Our Center of Excellence for Information and Computing Technology is working on partnerships to combine
- “Gamification” is being explored as a way to combine gaming technology with industry applications; and
- The Gates Foundation has asked Bellevue College to participate in a grant application to the Department of Labor with the focus on information technology.

New Campus Development

Vicki Orrico reported that:

- The process for purchasing property in Issaquah is a two part process and the first part will be completed within a few days.

Foundation Campaign

Vicki Orrico reported that:

- The Advancing Student Success campaign has been very successful and will be wrapping up at the luncheon with opportunities to contribute extending through June;
- There is a family planetarium event March 5th and trustees are invited to attend;
- The luncheon is April 27th. Columbia Athletic Club is our premier sponsor and Lori Matsukawa will emcee; and
- The Foundation is hosting a night at the Carlson Theater to see The Three Musketeers.

Long Range Finance/Resource Planning

Steve Miller reported that:

- There are a number of bills before the legislature that would change how funding for higher education is allocated; and
- Resources will be restricted for a few years to come and there will be a move toward new funding models.

Strategic Plan/Accreditation

No Report.

TACTC Board of Directors

Marie Gunn reported that:

- The TACTC conference will be held in June and Patty James will be providing an update to the Trustees prior to this retreat; and
- The Trustees are being asked to complete a board self-assessment survey in preparation for the conference.

TACTC and BC Legislative Committee

No report.

Work Plan Oversight

No report.

President

Jean Floten reported that:

- There is a bill before the legislature that would transfer the ownership and operation of the University Center on the Everett Community College campus to Washington State University, which is both precedent-setting and that may have implications for other colleges;
- There is a bill that would move all Cascadia students to Lake Washington Technical College and give the University of Washington Bothell the full site in Bothell;
- There is a bill that would allow Lake Washington Technical College to become a polytechnic institution;
- We currently have legislative authority to offer further applied baccalaureate degrees with approval from SBCTC and the HECB and we are pursuing an additional budget proviso that would expand the College's bachelor-granting authority. The next four-year degree that we plan to offer is an applied baccalaureate degree in health information technology;
- Jean congratulated the newly tenured faculty;
- Jean informed the Board that one of our former students, Stefano Langone, is one of the top twelve performers on American Idol;
- Dale Hoffman reported that the math department sponsored the fifth student math conference "so more than just faculty could enjoy mathematics";
- Our mathletes will compete again tomorrow in the second round of the state and national competition;
- Our men's basketball team has taken the league title for the fifth year in a row and our coach, Jeremy Eggers, has received coach of the year for the fourth time;
- We just completed a very successful series of events celebrating Black History Month;
- The BC Foundation is hosting a community conversation on the higher education funding crisis, to be held in the Carlson Theater; which will feature Chris Korsmo, President of the League of Educational Voters; Steve Miller, League members and member of the BC Board of trustees; and BC President Jean Floten, moderated by Attorney General Rob McKenna.

- The next revenue forecast, scheduled for March 17, will provide us a better idea of what budget reduction targets the College should plan for this year and the next biennium;
 - The SBCTC has asked that the College file plans for three progressively worse budget reductions;
 - College staff members are preparing an analysis of the impact of the anticipated reductions and identifying where we've already achieved efficiencies;
 - On average, state-funding for Washington Community and Technical Colleges has dropped by \$1,000 per FTES since 2009 – about 25 percent;
 - College staff members are working with other colleges in the region to collaborate on future efficiencies; and
 - Suggestions for efficiencies include a unified financial aid application and admissions process, unified student identification and record number, and other student service functions that occur across institutions

XI. UNSCHEDULED BUSINESS

There was no unscheduled business.

XII. EXECUTIVE SESSION

The second executive session was cancelled as the purpose was accomplished in the first session.

XIII. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 4:17 p.m. The next regular meeting will be held on May 25, 2011.

ATTEST:

Vijay Vashee, Chair
Board of Trustees

Lucinda Taylor
Secretary, Board of Trustees
Community College District VIII

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

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held May 20, 2011 in room A201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Vijay Vashee, Chair, presided.

I. ROLL CALL

The meeting began at 10:22 a.m.

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

II. EXECUTIVE SESSION

It was announced that there would be an executive session for approximately two hours to review collective bargaining sessions with an employee organization and to discuss a personnel action.

The meeting temporarily adjourned until 10:00 a.m. on Monday, May 23, 2011. No action was taken.

The meeting reconvened on Monday, May 23, 2011 at 12:03 p.m.

III. ADJOURNMENT

There being no further business, the special meeting of the Board of Trustees adjourned at 1:02 p.m.

The next regular meeting will be held on June 15, 2011.

ATTEST:

Vijay Vashee, Chair
Board of Trustees

Lucinda Taylor
Secretary, Board of Trustees
Community College District VIII

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

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held May 25, 2011 in room A201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Vicki Orrico, Vice Chair, presided.

I. ROLL CALL

The meeting began at 11:46 p.m.

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

II. EXECUTIVE SESSION

It was announced that there would be an executive session for approximately two hours to discuss the appointment or employment of a public officer or employee.

III. ADJOURNMENT

There being no further business, the special meeting of the Board of Trustees adjourned at 2:14 p.m.

The next regular meeting will be held on June 15, 2011.

ATTEST:

Vicki Orrico, Vice Chair
Board of Trustees

Lucinda Taylor
Secretary, Board of Trustees
Community College District VIII

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

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held June 3, 2011. The executive session was held in room A201 and the business session in room B201 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Vijay Vashee, Chair, presided.

I. ROLL CALL

Ms. Gunn was present. Mr. Chiles, Mr. Miller, Ms. Orrico and Mr. Vashee participated via teleconference. President Floten also was in attendance.

II. EXECUTIVE SESSION

Vijay Vashee announced that there would be an executive session for approximately fifteen minutes to discuss the appointment or employment of an employee. The executive session began at 9:04 a.m., was extended at 9:15 am, and ended at 9:25 a.m.

III. BUSINESS SESSION

The Business Session began at 9:28 a.m.

PRESENT

In addition to the trustees, the following people were in attendance.

Jean Floten, President
Gaynor Hills, VP Institutional Advancement
Bart Becker, Director of Marketing
Doug Brown, President, BCAHE
Laura Saunders
Patty James, Director Institutional Research
Donna Sullivan, Administrative Assistant

IV. ACTION ITEMS

Tab 1 Recommendation of Candidate for Employment as Interim President

Vijay Vashee presented a recommendation to approve Laura Saunders as Interim President of Bellevue College.

It was moved by Marie Gunn and seconded by Vicki Orrico that:

Motion 12:11 The Board of Trustees of Community College District VIII hereby approves the selection of Laura Saunders as the Interim President of Bellevue College.

The motion was approved 5-0.

Tab 2 Contract Terms for Interim President

Vijay Vashee presented the contract terms for the Interim President.

It was moved by Steve Miller and seconded by Marie Gunn that:

Motion 13:11 The Board of Trustees of Community College District VIII appoint Vice Chair, Vicki Orrico, to execute a contract with Laura Saunders for the position of Interim President to commence on July 18, 2011, and extend through April 15, 2012, and then continue on a month-to-month basis until the permanent president is hired, at an annualized salary of \$172,500, and that additional days needed prior to July 18 for transition purposes be compensated at the per diem rate based upon the annual salary.

The motion was approved 5-0.

Vijay Vashee announced that the Board would be hiring a search firm to facilitate the recruitment of a new president. It was agreed that there should be one open forum prior to the end of the academic year that will allow for community feedback. If possible, this would take place during the next regularly scheduled board meeting, June 15, 2011.

V. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 9:35 a.m.

The next regular meeting will be held on June 15, 2011.

ATTEST:

Vijay Vashee, Chair
Board of Trustees

Donna Sullivan
Administrative Assistant, President's Office
Community College District VIII

REGULAR MEETING AGENDA ITEM

Tab 6

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Enrollment Report, Winter Quarter 2011

Description

The college continually 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.

Key Questions

- * Was the college's enrollment target for state funded and self-support FTES met for Winter Quarter 2011, and how did that performance compare to Winter Quarter 2010?
- * Were there any areas of enrollment that experienced significant differences (increase or decrease) for Winter Quarter 2011?

Analysis

Bellevue College's overall Winter 2011 enrollment target was exceeded by 68.9 FTES or 0.6%.

Increase (or decrease) by division or unit:

- Arts and Humanities Division were down from target by 88.2 FTES or 2.5%
- Business Division exceeded its target by 5.4 FTES or 0.5%
- Health Science Division were down from target by 5.4 FTES or 0.6%
- Science Division exceeded its target by 105.8 FTES or 3.8%
- Social Science Division exceeded its target by 99.1 FTES or 4.8%
- Other Programs were down from target by 47.8 FTES or 8.6%

Background Information

Attachment 1:

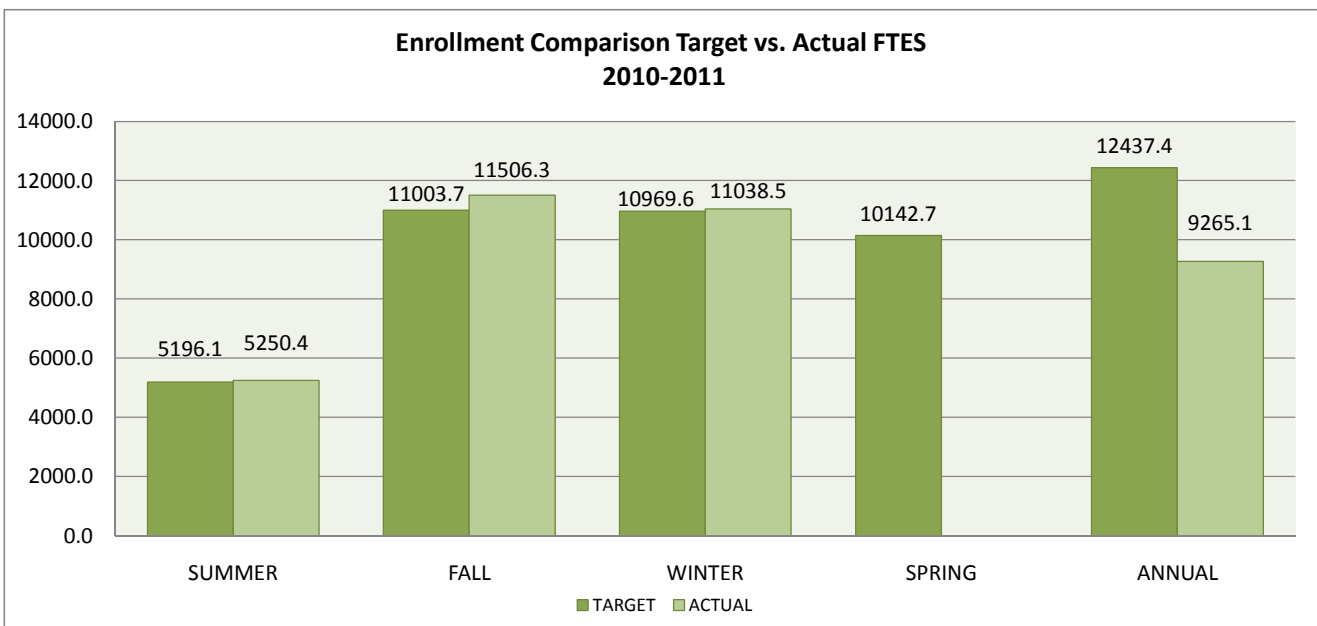
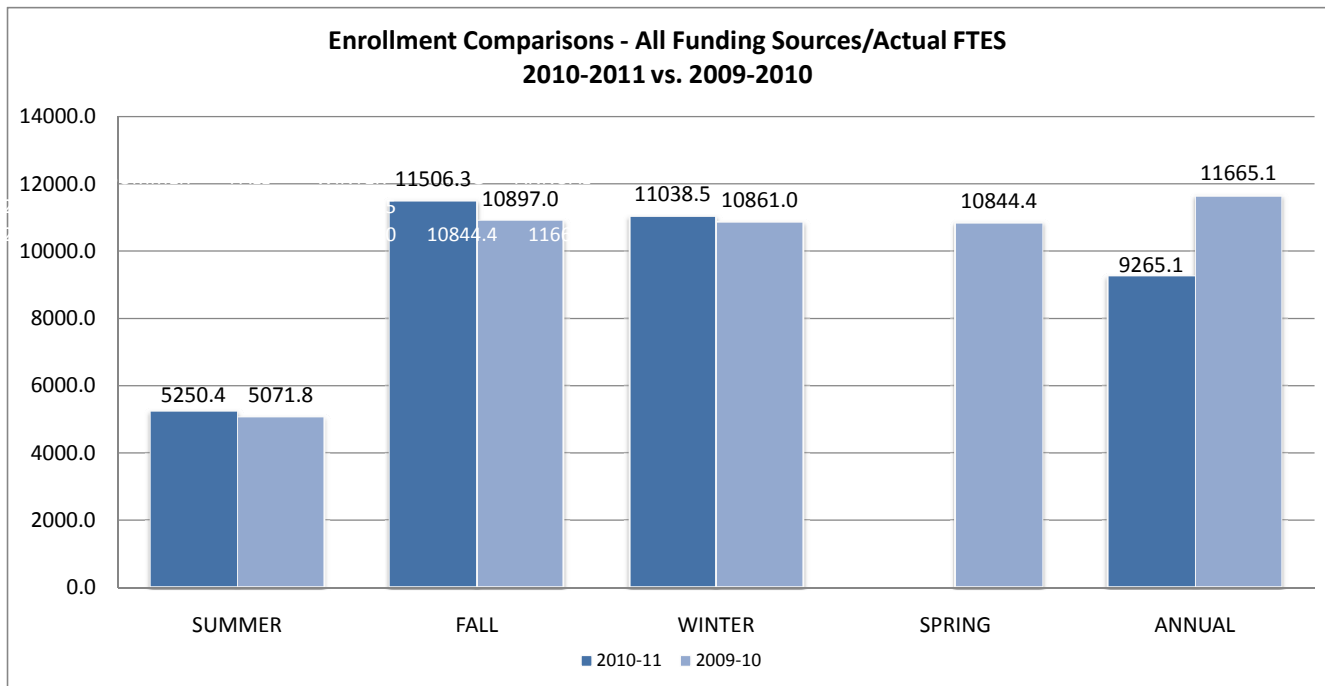
- Enrollment Comparison For All Funding Sources: Actual FTES 2010-2011 vs. 2009-2010
- Enrollment Comparison: Target vs. Actual FTES – Winter Quarter 2011

Recommendation/Outcomes

The Board will have an opportunity to review and discuss the college's enrollment data and trends for Winter Quarter 2011.

Prepared by: Tom Nielsen, Vice President of Instruction
tom.nielsen@bellevuecollege.edu, 425-564-2242

**COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COMMUNITY COLLEGE
WINTER QTR and ANNUAL 2010-2011**



REGULAR MEETING AGENDA ITEM

Tab 7

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Financial Report for Period Ending March 31, 2011

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 March 31, 2011. 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

- * What is the status of the college's financial activities for each fund?
- * What are revisions or changes in the college's budgets and why did they occur?

Analysis

The following summarizes the financial status of the College's funds as of March 31, 2011:

- 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 continue to exceeded targets for spring quarter. Excess revenues and fund balance allocated and not used are transferred to fund balance in support of reserves 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 continue to exceed their projected revenue collections 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 with the exception of: Food Service is reflecting a loss due to expenses in preparation for spring quarter. In addition, staffing changes are being implemented to achieve cost savings. Other Auxiliary Enterprises is currently reflecting a loss due to decreased interest and increased merchant fees.
- 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. Grants in Aid and Student Loan funds are reflecting spring quarter distributions to students awaiting funds to be collected from source agencies.
- 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 \$655,806:
 - State allocation: The net increase of \$275,053 is comprised of the following:
 - \$ 63,169 Basic Skills Enhancement;
 - \$ 1,393,290 Worker Retraining – Variable;
 - \$ 36,623 Student Achievement Initiative;
 - \$ 50,000 Center of Excellence Performance funding;
 - \$ <1,281,961>FY11 Supplemental Reduction;

- \$ <6,068> Retirement Supplemental Reduction;
 - \$ 20,000 Workforce Development Projects
 - Local Operating: The net increase of \$380,753 reflects;
 - \$ 5,569 ABE/EL civic Grant Increase;
 - \$ 375,184 Fund Balance for Phase I reduction
- Local dedicated funds: The increase of \$285,546 reflects adjustments for:
 - \$489,508 in budget additions:
 - \$ 17,508 HPRO 141 Fee addition;
 - \$ 9,000 Dosimetry Self-Support section addition;
 - \$ 51,086 Cont Ed growth plan carry over;
 - \$ 7,000 Radiation Assist section addition;
 - \$ 112,440 Contracts and Special Projects;
 - \$ 250,000 Continuing Ed. relocate to Robinswood;
 - \$ 19,315 Venture program one-time request;
 - \$ 2,083 Science Lab revenue increase;
 - \$ 21,076 Grant Indirect increase;
 - <\$203,962> adjustments to opening budget.
- Grants and contracts funds: The \$9,762,202 net increase reflects:
 - \$3,753,955 in new grants;
 - \$ 509,638 NSF – Health IT;
 - \$ 783,135 DOE – 21st Century Bookstore;
 - \$ 16,000 SBCTC – Open source Chem. III;
 - \$ 60,420 SBCTC – Basic Food Stamp program;
 - \$ 3,500 SBCTC – Parent Ed Conference;
 - \$ 5,660 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;
 - \$ 18,995 BC Foundation Mini Grant;
 - \$1,225,506 SBCTC -BFET-DSHS Food Stamp;
 - \$ 97,867 SBCTC – BFET 100% funding;
 - \$ 200,000 Microsoft – Project Succeed;
 - \$ 152,066 WDC – Hopelink;
 - \$ 65,000 DHS – Generator;
 - \$ 250,000 HHS ONC – YR 1 Increase;
 - \$ <2,682> SBCTC – Perkins Reduction;
 - \$ 4,500 LSTA – Info Literacy grant;
 - \$6,008,247 adjusted award and carry-over grant balances from 2009-10.
- Proprietary funds:
 - \$ 750,000 Computer Service Fund;
 - \$ 750,000 Phone System;

- \$ 191,594 Associated Students;
 - \$ 191,594 Budget Opening Entry in reserve budget ;
- \$ 28,399 Book Store
 - \$ 28,399 Overhead annual adjustment;
- \$ 8,050 Parking
 - \$ 8,050 Verizon Tower/ Sustainability Staff;
- \$<68,060> Other Auxiliary Enterprises;
 - \$ 100 Engineering Modular;
 - \$<68,160> KBCS adjust revenue/expenses to expectation;
- Fiduciary funds: \$50,000 Financial Aid Fund increased to reflect actual expected revenue.
- Capital Projects: Initial budgets are balanced to state appropriations and use of local funds as approved by the board.

Background Information

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

Attachment 2: Quarterly Comparison of FY 09-10 VS 10-11 Revenue and Expense 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
 rachel.solemsaas@bellevuecollege.edu, 425-564-2446Pr

COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COLLEGE
2010-11 Quarterly Financial Report
For the Period Ending March 31, 2011

COMPARISON OF BUDGETED VS. ACTUAL REVENUE AND EXPENSE BY FUND										
	2010-11		2010-11	2010-11	PERIOD ENDING				2010-11	2010-11
	INITIAL	CUMMULATIVE	REVISED	OPENING	SEP 2010	DEC 2010	MAR 2011	JUN 2011	DIFFERENCE	
	BUDGET	BUDGET	BUDGET	ENTRIES	CUMULATIVE	CUMULATIVE	CUMULATIVE	CUMULATIVE	ACTUAL	YTD %
		REVISIONS		(Fund	ACTUAL	ACTUAL	ACTUAL	ACTUAL	LESS	BUDGET
				Balance)	REVENUE &	REVENUE &	REVENUE &	REVENUE &	BUDGET	BUDGET
					EXPENSE	EXPENSE	EXPENSE	EXPENSE		
OPERATING FUND:										
STATE ALLOCATION										
ALLOCATION	30,947,938	275,053	31,222,991		7,021,734	16,452,322	25,953,501	0	-5,269,490	83.12%
EXPENSE	30,947,938	275,053	31,222,991		7,021,734	16,452,322	25,953,501		-5,269,490	83.12%
TOTAL STATE ALLOCATION	30,947,938	275,053	31,222,991		0	0	0	0		
LOCAL OPERATING										
REVENUE	17,838,651	5,569	17,844,220		8,937,122	17,586,914	17,944,022		740,871	100.56%
OPENING ENTRIES (Budgeted)	265,885	375,184	641,069	1,353,845						
EXPENSE	18,104,536	380,753	18,485,289		4,301,993	8,551,388	13,593,572		-4,891,717	73.54%
TOTAL LOCAL OPERATING	18,104,536	380,753	18,485,289		4,635,129	9,035,526	4,350,450	0		
DEDICATED LOCAL FUND										
REVENUE	14,180,334	-56,553	14,123,781		6,031,813	8,513,088	18,829,248		4,705,467	133.32%
OPENING ENTRIES (Budgeted)	149,100	342,099	491,199	11,297,131						
EXPENSE	14,329,434	285,546	14,614,980		2,613,360	5,001,682	7,423,591		-7,191,389	50.79%
TOTAL DEDICATED LOCAL FUND	14,329,434	285,546	14,614,980		3,418,453	3,511,406	11,405,657	0		
GRANTS & CONTRACTS										
REVENUE	13,246,643	9,505,950	22,752,593		3,554,931	7,989,894	13,643,720		-9,108,873	59.97%
OPENING ENTRIES (Budgeted)	0	256,252	256,252	9,221,688						
EXPENSE	13,246,643	9,762,202	23,008,845		2,762,072	5,114,881	7,288,003		-15,720,842	31.67%
TOTAL GRANTS & CONTRACTS	13,246,643	9,762,202	23,008,845		792,859	2,875,013	6,355,717	0		
TOTAL OPERATING FUNDS:	76,628,551	10,703,554	87,332,105		8,846,441	15,421,945	22,111,824	0		
PROPRIETARY FUNDS:										
STORES FUND										
REVENUE	350,000	0	350,000	291,132	89,310	172,210	264,629		-85,371	75.61%
EXPENSE	350,000	0	350,000		61,104	150,821	226,054		-123,946	64.59%
TOTAL STORES FUND	350,000	0	350,000		28,206	21,389	38,575	0		
COMPUTER SERVICE FUND										
REVENUE	467,246	750,000	1,217,246	2,376,041	148,772	174,753	326,011		-891,235	26.78%
EXPENSE	467,246	750,000	1,217,246		-6,354	51,073	58,998		-1,158,248	4.85%
TOTAL COMPUTER SERVICE FUND	467,246	750,000	1,217,246		155,126	123,680	267,013	0		
PRINTING FUND										
REVENUE	1,093,124	0	1,093,124	348,863	256,514	498,191	783,010		-310,114	71.63%
EXPENSE	1,093,124	0	1,093,124		247,624	575,727	726,775		-366,349	66.49%
TOTAL PRINTING FUND	1,093,124	0	1,093,124		8,890	-77,536	56,235	0		
MOTOR POOL										
REVENUE	16,000	0	16,000	4,548	3,676	7,001	8,906		-7,094	55.66%
EXPENSE	16,000	0	16,000		2,067	5,492	8,471		-7,529	52.94%

COMMUNITY COLLEGE DISTRICT VIII
 BELLEVUE COLLEGE
 2010-11 Quarterly Financial Report
 For the Period Ending March 31, 2011

