

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 29, 2011. The business session will begin at 3:00 p.m. in room B201. Vijay Vashee, Chair, will preside.

AGENDA

- I. BUSINESS SESSION – 3:00 PM
- II. INTRODUCTIONS
- III. ROLL CALL
- IV. CONSENT AGENDA
  - June 15, 2011 Board Meeting Minutes Lucinda Taylor Tab 1
  - June 26-28, 2011 Special Board Meeting Minutes Lucinda Taylor Tab 2
- V. INFORMATION ITEM – 3:05 PM
  - Bellevue College 2011-2012 Work Plan Rachel Solemsaas Tab 3
- VI. FUTURE ACTION ITEMS – 3:15 PM
  - Policy 6200: Parking and Traffic Rachel Solemsaas Tab 4
- VII. ACTION ITEMS – 3:20 PM
  - Development of a New Bachelor of Applied Science Degree in Healthcare Technology and Management Tom Nielsen Tab 5
  - Bellevue College Strategic Plan 2011-2020 Rachel Solemsaas Tab 6
  - Local Government Investment Pool Rachel Solemsaas Tab 7
  - Student and Visitor Parking Fees Rachel Solemsaas Tab 8
  - Tuition and Fee Schedule 2011-12 Rachel Solemsaas Tab 9
  - College Budget 2011-12 Rachel Solemsaas Tab 10
  - Services & Activities Budget 2011-12 Tom Pritchard Tab 11
  - Commendation for Bellevue College President Vijay Vashee Tab 12
- VIII. ADJOURNMENT – 4:00 PM

RECEPTION

There will be a reception honoring Vijay Vashee for ten years of service as a Bellevue College Trustee and Jean Floten for twenty-two years of service as President of Bellevue College.

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

**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 June 15, 2011 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Vijay Vashee, Chair, presided.

I. PUBLIC FORUM

Vicki Orrico introduced the open session and asked board members to introduce themselves. Steve Miller, Paul Chiles and Vicki Orrico were present.

Vicki thanked Laura Saunders for agreeing to serve as the interim president and provide leadership while we conduct a thorough search for a permanent president.

Steve Miller informed the group that Marie Gunn has been tasked with heading the search effort for a new president and he is serving as co-leader. He assured the group that the board has made a deliberate decision to not rush the process. They want to have time to make sure they are conducting the most thorough search possible so the pool of candidates is robust and inclusive.

Vicki Orrico then introduced Bart Becker as the facilitator for the feedback session.

Bart provided an overview of the process to date. An interim president has been hired and we are beginning the process to select a firm to facilitate a national search. This open session is only the first opportunity for feedback and there will be further opportunities in the fall. A website has been launched and feedback can also be provided through a survey on this site.

Michele Royer commented that we are still in a time of budget cuts and that we're moving into a four-year degree arena. How do we remain a strong community college but also offer quality four year degree programs?

Mary Slowinski commented that we are moving more on-line and we need to be able to support this both in pedagogy and infrastructure.

Tom Pritchard commented that he hopes the search firm selected engages the community in every aspect of the search, including faculty, staff, students, and community members external to the college. The process needs to mesh the values of all constituencies with representation from all areas.

Gaynor Hills commented that we need to find someone who has a track record and experience galvanizing, energizing and convening disparate groups around mission, vision and direction. The next president needs to have a demonstrated commitment to building a network within the greater community.

Judith Paquette commented that we need someone who can network and build community both internally and externally. We are really three colleges: transfer, continuing education and professional technical programs. The new president needs to be able to grasp the complexity on interrelatedness of our programs.

She added that we need someone willing to engage in conflict and listen to all aspects of the college. Education is changing and the new president needs to be a change agent, visibly leading our college into the future. We should find a way to share the history of Bellevue College, past and present, prior to candidates visiting the campus. This is a plum assignment and the new president needs to be dedicated to learning us and working with the campus community to provide leadership based on collaborative goals.

To do the search properly, it may take twelve to eighteen months and we should take our time to do it right.

Teresa Jaswal commented that with the state budget being what it is, we have challenges ahead of us. There are access issues that need to be addressed, particularly for students of color, and we need a president with a deep commitment to access and diversity.

Doug Brown commented that he looks forward to more extensive conversations with the board and is speaking today as a faculty member not as a representative of the faculty. The job of the president is vastly complex and we need a president with a variety of skills. We're moving as an institution from a smaller to a larger pond. We're moving into being a hybrid institution of a new variety and we need to move into this role with creativity. The new president will need to be seen as a peer to four year institutions. Our educational modes and goals are expanding and we need someone who can partner with faculty in charting new paths, someone with experience as a faculty member.

Rosemary Richardson commented that, while she understands the need for candidate confidentiality, it is crucial that all campus constituencies have an opportunity to meet with the finalists during the interview stage.

Participants were encouraged to continue to provide feedback and serve as ambassadors to their departments and within the community to encourage feedback from all sectors.

Steve provided his best estimate of the timeline we should anticipate for the process. We hope to engage a search firm over the summer, advertise the position in late fall and begin interviewing in winter.

Qualities for the search firm include flexibility, a commitment to listening to the varied constituencies throughout the process, a firm that is open and inclusive, and one that will commit a high level executive to lead the effort.

II. EXECUTIVE SESSION

Lucinda Taylor announced that there would be an executive session for approximately 40 minutes to review collective bargaining sessions with an employee organization and to discuss the appointment or employment of a state employee. Laura Saunders, Cesar Portillo and Rod Younker were invited to join the board. The executive session began at 11:03 a.m. The executive session was extended by 15 minutes at 11:45 a.m. and by 5 minutes at 12:03 p.m. The executive session ended at 12:11 p.m.