	2010-11		2010-11	2010-11	PERIOD ENDING				2010-11	2010-11
	INITIAL BUDGET	CUMMULATIVE BUDGET REVISIONS	REVISED BUDGET	OPENING ENTRIES (Fund Balance)	SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	DIFFERENCE ACTUAL LESS BUDGET	YTD % BUDGET
TOTAL MOTOR POOL	16,000	0	16,000		1,609	1,509	435	0		
ASSOCIATED STUDENTS										
REVENUE	2,532,268	191,594	2,723,862	3,399,490	1,188,567	2,268,236	2,449,542		-274,320	89.93%
EXPENSE	2,532,268	191,594	2,723,862		345,068	809,939	1,325,733		-1,398,129	48.67%
TOTAL ASSOCIATED STUDENTS	2,532,268	191,594	2,723,862		843,499	1,458,297	1,123,809	0		
BOOKSTORE										
REVENUE	5,316,155	0	5,316,155	3,635,845	1,946,625	2,734,633	4,304,799		-1,011,356	80.98%
EXPENSE	4,621,140	28,399	4,649,539		1,560,209	3,482,632	4,116,944		-532,595	88.55%
TOTAL BOOKSTORE	5,316,155	28,399	5,316,155		386,416	-747,999	187,855	0		
PARKING										
REVENUE	1,878,870	8,050	1,886,920	2,624,535	933,607	1,207,761	2,077,540		190,620	110.10%
EXPENSE	1,878,870	8,050	1,886,920		92,959	676,460	940,960		-945,960	49.87%
TOTAL PARKING	1,878,870	8,050	1,886,920		840,648	531,301	1,136,580	0		
FOOD SERVICES										
REVENUE	1,404,362	0	1,404,362	661,598	243,808	678,877	1,196,298		-208,064	85.18%
EXPENSE	1,404,362	0	1,404,362		287,054	758,570	1,240,383		-163,979	88.32%
TOTAL FOOD SERVICES	1,404,362	0	1,404,362		-43,246	-79,693	-44,085	0		
OTHER AUXILIARY ENTERPRISES										
REVENUE	3,336,886	-68,060	3,268,826	2,543,416	1,026,130	1,793,262	2,687,683		-581,143	82.22%
EXPENSE	3,336,886	-68,060	3,268,826		930,678	1,777,139	2,729,506		-539,320	83.50%
OTHER AUXILIARY ENTERPRISES	3,336,886	-68,060	3,268,826		95,452	16,123	-41,823	0		
TOTAL PROPRIETARY FUNDS:	16,394,911	909,983	17,276,495		2,316,600	1,247,071	2,724,594	0		
FIDUCIARY FUNDS:										
GRANTS IN AID										
REVENUE	9,060,800	0	9,060,800	134,164	2,791,699	4,726,807	9,162,624		101,824	101.12%
EXPENSE	9,060,800	0	9,060,800		3,377,790	7,315,257	10,846,761		1,785,961	119.71%
TOTAL GRANTS IN AID	9,060,800	0	9,060,800		-586,091	-2,588,450	-1,684,137	0		
STUDENT LOAN										
REVENUE	10,400,000	0	10,400,000	15,274	1,339,325	2,882,664	5,952,804		-4,447,196	57.24%
EXPENSE	10,400,000	0	10,400,000		1,928,528	5,001,479	7,842,962		-2,557,038	75.41%
TOTAL STUDENT LOAN	10,400,000	0	10,400,000		-589,203	-2,118,815	-1,890,158	0		
FINANCIAL AID FUND										
REVENUE	750,000	50,000	800,000	538,768	495,551	788,340	800,997		997	100.12%
EXPENSE	750,000	50,000	800,000		306,244	564,887	805,205		5,205	100.65%
TOTAL FINANCIAL AID FUND	750,000	50,000	800,000		189,307	223,453	-4,208	0		
AGENCY										
REVENUE	0	0	0	867,788	774,651	1,180,474	1,597,772		n/a	n/a
EXPENSE		0	0		450,819	863,130	1,268,218		n/a	n/a
TOTAL AGENCY	0	0	0		323,832	317,344	329,554	0		

COMMUNITY COLLEGE DISTRICT VIII
 BELLEVUE COLLEGE
 2010-11 Quarterly Financial Report
 For the Period Ending March 31, 2011

	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		
TOTAL ENDOWMENT LOCAL REVENUE	0	0	0	178,106	2,674	3,254	6,943		n/a	n/a
TOTAL FIDUCIARY FUNDS:	20,210,800	50,000	20,260,800		-659,481	-4,163,214	-3,242,006	0		
TOTAL ANNUAL REVENUE:	112,819,277	10,661,603	123,480,880		36,786,509	69,658,681	107,990,049	0	-15,490,831	87.5%
TOTAL BUDGETED OPENING ENTRIES:	414,985	973,535	1,388,520	39,492,232	0					
TOTAL ANNUAL EXPENSE:	112,539,247	11,663,537	124,202,784		26,282,949	57,152,879	86,395,637	0	-37,807,147	69.6%
NET GAIN (LOSS) YEAR TO DATE:					10,503,560	12,505,802	21,594,412	0		
CAPITAL PROJECTS: 2009-2011										
STATE APPROPRIATIONS	4,756,500	371,500	5,128,000		2,622,963	3,408,293	4,281,785		-846,215	83.5%
LOCAL CAPITAL FUND	22,484,758	2,006,036	24,490,794	10,246,348	1,124,685	12,196,264	18,604,894		-5,885,900	76.0%
TOTAL CAPITAL PROJECTS FUNDS:	27,241,258	2,377,536	29,618,794		3,747,648	15,604,557	22,886,679	0		
GRAND TOTAL ALL REVENUE FUNDS :	140,475,520	14,012,674	154,488,194		40,534,157	85,263,238	130,876,728	0		

COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COLLEGE
2010-11 Quarterly Financial Report
For the Period Ending March 31, 2011

QUARTERLY COMPARISON OF FY 2009-10 VS. 2010-11 REVENUE AND EXPENSE BY FUND								
	2009-10	2010-11	PERIOD ENDING		2009-10	2010-11		
	BUDGET	BUDGET	MAR 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	YTD % BUDGET	YTD % BUDGET	% CHANGE	
OPERATING FUND:								
STATE ALLOCATION								
ALLOCATION	32,213,717	32,491,020	24,840,830	25,953,501	77.11%	79.88%	2.8%	
EXPENSE	32,213,717	32,491,020	24,840,830	25,953,501	77.11%	79.88%	2.8%	
TOTAL STATE ALLOCATION	32,213,717	32,491,020	0	0				
LOCAL OPERATING								
REVENUE (1)	16,709,678	17,844,220	21,394,992	17,944,022	128.04%	100.56%	-27.5%	
EXPENSE	18,251,211	18,110,105	13,827,969	13,593,572	75.76%	75.06%	-0.7%	
TOTAL LOCAL OPERATING	18,251,211	18,110,105	7,567,023	4,350,450				
DEDICATED LOCAL FUND								
REVENUE (1)	13,716,165	14,122,415	10,364,939	18,829,248	75.57%	133.33%	57.8%	
EXPENSE	14,229,443	14,591,821	7,049,546	7,423,591	49.54%	50.88%	1.3%	
TOTAL DEDICATED LOCAL FUND	14,229,443	14,591,821	3,315,393	11,405,657				
GRANTS & CONTRACTS								
REVENUE	17,635,175	22,357,893	11,649,809	13,643,720	66.06%	61.02%	-5.0%	
EXPENSE	18,008,090	22,395,525	5,963,948	7,288,003	33.12%	32.54%	-0.6%	
TOTAL GRANTS & CONTRACTS	18,008,090	22,395,525	5,685,861	6,355,717				
TOTAL OPERATING FUNDS:	82,702,461	87,588,471	16,568,277	22,111,824				
PROPRIETARY FUNDS:								
STORES FUND								
REVENUE	350,000	350,000	270,966	264,629	77.42%	75.61%	-1.8%	
EXPENSE	350,000	350,000	263,127	226,054	75.18%	64.59%	-10.6%	
TOTAL STORES FUND	350,000	350,000	7,839	38,575				
COMPUTER SERVICE FUND								
REVENUE (2)	318,597	1,217,246	393,307	326,011	123.45%	26.78%	-96.7%	
EXPENSE (2)	318,597	1,217,246	383,270	58,998	120.30%	4.85%	-115.5%	
TOTAL COMPUTER SERVICE FUND	318,597	1,217,246	10,037	267,013				
PRINTING FUND								
REVENUE	1,159,843	1,093,124	809,489	783,010	69.79%	71.63%	1.8%	
EXPENSE (3)	1,159,843	1,093,124	396,990	726,775	34.23%	66.49%	32.3%	
TOTAL PRINTING FUND	1,159,843	1,093,124	412,499	56,235				
MOTOR POOL								
REVENUE	16,000	16,000	7,388	8,906	46.18%	55.66%	9.5%	
EXPENSE	16,000	16,000	7,537	8,471	47.11%	52.94%	5.8%	
TOTAL MOTOR POOL	16,000	16,000	-149	435				
ASSOCIATED STUDENTS								
REVENUE	2,299,291	2,723,862	2,857,640	2,449,542	124.28%	89.93%	-34.4%	
EXPENSE	2,299,291	2,723,862	1,266,024	1,325,733	55.06%	48.67%	-6.4%	
TOTAL ASSOCIATED STUDENTS	2,299,291	2,723,862	1,591,616	1,123,809				
BOOKSTORE								
REVENUE	5,288,005	5,316,155	4,559,520	4,304,799	86.22%	80.98%	-5.2%	
EXPENSE	4,604,838	4,649,539	4,141,976	4,116,944	89.95%	88.55%	-1.4%	
TOTAL BOOKSTORE	5,288,005	5,316,155	417,544	187,855				
PARKING								
REVENUE	1,749,441	1,886,920	1,854,887	2,077,540	106.03%	110.10%	4.1%	
EXPENSE	1,749,441	1,886,920	887,988	940,960	50.76%	49.87%	-0.9%	
TOTAL PARKING	1,749,441	1,886,920	966,899	1,136,580				
FOOD SERVICES								
REVENUE	1,490,182	1,404,362	1,198,701	1,196,298	80.44%	85.18%	4.7%	
EXPENSE	1,490,182	1,404,362	1,270,573	1,240,383	85.26%	88.32%	3.1%	
TOTAL FOOD SERVICES	1,490,182	1,404,362	-71,872	-44,085				
OTHER AUXILIARY ENTERPRISES								

COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COLLEGE
2010-11 Quarterly Financial Report
For the Period Ending March 31, 2011

		2009-10	2010-11	PERIOD ENDING		2009-10	2010-11	
		BUDGET	BUDGET	MAR 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	YTD % BUDGET	YTD % BUDGET	% CHANGE
	REVENUE	3,213,830	3,268,826	2,888,886	2,687,683	89.89%	82.22%	-7.7%
	EXPENSE	3,213,830	3,268,826	2,428,534	2,729,506	75.57%	83.50%	7.9%
	OTHER AUXILIARY ENTERPRISES	3,213,830	3,268,826	460,352	-41,823			
	TOTAL PROPRIETARY FUNDS:	15,885,189	17,276,495	3,794,765	2,724,594			
	FIDUCIARY FUNDS:							
	GRANTS IN AID							
	REVENUE	6,044,300	9,060,800	6,866,358	9,162,624	113.60%	101.12%	-12.5%
	EXPENSE	6,044,300	9,060,800	8,111,642	10,846,761	134.20%	119.71%	-14.5%
	TOTAL GRANTS IN AID	6,044,300	9,060,800	-1,245,284	-1,684,137			
	STUDENT LOAN							
	REVENUE	6,900,000	10,400,000	4,531,082	5,952,804	65.67%	57.24%	-8.4%
	EXPENSE	6,900,000	10,400,000	4,426,973	7,842,962	64.16%	75.41%	11.3%
	TOTAL STUDENT LOAN	6,900,000	10,400,000	104,109	-1,890,158			
	FINANCIAL AID FUND							
	REVENUE	750,000	750,000	954,673	800,997	127.29%	106.80%	-20.5%
	EXPENSE	750,000	750,000	698,756	805,205	93.17%	107.36%	14.2%
	TOTAL FINANCIAL AID FUND	750,000	750,000	255,917	-4,208			
	AGENCY							
	REVENUE	0	0	1,359,639	1,597,772	n/a	n/a	n/a
	EXPENSE		0	1,118,065	1,268,218	n/a	n/a	n/a
	TOTAL AGENCY	0	0	241,574	329,554			
	TOTAL ENDOWMENT LOCAL REVENUE	0	0	5,972	6,943	n/a	n/a	n/a
	TOTAL FIDUCIARY FUNDS:	13,694,300	20,210,800	-637,712	-3,242,006			
	TOTAL ANNUAL REVENUE:	109,854,224	124,302,843	96,809,078	107,990,049	88.1%	86.9%	-1.2%
	TOTAL ANNUAL EXPENSE:	111,598,783	124,409,150	77,083,748	86,395,637	69.1%	69.4%	0.4%
	NET GAIN (LOSS) YEAR TO DATE:			19,725,330	21,594,412			
	CAPITAL PROJECTS: 2009-2011							
	STATE APPROPRIATIONS (4)	8,362,488	5,128,000	1,551,040	4,281,785	18.5%	83.5%	n/a
	LOCAL CAPITAL FUND (4)	17,668,878	24,490,794	2,897,250	18,604,894	16.4%	76.0%	n/a
	TOTAL CAPITAL PROJECTS FUNDS:	26,031,366	29,618,794	4,448,290	22,886,679			
	GRAND TOTAL ALL REVENUE FUNDS :	138,313,316	154,694,560	101,257,368	130,876,728			
	(1) Method of booking Excess Enrollments was revised in 2010-11, booked quarterly for 2010-11 vs booked toward end of year for 2009-10.							
	(2) New Phone system \$750,000 is posted in budget - Expense has not yet posted, funds to be transferred from CIS reserve.							
	(3) Purchase of new printing equipment reflects as expense increase							
	(4) Capital projects are reported on 2 year biennium, increase reflects continued progress toward ongoing projects.							

REGULAR MEETING AGENDA ITEM

June 15, 2011

Tab 8

☐ Information ☐ Discussion ☒ Action

Topic

Sabbatical Leave Authorization for the 2011-12 Academic Year

Description

The purpose of a Sabbatical Leave shall be to improve the professional skills of the faculty member through study, research, and creative work. The College will receive direct benefit of such an experience through the increasing effectiveness of those persons participating in a professional leave program.

Key Questions

- * What is the final recommendation of the Sabbatical Leave Committee regarding sabbatical leave requests for the 2011-12 academic year?
- * What is the President's recommendation regarding the granting of sabbatical leaves for the 2011-12 academic year?
- * What is the replacement FTEF cost for this recommendation?
- * What is the Board of Trustee's role in the sabbatical leave process?

Analysis

At the March 2, 2011 Board meeting, Board members were informed that the Sabbatical Leave Committee received requests from three (3) faculty for sabbatical leave during the 2011-12 academic year. The total number of quarters requested is equivalent to 2.67 FTEF. The Board of Trustees has committed, through the Negotiated Agreement, to make "every reasonable effort to grant at least 5 FTE leaves annually, provided that at least that number of applicants have applied and are ranked by the Sabbatical Leave Committee..." (Article IX, Section IV, C). The number of leaves granted is subject to fiscal and budget constraints and also the calculation of potential cost of replacement.

The Sabbatical Leave Committee has ranked the three requests and submitted its recommendation to the President. Due to the budget constraints for the 2011-12 academic year, and based on the college's process to develop a preliminary balanced

budget for 2011-12, the President recommends that the Board of Trustees grant three sabbatical leave requests. The total number of quarters (FTEF) recommended by the President has been reduced to 1.85 FTEF total, at a replacement cost of \$42,988. The cost of this expense will be covered by one-time only funds.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII concurs with the recommendation of the President and authorizes sabbatical leaves equivalent to 1.85 FTEF, at the cost of \$42,988 for the 2011-12 academic year.

Prepared by: Tom Nielsen, Vice President of Instruction
tom.nielsen@bellevuecollege.edu, 425-564-2442

REGULAR MEETING AGENDA ITEM

Tab 9

June 15, 2011

☐ Information ☐ Discussion ☒ Action

Topic

International Contract Program 2011-2012

Description

Three years ago, the State Board for Community and Technical Colleges (SBCTC) provided colleges the option of counting international students as part of the college's state-funded enrollment target or engaging in a contractual relationship with a community entity to offer the program. In addition, if a college chooses the second option, the SBCTC requires that the college's board reaffirm annually that it is continuing this contractual arrangement because the college is unable to accommodate international student programs within the current state funded enrollment target. Bellevue College has opted to offer the program through a contractual arrangement with the Bellevue College Foundation, since the college has been oversubscribed in meeting its state enrollment target in previous years, and intends to continue this option.

Key Questions

- * Does continuing the contractual arrangement for International Program with the Bellevue College Foundation support the college's mission in supporting its international program?

Analysis

The college continues to be overenrolled and cannot support International Student Program enrollments within the current state funded enrollment target. The existing contractual relationship with the Bellevue College Foundation supports the college's international student program.

Background Information

Attachment 1: Resolution 297: International Contract Program 2011-2012

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII hereby adopts resolution 297 reaffirming the contractual relationship with the Bellevue College Foundation for International Student Programs for FY2011-12.

Prepared by: Rachel Solemsaas, Vice President of Administrative Services
rachel.solemsaas@bellevuecollege.edu, 425-564-2446

COMMUNITY COLLEGE DISTRICT VIII
Bellevue College
Bellevue, Washington

RESOLUTION NO. 297

INTERNATIONAL CONTRACT PROGRAM 2011-2012

WHEREAS, the college offers courses and programs for international students as provided by RCW 28B.50.140 (17) and WAC 131-32-020(1); and

WHEREAS the college contracts its international contract program with Bellevue College Foundation; and

WHEREAS the contract stipulates the fees and the number of international student enrollment for 2011-12; and

WHEREAS the contract has been approved by State Board of Community and Technical College; and

WHEREAS the budget for the international contract program covers both direct and indirect costs; and

WHEREAS the courses and program covered by these costs could not be offered within the allocation provided by the State to the College;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Community College District VIII approves the Bellevue College 2011-2012 international contract program.

PASSED, THIS 15TH DAY OF JUNE, 2011.

BOARD OF TRUSTEES

Vijay Vashee, Chair

Vicki Orrico, Vice-Chair

Paul Chiles, Trustee

Marie Gunn, Trustee

Steve Miller, Trustee

ATTEST:

Lucinda Taylor
Secretary, Board of Trustees
Community College District VIII

REGULAR MEETING AGENDA ITEM

Tab 10

June 15, 2011

☐ Information ☐ Discussion ☒ Action

Topic

Authorization to Solicit Proposals from Consultants to Facilitate a Presidential Search

Description

The president of Bellevue College has announced her resignation, effective 31 July 2011. The Board of Trustees is committed to engage in an open and participatory national search process for a new president and is beginning to explore the hiring of a consultant to assist in the search process.

Key Question

- * How does the Board of Trustees want to initiate a request for proposals (RFP) from potential search firms to facilitate the presidential search?

Analysis

The Bellevue College Board of Trustees is preparing to retain professional consulting services to conduct a national search for a college president. The goal of the presidential search is to retain a skilled and proven leader committed to meeting the educational needs of all students and in conjunction with the appropriate governing bodies through high-quality educational and work-force oriented academic programs.

In order to initiate the process, the Board Chair, Vijay Vashee, will select delegates from the Board, with staff assistance from Cesar Portillo, Vice President of Human Resources, to develop a Request for Proposal that will be used to start the solicitation for an appropriate search firm. Some criteria to be considered in the RFP include expertise and experience in national college presidential searches; the consultant's ability to be responsive to the Board's desired process; percentages of firm success and completions, including the tenure of presidents recruited and reported satisfaction of hiring boards; plan for partner involvement; quality and type of services provided, track record of the firm; and, fees and expenses associated with the search.

In addition, the Board desires to provide the college community an initial opportunity for input on the desired qualities of a college president and feedback on the preferred

qualities of a search firm. The hearing is scheduled for June 15, 2011 at 10:00 a.m. in the BC Boardroom. This is the first phase of the search for a new president and the campus community will have several opportunities for feedback throughout the process.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII designates Marie Gunn and Steve Miller as the Trustee liaisons for the presidential search process in order to initiate the process of soliciting proposals from consultants to facilitate a national presidential search.

Prepared by: Lucinda Taylor, Exec Asst to the President and Sec to the Board of Trustees
lucinda.taylor@bellevuecollege.edu, 425-564-2302

REGULAR MEETING AGENDA ITEM

Tab 11

June 15, 2011

☐ Information ☐ Discussion ☒ Action

Topic

Election of Board Chair and Vice Chair

Description

Current Chair and Vice Chair terms end June 30, 2011, and new officers must be elected.

Key Questions

- * Who shall serve as Chair and Vice Chair of the Board of Trustees for the 2011-2012 academic year?

Analysis

According to the by-laws for the Board of Trustees (WAC 132H-106-040), elections are to be held annually in June. At the May 2, 2011 Board meeting, the Board of Trustees agreed that the trustee beginning the last year of his or term should be elected chair for the ensuing year, and that the vice chair should be the trustee who is in the penultimate year of his or her term. By virtue of this agreement, staff recommends that Vicki Orrico be nominated for the position of Chair of the Board of Trustees for Community College District VIII and that Paul Chiles be nominated as Vice Chair for the 2011-2012 academic year. The new terms of office will begin on July 1, 2011.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII closes the nominations for the position of chair and vice chair and elects Vicki Orrico as Board Chair and Paul Chiles as Vice Chair, for the period commencing July 1, 2011, and continuing until June 30, 2012.

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

June 15, 2011

Tab 12

☐ Information ☐ Discussion ☒ Action

Topic

Negotiated Agreement between Bellevue College Association of Higher Education and the Board of Trustees of Community College District VIII, September 1, 2011 – August 31, 2013

Description

Representatives for the Bellevue College Association of Higher Education and Community College District VIII have been negotiating a successor agreement to replace the 1010-2011 Agreement.

Key Questions

- * Do the Tentative Agreements represent the mutual interests of the college and the faculty and should the Tentative Agreements be approved?

Analysis

The current Agreement will expire August 31, 2011. Both parties have reached tentative agreement on financial aspects of the contract.

Background Information

The parties have engaged in negotiations with a collaborative, interest based approach and have been able to reach agreement on several significant issues and on a number of housekeeping items.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII hereby approves the 2011-2013 Agreement Between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education.

Prepared by: Cesar Portillo, Vice President of Human Resources
cesar.portillo@bellevuecollege.edu, 425-564-2445

REGULAR MEETING AGENDA ITEM

June 15, 2011

Tab 13

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Development of a New Bachelor of Applied Science Degree in Healthcare Technology and Management

Description

As part of the 2010 System Design Plan legislation (SSB 6355), the status of applied baccalaureate degrees offered by Washington's community and technical colleges was changed from pilot to regular status. The State Board for Community and Technical Colleges (SBCTC) worked with the Higher Education Coordinating Board (HECB) to develop new criteria for any community or technical college who wishes to launch a new applied baccalaureate degree. The first step in the process is to submit a Statement of Need that demonstrates the need and demand for a new degree; identification of feeder programs; cooperative arrangements with other colleges and how the degree will serve place bound students. If the Statement of Need receives no objections from higher education institutions, then the college has one year to submit the program approval application.

On May 29, 2011, Bellevue College submitted a Statement of Need to the SBCTC to develop a bachelor of applied science degree in Healthcare Technology and Management with a concentration in Healthcare Information Technology. The degree would prepare graduates to be effective members of a team that manages and performs the customization, implementation, integration and maintenance of healthcare information systems, data and components.

There is substantial employer need for workers trained with the skills that this new degree will provide. The federal government has invested over \$19.2B in stimulus funding to support adoption of electronic medical records (EMR) in every hospital, clinic and ambulatory practice and to advance the use of technology in health care through the American Recovery and Reinvestment Act of 2009 (ARRA) and the Health Information Technology for Economic and Clinical Health Act (HITECH). This act is requiring every healthcare provider in the country to adopt electronic health records. There is a radical shortage of workers who possess both IT skills and knowledge of the health care environment to fill the numbers of jobs that are available, and there are very few colleges that offer programs to prepare these workers. The student demand, ascertained by surveying students enrolled in college information technology-related

programs (IT) and information and records management programs, is equally compelling.

Although a couple of other colleges in Washington have recently developed or are in the process of developing degrees in healthcare information management, the focus of this degree program will be distinctly different. Unlike the universities, Bellevue College will accept graduates of professional/technical programs who are not accepted as transfer students into traditional four-year programs. The other baccalaureate programs utilize traditional classroom-based courses, while the Bellevue degree will be offered online, attracting students state-wide and expanding opportunities for place bound students. While most of the new degrees focus on health information management, the Bellevue College degree will specialize in healthcare information technology. Health information technology utilizes computer and information technology to design and implement healthcare data systems, and to analyze and utilize that data to facilitate efficient and effective health delivery organizations, while health information management focuses on the collection and integration of medical records to enable the delivery of quality healthcare.

Key Questions

- * Why is the college seeking to develop a new applied bachelor's degree in healthcare information technology?
- * Is there sufficient need and demand to demonstrate that a bachelor's degree in this field can be successful?
- * What are the next steps?

Analysis

Bellevue College is rapidly becoming a leader in the field of healthcare IT education, having received federal grants from the Office of the National Coordinator for Health Information Technology, National Science Foundation and Department of Labor totaling \$8.5M for development, delivery and dissemination of healthcare IT curricula and certification. BC has also been designated by the Washington State Healthcare Authority as the lead healthcare organization for WA state workforce development and technical training in Health IT. A bachelor's degree program in healthcare IT would further the work the college is doing in this high demand field and create a high-demand career pathway for students. In an article published in the May 23, 2011 edition of *Information Week*, Nicole Lewis affirms the need to prepare people for this emerging field. Quoting a study conducted by the University of California San Diego extension,

she states that “a career in health information technology is the hottest vocation for college graduates in this challenging economy.”¹

Currently, of the students enrolled in the college’s IT programs, few elect to follow an associate degree path, because they cannot transfer into a bachelor’s degree program having only a professional/technical degree, so there is no benefit to acquiring more than a certificate. This new degree would create a viable bachelor’s pathway for IT associate degree graduates and attract more students into the associate degree program.

The field of healthcare IT is rapidly growing, and hospitals and clinics are desperately seeking people holding bachelor’s degrees to implement the new federal electronic records mandate. Surveys were disseminated to healthcare IT professionals in the Puget Sound region and to students in IT and healthcare related programs in the region’s community and technical colleges. Both groups offered great support for a new bachelor’s degree in Healthcare IT. Of the workforce respondents, 87 percent responded that the need for professionals trained in Healthcare IT is growing; while 93 percent responded that there is a critical to moderate shortage in finding healthcare IT professionals to fill their employment needs. Of the 264 students who responded to the survey, 68 percent said they would be interested in an applied bachelor’s degree in healthcare IT; and 88 percent said they would be interested in taking advanced courses in Healthcare IT.

The degree offers an innovative curriculum design that opens the program to multiple feeder pathways while ensuring that students gain rigorous preparation in the skills they will need to be successful in the marketplace. This will provide a sufficient number of students to sustain the program which will be offered as self-support. Over the summer, the college will conduct a panel with healthcare IT professionals to evaluate the curriculum and make sure it provides the skills professionals in the field will need.

The Statement of Need submitted to the SBCTC built a strong case to demonstrate that the program would be successful. The Statement of Need was submitted to the SBCTC at the end of May. At the June State Board meeting college staff will discuss with the Board how the degree fits in with the state’s master educational plan. The SBCTC and HECB will disseminate the Statement of Need to the higher education community who will have thirty days to raise any objections. Over the summer the college will commence full development of the degree and expects to submit the program approval proposal in October 2011. The proposal asks for relationship to the college’s mission and goals, support of the state’s strategic master plan for education, complete curriculum, faculty qualifications, enrollment projections, admission criteria, long term commitment to the program and analysis by two external experts. The SBCTC then evaluates the proposal, and if approved, forwards it to the HECB who must also approve it. If approvals are granted and the college hires a program director to oversee the new degree, it is hoped that the first courses could be offered in fall 2012.

¹ <http://www.informationweek.com/news/healthcare/EMR/229625377>

Background Information

Appendix: Statement of Need Document submitted to SBCTC

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves development of a new Bachelor of Applied Science Degree in Healthcare Technology and Management. This item will be submitted for action at the June 29, 2011 regular meeting.

Prepared by: Elise Erickson, Special Assistant to the President
eerickso@bellevuecollege.edu, 425-564-2034

Form A

**COVER SHEET
STATEMENT OF NEED**

Program Information

Program Name: Healthcare Information Technology

Institution Name: Bellevue College

Degree: BAS, Healthcare Technology and Management Level: Bachelor
(e.g. B.S. Chemistry) (e.g. Bachelor)

Type: Healthcare Information Technology CIP Code: 51.0706
(e.g. Science)

Proposed Start Date: Fall Quarter 2012

Projected Enrollment (FTE) in Year One: 25 FTE At Full Enrollment by Year: 60 FTE by 2016
(# FTE) (# FTE)

Funding Source: State FTE _____ Self Support X Other _____

Mode of Delivery

Single Campus Delivery Bellevue College
(enter locations)

Off-site _____
(enter locations)

Distance Learning _____ Online courses _____
(enter formats)

Statement of Need

- *Employer demand*
- *Student demand*
- *Options for place-bound students*

Please see criteria and standard sheet FORM B

Contact Information (Academic Department Representative)

Name: Tom Nielsen

Title: Vice President of Instruction

Address: Bellevue College

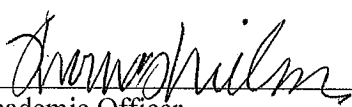
3000 Landerholm Circle SE, Room A202

Bellevue WA 98007-6484

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Fax: (425) 564-6163

Email: tom.nielsen@bellevuecollege.edu


Chief Academic Officer

May 25, 2011
Date

Degree Description

Bellevue College requests authority to proceed with the development of a new bachelor of applied science degree in Healthcare Technology and Management with a concentration in Healthcare Information Technology. The degree would prepare graduates to be effective members of a team that manages and performs the customization, implementation, integration and maintenance of healthcare information systems, data and components.

The college proposes to articulate the new 2+2 degree with Washington community and technical college associate degrees in information technology-related programs (IT) and information and records management programs. Depending on which associate degree students possess, the curriculum will begin with two entry pathways to prepare students for the core courses – one providing essential background in healthcare and the other, the fundamentals of IT. Students will then coalesce in the core program to take general education courses focused on healthcare issues, and applied technology courses in workflow process, project management, information systems analysis, data security, and so forth. Students will work in teams through the online medium to solve real world problems while strengthening their particular area of interest and gaining advanced expertise.

Although one other college in Washington has recently developed an undergraduate degree in healthcare information, this degree program will be distinctly different in its focus. As an applied baccalaureate degree, students will be able to enter the program with a professional/technical degree; most four-year healthcare-related or IT/CS-related programs require a transfer degree which effectively shuts the door on professional-technical college graduates. Because the degree will be offered online as well as in the classroom, students from any part of the state will be able to enroll, expanding opportunities for place bound students. Most of the new degree programs emphasize healthcare information management, which focuses on the collection and organization of medical records and coding. The Bellevue College degree will be in healthcare information technology, which utilizes computer technology to implement and maintain healthcare data systems, as well as to analyze and utilize that data to facilitate efficient and effective healthcare delivery and payer organizations.

Bellevue College has a reputation for delivering high quality programs in information technology and has been recognized nationally for its work through the National Workforce Center for Emerging Technologies and at the state level as a Center for Excellence in Information Technology. In addition the college is rapidly becoming a leader in the field of healthcare IT (HIT) education, having received federal grants from the Office of the National Coordinator for Health Information Technology, National Science Foundation and Department of Labor totaling \$8.5M for implementation of healthcare IT curricula development and dissemination. BC has also been designated by the Washington State Healthcare Authority as the lead healthcare organization for WA state workforce development and technical training in Healthcare IT.

BC aspires to develop a bachelor's degree program that furthers the work being done in healthcare IT and creates a career pathway for students interested in this field. BC has already made progress in the HIT arena by offering curriculum via its Health Informatics certificate program to update skills for those who want to move into the field of HIT. Current enrollment is typically between 25-27 students per quarter. This new applied bachelor's degree is an appropriate fit for BC that builds on the college's expertise and provides an outstanding educational choice in a rapidly growing, high demand field.

Employer Need

Because the field of healthcare information technology is still in an emerging phase, to get a complete picture one must look at the emerging trends and reasons for possible growth in this field. Through the American Recovery and Reinvestment Act of 2009 (ARRA) and the Health Information Technology for Economic and Clinical Health Act (HITECH), the federal government has invested over \$19.2 billion in stimulus funding to support adoption of electronic medical records (EMR) in every hospital, clinic and ambulatory practice to advance the use of information systems in healthcare. With its new applied bachelor's degree, Bellevue College proposes to prepare the workers who will be needed in Washington State to implement these new information systems.

In an article published in the May 23, 2011 edition of Information Week, Nicole Lewis affirms the need to prepare people for this emerging field. Quoting a study conducted by the University of California San Diego extension, she states that "a career in health information technology is the hottest vocation for college graduates in this challenging economy."¹

The article goes on to say,

As healthcare delivery organizations embark on transferring patient records from paper-based systems to digitized medical records, the shift has fueled a demand for health information technicians who can oversee the growth of a comprehensive database of medical records during the next decade.

... To support this shift, the healthcare industry will need technicians for emerging jobs such as healthcare integration engineer, healthcare systems analyst, clinical IT consultant, and technology support specialist, the report said.

"Several factors--a growing industry with vast employment needs, a societal concern with federal backing for broad reform, and a solution incorporating advanced knowledge and skills among workers--combine to form a strong base for workforce development and employment opportunity for the coming decade," Mark Cafferty, San Diego Workforce Partnership president and CEO, said in a statement.

¹ <http://www.informationweek.com/news/healthcare/EMR/229625377>

He also said skilled knowledge workers will not only meet the immediate needs in healthcare, but also will serve as a catalyst for new and emerging types of jobs in the coming years as the impact of healthcare IT takes hold.

The Bureau of Labor Statistics estimates that medical records and health information technicians held about 172,500 jobs in 2008 (about 39% of jobs were in hospitals). Jobs are expected to grow by 20%, or about 35,100 new jobs, for the decade 2008-2018.²

The most recent studies conducted for the Office of the National Coordinator for Health Information Technology (ONC) estimate that 80% of physician offices and 89% of hospitals have not yet begun to use electronic healthcare records (EHR) at a basic level of function. The anticipated growth in the use of EHR systems is expected to create a demand for HIT workers who are prepared to provide installation services, workflow redesign, and the support of activities such as quality reporting and other key aspects comprising the meaningful use of EHRs. Thus, the limited supply of qualified healthcare information professionals is a factor that can limit the rate at which certified EHR technology can be adopted, and may be one of the greatest barriers to comprehensive adoption and meaningful use of healthcare information technology (HIT). As physicians and hospitals increasingly adopt EHRs, the demand for qualified healthcare IT professionals is certain to grow, and to exceed the capacity of existing training programs.³

Further driving home this point, an August 2010 article appearing in *The Rheumatologist* stated,

HITECH's reach extends well beyond EHR adoption to include the development of a strong framework and infrastructure to support health information technology (HIT) adoption and implementation, health information exchange infrastructure, HIT workforce training, and health information and communication systems research and development.

Under the provisions of HITECH, CMS [Centers for Medicare and Medicaid Services] estimates that between \$14.1 and \$27.5 billion in funding will be distributed through the EHR Meaningful Use incentive program. This program is meant not only to lend support for the acquisition of EHR systems, but also to ensure that systems purchased are capable of meeting the minimum requirements for secondary utilization and exchange of health information.⁴

George Lauer, a journalist for *iHealthbeat.com*, stated in a March 2009 article, "Many predict it will take a small army to achieve the goal of computerizing the nation's medical records within five years. Don Detmer, president of the American Medical Informatics Association, estimates it will take as many as 130,000 information technicians and 70,000 informatics specialists." He went on to say, "While IT opportunities in other industries are stagnating, healthcare IT offers

² ibid

³ U.S. Department of Health and Human Services

⁴ http://www.the-rheumatologist.org/details/article/863255/What_Does_Meaningful_Use_Really_Mean.html

many new opportunities and probably will attract skilled IT workers from other walks of life, such as from the financial, auto and engineering industries.”⁵

Many skilled IT workers laid off from industries hurt by the economic downturn have the technical skills for these jobs, but they will need more than just IT skills. In February 2010, the American Society of Health Informatics Managers (ASHIM) published the results of a survey on jobs in healthcare information technology⁶. Of the 135 HIT professionals who responded to the survey, ninety percent believe that HIT employees need to have both IT and healthcare experience. Ninety-six percent believe that there will be 50,000 - 200,000+ new jobs in HIT between now and 2015. More than 50% of the respondents believe IT professionals will seek additional skills to work in HIT.

HIMSS (Healthcare Information and Management Systems Society) conducts a monthly survey of healthcare IT professionals on current industry trends and publishes the results in a newsletter named *Vantage Point*. Their most recent survey published in February 2011 noted,

According to the United States Bureau of Labor Statistics, in December, 2010 employment in the healthcare sector continued to expand, with a gain of 36,000 jobs, with the highest growth in ambulatory services. Because the Bureau’s report is not specific to healthcare information technology (IT) positions, this edition of the HIMSS Vantage Point took the opportunity to survey our audience. Nearly three-quarters of respondents, who represent provider, vendor, consulting and other work sites, indicated that they hired IT FTEs over the course of 2010. Another two-thirds have the budget to hire additional IT FTEs in 2011. Clinical informatics professionals and implementation experts are the two areas for which respondents anticipated that their organization would need to hire staff as the industry transitions from traditional, paper-based records to electronic technology. These were also the areas in which respondents report a perceived staffing shortage that would impact their organization’s ability to handle future work. Finally, 60 percent of respondents indicated that IT projects would be slowed down either because appropriate staff couldn’t be hired at their organizations or because non-provider organizations could not hire the staff needed to assist clients.”⁷

An article published in 2010 by *iHealthBeat* reported that “state and local spending on healthcare IT-related initiatives is expected to increase by 19% across the next five years, propelled by the economic stimulus package and other emerging healthcare trends, according to a report issued from market research firm Input, Federal Computer Week reports. The report found that the total addressable health IT market is estimated to reach \$9.9 billion in 2015, up from \$8.3 billion in 2010.”⁸

⁵ George Lauer, “Where Will the 'Mini-Army' of Health IT Workers Come From?”, *iHealthbeat.com*, 3/13/09.

⁶ http://docs.google.com/viewer?a=v&q=cache:SO5c5k_53wcJ:ashim.org/wp-content/uploads/2010/02/HIT-Jobs-Survey.pdf+HIT+jobs+survey&hl=en&gl=us&pid=bl&srcid=ADGEESiWzDQgX9FV0XzRCIJ07iOPh3XhB-BI96zanwFEWujNdgZIGS51YMHmEmUe_A-EShQLa2V5WsFV9D1MLHiUbB_CTqnDIziftDGhWA7UCzshcJlu6InVogPurfeKFS42i-kMUINfl&sig=AHIEtbRSeYn4Q3thSvXM4Clj4jpuY7Jvbg

⁷ http://www.himss.org/content/files/vantagepoint/pdf/vantagepoint_feb11.pdf

⁸ <http://www.ihealthbeat.org/articles/2010/8/25/local-state-health-it-spending-to-hit-10b-by-2015-report-finds.aspx>

A challenge to providing federal and state data on employer demand in healthcare IT is that it is an emerging field and is not currently tracked by the Bureau of Labor Statistics (BLS), so one must look to somewhat related fields for data. In the field of medical records and healthcare information, technicians assemble patients' healthcare records and are responsible for the electronic coding of records into the new electronic healthcare systems. This job typically requires an associate's degree and would be one of the feeder programs for BC's new degree program. The BLS reports that employment is expected to increase by 20 percent, or about 35,100 new jobs, in this field, much faster than the average for all occupations through 2018. The BLS reports that job prospects will be very good with openings, in addition to growth, coming from retirements, those who leave the occupation permanently and a particularly high demand for technicians that demonstrate a strong understanding of technology and computer software.

In the area of medical and health service managers (including health information managers), the BLS reports that job opportunities will be good, especially for applicants with work experience in healthcare and strong business and management skills. They report that this segment is expected to grow 16 percent from 2008 to 2018 (from 238,500 to 328,800), faster than the average for all occupations.

In searching Washington State job trends data, Workforce Explorer offers no reportable data for the emerging field of healthcare IT. Again, although not a perfect match, we can look at data for medical records and health information technicians or computer and information systems managers, which are the nearest fields to show state and local trends in healthcare IT. In WA, growth between 2008 and 2018 shows a 22.3 percent ten-year growth rate and 200 average annual openings for medical records professions. For the same period, computer information systems jobs in WA are projected to grow a total of 12.5 percent with 275 annual openings.

In the Seattle King County Workforce Development Area jobs for computer and information systems managers for the same period are projected to grow 12.9 percent over ten years with average annual openings of 189. Medical records technicians in Seattle King County mirror the state averages – 22.2 percent growth over ten years with 70 average annual openings.

By looking at the current job postings in health IT, one can get a more complete perspective on demand in the specific field of Health IT. A job search conducted in March 2011 with the terms health informatics, healthcare informatics, health IT, healthcare IT or clinical informatics in the job description on indeed.com, a web crawler for jobs, produced 8,742 national job postings and 283 job postings in WA State (233 within a 25-mile radius of Bellevue), with most of these jobs in the Puget Sound area.

A survey conducted by Bellevue College in March 2011 of healthcare IT professionals shows that 58% of survey respondents hire exclusively or significantly more health information technology (HIT) employees with a baccalaureate degree while only 9% hire equal numbers of baccalaureate and associate degree holders; only 2% hire mainly associate degree holders. The predilection for hiring employees who hold a baccalaureate degree was confirmed by this industry search of web-posted jobs.

As these job titles are still fairly new in the industry, one can also look at jobs based on more traditional IT job titles. If the terms healthcare and application support, business analyst, business analysis, systems analyst, systems integration, or business intelligence are searched in the job description, then the search produces 10,831 job postings nationally, 298 in Washington and 245 in a 25-mile radius from Bellevue. As a side note, “healthcare IT” is the most used term in job postings, while “health IT” shows the highest growth of jobs including the term, followed by “clinical informatics” and “healthcare IT”. Again, the majority require a bachelor’s degree. The trends for these job titles show a steady growth.

On a local level, Bellevue College surveyed 826 members of the Washington chapter of Healthcare Information and Management Systems Society (HIMSS) in March 2010. Although only 45 people responded to the survey, the data mirrored national trends. Eighty-seven percent responded that the need for professionals trained in Healthcare IT is growing; while 93 percent responded that there is a critical to moderate shortage in finding healthcare IT professionals to fill their employment needs.

Fifty-eight percent of the respondents indicated that when they hire information technology workers they would hire either bachelor’s degree and above exclusively or significantly more bachelor degree than associate degree graduates. Another 31 percent said that industry experience was the quality they sought most. Comments about why they prefer bachelor’s degree candidates fell into two main categories: one had to do with demonstrating the commitment and advanced thinking skills conferred by a bachelor’s degree. Other comments concerned the ability of the person to apply the technical skills that are critical to bridging the gap between information technology and healthcare. Comments include, “Completing a four year degree demonstrates perseverance and commitment. A four year degree provides a more well-rounded candidate.” “Bachelor's degree graduates typically bring a higher level of analytical, organizational and interpersonal skills.”

When asked to select which workplace skills were the most important, survey respondents identified those that require a combination of IT-focused critical thinking and problem solving skills and the ability to manage workflow and project oriented work within the healthcare environment. These will form the essential elements of the curriculum in the new healthcare IT degree program at BC.

Chart 1: Employer Rankings of Importance of Workplace Skills

	Very Important	Important	Very Important + Important
Information System Analysis & Design	54.55%	36.36%	90.91%
Healthcare Workflow Process Analysis & Design	70.45%	15.91%	86.36%
Project Management	50%	36.36%	86.36%
Healthcare Information Systems	59.09%	27.27%	86.36%
Systems Integration	54.55%	29.55%	84.10%
Database	29.55%	40.91%	70.46%
Networking	15.56%	46.67%	62.23%
Mobile & Portable Devices	24.44%	37.78%	62.22%
Healthcare Legal & Regulatory Environment	22.22%	40%	62.22%
Programming	13.33%	44.44%	57.77%

Based on the amount of funding being invested in the convergence, in all of its manifest forms, of healthcare and information technology; the desire by those in the industry to hire baccalaureate-level workers whose expertise combines both fields; and the shortage of appropriately skilled workers, it is clear that there is great demand for new bachelor-degree programs to fill this gap.

Bellevue College Feeder Programs

The new BAS in Healthcare IT will offer a baccalaureate pathway for associate degree graduates coming from information technology programs, information and records management programs and allied health programs. The two IT professional/technical associate degree programs at Bellevue College that will comprise the foundation of the new degree are Information Systems (IS) and Network Services and Computing Systems (NSCS). Information Systems focuses on software development, databases and analytics while Network Services & Computing Systems focuses on systems infrastructure and operating systems. Both degrees provide a valuable basis for the new degree.

From its inception, the goal of the BC IT degrees has been to educate students in the latest software and hardware techniques and technologies so that they are well prepared for the growing number of careers in IT. The healthcare IT degree is the next step to achieve this goal.

The Information Systems program began in the late 1970s and continues to evolve to meet the needs of information systems employers. The program began with a degree in Programming and broadened to include a degree in Database Administration in 2003. In 2005 a program in Business Intelligence (BI) was added, which addresses the growing needs of organizations to make sense of all the data they had been collecting. In the 21st century IT organizations have

been shifting their dollars from operational systems to systems that facilitate data analysis and performance management. With that shift came the need for qualified people to develop and apply new software. The BC BI program addresses that need.

The Network Services & Computing Systems program began in 2000 with a degree in Technical Support to educate students to support the proliferation of PCs. In about 2001, the Network Support degree was created, with a track in Operating System Technical Support added in 2004. At that time, the Network Support degree name was changed to Network Services and Computing Systems to reflect the broad nature of the curriculum. Beginning in fall 2010, the Technical Support and Network Services and Computing Systems degrees were combined into a single Network Services & Computing Systems degree with three distinct tracks.

Chart 2 shows the several tracks of the two Bellevue IT degrees along with their FTES and total graduations. The chart reveals a substantial difference between the number of students enrolled in the programs and the number of actual students who graduate. This is due to the fact that, except for the networking degree which articulates with Eastern Washington University, graduates have no opportunity for entry into a four-year degree program, so there is little benefit to obtaining the associate degree. Instead, most students obtain specialty certificates which help them either find jobs or gain career advancement. This trend was exhibited in the data from every community and technical college that provided information for this proposal (see Chart 3). The new healthcare IT degree should help to turn around the low number of associate degree graduates, since students will have a clear educational pathway to a bachelor's degree.

Chart 2: Bellevue College IT Associate Degree Programs FTES and Graduates

	2005-06		2006-07		2007-08		2008-09		2009-10	
	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads
Information Systems	52	17	62	19	68	7	106	4	170	11
Networking Services	32	22	15	17	33	12	43	15	56	17
Totals	84	39	77	36	101	19	149	19	226	28

Student Demand

From March – May 2011, the college conducted a survey to gauge how many students enrolled in Puget Sound community and technical college IT programs or the healthcare records and coding programs might be interested in a bachelor's degree in healthcare IT. Although this is an emerging field that is just beginning to reach people's awareness, the results were encouraging. Of the 264 students who responded to the survey, 68 percent said they would be interested in an applied bachelor's degree in healthcare IT; and 88 percent said they would be interested in taking advanced courses in Healthcare IT. Most students' comments centered on a bachelor's degree

giving them a better competitive advantage and more confidence when applying for a job, as well as greater flexibility in the choice of jobs. Many stressed increased opportunities for career advancement and jobs with broader responsibilities, as well as increased job security. Several students reflected that it is increasingly difficult to get a job in any IT-related field without a baccalaureate degree. Students also commented that this baccalaureate degree would offer them more flexibility than a traditional university degree and would allow them to keep their job while completing the degree. A few students saw the baccalaureate degree as a gateway to post-graduate study. Several students appreciated the wider breadth of knowledge and the more in-depth and higher-level skills that a baccalaureate degree would afford them.

The proposed bachelor's degree will offer an option that is completely online for those students who are unable to come to campus, which will draw students from throughout the state. However, for the purposes of this proposal the college collected data from seven Puget Sound community and technical college IT programs and the three Healthcare Information programs to evaluate their annualized FTES and associate degree completions for the years 2005-06 through 2009-10. In academic year 2009-10, the eight colleges shown in Chart 3 produced 1,153 annualized FTES and 179 degree completing students.

If one assumes that only 25 percent of the graduates would enroll in the new degree, rather than the 68 percent indicated in the survey, that would provide 45 students from these programs alone. If one takes into account the other community and technical IT program graduates not included in this analysis, there is excellent potential for very strong enrollments.

Another source for students in this new degree program will come from incumbent healthcare workers who need IT education to improve their career pathway and from laid-off IT workers who are no longer finding work in more traditional IT fields. Although it is impossible to quantify the number of people who will be included in this demographic, the literature on the subject indicates it is likely to be a substantial number.

In an article titled, "Where Will the 'Mini-Army' of Health IT Workers Come From?" Bill Hersh, chair of the Department of Medical Informatics and Clinical Epidemiology at Oregon Health and Science University's School of Medicine, predicts many members of the new mini-army will be health professionals looking to move into the growing IT field. He says there also will be IT professionals from other industries looking for work in the newly expanding health IT arena.⁹ The same article quotes JoAnn Klinedinst, vice president of education for the Healthcare Information and Management Systems Society. She says, "HIMSS believes that sources of [healthcare IT] workers, both implementers and end users of healthcare information technology, will include the displaced worker; our veterans; those currently working in healthcare who desire a role centered on healthcare information technology; sources from other industries that provide

⁹ George Lauer, "Where Will the 'Mini-Army' of Health IT Workers Come From?", iHealthbeat.com, 3/13/09. <http://www.ihealthbeat.org/Features/2009/Where-Will-MiniArmy-of-Health-IT-Workers-Come-From.aspx>

similar core competencies on topics like quality assurance, management engineering, process improvement, project management; and our high schools and vocational schools”.¹⁰

Chart 3: Annualized FTES and Completers for Potential Feeder Programs

	2005-06		2006-07		2007-08		2008-09		2009-10	
	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads	Act FTES	Grads
Bellevue College										
IS	52	17	62	19	68	7	106	4	170	11
Networking Svc	32	22	15	17	33	12	43	15	56	17
Tacoma CC										
HIT	25	10	30	15	29	15	25	14	41	11
Networking	27	10	34	8	42	6	68	11	98	18
Bates TC										
Database	16	4	13	0	15	0	16	3	15	1
ITS	34	6	25	2	61	1	37	2	39	8
Software	47	0	44	2	37	1	46	2	45	3
Web	26	0	34	0	48	1	36	2	42	5
Seattle Central CC										
Network Design	34	6	21	8	24	5	44	3	59	5
Programming	27	4	34	3	41	4	53	3	66	1
Spokane CC										
Health Info Tech	38	18	32	20	24	12	32	10	40	22
Edmonds CC										
CIS	54	11	45	5	49	5	64	9	86	15
Database IT	7	4	7	2	7	3	7	0	13	2
Info Security	2	0	7	1	10	1	16	1	27	9
Network Tech	28	11	29	12	25	10	40	23	70	10
Web App	3	2	11	1	10	3	14	0	28	2
Bus IT/Med IT	5	5	19	8	21	8	32	4	54	8
Green River CC										
Information Tech	35	8	48	9	62	6	80	12	120	7
Cascadia CC										
Network Tech/Web App	23	12	15	7	14	5	10	9	9	5
Shoreline CC										
Health Informatics	42	42	39	25	49	15	67	16	75	11
Total All Programs	557	192	564	164	669	120	836	143	1153	171

¹⁰ Ibid.

Maximizing State Resources and Serving Place-bound Students

Only three records and coding associate-level programs in Washington community and technical colleges and a smattering of other healthcare information programs at private colleges as well as a Med IT certificate program at Bellevue College offer education in healthcare records and technology. Except for Bellevue's Med IT certificate, these programs do not provide sufficient in-depth information technology and data analysis courses that workers need to obtain advanced healthcare IT jobs. Between the availability of new funding and educational efforts encouraged by the federal government and HIMSS, new programs are beginning to emerge. Bellevue College just received a grant from the National Science Foundation to create a national Health IT Specialist (HIS) certification in healthcare information technology and develop curriculum modules beginning at the high school level and completing in community college.

Chart 4 shows Washington programs in health information management or technology. The University of Washington bachelor's degree in Health Informatics and Health Information Management, prepares people to work in the management of health records rather than in systems that serve the delivery of data. Western Governors University offers an online BS in Health Informatics which is similar in scope to the UW degree. Eastern Washington University offers a BS in Health Services Administration focused on healthcare information technology, but does not accept students with professional/technical degrees. A problem for professional-technical graduates is that they are unable to transfer into these baccalaureate programs to continue their studies. Except for general education courses, they would need to begin their studies again to be accepted into these programs. The new BAS in Healthcare IT at Bellevue will provide a direct pathway for students holding professional-technical associate degrees.

Chart 4: Related Degrees at the Associate or Bachelor's Degree-Level

Degree Title	Institution	Degree
Health Informatics and Information Management	Shoreline Community College	AAS
Health Information Management	Tacoma Community College	AAS
Health Information Technology	Spokane Community College	AAS
Information Technology for Healthcare	North Seattle Community College	AAS-T (no longer being offered)
Health Information Technology	Devry University	AAS
Health Informatics	Bellevue College	Certificate
Health Services Administration	Eastern Washington University	BA
Health Informatics and Health Information Management	University of Washington	BS and post baccalaureate certificate
Health Information Administration	University of Washington	Post baccalaureate certificate
Health Administration	University of Phoenix	BSHA
Computer Information Systems, Health Information Systems emphasis	Devry University	BS
Health Informatics	Western Governors University	BS

The BAS in Healthcare IT will offer both classroom-based and online degree options, making it attractive for students throughout the state. With its focus on the application of healthcare technology, the degree will ensure that graduates have specific skills to fill the overwhelming workforce demand that has been created by the HITECH Act.

Once the college completes the new degree prerequisites and curriculum, it will work with each feeder college to develop associate degree pathways that minimize additional coursework graduates would need to enter the degree program. BC has already begun talks with all of the colleges shown in Chart 5. Every college has expressed interest in having a bachelor's option for their students and has agreed to work with Bellevue to create educational pathways. In the fall, BC will hold a meeting with college program chairs and faculty to begin articulation agreements.

Chart 5: Puget Sound Community and Technical College Feeder Programs

College	Program list
Bates TC	Database Technologies (AT and AAS) Information Technology Specialist (AT) Software Development (AT and AAS) Web Development (AT and AAS)
Cascadia CC	Network Technology (AAS) Web Application Programming Technology (AAS)
Edmonds CC	Computer Information Systems (ATA) CIS: Database Information Technologies; Information Security and Digital Forensics; Web Application Developer (ATA) Network Technology (ATA)
Green River CC	IT Information Assurance (AAS-T) IT Networking; Networking Infrastructure (AAS-T) IT Security (AAS-T) IT Systems (AAS-T) IT Computing and Software Systems (A-PP)
Highline CC	Data Recovery & Forensics (AAS) Information Systems Project Coordinator (AAS) Network Specialist (AAS) Web Database Developer (AAS)
Lake Washington TC	Computer Security & Network Technician (AAS)
Seattle Central CC	Network Design & Administration (AAS-T) Computer Programming (AAS-T) Web Development (AAS-T)
Shoreline CC	Business Technology or Computer Information Systems (AAS-T) Health Informatics and Information Management (AAS)
South Seattle CC	Network Administration (AAS & AAS-T) Computing and Software Systems (AA)
Spokane CC	Health Information Technology (AAS)
Tacoma CC	Networking and Convergence Technologies (AAS) Health Information Management (AAS)

The college has also met with Eastern Washington University to discuss how we can best coordinate with their new Healthcare IT degree. Although Eastern's degree is already being offered, they do not have funds to develop online courses and would like to work with BC as we develop our courses to collaborate on course content.

Conclusion

As a state leader in information technology programs and a national leader in developing new curricula to address the rapid advances in the field of healthcare information technology, Bellevue College is well situated to develop a bachelor of applied science degree in healthcare information technology. There is urgent need for a program that will prepare graduates to effectively manage and perform the design, implementation, integration and administration of healthcare information systems and components. Professional-technical community and technical college graduates are desperate for programs that will allow them to earn a bachelor's degree without having to begin their education at square one; this program will permit them to start on that pathway immediately. Because it will be offered online, the new program will be accessible to any student regardless of where he or she lives. It will fill a critical workforce education gap and provide high wage jobs for graduates throughout the state.

REGULAR SESSION AGENDA ITEM

June 15, 2011

Tab 14

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

2011-12 Tuition and Fee Schedule

Description

In order for the college to inform its students as expeditiously as possible about tuition changes for fall quarter, the new tuition and fee schedule is being presented for approval on June 29. The new tuition and fees are scheduled for approval by the State Board at their June 22-23, 2011 meeting. This document will provide the board context and information relevant to this upcoming decision.

Key Questions

- * What is the 2011-12 tuition rate schedule for resident and non-resident lower and upper division offerings at Bellevue College?
- * Does the college continue to offer access to tuition aid and waivers for its needy students?

Analysis

The State Board is responsible for adopting operating fees, building fees, the maximum allowable student activity fees for the community colleges, and the tuition for upper division students enrolled in the system's applied baccalaureate programs. On June 22-23, the State Board will be asked to adopt 2011-12 tuition rates, effective Fall Quarter 2011. Changes in tuition and fees must be consistent with the provisions in the operating budget bill and other statutes.

The Washington State Legislature approved a tuition increase of up to 12 percent for community colleges and 12 percent for applied baccalaureate degrees. Based on the attached tuition schedule, the State Board would be adopting an average of 12 percent increase to tuition rates for resident students by applying a higher rate increase for 11-18 credits resulting in the reduction of the part-time premium from 25% to 22%. Non-resident tuition would increase by the same dollar amount as resident.

In addition, new legislation has granted the Board of Trustees authority to increase lab, class, contract and administrative fees that have been previously governed by I-960. We propose to increase these fees by 4.34 percent, based on the Washington State Fiscal Growth Factors (implicit growth factor for personal consumption).

The college continues to support student tuition and fee aid to make college accessible and affordable. An analysis of tuition aid and waivers for needy students will be presented in the June 29, 2011 board packet.

Colleges would be authorized to charge tuition to Running Start students when the student's choice of credit load exceeds the level that will be reimbursed by the school district. The State Board may also authorize colleges to charge Running Start students a fee of up to 10% of corresponding tuition rates.

Background Information

Attachment 1: 2010-11 Bellevue College Tuition and Fee Schedule

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII endorse the tuition increases anticipated to be approved by the State Board for Community and Technical Colleges. This item will be presented for action on June 29, 2011.

Prepared by: Rachel Solemsaas, Vice President of Administrative Services
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BELLEVUE COLLEGE TUITION RATES
Including Non-Resident Differential Waivers & Bachelor's Program Tuition
2011-2012

Number Credits	Tuition for "200" LEVEL COURSES AND BELOW				BACHELOR'S PRG - ABOVE "200" LEVEL	
	Resident Tuition	Non-Resident Tuition	NR 40% Waiver Fee Pay 29	NR On-Line Fee Pay 31	Resident Fee Pay 65	Non-Resident Fee Pay 66
1	\$ 96.39	\$ 268.39	\$ 204.79	\$ 109.39	\$ 219.34	\$ 596.34
2	192.78	536.78	409.58	218.78	438.68	1,192.68
3	289.17	805.17	614.37	328.17	658.02	1,789.02
4	385.56	1,073.56	819.16	437.56	877.36	2,385.36
5	481.95	1,341.95	1,023.95	546.95	1,096.70	2,981.70
6	578.34	1,610.34	1,228.74	656.34	1,316.04	3,578.04
7	674.73	1,878.73	1,433.53	765.73	1,535.38	4,174.38
8	771.12	2,147.12	1,638.32	875.12	1,754.72	4,770.72
9	867.51	2,415.51	1,843.11	984.51	1,974.06	5,367.06
10	963.90	2,683.90	2,047.90	1,093.90	2,193.40	5,963.40
11	1,007.28	2,732.28	2,094.56	1,137.97	2,201.46	5,972.15
12	1,050.66	2,780.66	2,141.22	1,182.04	2,209.52	5,980.90
13	1,094.04	2,829.04	2,187.88	1,226.11	2,217.58	5,989.65
14	1,137.42	2,877.42	2,234.54	1,270.18	2,225.64	5,998.40
15	1,180.80	2,925.80	2,281.20	1,314.25	2,233.70	6,007.15
16	1,224.18	2,974.18	2,327.86	1,358.32	2,241.76	6,015.90
17	1,267.56	3,022.56	2,374.52	1,402.39	2,249.82	6,024.65
18	1,310.94	3,070.94	2,421.18	1,446.46	2,257.88	6,033.40
19 & OVER	(1)	(2)	(3)	(4)	(5)	(6)

"200" Level Courses & Lower

- (1) Residents pay \$1,310.94 for 18 cr + \$86.85 additional per credit beyond 18
- (2) Non-Residents pay \$3,070.94 for 18 cr + \$258.85 additional per credit beyond 18
- (3) Non-Residents 40% Waiver pay \$2,421.18 for 18 cr + \$190.05 additional per credit beyond 18
- (4) Non-Residents On-Line Courses pay \$1,446.46 for 18 cr + \$86.85 additional per credit beyond 18

Bachelor's Program Above "200" Level Courses

- (5) Bachelor's Program Residents pay \$2,257.88 for 18 cr + \$209.80 additional per credit beyond 18
- (6) Bachelor's Program Non-Residents pay \$6,033.60 for 18 cr + \$586.80 additional per credit beyond 18

Included in the above fees are:

A comprehensive fee of \$1.50 per credit with a \$15. Max.; A commute reduction fee of \$2.00 per credit with a \$20. Max.;

A technology fee of \$3.50 per credit 1-10 credits and \$3.50 per credit beyond 18'; A environmental sustainability fee of \$1.00 per credit with a \$10 Max.

REGULAR MEETING AGENDA ITEM

June 15, 2011

Tab 15

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Bellevue College Strategic Plan 2011-2020

Description

As an accredited institution of higher learning, Bellevue College commits to operate effectively and strategically in fulfilling its mission as articulated in and supported by an institutional plan. The plan provides us a mechanism for affirming our values, purpose and mission; for developing work plans that achieve goals and objectives strategically now and in the future; and for appropriately allocating resources toward the fulfillment of our mission.

Our last such planning process that was completed in 2004, was reviewed for relevancy in 2008, and will expire in 2011. In anticipation of the expiration of the 2004-11 Strategic Plan and in preparation for complying with the new accreditation standards, college leadership embarked on a new institutional planning process in 2009 that is ongoing, inclusive and evidence based.

Key Questions

- * What are the key elements that will accomplish the college's mission?
- * How will these elements support the institutional plan of the college now and in the future?

Analysis

Since 2009, we have focused on affirming our mission and values through carefully aligned goals and focused initiatives in our work plans that support this mission. During the review of the mission, vision and values statements, the leadership team recommended no changes to these statements. However, four core themes that capture the essence of the college mission emerged as part of this review. These themes are Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment. In combination with their identified commitments, expected effects, institutional indicators and ultimately their measures, targets, and results, these core themes express the whole of mission fulfillment at Bellevue College. Instructional and support units and individual employees have also articulated their purpose and contribution to mission fulfillment aligned with these themes. In addition, goals, measures, and targets were established for

continuous improvement. The college leadership team also presented to the Board the November 2010-11 Work Plan consisting of focused, measurable initiatives aligned with the core themes.

Attachment

Attachment 1: Strategic Plan 2011-2020, one-page summary

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves 2011-2020 Institutional Strategic Plan that provides a statement of the College's Vision, Core Values, Mission and Core Themes as presented. This item will be presented for action at the June 29, 2011 meeting.

Prepared by: Rachel Solemsaas, Vice President of Administrative Services
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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; and acting as a catalyst and collaborator for a vibrant region.

Core Themes: *Mission Alignment*

Student Success

BC supports the success of all students in meeting their educational goals through its commitments to open access learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to its ongoing attention to student persistence and educational attainment.

Teaching and Learning Excellence

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

College Life and Culture

BC values a learning and working environment through its commitments to support a campus environment that is diverse, inclusive, open, safe, and accessible; to model a college community that affirms and embodies pluralism and values collaboration and shared decision making; and to honor and practice sustainability, creativity and innovation.

Community Engagement and Enrichment

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

REGULAR MEETING AGENDA ITEM

Tab 16

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Parking Fees

Description

Bellevue College requires a sustainable transportation management solution that would expand multi modal access to the campus and is viable to the college, the students and the employees. Existing sources, such as student fees and diminishing college operating funds, can no longer support parking operations and maintenance, bus pass programs and other commute trip reduction efforts.

A task force of students, faculty and staff was convened to explore alternatives. This task force has forwarded a recommendation to charge a parking fee to users of campus parking lots to help sustain the existing transportation programs. This recommendation was approved by the ASG officers and President's Staff. The proposed fee has also received tentative agreement with the BCAHE and WPEA bargaining units.

Key Questions

- * How will charging a parking fee to the users of campus parking lots support multi-modal access to the campus?
- * What is the impact of the proposed fees to students and employees?

Analysis

The most cost-effective way to improve access to campus, meets our commute trip reduction goals and support our efforts to reduce our carbon footprint is by setting a fee for parking while supporting commuting alternatives to students and employees.

The parking fee and a bus pass program would help maintain an adequate supply of parking. Without the fee and the bus pass program, driving is much less expensive than using public transportation with the cost of taking the bus to campus exceeding \$260 per quarter. As more people drive to campus, the demand for parking would exceed supply making it increasingly difficult to park on main campus. Constructing new parking to meet demand is costly. By managing parking through permit fees and encouraging alternatives, the college can avoid this cost and maximize use of the existing 4,000 parking spaces on campus. Parking fees will also help ensure

compliance with the permitting system and reduce congestion. Revenue will allow parking funds to be used towards deferred maintenance of parking lots.

With more than 4,100 students and 250 employees supported by the bus pass program in 2011-12, the parking fee will also allow the college to preserve the bus subsidy program. The parking fee will facilitate demand for a number of commuter support initiatives the college is exploring and starting to implement. They include: a rideshare matching website, a car-sharing program on campus through a national provider, bicycle facilities and education, and advocacy for improved transit service, such as our recent success with Metro Route 240, a direct bus service from Renton to Bellevue College.

The college already requires a permit for parking; this measure would require students, employees and most visitors to purchase their permits for a fee on a quarterly basis for students and annual basis for employees or on a daily basis through meters.

Student Parking Fee:

The Associated Student Government (ASG) proposes student parking fees as follows:

Parking	<u>Quarterly</u>		
	Unlimited	Two days per week	Motorcycle
Fall- Spring	\$65	\$35	\$35
Summer	\$35	\$25	\$25

In addition, students can continue to purchase the ORCA bus pass for 50% of the value. For instance, for a \$65 payment, students will receive a \$130 pre-loaded ORCA pass.

Bus Reimbursements	<u>Quarterly</u>	
	>10 Credits	<10 Credits
Fall- Spring	\$65 x 2	\$65
Summer	\$65	N/A

Employee Parking Fee:

The College administration and representatives from the BC faculty association and classified staff are currently negotiating a parking fee system for employees. Once a tentative agreement is reached, the fee will be presented to the board for approval.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves student parking fees as proposed by the Associated Student Government and employee parking fees as tentatively agreed upon by the represented bargaining employee units at their June 29, 2011 meeting.

Prepared by: Rachel Solemsaas, VP Administrative Services
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REGULAR SESSION AGENDA ITEM
June 15, 2011

Tab 17

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

2011-2012 College Budget

Description

The Planning Council and President's Staff have prepared the preliminary budget plan for 2011-12 and will present a balanced budget to the Board of Trustees for approval at its June 29, 2011 meeting. This plan includes the college's anticipated share of reductions due to the State's projected budget deficit for the rest of this biennium. Although the college does not yet have the final distribution of the reduced state allocation, it has prepared preliminary targets based upon historical reduction patterns applied to the Conference Budget approved by the legislature and awaiting the Governor's signature on June 15, 2011.

Key Questions

- * How does the projected financial budget deficit at the State impact Bellevue College's operation?
- * How will the college plan for this impact while embracing its core mission?

Analysis

The worsening economic conditions faced by our state have necessitated a reduction plan and system wide savings mandated through agency freezes on hiring, salary increases, travel and equipment purchases. Since last October, college staff has been planning for reductions to the college's state allocation for the current year and the next biennium, employing a collaborative, interactive, and iterative process of budget realignment.

On May 26, 2011, college staff presented the campus community a summary of the budget approved by the legislature that was prepared by the State Board of Community and Technical Colleges (SBCTC). The final legislative budget reduced CTC funding by \$76.8 million (11.5 percent) in FY 2012 and \$84.3 million (12.6 percent) in FY 2013.

Based on earlier distribution templates from SBCTC, the college estimated the budget impact to the college as follows:

Estimated State Allocation Reduction to Bellevue College	
	Conference
Supplemental Reduction Oct 2010-June 2011	(1,936,738)
General Budget Reduction July 2011 to June 2013	(3,814,482)
One time Reductions July 2011 to June 2013	(857,494)
	(6,608,714)

The budget also provided for tuition increases of twelve percent per year for resident students and upper division applied baccalaureate students and provided authority to the SBCTC to establish non-resident tuition. SHB 1909 authorizes the SBCTC to transfer up to three percent of the operating tuition fees collected by the colleges to the new CTC Innovation Account. The funds are intended to support the system's strategic technology plan that includes the implementation of an enterprise resource planning (ERP) solution. SBCTC has been authorized as well through the passage of SHB 1795 to charge Running Start students up to ten percent of tuition. The SBCTC is scheduled to meet on June 22-23 and will establish the budget and tuition rates and fees for the system.

Until final numbers are received, the college estimates tuition revenues as follows:

Tuition Revenues 2011-2012	2,508,965
Tuition Revenues 2012-2013	2,231,680
Less: share of ERP 2011-2013	(1,191,600)
Plus: Running Start 10% tuition or fee	518,000
Total Estimated Increase in Tuition Revenues	4,067,045

A review of the required reductions in the conference budget and estimated tuition revenues makes clear that the college will need to implement the budget reductions reviewed by the Board last January and April. Included is a summary of those reductions:

Summary of Reductions

Reductions October 2010 (Stage1)

Debt Service	218,620
Reduce Goods and Services	129,707
Reduce Contingency	163,590
Class and Course Efficiencies	64,000
Exempt (-1 retirement, -1 vacancy, turnover savings)	208,282
Classified (-1 vacancy)	65,457

Staff Consolidation (advising)	19,000
Transfer to Self Support	98,528
	<hr/>
	967,184
	<hr/>

Reductions April 2011 (Stage 2)

3 percent Salary Reduction ** (exempt, classified, FT faculty)	675,466
Instructional Program Reductions **	927,800
Reduce Contingency	80,000
Exempt (-2 retirements, -5.5 RIF, -1 vacant, +5 new positions)	362,900
Classified (-2, retirement, -3 vacancy, -7 RIF, +3 new positions)	335,577
Reduce Goods and Services	159,949
Transfer to Self Support or Targeted Funding	23,274
	<hr/>
**includes items that are subject to negotiations	2,564,966
	<hr/>

TOTAL Reductions	<hr/>
	3,532,150
	<hr/>

The following tables list ongoing obligations, one-time funding, and self-support one-time funding that will be included in the 2011-2012 budget proposal.

OPERATING BUDGET ON-GOING OBLIGATIONS 2011-12

Description	Amount
Tenure Promotions	\$ 22,337
PT Faculty Advancement to Senior Rate	\$ 49,725
Increments/Reclassification (Classified & Exempt)	\$ 54,394
Utilities Increase	\$ 47,371
Health Professions Administrative Program Cost	\$ 37,281
Software Annual Maintenance & Support	\$ 7,220

TOTAL ON-GOING OBLIGATIONS 11-12	\$218,328

OPERATING BUDGET ONE-TIME FUNDING 2011-12

Faculty Robes	\$ 4,500
Sabbaticals	\$ 40,228
Equipment Capitalization	\$160,780
Classroom Furniture Replacement	\$100,000
Higher One Financial Aid Contract	\$ 33,000
Temporary Staffing Assistance	\$ 76,253
Behavioral Intervention Team Consultation	\$ 20,000

Contractual Transitional Funding	
Faculty Commons	\$ 75,000
Employee Parking Fee Subsidy	\$ 70,500

TOTAL OPERATING ONE-TIME	\$580,261

SELF-SUPPORT ONE-TIME ENROLLMENT MANAGEMENT 2011-12

Description	Amount
International Student Programs	\$ 17,780
Admissions/Registration	\$ 36,565
High School Programs	\$ 24,000

TOTAL SELF-SUPPORT ONE-TIME	\$ 78,345

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII support the college's budget planning process for fiscal period 2011-2012.

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

Tab 18

June 15, 2011

☐ Information ☐ Discussion ☒ Action

Topic

Services and Activities Fee Budget and Allocations for 2011-2012

Description

In RCW 28B.15.044 the State of Washington grants authority to the Board of Trustees to approve the Associated Student Government's Services and Activities (S & A) Budget. Further, it requires students to advance a budgetary recommendation for consideration of the Board of Trustees.

The S & A Budget is developed by a committee, comprised of four students, one administrator, one classified staff representative and a faculty representative. This year's committee members are (asterisks denote voting members):

Gena Mendoza* - ASG VP of Finance (Chair)
Brita Norvold* - Student at Large
Joav Gomez* - Student at Large
Shellton Barnes* - ASG President
Jennifer Strother* - Administrative
James Torrence* - Faculty
Hristo Stoyinov* - Classified Staff
Faisal Jaswal – Assistant Dean Student Programs

The committee completed its deliberations and has prepared a recommendation for the 2011-2012 year that will be presented for action at the June 29, 2011 Board of Trustees meeting.

Key Questions

- * Is the S&A Fee budget proposal equitable and does it address the needs of student funded programs?
- * How does the S&A Fee budget plan reflect a sustainable balanced budget?
- * What are some key considerations/strategies to maintain the growth and continued integrity of the S&A Budget and the programs it supports?

Analysis

There has been a steady demand in the needs reflected by student funded programs as the college experiences record growth. The S&A budget has seen a steady growth in revenue and has reached stasis, as the college continues to meet state allocated targets.

The budget committee, comprised of a student majority takes into consideration the following factors in presenting a balanced budget:

- Current and projected general enrollment trends, state allocations.
- Projected possible downturn in enrollment in programs supporting S&A funding.
- Anticipated S&A funded programs needs and growth.
- Consideration of various funding models and possible investment opportunities.
- Consideration of strategies that ensure a solid strategic reserve.
- Mathematical models projecting S&A revenue out to year 2025.
- Develop strategies that take the majority of guess work and uncertainties out of the S&A funding processes.
- Timing: We are currently reaching the peak of the enrollment 'double bubble' and tuition increases, thus our S&A fund balance reserve is also about to peak (or is at its peak), making for a opportune time to contemplate a strategic shift.

Background Information

Attachment 1: 2011-12 ASG Services and Activities Fee Budget

Attachment 2: Services and Activities 2011-12

Recommendation/Outcomes

The Board of Trustees of Community College District VIII approves the 2011-2012 Services and Activities (S&A) Fee Budget as recommended by the Service and Activities Fee Budget Committee at the June 29, 2011 meeting.

Prepared by: Dr. Tom Pritchard, Vice President of Student Services
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COMMUNITY COLLEGE DISTRICT VIII
Bellevue Community College
Bellevue, Washington

2011-12 ASG SERVICES AND ACTIVITIES FEE BUDGET

Revenue

	Initial Budgeted Revenue
<u>LOCAL FUNDS:</u>	
Allocations to Student Programs	1,762,021
Student Programs Remodel Budget Allocation	77,064
ASG Reserve Budget Allocation	118,800
One-Time Grant Budget Allocation	55,390
Program Income	282,800
Program Fund Balances (projected)	135,281
Radiology BAS	15,000
TOTAL LOCAL FUNDS	\$ 2,446,356
TOTAL AVAILABLE FOR EXPENDITURE	\$ <u>2,446,356</u>

2011-12 S&A FUNDING REQUEST SUMMARY

PROGRAM	Budget Number	2011-12 Allocation	Increase	Increase (%)	2010-11 Allocation
ASG	1900	169,751	(27,684)	-14.0	197,435
STUDENT LEGISLATIVE COMMITTEE	1901	28,968	2,168	8.1	26,800
CAMPUS ACTIVITIES BOARD	1902	56,000	-	0.0	56,000
CULTURAL ACTIVITIES FUND	1903	13,000	-	0.0	13,000
SERVICE LEARNING	1905	-	-	0.0	-
STUDENT PROGRAMS SUPPORT	1906	193,335	22,802	13.4	170,533
SUMMER THEATER	1907	2,000	-	0.0	2,000
PHI THETA KAPPA	1909	16,250	-	0.0	16,250
ASBCC CLUB CONTINGENCY	1910	15,000	-	0.0	15,000
RADIATION AND IMAGING (BAS)	1911	-	-	0.0	-
MULTICULTURAL FESTIVAL	1912	-	-	0.0	-
INTERNATIONAL STUDENT ASSOC.	1913	8,000	-	0.0	8,000
FIRST YEAR EXPERIENCE	1914	-	(5,000)	-100.0	5,000
LGBTQ	1915	11,500	(3,500)	-23.3	15,000
STUDENT BUSINESS CENTER	1916	30,900	(2,100)	-6.4	33,000
BSU	1917	8,900	-	0.0	8,900
STUDENT SCIENCE ASSOCIATION	1918	3,000	-	0.0	3,000
EL CENTRO LATINIO	1919	6,000	500	9.1	5,500
MCS CULTURAL FUND	1921	27,800	800	3.0	27,000
INTERCOLLEGIATE RENTALS	1923	11,000	-	0.0	11,000
ALUMNI OUTREACH	1924	500	500	NA	-
LEADERSHIP WORK GRANTS	1925	27,000	-	0.0	27,000
STUDENT PROGRAMS HOMEPAGE	1926	7,500	-	0.0	7,500
BCAVETS	1927	4,500	(5,000)	-52.6	9,500
LIBRARY GALLERY SPACE	1928	6,500	271	4.4	6,229
SPEECH & DEBATE SOCIETY	1929	8,500	4,000	88.9	4,500
INTERCOLLEGIATE TOURNEY TRAVEL	1930	16,000	-	0.0	16,000
DISABILITY SUPPORT SERVICES	1931	21,750	-	0.0	21,750
MATH LAB	1932	50,180	-	0.0	50,180
READING LAB / WRITING LAB	1933	36,192	(900)	-2.4	37,092
BCC STUDENT HANDBOOK	1936	19,879	(2,147)	-9.7	22,026
MUSICAL PRODUCTIONS CHORAL	1937	73,450	(2,800)	-3.7	76,250
ACADEMIC SUCCESS	1939	54,400	(11,000)	-16.8	65,400
JIBSHEET	1940	66,291	-	0.0	66,291
RADIO STATION KBCS	1941	26,000	-	0.0	26,000
DRAMA PRODUCTIONS	1943	18,000	-	0.0	18,000
MUSIC PROD-INSTRUMENTAL	1944	34,125	-	0.0	34,125
EASTSIDE DANCE PRODUCTION	1945	10,900	-	0.0	10,900
CENTER FOR CAREER CONNECTIONS	1947	45,000	2,000	4.7	43,000
STAGEFRIGHT DRAMA CLUB	1948	9,500	-	0.0	9,500
INTERCOLLEGIATE ATHLETICS	1962	67,594	-	0.0	67,594
MEN'S BASKETBALL	1964	9,650	-	0.0	9,650
MEN'S BASEBALL	1965	8,200	-	0.0	8,200
MEN'S AND WOMEN'S GOLF	1966	7,500	-	0.0	7,500
WOMEN'S BASKETBALL	1971	9,650	-	0.0	9,650

2011-12 S&A FUNDING REQUEST SUMMARY

PROGRAM	Budget Number	2011-12 Allocation	Increase	Increase (%)	2010-11 Allocation
WOMEN'S VOLLEYBALL	1972	7,500	-	0.0	7,500
WOMEN'S SOFTBALL	1973	9,450	-	0.0	9,450
MEN'S SOCCER	1974	9,250	-	0.0	9,250
PERFORMING ARTS COORD.	1975	28,676	-	0.0	28,676
WELLNESS CENTER	1976	30,900	-	0.0	30,900
WOMEN'S SOCCER	1977	9,250	-	0.0	9,250
WOMEN'S TENNIS	1978	3,385	-	0.0	3,385
PEER-TO-PEER MENTORING	1980	46,575	(20,788)	-30.9	67,363
LEADERSHIP INSTITUTE	1981	40,000	40,000	NA	
STUDENT CHILDCARE CTR.	1982	190,000	-	0.0	190,000
INTERIOR DESIGN STU. ASSOC.	1985	9,200	-	0.0	9,200
OPEN HOUSE	1987	12,000	12,000	NA	
AMERICAN SIGN LANGUAGE	1988	2,600	-	0.0	2,600
CHEER SQUAD	1989	6,000	-	0.0	6,000
COMMUTE REDUCTION	1990	70,000	-	0.0	70,000
MODEL UNITED NATIONS	1992	28,370	(2,757)	-8.9	31,127
NURSING STUDENT ASSOCIATION	1993	1,400	(3,600)	-72.0	5,000
IAAP (INTRNT'L ASSOC OF ADMIN PROF)	1994	2,300	-	0.0	2,300
BUSINESS LEADERSHIP	19xx	15,000	15,000	NA	
TOTAL		1,762,021	41,855		1,749,256

REGULAR MEETING AGENDA ITEM

June 15, 2011

Tab 19

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

All-Washington Academic Team Recognition

Description

The Bellevue College Board of Trustees will recognize Divina Ramolete of Covington and Alexandra (Lexi) Moerdomo, from Jakarta, Indonesia, who have been named to the 2011 All-Washington Academic Team.

Key Questions

- * What is the All-Washington Academic Team?
- * Who are the 2011 All-Washington Academic Team members from Bellevue College?

Background Information

Recognizing the state's brightest and most civic-minded community and technical college students, the All-Washington Academic Team is part of a national student recognition program sponsored by Phi Theta Kappa international honor society and the Trustees Association of Community and Technical Colleges. Similar teams are named in all 50 states.

Divina Ramolete, 19, holds a 3.87 GPA and will complete her associate degree in June. After that, she plans to pursue further studies in exercise science, physiology or kinesiology. At Bellevue College, Davina is president of Phi Theta Kappa Honor Society and a member of the Rotaract Club. She also volunteers with the Special Olympics organization as an assistant basketball coach.



Alexandra (Lexi) Moerdomo, 18, provides campus leadership in her roles as vice president of Phi Theta Kappa and co-president of the Rotaract Club. Yet even with all these activities, and service as a student newspaper copy editor, she maintains a high 3.7 GPA. Moerdomo plans ultimately to become a surgeon, and earlier this year was awarded a national Phi Theta Kappa Leaders of Promise scholarship.



All-Washington Academic Team members were honored by Governor Chris Gregoire at ceremonies in Olympia on March 24.

Recommendation/Outcomes

That the Board of Trustees recognizes the accomplishments of Divina Ramolette and Alexandra (Lexi) Moerdomo, Bellevue College's 2011 All-Washington Academic Team members.

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REGULAR MEETING AGENDA ITEM

Tab 20

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Institutional Work Plan Scorecard

Description

Members of President's Staff adopted work plans for AY 2010-11 in fall 2010. This report updates the information provided in the January scorecard report.

The scorecard reflects levels of progress in the deployment of the work plan items as of mid-spring. Items are classified into one of four categories: Completed: Final Results; Proceeding: Preliminary Results; Underway: Results Pending; and Alternative Solution Pursued. Each item in the work plan has been linked to one of the Core Themes—Student Success, Teaching and Learning Excellence, College Life and Culture, or Community Engagement and Enrichment.

The scorecard has a summary page showing the status for each of the four Core Themes with navigational links to detailed pages describing the progress and status of each work plan item (click where indicated to move to the detail or simply scroll through the document).

The scorecard will be updated with final information in September.

Key Questions

- * What is the status of the focused initiatives within the college's work plan for 2010-11?

Analysis

Of the 36 initiatives in the work plans, 3 (8.3%) have Completed, 24 (66.7%) are Proceeding with Preliminary Results, 7 (19.4%) are Underway with Results Pending, and 2 (5.6%) are Pursuing Alternative Solutions.

Background Information

Attachment 1: Work Plan Scorecard Mid-spring 2011

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII reviews the work plan scorecard as attached and has an opportunity to have any questions answered.

Prepared by: Patty James, Director, Institutional Effectiveness and Research
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About the AY 2010-11 Work Plan Scorecard

The purpose of the Scorecard is to provide a high level summary of the status of work plan Objectives.

Each worksheet in this workbook has navigational hyperlinks to facilitate moving around the workbook. They are located as follows:

- ▶ In the top left corner of each worksheet, there is a hyperlink to another section of the workbook.
- ▶ On the "CoreThemeViewMaster" worksheet, the column headings and the row labels are hyperlinked to other worksheets.
- ▶ Selected Objectives on the detailed worksheets have hyperlinks to more information about the selected objective.

For more detailed information about an Objective beyond that which is provided in this document, please contact the Objective "Lead".

TABLE OF CONTENTS

2010-11 Work Plans Scorecard of Progress Status as of Mid-Spring Quarter 2011

Each item listed below is hyperlinked to the associated page.

Overview of Objectives by Core Theme

Status of Objectives

Core Theme 1: Student Success

Core Theme 2: Teaching and Learning Excellence

Core Theme 3: College Life and Culture

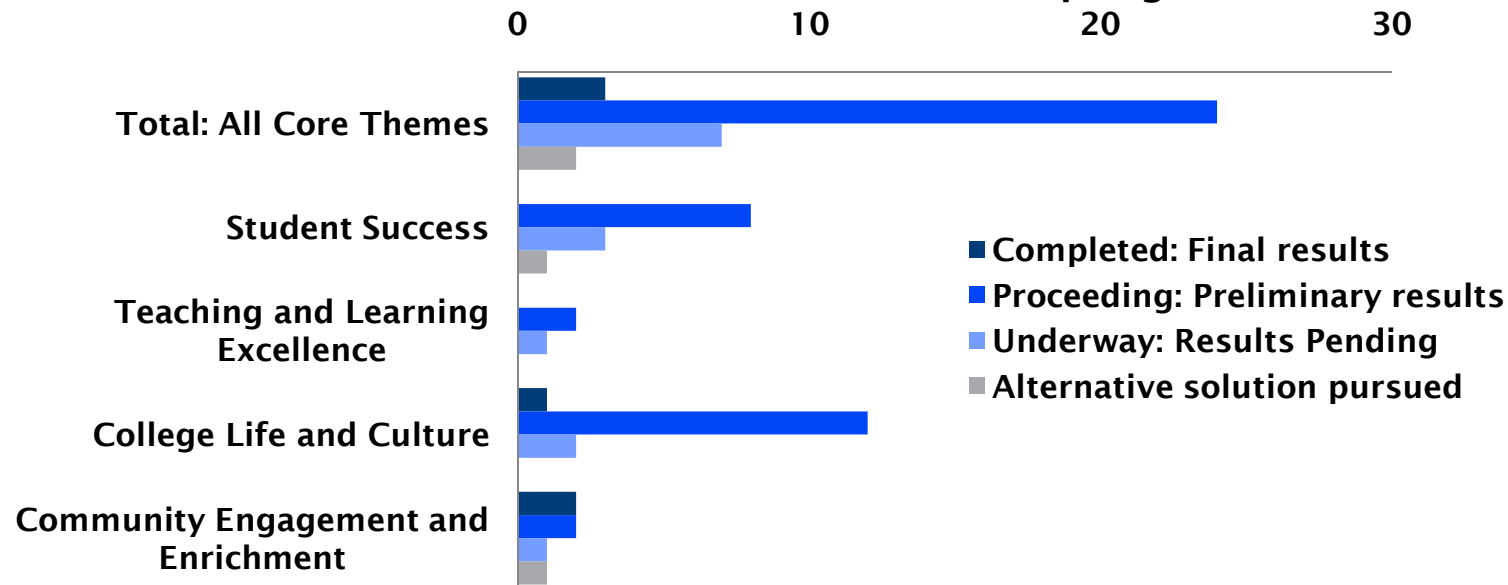
Core Theme 4: Community Engagement and Enrichment

2010-11 Work Plans Scorecard of Progress Status as of Mid-Spring Quarter 2011

Click a column heading to advance to the Status Page.

Objectives	Objectives	Completed: Final results		Proceeding: Preliminary results		Underway: Results Pending		Alternative solution pursued			
		Click a Core Theme title to advance to the Objectives within that Core Theme.									
		#	#	%	#	%	#	%	#	%	
Total: All Core Themes	36	3	8.3%	24	66.7%	7	19.4%	2	5.6%		
Student Success	12	0	0.0%	8	66.7%	3	25.0%	1	8.3%		
Teaching and Learning Excellence	3	0	0.0%	2	66.7%	1	33.3%	0	0.0%		
College Life and Culture	15	1	6.7%	12	80.0%	2	13.3%	0	0.0%		
Community Engagement and Enrichment	6	2	33.3%	2	33.3%	1	16.7%	1	16.7%		

2010-11 Work Plan Status: Mid-Spring



Completed: Final results			
Core Theme	Key Focus Area	Objective	Lead
Community Engagement and Enrichment	Contributions to BC Foundation	Student Success Campaign	Hills
		Final Results: More than \$7.035 million raised to date	
		Foundation Luncheon	Hills
		including \$30,000 title sponsor and \$20,000 premier sponsor and \$5,000 - \$10,000 sponsors	
College Life and Culture	Business Process Improvement	Prepare for centralized HP system (Lift and Shift)	Beard
		Final Results: Lift and Shift successfully migrated with few bugs to resolve.	

Proceeding: Preliminary results			
Core Theme	Key Focus Area	Objective	Lead
Student Success	Access	STEM Pathways	Boyum
		STEM-related courses	Boyum
	Retention/Persistence	SOC progress from developmental to college-level (discipline-specific) through cross-functional support teams	Pritchard
		Asperger's Syndrome or Autistic Syndrome Disorder	Pritchard
		Nursing courses	Nielsen
	Course success	Developmental math and English	Nielsen
		Faculty engagement with Student Services	Nielsen
		Learning communities	Bennett
		Course strategies	Nielsen
		Health IT programs	Boyum
Teaching and Learning Excellence	Course success		
College Life and Culture	Diversity	Multicultural competency	Bennett
		Project Implicit	Solemsaas
	Work Environment	Hiring and Selection Training	Portillo
		Conflict resolution training	Portillo
		Supervisor management skills	Portillo
	Environmental	Commute Trip Reduction	Solemsaas
	Advisory Committees	Program advisory committee compliance	Boyum
	Collaboration	Employee technology skills	Portillo
		Telephony system	Beard
	Business Process Improvement	Capital project completion	Solemsaas
		Improve institutional planning	Solemsaas
		Decision-making data structures	Beard
Community Engagement and Enrichment	Community's Vitality	Board engagement with community and donors	Hills
	Businesses Address	Cross-unit engagement team	Boyum

Underway			
Core Theme	Key Focus Area	Objective	Lead
Student Success	Retention/Persistence	Progress through learning transitions and pathways	Nielsen
		Developmental to college-level courses (discipline-specific)	Nielsen
		Basic Skills	Nielsen
Teaching and Learning Excellence	Course success	Program/department interventions in targeted courses	Nielsen
College Life and Culture	Business Process Improvement	Align budgeting and planning	Solemsaas
		Data access post-migration from HP3000	Beard
Community Engagement and Enrichment	Community's Vitality	Foundation aligned with college Vision 2020	Hills

Alternative solution pursued			
Core Theme	Key Focus Area	Objective	Lead
Student Success	Retention/Persistence	Early Alert System for faculty	Pritchard
Community Engagement and Enrichment	Contributions to BC Foundation	Scholarship fund availability	Hills

Legend:

Completed: Final results	0
Proceeding: Preliminary results	8
Underway	3
Alternative solution pursued	1



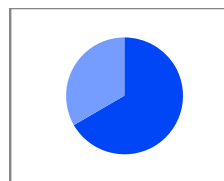
Work Plans
Core Theme:
Student Success

Key Focus Area		Measure	Lead	Current Status	Comment or Critical Success Factors
Access	STEM Pathways	Completeness of offerings	Boyum		Click for details. STEM Opportunities Steering Team and two sub-teams, STEM Innovations Research Team and STEM Partnerships Team, have been meeting.
	Progress through learning transitions and pathways	Follow-on course enrollment	Nielsen		Transitions Team unit purpose and goals established, group is meeting regularly, state-level efforts are being integrated into BC Transitions Team planning and work.
Retention/ Persistence	Developmental to college-level courses (discipline-specific)	Retention, Completion, Persistence rates	Nielsen		MATH- on-time; ALEKS project continues; next year, success of students who used ALEKS this year will be compared to success of control students in follow-on courses.
	Basic Skills	Level gains	Nielsen		Click for details. Efforts underway...
	STEM-related courses	Second year enrollment	Boyum		27 students enrolled in STEM cohort program; 26 of 27 (96%) plan to continue in STEM careers.
	SOC progress from developmental to college-level (discipline-specific) through cross-functional support teams	Follow-on course	Pritchard		Click for details. Preliminary data supports the further development and expansion of the summer institute.
	Asperger's Syndrome or Autistic Syndrome Disorder	Continued enrollment	Pritchard		Click for details. Preliminary indications are quite promising.
	Early Alert System for faculty	Faculty response rate	Pritchard		Working with VP IR for possible solutions. Hope to have by end of spring quarter.
	Nursing courses	Course grades = B or better	Nielsen		Click for details. Faculty are implementing the various strategies and interventions at the course level.
Course success	Developmental math and English	Course grades = C or better	Nielsen		Click for details. MATH strategies/interventions underway, including teaching circles...
	Faculty engagement with Student Services	Participation rates	Nielsen		English is collaborating successfully with MCS to set-aside seats in developmental classes in order to accommodate CSI initiative cohorts. Additional update from Student Services has been requested.
	Learning communities	ENGL 092 = C or better	Bennett		Click for details. Goal of 75% of students achieving a C or better was not reached during winter quarter class. Only 50% of students reached this goal.

Click to return to
Overview of Objectives

Legend:

Completed: Final results	0
Proceeding: Preliminary results	2
Underway	1
Alternative solution pursued	0

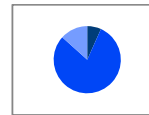


2010-11 Work Plans Scorecard
Core Theme:
Teaching and Learning Excellence

Key Focus Area	Objective	Measure	Lead	Current Status	Comment or Critical Success Factors
Course success	Course strategies	Survey	Nielsen		Click for details. Fall results published to faculty, winter survey went out on 4-25.
	Program and department interventions in targeted courses	Assessment activity documented	Nielsen		OIER provided pivot table training. Response rate on initial survey to enroll courses approx. 50%. Launched additional collection survey and instructions on 4-25.
	Health IT programs	Course and degree transferability; employment	Boyum		Click for details. Health IT BAS degree and Health IT Apprenticeship...

Legend:

Completed: Final results	1
Proceeding: Preliminary results	12
Underway	2
Alternative solution pursued	0

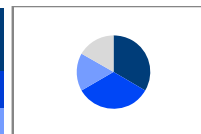


2010-11 Work Plans Scorecard
Core Theme:
College Life and Culture

Key Focus Area	Objective	Measure	Lead	Current Status	Comment or Critical Success Factors
Diversity	Multicultural competency	Employee satisfaction survey	Bennett		Click for details Selected workshops offered.
	Project Implicit	Complaints: campus climate	Solemsaas		Training is planned for spring qtr. Results of the participant survey will be used to update target metrics.
Work Environment	Hiring and Selection Training	Resource evaluation	Portillo		Click for details. We have signed a contract to automate our hiring process...
	Conflict resolution training	Complaint reduction	Portillo		Interlocal agreement with King County Conflict Resolution Center has been signed and training is planned for May.
	Supervisor management skills	Training utilization	Portillo		Click for details. Training sessions scheduled...
Environmental	Commute Trip Reduction	Carbon emissions reduction	Solemsaas		Click for details. Implementation of the parking fee proposal is underway...
Advisory Committees	Program advisory committee compliance	State requirements compliance	Boyum		Conducting an ongoing analysis of advisory committees.
Collaboration	Employee technology skills	Business efficiency	Portillo		A plan has been developed and discussions on rolling out the training are taking place.
	Telephony system	Phone performance	Beard		Click for details. New system installed; call center delayed...
	Capital project completion	At or below budget; master plan updated	Solemsaas		East campus and Liberty II successfully closed within planned timelines and within budget.
Business Process Improvement	Align budgeting and planning	Planning and budget integrated	Solemsaas		Click for details. FMS query is fully deployed and used by budget authorities...
	Improve institutional planning	Purpose, goals, measures, targets set	Solemsaas		Click for details. Project timelines and tasks in place...
	Decision-making data structures	Access to data	Beard		This project is very near completion and a prototype of an enrollment decision making tool has been delivered to the instructional office.
	Data access post-migration from HP3000	Access to data	Beard		Click for details. Continued progress delayed until Lift and Shift project completely deployed...
	Prepare for centralized HP system (Lift and Shift)	Access to data	Beard		Conversion to HP-UX generally successful with a few bugs to resolve.

Legend:

Completed: Final results	2
Proceeding: Preliminary results	2
Underway	1
Alternative solution pursued	1



2010-11 Work Plans Scorecard

Core Theme:

Community Engagement and Enrichment

Key Focus Area	Objective	Measure	Lead	Current Status	Comment or Critical Success Factors
Contribution to Community's Vitality	Board engagement with community and donors	Community recognition	Hills		Click for details. Social media training conducted...
	Foundation aligned with college Vision 2020	Foundation strategic plan	Hills		Click for details. Foundation dashboard is in use...
Contributions to BC Foundation	Student Success Campaign	Dollars raised	Hills		More than \$7.035 million raised to date.
	Foundation Luncheon	Sponsorship and speaker quality	Hills		\$140,000 of sponsorship secured including \$30,000 title sponsor and \$20,000 premier sponsor and \$5,000 - \$10,000 sponsors.
	Scholarship fund availability	Warning system	Hills		Alternative solution acquired.
Partnerships with Businesses Address Workforce Needs	Cross-unit engagement team	Businesses support college initiatives	Boyum		New business partners identified; long-range plan and processes to be completed in summer 2011.

Return to College Life and Culture

Telephony system

New system installed; call center delayed.

While we have a slight set back in rejecting the call center vendor it appears the our General Contractor has responded well and will have an adequate solution in place by July 31, 2011.

Return to College Life and Culture

Data access post-migration from HP3000

The DBA's who are working on importing FMS data encountered an issue with the driver used to pull data from the HP3000 database. The extract is corrupted as it dumps it into the staging area. This issue cannot be resolved until the completion of the Lift and Shift project where we have a new toolset that does not suffer from this issue.

Return to College Life and Culture

Professional development and training to enhance employee intercultural communication skills and multicultural competence.

Task: Offer quarterly sequence of intercultural training opportunities beginning in fall 2010

1. Understanding Your Cultural Communication Style

Status: Offered 11/18/2010, 2/23/2011 and 5/12/2011

Total # of attendees: 36

Results:

50% of respondents reported that they gained self-awareness

66% of respondents reported that they discovered personal triggers and filters

72% of respondents examined cultural assumptions and values

66% of respondents identified how they will apply their learning to their work at the college

2. Improving Intercultural Relationships in the Workplace

Status: Not offered. Participant feedback suggested the need for additional level 1 workshops

3. Reconciling Cultural Differences in the Workplace

Status: Not offered. Participant feedback suggested the need for additional level 1 workshops.

As an alternative, a workshop on Understanding Conflict was offered on 5/17/2011. This workshop included viewing conflict from a cultural perspective. Below are the results from this workshop:

Total attendees: 23

Results:

95% of respondents reported that they gained awareness about their conflict management style

80% of respondents reported that they recognized the impact of culture on how they experience conflict

70% of respondents reported that they can now identify interest-based solutions to conflict

Return to Student Success

Learning Communities: ENGL 092 = C or better

Goal of 75% of students achieving a C or better was not reached during winter quarter class. Only 50% of students reached this goal. Instructor reported increased classroom management issues with this cohort including substance abuse, incarceration, ADD/ADHD and other learning disabilities and the loss of 25% of the class due to non-attendance. It would appear that the unusually high number of this class cohort that was in crisis negatively impacted the overall success of the class and diminished the potential positive impact of establishing a learning community. The instructor will continue to employ positive intervention strategies to impact potential success of spring quarter cohort.

The first colloquium was just recently scheduled and evaluation data is not yet available.

Return to Student Success

STEM Pathways: Completeness of offerings

STEM Opportunities Steering Team and two sub-teams - STEM Innovations Research Team and STEM Partnerships Team have been meeting. Both of these teams assisted with the two DOL proposals that the college put forth, are assisting with new STEM proposals, and conducting continuous STEM labor market research and establish STEM partnerships on an ongoing basis.

Grants: InnovaTe Washington DOL grant including 4 Centers of Excellence and 10 partner colleges developed and submitted; National Information, Security, and Geospatial Technology Consortium (NISGTC) grant submitted with BC as a partner college.

Return to Teaching and Learning

Health IT programs

Health IT BAS degree: phase I feasibility plan submitted to CAC; Statement of Need submitted to SBCTC; initiated development of curriculum; will be articulated with BC IT programs

Health IT Apprenticeship: grant for development included in DOL proposal, submitted April 20

Return to Community Engagement and Enrichment

Board engagement with community and donors

Social media training conducted for Board 4/12/11
Total: 151; Facebook - 66; Twitter - 58; LinkedIn - 27

Return to Community Engagement and Enrichment

Foundation aligned with college Vision 2020

Foundation dashboard is in use and has been produced for every Exec and Board meeting for March and April 2011. The Foundation is waiting for Trustee approval of the college strategic plan before creating its complementary plan. New expected date for completion of a Foundation strategic plan is six months after college plan is complete.

Return to Student Success

Basic Skills

Efforts underway with two "tasks" lagging due to insufficiency of capacity (trained faculty/admin to do the work) and challenges with integration organizationally and operationally of new Director to department and faculty. Improvements to student testing processes, data collection, training of staff and new PT intake advisor, new PT placement advisor, and documentation of data collection processes are on-going and on-track.

Return to Student Success

Nursing courses

Faculty are implementing the various strategies and interventions at the course level. Thus far, student of color successful completion is improved over last year, but overall course success is down slightly. Currently, of the students starting the program in 2010-11, 95% students of color and 96% whites are on track to complete the degree. It is early to be reporting these results, however, and a full report will not be available until the second half of June.

Return to Student Success

Developmental math and English

MATH strategies/interventions underway, including teaching circles.

New Math 084 approved by CAC; students take 084 along with Math 097, 098, or 099 to work specifically, in small groups on content that give them the most trouble. ALEKS project is continuing and multi-year.

Return to Teaching and Learning

Course Strategies

FALL QUARTER SURVEY

Number of respondents: 114

Responses to "Please briefly describe the strategy you used in each class to either increase student-faculty connection or improve feedback" fell into 8 broad categories:

- Increased personal contact/e-contact (73)
Using e-media (MyBC, Blackboard Vista, Facebook, Moodle, Twitter, etc) to communicate or
- provide feedback (33)
Assessment-related activities (classroom assessment techniques, rubrics, student self-
- assessments, etc.) (29)
- Increased feedback on student performances (25)
- Interventions with low-performing or disappearing students (24)
- Improved presentation of class materials (20)
- Clarifying expectations (19)
- Learning styles, study skills, group activities (14)
In addition to the information above, I'm also attaching, with permission, a "Science Division Top Ten" list of strategies to increase faculty-student connection and student success, assembled by
- faculty in that division last fall.

Responses to "Did you notice any difference in your students' performance, learning or retention that you can attribute to using this strategy? If so, please briefly describe" were very positive. Some entries say clearly that there will be no evidence of improvement because they're reporting on actions that they've been doing for a long time.

Some typical responses:


- Struggling students stayed through the class.
- Students were more accountable for work; student contact increased student accountability.
- I can see improvement when I do something.
- Activities developed trust, engagement with other students.
- Students are motivated by the increased feedback.
- Students are more aware of their performance.
- Students didn't miss deadlines.

Faculty also report that there is some 2-way communication about these interventions, that students comment favorably on the new activities, motivating the instructor to continue with it/do more.

Return to College Life and Culture

Hiring and Selection Training

We have signed a contract with NeoGov to automate our hiring process. Preparing for the automation will take approximately eight weeks. We plan on going live by July 1 in time for the new fiscal year. Training with hiring managers will begin July, August and then again in October for faculty.



Return to College Life and Culture

Supervisor management skills

Along with the conflict resolution training which employees will receive, we have partnered with the Employee Assistance Program and scheduled training for supervisors on reasonable suspicion assessment.

Return to Student Success

**SOC progress from developmental to college-level (discipline-specific)
through cross-functional support teams**

Preliminary data supports the further development and expansion of the summer institute. Enrollment Services have better identified processes that will support the selection of students for CSI allowing for a better sample size. Will have the 2010/11 academic year data after the end of spring quarter.

Return to Student Success

Asperger's Syndrome or Autistic Syndrome Disorder

Preliminary indications are quite promising. Of the original 16 students, three have left the pilot, but remain with DRC. So, all students are still attending school. Results will be in and analyzed after spring quarter. It is fair to say that none of the students have failed a course for fall or winter quarter, which is one of the measurements.

Return to College Life and Culture
Commute Trip Reduction

Implementation of the parking fee proposal is underway. Students have voted for this program. The employees are in the middle of negotiation to adopt the proposal. In addition, we have added several other initiatives.

Carbon footprint measure: Unfortunately a 5% increase in carbon emission resulting from increase # of students who are commuters (see carbon footprint report Fig 1 at FY 09-10 at 33774 less Fy08-09 32188).

CTR programs measure: Total Programs=21, increased from 3 (ORCA, carpool & home guarantee), a 600% increase.

CTR participation measure: Total Participants=885 programs participants, representing approximately 300 individuals.

Return to College Life and Culture
Align budgeting and planning

FMS query is fully deployed and used by budget authorities. Unit Managers have been trained in the use of SPOL for planning but the budget feature is not yet deployed. This is delayed into 2011-12.

Return to College Life and Culture
Institutional Planning

PS and other key roles (PC, CIE and units) now fully engaged in SP & IE activities. All units have program purpose and goals with measures in SPOL.

REGULAR MEETING AGENDA ITEM

Tab 21

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Briefing for Governance Institute for Student Success (GISS)

Description

The Governance Institute for Student Success (GISS) is a national initiative for trustees and college presidents to review institutional data for identifying key policy decisions, actions, and levers for institutional change to improve student success and completion. The Washington State Trustees are registered to attend a GISS retreat on June 26-28, 2011.

Sessions are facilitated by key principles associated with the Lumina Foundation's Achieving the Dream initiative to review the data and discuss findings.

Since last fall two BC staff, Patty James and Cora Nixon, have been involved in a task force for developing the GISS data. The data have been provided back to the college for an early briefing for the Board.

Key Questions

- * Is the information provided sufficient for the Board of Trustees as a briefing?
- * What additional information would be helpful?

Analysis

The attached document provides both the data and suggestions for consideration during the discussion. Although the data are at a fairly high level of aggregation, most of the underlying detail is available at the college for deeper analysis. Several concepts emerge from the review of the data and are provided in the attachment.

Background Information

Attachment 1: Governance Institute for Student Success Briefing document for Bellevue College Trustees

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII reviews the GISS Key Points document and has an opportunity to have any questions answered.

Prepared by: Patty James, Director, Institutional Effectiveness and Research
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Governance Institute for Student Success

Briefing document for Bellevue College
Board of Trustees
by Patty James
Office of Institutional Effectiveness and Research
June 8, 2011

What is the Student Achievement Initiative?

The Student Achievement Initiative is a new accountability system for community and technical colleges. Its purposes are to accurately describe what students achieve from enrolling in our colleges each year and to provide financial incentives to colleges for increasing the levels of achievement attained by their students.

There are four categories of Achievement measures:

1. Building towards college level skills (basic skills gains, passing precollege writing or math)
2. First year retention (earning 15 then 30 college level credits)
3. Completing college level math (passing math courses required for either technical or academic associate degrees)
4. Completions at Tipping Point (degrees, certificates, apprenticeship training)

The Student Achievement Initiative measures total gains for the year and rewards colleges for their annual point growth.

How is it being used in the Governance Institute?

The measures chosen for the Governance Institute for Student Success come from Student Achievement points. However, instead of measuring annual achievement gains for all students, these measures follow specific subsets of new students to analyze how far and fast they progress after 2 and 4 years.

The cohorts all started in fall 2006, the baseline year for the Student Achievement Initiative.

Measures

Definition of Long-Term

Long -Term Success measures the status of each cohort four years after it started. Four years is the full extent of Achievement data that began in 2006.

Success is defined as Completion "+". Completion is tipping point. The "+" is for other outcomes that are not captured in Student Achievement.

Measuring Completion "+" provides a fuller picture of students after 4 years. Basic Skills uses a variation of this basic definition. To complete the picture, of the remaining students who left college before completion"+", the percent that increased their student achievement while enrolled is also shown.

Definition of Intermediate

Intermediate measures are given for transfer and professional-technical. These measure student progress to critical achievement points after 2 years. Math is a critical achievement point and major hurdle for transfer students necessary for degrees. Accumulation of at least 30 credits is a critical achievement point for professional-technical students on the way to at least one year of college level achievement.

MEASURES: Transfer Cohort

Long-term

Success: % of starting Fall 2006 cohort that completed at the tipping point **plus** those who transferred without degree and those still enrolled 4 years after start. The information on transferring students was obtained through the Nation Student Clearinghouse and includes both in-and out-of-state universities.

All Others that Made Achievement Gains: % all remaining students in starting cohort that made at least one achievement point gain before leaving college.

Shown for all students and by race and ethnicity

Intermediate

Quantitative: Completed Quantitative Math/Logic course by the end of year two by college readiness : Completed Quantitative Math/Logic course by the end of year two by college readiness (students enrolled in pre-college math and all others who either didn't need or didn't enroll in pre-college).

This intermediate measure combines data from 3 cohort years.

Shown for students enrolled in pre-college math and for all others. All others are any students in cohort not enrolled in pre-college math.

MEASURES: Professional-Technical Cohort

Long-term

Success for Completers+ % of starting Fall 2006 cohort that completed at the tipping point **plus** those who earned a short certificate and those still enrolled 4 years after start.

All Others that Made Achievement Gains: % all remaining students in starting cohort that made at least one achievement point gain before leaving college.

Shown for all students and by race and ethnicity

Intermediate

30+ Credits: % of starting cohort that earned 30 college-level credits by the end of year two

This intermediate measure combines data from 3 cohort years.

Shown for students enrolled in pre-college math and for all others. All others are any students in cohort not enrolled in pre-college math.

MEASURES: Basic Skills Cohort

Long-term

Success: % of Fall 2006 cohort that transitioned **plus** those that earned a GED or High School Completion and those who increased one basic skills level by end of 4th year.

Transition is movement from lower (level 1-3) to upper level (4-6, or GED Prep) basic skills or the movement from upper level basic skills to a college-level achievement point.

Increase one level means student earned at least 3 basic skills achievement points, roughly the equivalent to advancing from one basic skills course level to the next.

Intermediate

None

How the cohorts are defined

A **cohort** includes new fall enrollment students (full and part-time combined) enrolled for similar purposes. The three missions for academic transfer, professional/technical education and basic skills are examined separately for each college. (Note, only workforce and basic skills are covered for technical colleges.)

- **Academic transfer and professional/technical students** can be assigned to only one of these two cohorts. Students in the cohorts are new at the college, primarily first-time college students. However, the cohorts also include a small percentage of former Running Start students who have graduated from high school and are now enrolled as college students. These students are starting college with some dual credits already earned. In cases where this can influence the data, an explanatory note is provided under the chart. Current Running Start students are NOT included in the cohorts.
- **Workforce (intent F,G or M) and transfer (intent B) cohorts** are assigned based upon college coding. While students can change their reason for attending, students are categorized based upon the first intent code that the college has assigned.
- **Basic Skills students** are selected from WABERS, the Basic Skills database. A small percentage of basic skills students may also be in either the academic or workforce cohorts if they have the proper intent code. This was allowed so that all basic skills students who transition to college work can be counted in the basic skills success measure.

Data You Will See

The following slides will be included in the packets you receive at the Institute.

2011 Governance Institute for Student Success

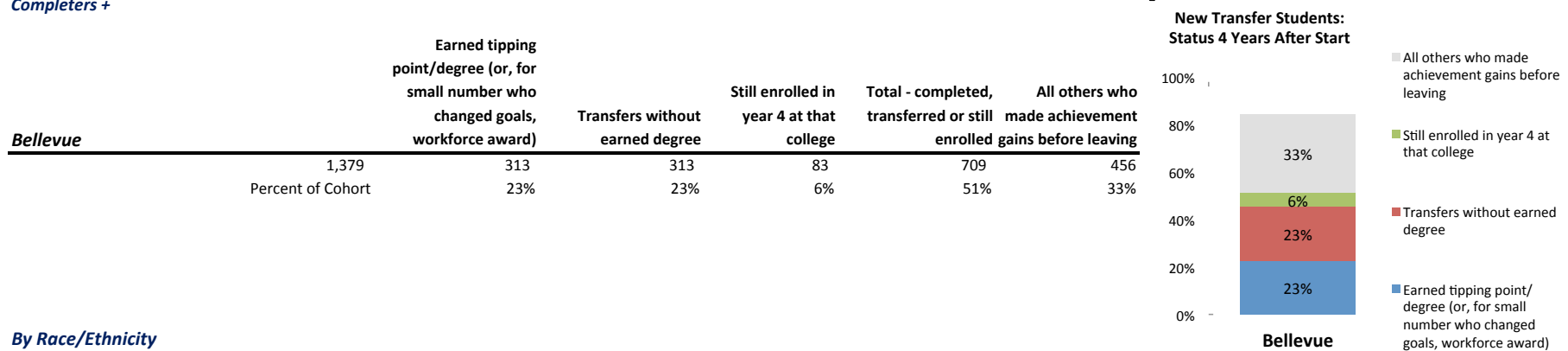
Data Materials / May 4, 2011

4 Year Transfer Success for Completers "+" and All Other Students in Cohort Who Made Achievement Gains Before Leaving College

Bellevue College

New Transfer Students (Started Fall 2006): Status 4 Years After Start Completers +

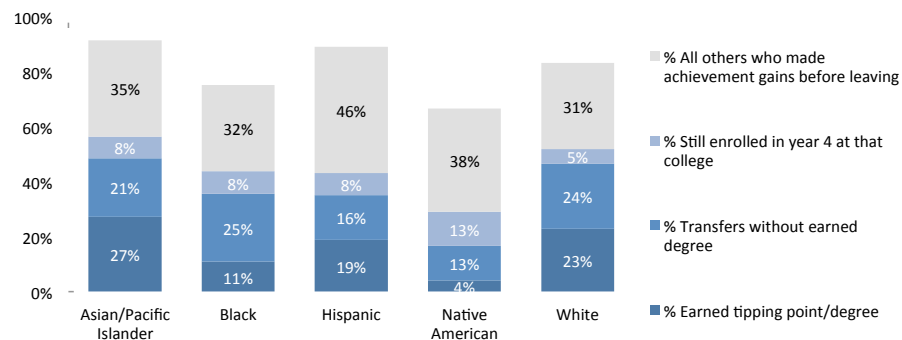
NOTE: Beginning in AY 2007-08, Bellevue College initiated processes to improve the quality of its data regarding program of study and intent. As a result, the size of the entering student cohorts for Transfer has declined to exclude students who have previously earned postsecondary credentials.



By Race/Ethnicity

Number Achieved Measure	Asian/Pacific Islander	Black	Hispanic	Native American	Other, Multiracial	White	Unknown
Cohort - Number	228	73	74	24	25	937	73
% Earned tipping point/degree	27%	11%	19%	4%	40%	23%	18%
% Transfers without earned degree	21%	25%	16%	13%	12%	24%	19%
% Still enrolled in year 4 at that college	8%	8%	8%	13%	4%	5%	4%
% All others who made achievement gains before leaving	35%	32%	46%	38%	28%	31%	38%

New Transfer Students: Status 4 Years After Start, by Race/Ethnicity



Note: Each student is counted in each race and ethnic category reported and thus may be counted more than once.

2011 Governance Institute for Student Success

Data Materials / May 4, 2011

Intermediate Progress: Completed College-Level Math/Logic Course 2 Years After Start

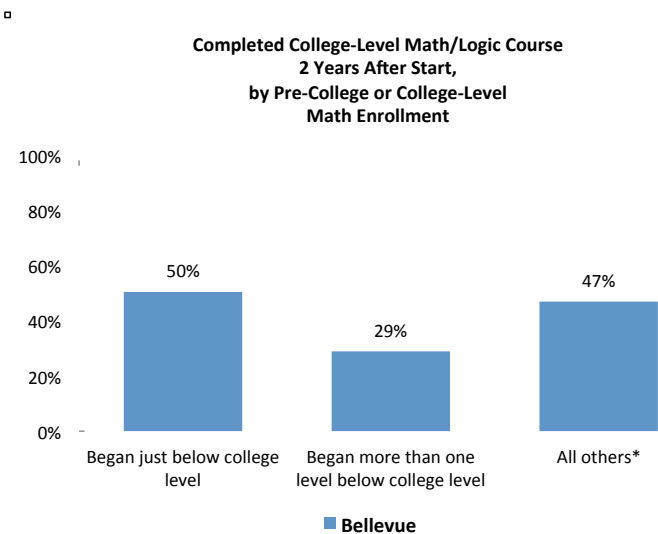
New Transfer Students

Completed College-Level Math/Logic Course by Pre-College or College-Level Math Enrollment

Number Achieved Measure	Bellevue
Began just below college level	157
Began more than one level below college level	243
All others*	797

Number in Cohort*	Bellevue
Began just below college level	311
Began more than one level below college level	842
All others*	1,698

Percent Achieved Measure	Bellevue
Began just below college level	50%
Began more than one level below college level	29%
All others*	47%



Note: Excludes students who took a quantitative course previously in the system.

Cohort Years 2006, 2007 and 2008 are combined.

**All others includes students who either didn't need or didn't enroll in pre-college math.*

4 Year Professional/Technical Student Success for Completers "+" and All Other Students in Cohort Who Made Achievement Gains Before Leaving College

Bellevue College

New Professional/Technical Students (Started Fall 2006): Status 4 Years After Start

Completers +

NOTE: Beginning in AY 2007-08, BC initiated processes to improve the quality of its data regarding program of study and intent. As a result, the size of the entering student cohorts for Workforce has increased reflecting students who have confirmed their program of study as one of BC's professional-technical degree or certificate programs.

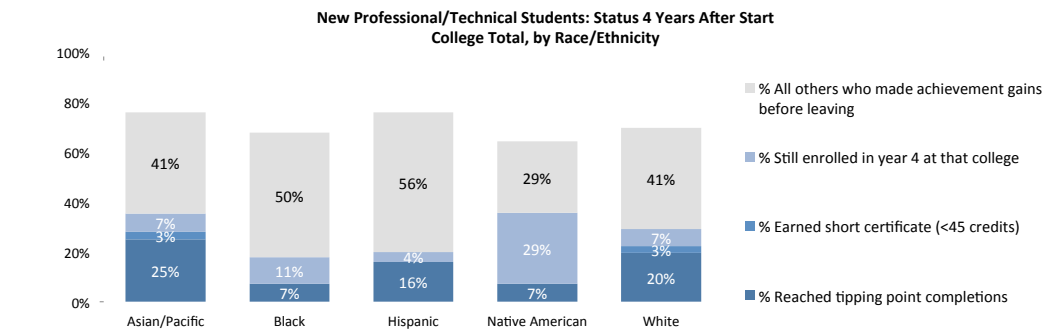
	Reached tipping point completions*	Earned short certificate with less than 45 credits	Still enrolled in year 4 at that college	Total - completed degree or certificate or still enrolled	All others who made achievement gains before leaving
Bellevue Total	659	131	17	46	194
	Percent of Total	20%	3%	7%	29%
					41%

* The Tipping Point Completions includes Degree or Apprenticeship completion or a Certificate backed by 45 credits.

By Race/Ethnicity

Number Achieved Measure	Asian/Pacific Islander	Black	Hispanic	Native American	Other, Multiracial	White	Unknown
Cohort - Number	96	28	25	14	6	470	32
# Reached tipping point completions	24	2	4	1	2	92	9
% Reached tipping point completions	25%	7%	16%	7%		20%	28%
# Earned short certificate (<45 credits)	3	0	0	0	0	13	1
% Earned short certificate (<45 credits)	3%	0%	0%	0%		3%	3%
# Still enrolled in year 4 at that college	7	3	1	4	1	32	2
% Still enrolled in year 4 at that college	7%	11%	4%	29%		7%	6%
# All others who made achievement gains before leaving	39	14	14	4	2	191	13
% All others who made achievement gains before leaving	41%	50%	56%	29%		41%	41%

Note: Blanks represent less than 10 students in this race/ethnic category.



Note: Each student is counted in each race and ethnic category reported and thus may be counted more than once.

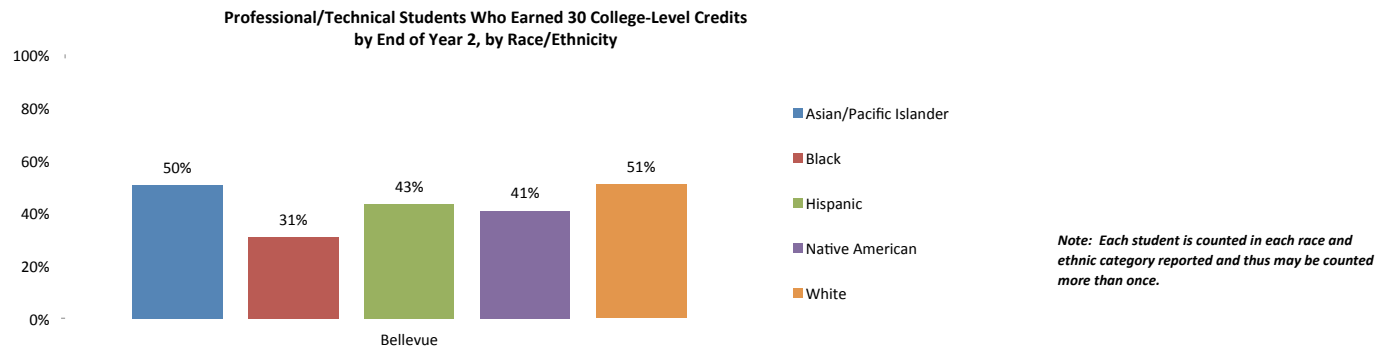
Intermediate Progress: Professional/Technical Students Earning 30 College-Level Credits by End of Year 2

New Professional/Technical Students Achieving Measure

By Race/Ethnicity

Number Achieved Measure	Asian/Pacific Islander	Black	Hispanic	Native American	Other, Multiracial	White	Unknown
Bellevue	167	39	45	11	9	703	41
Number in Cohort	Asian/Pacific Islander	Black	Hispanic	Native American	Other, Multiracial	White	Unknown
Bellevue	331	127	104	27	17	1,383	92
Percent Achieved Measure	Asian/Pacific Islander	Black	Hispanic	Native American	Other, Multiracial	White	Unknown
Bellevue	50%	31%	43%	41%	53%	51%	45%

*Note: Excludes students who began the year with 30+ college level credits earned previously in the system. Cohort Years 2006, 2007 and 2008 are combined.
Each student is counted in each race and ethnic category reported and thus may be counted more than once.
Blanks represent less than 10 students in this category.*



College Transitions and Other Outcomes for New Basic Skills Students 4 Years After Start

New Basic Skills Students (Fall 2006): Outcomes 4 Years After Start

Bellevue College

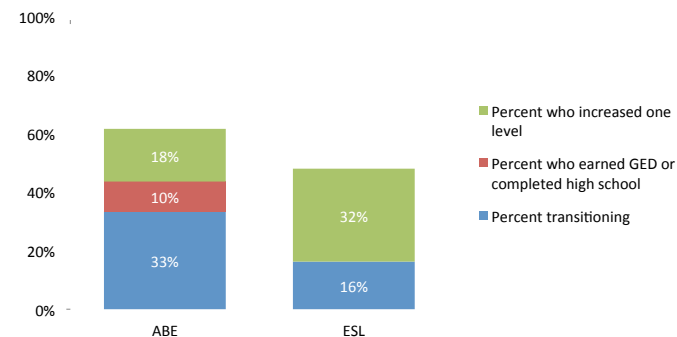
Bellevue	Number in Cohort	Number transitioning*	Number who earned GED or completed high school	Number who increased one level**
ABE	39	13	4	7
ESL	142	23	0	45
Total	181	36	4	52

Bellevue	Percent transitioning or completed high school	Percent who increased one level
ABE	33%	18%
ESL	16%	32%
Total	20%	29%

*Transition is movement from lower (level 1-3) to upper level (4-6, or GED Prep) basic skills, or movement from upper level basic skills to a college-level achievement point.

**Increased one level means student earned at least 3 basic skills achievement points, roughly equivalent to advancing from one basic skills course level to the next.

**Status of Basic Skills Students 4 Years After Start:
College Total**



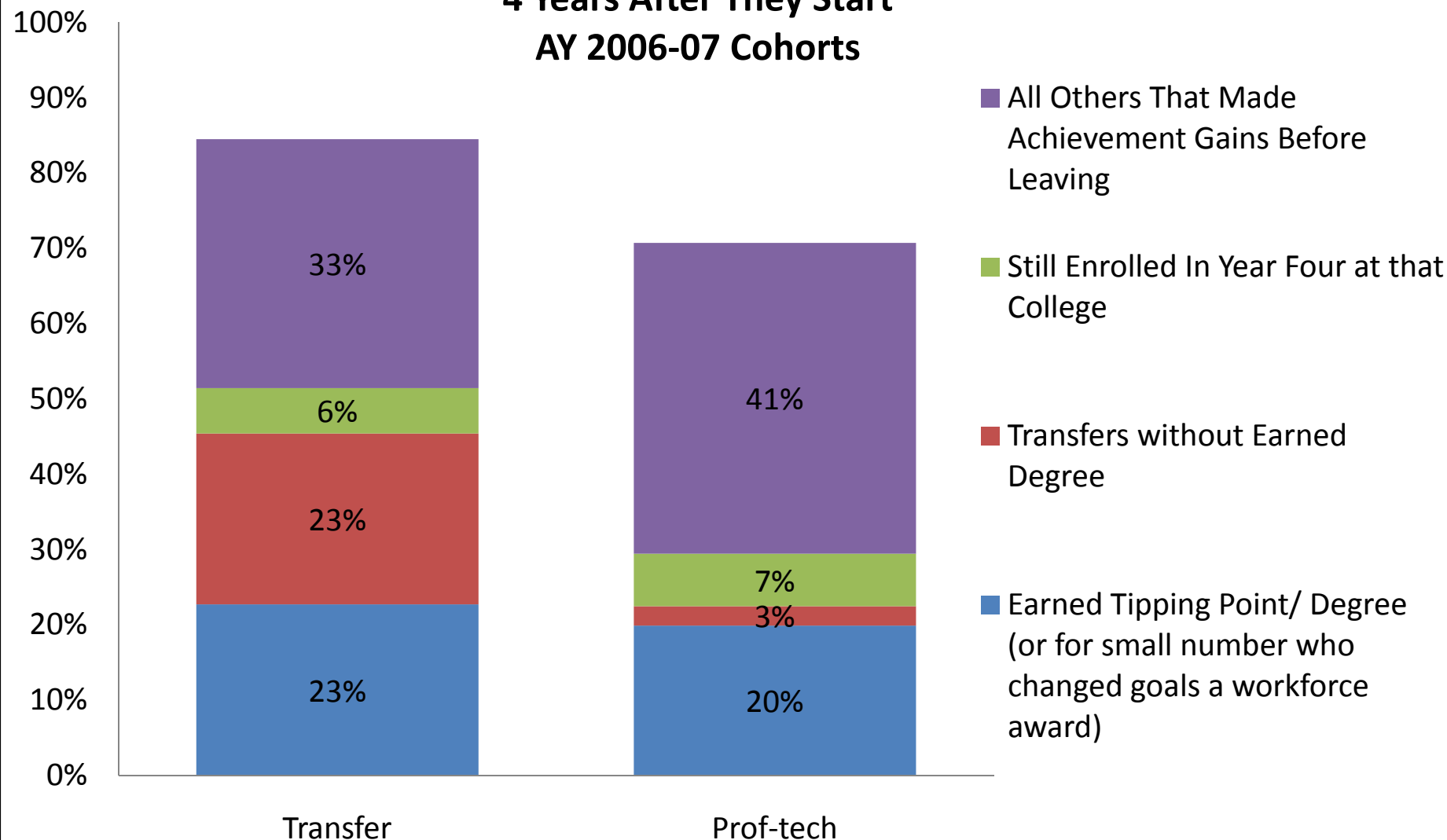
NOTE: The number of sections offered at Bellevue College for Basic Skills increased substantially from AY 2006-07 to AY 2007-08, and then continued through AY 2009-10. This accounts for the noticeable increase in the cohort size in the years following AY 2006-07.

Supplemental Data

The following slides have been generated to supplement the data in the previous slides.

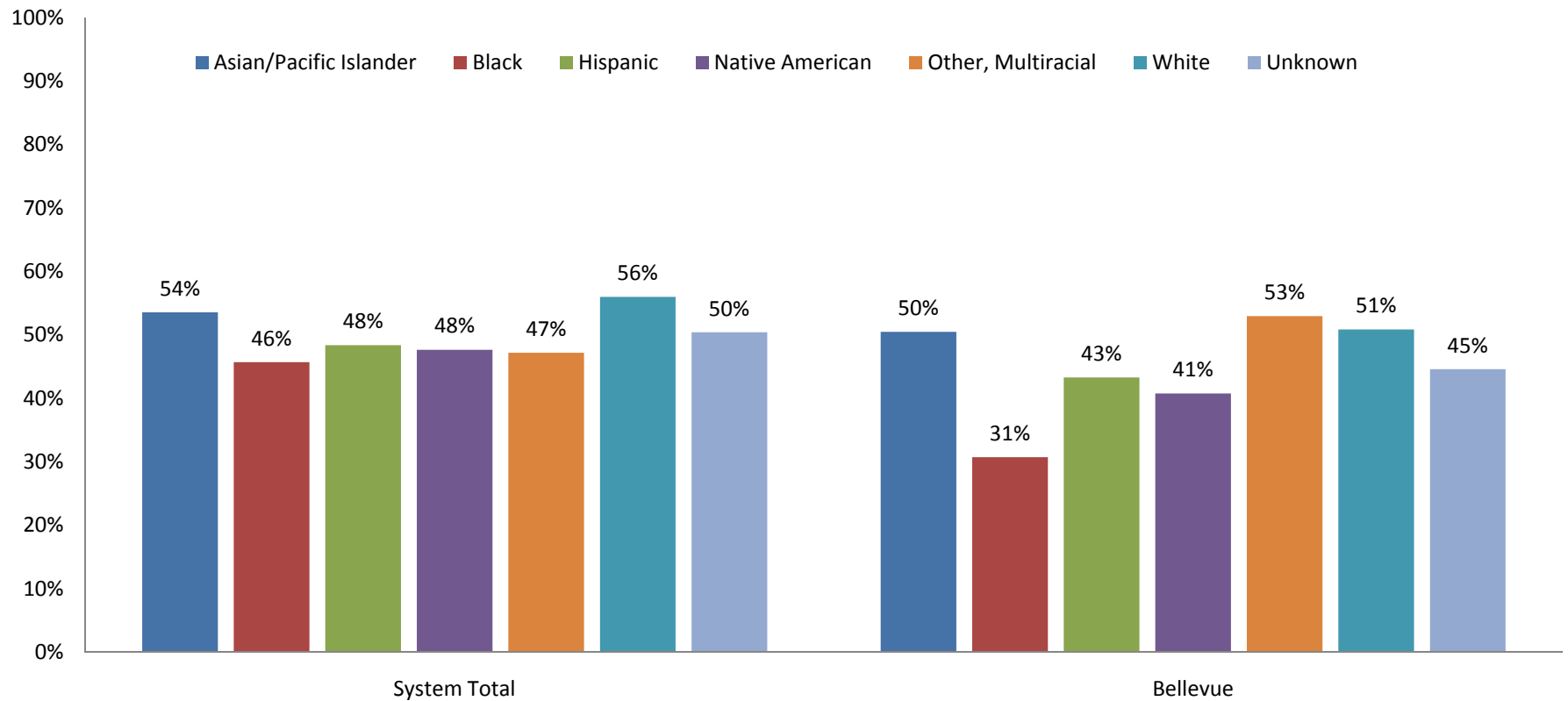
These will *not* be included in the packets you receive at the Institute.

Transfer and Prof-Tech Students Completion, Other Baccalaureate Transfers With No Degree or All Others Still Enrolled 4 Years After They Start AY 2006-07 Cohorts

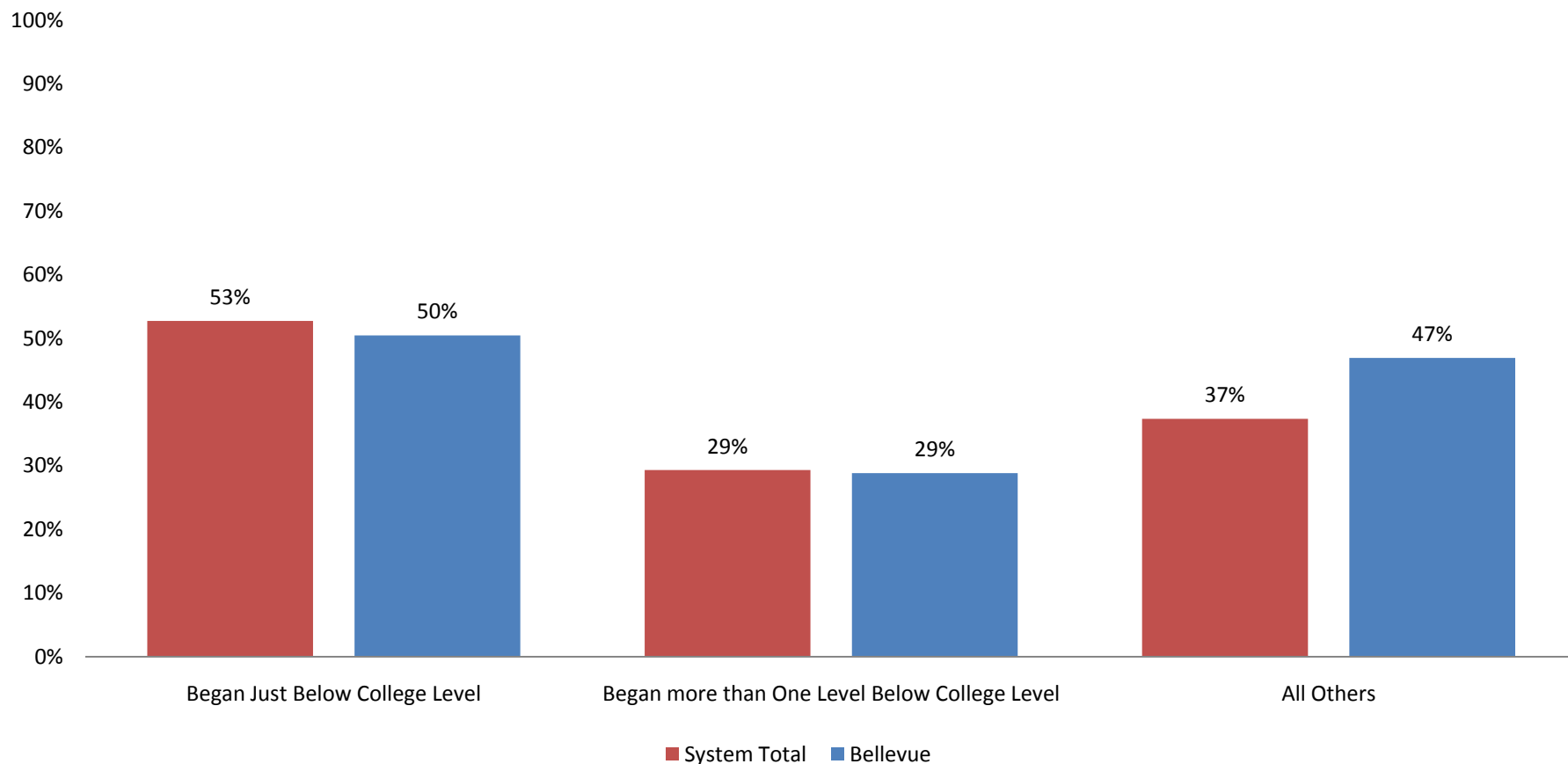




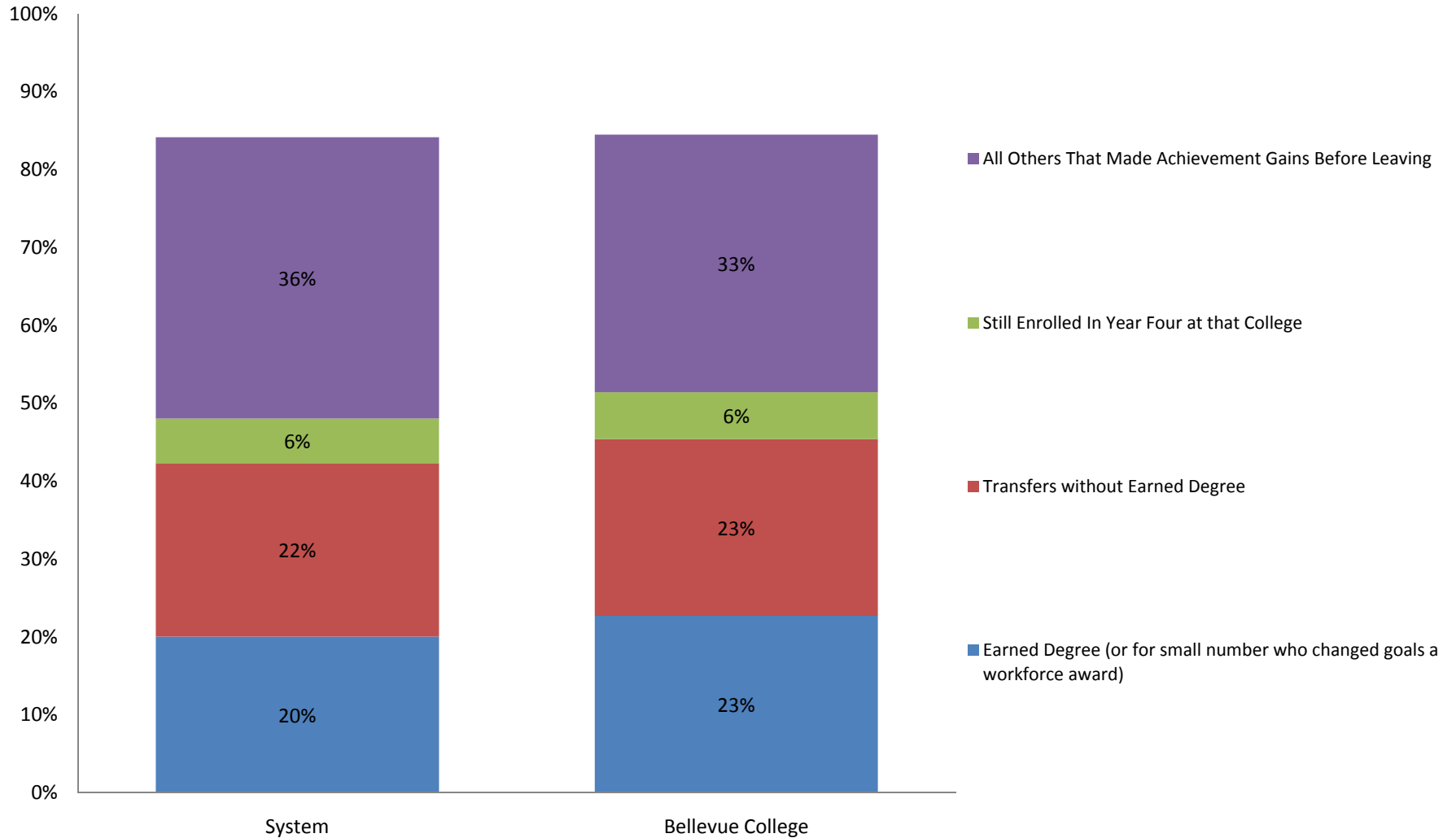
Professional/Technical Students Who Earned 30 College Level Credits by the End of Year Two by Race and Ethnicity Cohort Years 2006, 2007 and 2008 Combined



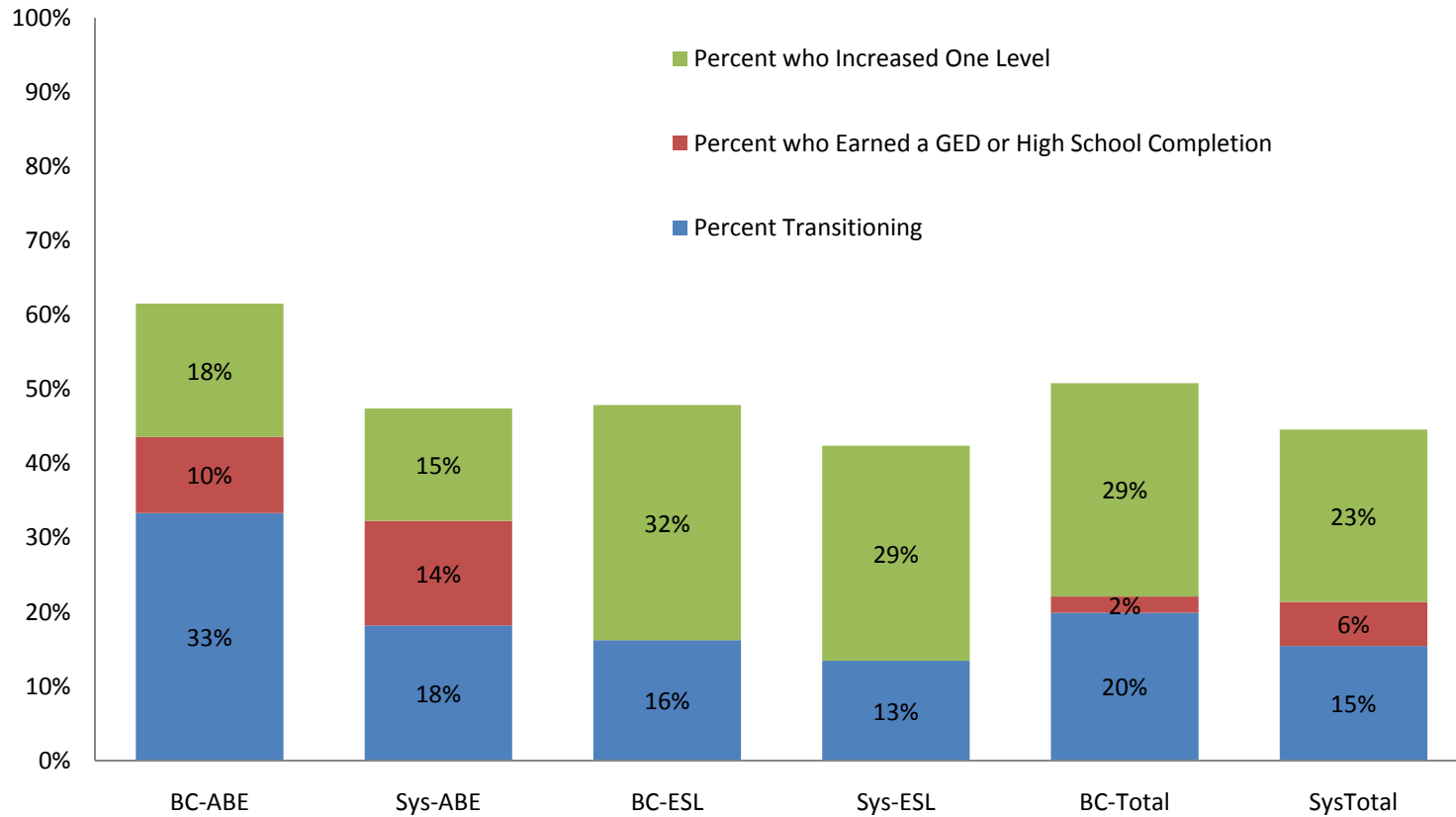
**Achievement of College Math/Quantitative Reasoning by End of 2nd Year Transfer Students Who Attempted a Pre-College Math Course and Those Who Didn't
AY 2006-07, AY 2007-08, AY 2008-09 Combined
SBCTC System and Bellevue College**



Transfer Students
Completion, Other Baccalaureate Transfers With No Degree or All Others Still Enrolled
4 Years After They Start (started Fall 2006)
SBCTC System and Bellevue College



**Status of Basic Skills Students 4 Years After Start
(started Fall 2006)
SBCTC System and College Total**



Possible questions you will be asked following your review of data with related analysis

What significant achievement gaps did you observe between groups of students?

Transfer versus Prof-tech refer to chart on page 15

- Transfer cohort is nearly twice the size of the Prof-tech cohort. *Caveat:* this is likely an artifact of the coding structure in place in AY 2006-07 that was replaced in AY 2007-08. By AY 2009-10 this reverses and the Transfer cohort is one-third the size of the Workforce cohort.
- Slightly higher percentage of Transfer cohort earned the Tipping Point than Prof-tech. *Caveat:* see note below regarding high percentage of Prof-tech cohort that had previously earned credentials.
- The imbalance between percentages of the “Total-Completed, Transferred or Still Enrolled” is primarily due to those “Transfers without a Degree”. Prof-tech shows higher percentage in “All Others that Made Achievement Gains Before Leaving”.

What institutional factors may be contributing to any observed achievement gaps?

- Coding processes at BC were applied using a different set of decision rules prior to AY 2007-08.
 - Monitoring similar outcomes for the AY 2007-08 students and subsequent years should show a longitudinal trend that would better inform if the achievement gaps form a pattern. Current practice assigns Running Start students to a “non-transfer” intent. Consequently, they are not included in the cohort until they matriculate from Running Start to a regular tuition-paying college student.
- Transfer cohort contains Running Start and TechPrep students who earned credits prior.

What issues do the data suggest that the institution might want to further explore?

- Focus on the goal for the student, both at entry and quarterly to determine if there are changes from initial long term goals.
 - ✓ Basic Skills cohort—a very small percentage of these students (16.5%) indicated they wanted to transition into postsecondary education.
 - ✓ Capture “transient” students in a “non-transfer” coding structure. These are students who are attending BC only for specific courses that either will gain them entry to another institution or will be applied toward a degree they are currently pursuing at another institution.
- Consider the prior education level of students. Over 30% of the Prof-tech cohort declared having a certificate, associate, or bachelor’s degree (or above) at entry. These students clearly are not in the same category as those with no previously earned credential.
 - ✓ About 6% of Transfer cohort declared having a certificate, associate, or bachelor’s degree (or above) at entry.

How would these types of data
impact institutional priorities at
your institution?

- *Consider looking more deeply into the data.*
 - Full-time versus part-time
 - Credit-seeking versus degree-seeking
 - What levels are Basic Skills students entering?
 - ✓ Over three-fourths (78.5%) of the Basic Skills cohort were in ESL courses.
 - ✓ Nearly three-fourths of those (71.1%) entered at level 4.

What additional data could be collected or displayed to help bring more clarity?

Consider more than the student “intent” in judging student success.

- Students are also asked questions related to their long-term goal for attending a college and their purpose for attending. Less than half of the BC students in the “Transfer” cohort indicated they planned to attend BC long enough to complete a degree.
- The starting level for Basic Skills students influences the gains they make in terms of point attainment.

Consider the age of the students.

The Transfer cohort is dominated by students under the age of 25 (86%) while the Workforce cohort has about 50% of students under age 25.

Race data should not be duplicated

Students can self-identify with up to two races in addition to self-identification as Hispanic/Latino/Latina. The race data in the display are duplicated for those students who identified with more than one race. Example: a student who identified as African American and White is counted under both categories. Whereas a student who identified as White and Hispanic is reported only under Hispanic.

Consider proportionality of representation among races

Are students of each race within the cohort represented in the achievement areas in proportion to the total percentage? Example: In the Transfer cohort data you will review, Black students represent 5.1% of the total but only 2.5% of those who earned a degree; where Asian/Pacific Islanders represent 15.9% of all students but 19.2% of those who earned a degree. Caveat: remember that the data for this portion of the analysis have counted students in more than one category. This duplication increased the Transfer cohort size from 1,379 to 1,434.

Employment versus “Completion” for Professional-technical students

Professional-technical students have different motivation than Transfer students; include employment as a “success” criterion.

Income and financial data is needed.

Income data are available only for students who apply for financial aid, which would provide additional context.

Test score data or high school transcripts data

Create entry-level fields for each type of student. This would facilitate the observations of time-to-degree.

Improve data collection and system processes

System-wide data collection, business rules, definitions, and validation processes should be implemented to improve integrity of the data. If there is to be consistency across the system, all colleges should be collecting, coding, verifying, and reporting the same types of data using the same business rules.

Expand the variables collected system-wide.

Critical variables are not collected and stored by all colleges. “First Generation” is one such field.

Ensure consistency with other compliance reporting requirements.

Data should be easily transferable or relate to federal accountability reporting requirements.

What might be possible policy implications based upon these types of data?

Consider the statewide and national implications for the achievement initiative.

- Is the education level of the populace as a whole improving?
- Is there improvement among those who have been historically under-represented?

Consider common definitions across the system to improve comparability across all colleges.

- “New to College”: Several, not many but several, of the students in the Transfer cohort had previously earned degrees; one-third of Prof-tech.
- “Intent”: Currently, each college has the liberty to determine how students are coded regarding “Intent”. Example: BC takes a more conservative approach in this regard.
- “Degree-seeking”: The fields used to generate this variable are not reliable.

How do you plan to enhance board engagement around data and student success and equity issues?

This is your time to discuss the issues you would like to consider with the president.

Please do not hesitate to contact me if you have further questions regarding the GISS.

Patty James

patricia.james@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM

Tab 22

June 15, 2011

☒ **Information** ☐ **Discussion** ☐ **Action**

Topic

Accreditation: Standard One Core Themes Draft

Description

The Northwest Commission on Colleges and Universities (NWCCU) adopted a new process and standards for institutional reaffirmation of accreditation. A septennial review process incorporating five standards with reports due every two years and two site visits over the course of seven years now replaces the decennial self-study of nine standards with focused and interim visits over the ten year period. The new process is intended to facilitate continuous improvement efforts within institutions. Since Bellevue's most recent visit was in fall 2009, the college enters the new accreditation cycle at the very beginning with its first report due September 15, 2011.

Key Questions

- * Does the Board of Trustees agree that mission fulfillment is adequately expressed through the Core Themes, Commitments, Expected Effects, and Institutional Indicators as presented in this document?
- * Are there recommendations for changes, additions, or deletions?

Analysis

The first report is based on Standard One in which the college focuses on the Core Themes against which mission fulfillment is measured through institutionally defined metrics. In 2009, the college derived the four core themes of Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment from within its mission statement.

During 2010 a Core Theme Task Force was formed to develop the Commitments, Expected Effects, and Institutional Indicators for measuring mission fulfillment. Drafts of the core theme documents were presented to President's Staff last summer and posted on the Planning portal site. Multiple groups throughout the college have reviewed and provided input into the refinement of this version of the core themes. Over the summer this draft will be edited further and refined. The final document will be presented to the Board of Trustees at its September meeting prior to the NWCCU deadline.

Background Information

Attachment 1: Accreditation Standard One – Core Themes

Attachment 2: Northwest Commission on Colleges and Universities: Overview of the Revised Accreditation Standards

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII reviews the Standard One Core Themes Draft as attached and has an opportunity to have any questions answered.

Prepared by: Patty James, Director, Institutional Effectiveness and Research
patricia.james@bellevuecollege.edu, 425-564-3152

Accreditation Standard One – Core Themes

DRAFT FOR REVIEW

Core Theme 1: Student Success

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

Description: Many students do not follow a linear pathway through the educational pipeline. Even those who enter college directly from high school and continue through to complete a postsecondary award often find themselves returning to college to further their education. At every entry point, students define their success by identifying a goal and persisting toward that goal until they accomplish it.

BC supports student success by extending access to higher education not only through high quality, flexible, and accessible educational programs but also through support programs that offer advising, financial planning assistance, and other resources to our increasingly diverse student body. The college welcomes and serves (1) degree-seeking students, both at the associate and bachelor levels; (2) students pursuing credentials leading to employment or advancement; (3) students gaining a basic skills education or a command of the English language; (4) students honing their academic skills for advanced degrees; and (5) lifelong learners. The college endeavors throughout the educational process to promote excellence in our students and encourage them to challenge themselves to not only meet their goals but reach their potential.

Student success requires deliberate and purposeful planning to provide open access to learning; to offer a portfolio of appropriate and well-chosen educational programs, services, and activities; and to focus attention on and remove barriers to student persistence and educational attainment.

College Commitments, Expected Effects, Indicators of Achievement, and Rationale

Commitment 1: Open Access to BC

Expected Effects | Institutional Indicators

1.1 Students of varying demographics and educational needs are increasingly attracted to BC.

- 1.1.1 Enrollment equitably reflects the communities served.
- 1.1.2 All populations are adequately served.

1.2 Students of varying demographics and educational needs have access to economic assistance and support services.

- 1.2.1 Economic assistance is available to students who need it.
- 1.2.2 Students receive appropriate enrollment support services

Rationale

Open access to lifelong learning plays a central and strategic role in improving the educational attainment levels and economic competitiveness both of US citizens and those who come here from

other countries to study. BC attracts and serves students with varying backgrounds and levels of educational need. The college must continuously adapt to the ever-changing needs of the students it serves, providing opportunities for learning at multiple entry points.

The college works to ensure students who need access to education have it. BC removes or ameliorates barriers to educational opportunities by offering support services such as financial aid programs, access to childcare facilities, transportation agreements to reduce costs, technology services available, and academic support in multiple forms.

Commitment 2: Program Portfolio and Support

Expected Effects | Institutional Indicators

2.1 Curricular programs and support services are accessible and relevant and provide meaningful support for academic achievement.

2.1.1 The college maintains a broad and diverse portfolio of programs and services.

2.2 Students engage with faculty, staff, campus life and the community.

2.2.1 Students are actively engaged in their learning.

2.3 Advising, training, or assistance in establishing and progressing in learning, career, and continuing educational plans and goals is provided.

2.3.1 Students work with faculty and staff as appropriate to access and utilize services and establish educational plans and goals.

Rationale

The college provides services and learning opportunities to students that support their educational goals and contribute to their academic achievement. Educational planning, goal-setting, and linkages between schooling and career opportunities are often culturally bound and variable. Conventional higher education separates knowledge building from occupational development; innovative and inclusive education links the two. Faculty who are involved in co-curricular programming provide a link between schooling and campus involvement that demonstrates to students the value and relationship of co-curricular participation and curricular achievement.

Commitment 3: Retention and persistence toward educational attainment

Expected Effects | Institutional Indicators

3.1 Students make progress toward meeting academic and career goals.

3.1.1 Students achieve educational goals.

3.2 Students succeed in gatekeeper and gateway courses and course sequences.

3.2.1 Students successfully complete gatekeeper and gateway courses.

3.2.2 Based on student goals, students successfully complete course sequences within disciplines, achieve level gains from pre-college to college level, and transition from basic skills to pre-college and college-level.

3.3 Degree and certificate seeking students complete a program of general education or related instruction.

3.3.1 Students complete general education and related instruction requirements.

Rationale

Selective admissions institutions typically measure graduation rates as an indicator of student success. Open access colleges have a greater challenge in describing the success of their students because students often attend college on a part-time basis and frequently “stop out” to take care of personal matters or for work-related reasons. Consequently, using a measure of progress toward the students’ stated educational goals better describes academic achievement than traditionally used graduation rates. In addition, the college reviews class success rates to improve the learning experience for all students.

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

DRAFT

Core Theme 2: Teaching and Learning Excellence

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

Description: Bellevue College's curriculum and community display a culture of inquiry, global consciousness, assessment, and ongoing improvement. The College presumes the potential of all people to learn and benefit from access to learning. It develops and sustains educational programs to serve diverse populations and that are both local and worldwide in scope, reach, and application. The College promotes the values of pluralism and equity, understanding their influence upon teaching and learning, and dedicates itself to the achievement of student success.

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

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

College Commitments, Expected Effects, Institutional Indicators, and Rationale

Commitment 1: Course, Curriculum, and Program Design

Expected Effects | Institutional Indicators

1.1 Curricula are relevant, responsive, and inclusive

- 1.1.1 Our programs are deemed valid by their accreditation from recognized organization(s).
- 1.1.2 The college maintains a breadth and diversity of general education courses.
- 1.1.3 Our workforce programs align with the needs of industry.
- 1.1.4 Our transfer program aligns with transfer requirements for receiving institutions.
- 1.1.5 Our general education student learning outcomes reflect the institution's commitment to inclusive excellence.

1.2 Programs engage in a continuous improvement process and are responsive to feedback.

- 1.2.1 The use of data informs course curriculum and program decisions.
- 1.2.2 Programs take actions based on recommendations from assessments of student learning and program review.
- 1.2.3 Programs successfully meet program review benchmarks.

Rationale

Intentional, well-designed curriculum shapes and directs knowledge and practices of disciplines. It reflects humanity's diverse experience, thinking, imagination, and skills across time, regions, disciplines, nationalities, races, cultures, languages, and abilities. Opportunities to learn both within and across disciplinary boundaries prepare a diverse student body to be adaptive, resilient, innovative, and productive citizens by meeting current as well as anticipating future needs.

Commitment 2: Effective Teaching

Expected Effects | Institutional Indicators

2.1 The college maintains well-qualified and diverse faculty.

- 2.1.1 Faculty are appropriately credentialed in their discipline.
- 2.1.2 Faculty are evaluated by students, peers and academic deans.
- 2.1.3 Faculty (full-time and part-time) and staff demographics reflect the ethnic, racial and cultural makeup of the service area.

2.2 Faculty maintain discipline currency.

- 2.2.1 Faculty participate in professional development.

2.3 Faculty apply best practices and current thinking in their teaching.

- 2.3.1 Faculty revise syllabi and course delivery to reflect best practices and current thinking.

2.4 Faculty are available to students outside the classroom.

- 2.4.1 Faculty are available to students through multiple modes.

2.5 Faculty are engaged in the ongoing learning of their students.

- 2.5.1 Faculty support the further learning of students beyond the classroom.

2.6 Faculty are actively engaged in the assessment of student learning and program review.

- 2.6.1 Course assessment and program review occurs on a regular schedule with full participation of all faculty.

Rationale

Academic achievement emerges from the dynamics of the learning process students share with instructors, whether in conventional, technology-mediated or virtual classrooms. Engaged, qualified, and prepared faculty face the complex demands of delivering instruction to a student body of diverse ages, backgrounds, languages, and levels of academic preparation, and their own preparation, practice, aptitude, and on-going learning is essential to keep pace and effectively reach all students.

Commitment 3: Accessible learning support services

Expected Effects | Institutional Indicators

3.1 Instructional support services enhance student learning.

- 3.1.1 Students receiving support services benefit from those services.

3.2 Learning environments are available and accessible for all students.

- 3.2.1 Faculty provide requested accommodations and services.
- 3.2.2 Accommodations in instructional delivery modes, methodologies, alternatives for textbooks, and information literacy are provided by faculty.
- 3.2.3 Student feedback is incorporated for continuous improvement.

Rationale

Effective, successful learning occurs when explicit challenge or rigor is met with intentional and accessible learning support structures both in and outside of the classroom.

Commitment 4: Student Engagement in Learning

Expected Effects | Institutional Indicators

4.1 Students are retained in courses

4.1.1 Students start a course and complete the course.

4.2 Students persist in a program of study.

4.2.1 Students progress in a program of study from quarter to quarter, year to year, and make measureable gains.

4.3 Students complete basic skills, professional technical or academic degree, and certification programs.

4.3.1 Students progress through basic skills levels.

4.3.2 Students in basic skills education transition to academic or professional technical pathways based on their goal.

4.3.3 Students complete professional or technical certifications or programs.

4.3.4 Students transfer to colleges and universities.

4.3.5 Students receive Associate of Arts and Applied Bachelor's degrees.

Rationale

When teaching is successful and learning engaged, students make progress in their studies and the achievement of their learning goals. This assumes that other mitigating factors are not at work or are being met via additional college resources, such as finances, family care, or employment demands.

Core Theme 3: College Life and Culture

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

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

Commitments, Expected Effects, Institutional Indicators, and Rationale

Commitment 1: Diverse and inclusive campus environment

Expected Effects | Institutional Indicators

1.1 The college community is diverse.

- 1.1.1 Employees and students reflect the demographics of our community.
- 1.1.2 Employee search and hiring practices are designed to attract applicants from diverse populations.
- 1.1.3 Programs meet the needs of diverse student populations.
- 1.1.4 Employee diversity reflects equity across employee groups and programs.
- 1.1.5 Marketing and outreach efforts are designed to attract students from diverse populations.

1.2 Students and employees are aware of, appreciate, and actively support the importance of inclusion and pluralism.

- 1.2.1 Programs and activities related to pluralism are offered, attended, and valued.
- 1.2.2 Course curricula incorporate pluralism.

Rationale

To succeed in the global community, BC must attract and retain both students and employees who bring varied perspectives to the learning environment. In order to support student success and cultivate a rich pool of employees who collectively engage in ensuring the success of the college, BC provides multiple opportunities for students and employees to achieve their educational and professional goals. These opportunities exist in an environment that values and pursues equity and inclusion.

Commitment 2: Open, safe and accessible learning and working environment

Expected Effects | Institutional Indicators

2.1 The college environment is considered safe.

- 2.1.1 All populations of students, employees, visitors, and surrounding community consider the campus safe.
- 2.1.2 Campus crime rate is lower than or comparable to that of the city of Bellevue.
- 2.1.3 The college maintains accident prevention/mitigation, data and personal information security, and disaster preparedness programs to comply with all applicable regulations.

2.2 The college is accessible.

- 2.2.1 The college facilities are ADA compliant.
- 2.2.2 Learning and working environments are accessible.
- 2.2.3 The college provides access to academic and student support services.

2.3 Opportunities for rich, timely, open, and safe communication and dialogue are available.

- 2.3.1 Employees and students participate in community dialogues.
- 2.3.2 The college community encourages freedom of expression and fosters the open exchange of ideas.
- 2.3.3 The college community routinely solicits input to inform decision-making.

Rationale

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

Commitment 3: Sustainable, creative and innovative learning and working environment

Expected Effects | Institutional Indicators

3.1 Sustainable practices guide institutional decision making.

- 3.1.1 The college makes progress toward its sustainability goals.
- 3.1.2 Sustainability considerations influence college business processes and services.
- 3.1.3 Responsibility and sustainability are reflected in all campus operations.
- 3.1.4 Curriculum content and design incorporate environmental, economic, and social sustainability practices.

3.2 Students and employees value sustainability, creativity and innovation.

- 3.2.1 Students and employees participate in endeavors that foster sustainability, creativity and innovation.
- 3.2.2 The college invests in innovative and creative endeavors in order to remain nimble and sustainable.

Rationale

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

Commitment 4: Supportive and enriching learning and working environment

Expected Effects | Institutional Indicators

4.1 Facilities, equipment, and services support people, jobs, functions, and studies.

- 4.1.1 The campus master plan is developed to align with the learning and working needs of the college community.
- 4.1.2 Employees have the tools, training, equipment and materials essential for learning and working.

4.2 Employees thrive in their professions.

- 4.2.1 Employees express satisfaction in their work.
- 4.2.2 Employee and student training, personal enrichment, and lifelong learning opportunities are offered, enrolled, and valued.

4.3 Employees contribute to the success of the college

- 4.3.1 Employees understand their roles and responsibilities.
- 4.3.2 Employees contribute to fulfillment of the college mission.

Rationale

Providing a supportive learning and working environment, with the needs of the members of the college community in mind, is a primary ingredient for professional and personal success. Toward this end, The college invests in its employees with opportunities to improve skills and wellness and to pursue new activities. Employees who are happy with their work contribute to student success and reflect a positive image not only to those with whom they have direct contact but also to the community at large.

Core Theme 4: Community Engagement and Enrichment

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

Description: The Community College Act of 1964 envisioned colleges as hubs for the cultural, recreational, and educational needs of the community. As Bellevue College has matured over the past forty-five years, it has pursued multiple avenues to serve as a catalyst for new ideas and a collaborator with the economic, cultural and service engines of the community.

The college is committed to the region's economic health and vitality. The college connects with business and industry, with government and social service agencies, with other postsecondary institutions, and with local school districts to develop and refine instructional programs which prepare individuals for transfer and employment.

The college serves as a conduit for lifelong learning. Through its connections with local school districts, the college provides opportunities to realize their potential by offering programs that encourage their students to pursue postsecondary education. The college works with other postsecondary institutions to ensure students who leave BC are able to be successful at their next institution. The college offers a rich variety of educational, cultural, and recreational experiences for students and area residents of all ages that support ongoing and continuous lifelong learning. The college also offers its facilities and services to community groups as a place to gather, and provides its professional expertise in the form of customized and contract training, speaking engagements, newspaper articles, and civic involvement.

Commitments, Expected Effects, Indicators of Achievement, and Rationale

Creating new programs that can respond quickly and effectively to the needs of employers is guided by more than advisory committees of the college. Partnerships, community outreach, and cultural exchange are key to connecting BC students with the greater community.

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

Expected Effects | Institutional Indicators

1.1 Programs offered reflect involvement with regional business, industry and transfer institutions.

- 1.1.1 BC programs monitor, adapt, and respond to trends in business and industry, and primary transfer institution programs.
- 1.1.2 Advisory committees and relationships with primary transfer institutions contribute to continuous program development and improvement.
- 1.1.3 BC partners with business and industry and primary transfer institutions to sponsor events, to provide student internship experiences, and to support scholarships for students in need of financial assistance.
- 1.1.4 BC provides contract and customized training for regional business and industry needs.

1.2 BC provides effective and relevant curriculum and pathways.

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Tab 22 Attachment 1

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- 1.2.1 BC graduates evaluate their preparedness and success to validate curriculum and pathways efficacy.
- 1.2.2 BC evaluates graduate input and revises its program mix to reflect economic demand.

Rationale

In order for students to be successful when they leave the college, BC programs continuously improve curriculum to maintain relevancy. Maintaining strong relationships with business and education partners to ensure programs are up-to-date and state-of-the-art prepares students for jobs in current markets and for success in transfer programs.

Commitment 2: The BC Foundation generates support for Bellevue College through donor sponsorship.

Expected Effects | Institutional Indicators

2.1 Business, industry, and the community support Bellevue College.

- 2.1.1 The BC Foundation is successful in its campaigns and development activities.
- 2.1.2 BC creates and maintains alumni relationships.
- 2.1.3 The BC Foundation Board membership reflects the community.
- 2.1.4 The BC Foundation Board members give and leverage other gifts.

Rationale

As federal and state funding streams continue to decline, students need other forms of support to continue and complete their educational goals. The Bellevue College Foundation raises funds to support college programs and activities. Through its efforts, the Foundation also creates awareness and a community sense of involvement and investment in the College.

Commitment 3: BC enhances the quality of life within the community at large.

Expected Effects | Institutional Indicators

3.1 BC engages the community at large.

- 3.1.1 BC reaches out and engages its diverse community by offering lifelong learning and enrichment activities.
- 3.1.2 BC collaborates with other educational institutions, social service agencies, business, and city and county governments.
- 3.1.3 BC employees and students are represented on community boards and committees.
- 3.1.4 BC student programs partner with the community.

Rationale

The role the college plays within its community is vital to the success both of the college and of its citizens. Maintaining high levels of visibility through multiple avenues of engagement ensures the college is well-positioned to add value to the communities it serves.

Commitment 4: BC partners with local school districts to strengthen the educational pipeline.

Expected Effects | Institutional Indicators

4.1 BC designs pathways to educational attainment for future students.

- 4.1.1 BC develops programs that encourage young learners to achieve their full potential.
- 4.1.2 BC develops programs that complement those of local school districts.

Rationale

In order to provide for a well-educated society, educational institutions must work together to foster a culture that values academic preparation and success by linking pre-school, k-12, and higher education around the common goal of educational attainment. Strong ties with local school districts enable BC to develop appropriate, well-designed, and progressive learning experiences that result in individuals who are well-prepared to succeed in postsecondary education, the workforce, and society.

DRAFT

Northwest Commission on Colleges and Universities

Overview of the Revised Accreditation Standards

The accreditation standards are principle-based statements of expectations of quality and effectiveness for institutions accredited by the Northwest Commission on Colleges and Universities. They function as:

- 1) indicators of educational quality and effectiveness by which institutions are evaluated; and
- 2) a framework for continuous improvement.

Collectively they blend analysis and synthesis to enable holistic institutional self reflection and peer evaluation by examining the institution's mission, its interpretation and translation of that mission into practice; appraisal of its potential to fulfill its mission; and evaluation of the results of its efforts to achieve that mission.

Structure

Each of the five standards is designated by a number and title (e.g., Standard Four – Effectiveness and Improvement, etc.). A narrative overview, which is not a criterion for evaluation, accompanies each standard. Elements of the standard, some with subsections to highlight key components, are designated by the number of the standard followed by the letter and title of the element within that standard (e.g., 4.A Assessment). The criteria for evaluation are identified by the number of the standard, followed by the letter of the standard element, followed by the number of the criterion within that standard element (e.g., 4.A.1).

Standards

Standard One (*Mission, Core Themes*, and Expectations*) examines institutional purpose and intentions. It requires a clear statement of institutional mission, articulation of mission fulfillment, and identification of core themes within that mission. It also requires a delineation of core theme objectives, each with assessable indicators of achievement and rationale for the selection of those indicators.

Standard Two (*Resources and Capacity*) assesses institutional inputs. It requires an evaluation of major institutional functions, resources, and infrastructure to enable a determination of the institution's *potential* to succeed in fulfilling its mission.

Standard Three (*Planning and Implementation*) evaluates planning for the institution as a whole as well as planning to achieve the objectives of its core themes.

Standard Four (*Effectiveness and Improvement*) evaluates the results of the institution's efforts. It assesses achievement of core theme objectives and achievement of goals or outcomes of programs and services. It also evaluates the institution's use of assessment results for improvement.

Standard Five (*Mission Fulfillment, Adaptation, and Sustainability*) evaluates fulfillment of institutional mission in light of the institution's own expectations (see Standard One). It assesses the institution's capacity to monitor its environment and its ability to forecast and adapt to patterns, trends, and circumstances with the potential to influence institutional viability and sustainability.

**A core theme is a manifestation of a fundamental aspect of institutional mission with overarching objectives that guide planning for contributing programs and services, development of capacity, application of resources to accomplish those objectives, and assessment of achievements of those objectives.*

Collectively, the core themes represent the institution's interpretation of its mission and translation of that interpretation into practice.

Overview of the Seven-Year Accreditation Cycle

The new accreditation cycle reduces the review process from ten years to seven years. Currently, an institution conducts a comprehensive self study in the last two years of the ten-year cycle. The purpose of the self study is to address all standards at one time. Under the seven-year accreditation cycle, the equivalent effort of the two years of intense self study is amortized over seven years and conducted in progressive stages of institutional self reflection and peer evaluation. Like a dissertation, the institution addresses all standards, but in a more continuous, cumulative manner that builds on its previous findings and regular feedback from peer evaluators and the Board of Commissioners.

In the first stage of the septennial process, the institution prepares a report to address Standard One. Two years later, the institution expands its report on Standard One to include a response to Standard Two. In doing so, it reviews and updates, as necessary, its previous response to Standard One. Two years thereafter the institution expands its report on Standards One and Two to include a response to Standards Three and Four. Once again it reviews and updates, as

Overview of the Seven-Year Accreditation Cycle

necessary, its previous response to Standards One and Two. Two years after that, the institution expands its report on Standards One, Two, Three, and Four to include a response to Standard Five. In preparing its report the institution reviews and updates, as necessary, its previous response to Standards One, Two, Three, and Four.

The self-study report, constructed throughout the seven-year cycle is the same as the self-study report produced at the end of the ten-year cycle—a current and comprehensive response to all accreditation standards. However, the seven-year process of cumulative self study ensures the institution's response to previously addressed standards remains current and relevant throughout the accreditation cycle. Moreover, the schedule of events at two-year intervals is intended to reduce substantially, if not eliminate, interim reports and visits which are commonly requested under the current review process.

Year One

In the first year of the new cycle, the institution submits a Year One Report to address Standard One. This initial report establishes the foundation for all subsequent reports and evaluations. There is no visit associated with the Year One Report, but a panel of evaluators reviews the report and prepares a report of findings and a confidential recommendation. The Board of Commissioners considers the institution's report and the evaluator panel's report of findings and confidential recommendation. The Board's action and feedback are provided in writing following the meeting.

Year Three

In the third year of the seven-year cycle, the institution expands its Year One Report to include a response to Standard Two. In doing so, it reviews and updates, as necessary, its response to Standard One to ensure the cumulative Year Three report is current and internally consistent with regard to Standards One and Two. A committee of evaluators conducts an onsite visit to evaluate the institution with regard to Standards One and Two and prepares a report of findings and a confidential recommendation. The Board of Commissioners considers the institution's and the evaluation committee's report of findings and confidential recommendation. Institutional representatives and the chair of the evaluation meet with the Board via audio conferencing when the matter is considered. The Board's action and feedback are provided in writing following the meeting.

Year Five

In the fifth year of the septennial cycle, the institution expands its Year Three Report to include a response to Standards Three and Four. In doing so it reviews and updates, as necessary, its response to Standards One and Two to ensure the cumulative Year Five Report is current and internally consistent with regard to Standards One, Two, Three, and Four. There is no visit associated with the Year Five Report, but a panel of evaluators reviews the report with respect to Standards Three and Four and prepares a report of findings and a confidential recommendation. The Board of Commissioners considers the institution's report and the evaluator panel's report of findings and confidential recommendation. The Board's action and feedback are provided in writing following the meeting.

Year Seven

In the seventh year of the oversight cycle, the institution expands its Year Five Report to include a response to Standard Five. In doing so it reviews and updates, as necessary, its response to Standards One, Two, Three, and Four to ensure the comprehensive Year Seven Report is current and internally consistent on all five standards. A committee of evaluators conducts an onsite visit to evaluate the institution with regard to Standards Three, Four, and Five and prepares a report of findings and a confidential recommendation. The Board of Commissioners considers the institution's report and the evaluation committee's report of findings and confidential recommendation. Institutional representatives and the evaluation committee chair meet with the Board when the matter is considered. The Board's action and feedback are provided in writing following the meeting.

Recursion

In the first year following completion of the seven-year accreditation cycle, the institution begins the cycle anew with the submission of a Year One Report. That report builds upon its continuously updated response to Standard One throughout the previous cycle and its findings in monitoring its environments in response to Standard Five of the Year Seven Report from the prior year. Subsequent reports follow in a similar manner. Thus, the first cycle under the seven-year cycle sets the foundation for a recursive process of monitoring and maintenance designed to enhance continuous improvement and assure quality and effectiveness in a regular ongoing manner, rather than an intermittent episodic manner.