LUNCH

The trustees took a break for lunch with TACTC President Mauri Moore and TACTC Administrator Erin Brown. No college business was discussed.

III. STUDY SESSION – Tab 1

Mauri Moore, President of TACTC, presented an overview of TACTC.

IV. BUSINESS SESSION

The Business Session began at 1:14 p.m.

V. INTRODUCTIONS

Jean Floten, President  
Lucinda Taylor, Sec., Board of Trustees.  
Erin Brown, TACTC Administrator  
Melissa Sitzenstock, Classified Employee Representative  
Paula Boyum, VP of Workforce Development  
Rachel Solemsaas, VP of Admin Services  
Gaynor Hills, VP of Institutional Advancement  
Russ Beard, VP of Information Resources  
Jennifer Strother, Executive Director of Finance  
Faisal Jaswal, Assistant Dean, Student Programs  
Cesar Portillo, VP of Human Resources  
Sean Morris  
Abshir Mahamed, Student  
Megan Fan  
George Dean  
Rosemary Richardson, Science Faculty  
Takhmina Dzhuraeva, Student

Cheryl Bateman, Asst. Attorney General  
Mauri Moore, TACTC President  
Doug Brown, President, BCAHE  
Shellton Barnes, President, ASG  
Laura Saunders, Interim President  
Tom Nielsen, VP of Instruction  
Tom Pritchard, VP of Student Services  
Kelly Paustain, Manager, Finance  
Kevin McCarthy, Executive Director, HSEWI  
Patty James, Director of Institutional Effectiveness and Research  
Miranda Kato, Ombuds  
Gena Mendoza, Student  
Robert Rowe, Student  
Cynthia Chin, Student  
Rebecca Rowe, Student  
Adrian Lee, Student

VI. ROLL CALL

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

VII. CONSENT AGENDA

Tab 2 March 2, 2011 Board Meeting Minutes Board Meeting Minutes

The minutes of the March 2, 2011 board meeting were approved 5-0.

Tab 3 May 20, 2011 Special Board Meeting Minutes Board Meeting Minutes

The minutes of the May 20, 2011 special board meeting were approved 5-0.

Tab 4 May 25, 2011 Special Board Meeting Minutes

The minutes of the May 25, 2011 special board meeting were approved 5-0.

Tab 5 June 3, 2011 Special Board Meeting Minutes

The minutes of the June 3, 2011 special board meeting were approved 5-0.

Tab 6 Enrollment Report, Winter Quarter 2011

Tab 7 Financial Report for the Period Ending March 31, 2011

VIII. CONSTITUENT REPORTS

Student Report

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

- The ASG has been a pleasure to work with and the staff have done an incredible job;
- Shellton recognized each of the ASG members and their individual contributions to the success of ASG this year;
- Shellton introduced the newly elected ASG representatives, some of whom are continuing from this year in new positions;
- The ASG presented Jean with a token of appreciation for her help throughout the year;
- Vijay presented Shellton with a token of appreciation for his service in representing the students this year;
- Gena Mendoza provided an overview of the development process for the student services and activities fees;
- The budget for the Peer to Peer Mentoring program indicated a large increase from last year. This budget had previously been shared among several clubs and programs. This year the budget for this program has been consolidated to more accurately reflect the full budget for the program; and

- Jean recognized the students for their incredible participation in multiple avenues throughout the year.

### Classified Staff Report

Melissa Sitzenstock, classified staff representative, reported that:

- Melissa recognized the students for their increasingly competent leadership;
- Staff training is going strong with an opportunity for all classified staff to participate in a special training session next week;
- Classified staff has experienced a number of transitions this year with more than ten classified staff positions eliminated and other individuals shifted to different positions with new roles. The changes have affected everyone across campus;
- There are a number of retirements this year and there is concern that we're losing institutional knowledge;
- There is a general consensus that there will be further budget reductions based on what we've experienced so far and the news we've been hearing;
- We continue to do more with less and fatigue is occurring more frequently;
- Vijay recognized Melissa for her service to the college this past year and presented a token of appreciation; and
- Tom Pritchard recognized the work of Melissa and other staff to facilitate the lift and shift process. It went relatively smoothly thanks in large part to their efforts.

### Faculty Report

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

- Rosemary Richardson is retiring after 40 years at Bellevue College. Rosemary was recognized for her incredible service to the college and the faculty as a chief negotiator;
- Vacant faculty positions are currently in the process of being filled;
- Doug expressed appreciation that the three percent salary reduction mandated by the legislature will not have to be implemented until next academic year as well as his appreciation that this reduction will be accomplished without reducing instructional days;
- The faculty take great satisfaction that they will be helping design and develop the faculty commons;
- Faculty were acknowledged for their positive contributions to the budget reduction process;
- Jean recognized Rosemary for her incredible contributions to the college over the past 40 years;

- Jean expressed her appreciation for Doug's leadership and the opportunity to work with him over the past year; and
- Doug was recognized for his leadership and service to the college and faculty this year and was presented with a token of appreciation.

IX. ACTION ITEMS

Tab 8 Sabbatical Leave Authorization for the 2011-12 Academic Year

Tom Nielsen presented a recommendation for sabbatical leaves to be authorized.

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

Motion 14:11        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.

The motion was approved 5-0.

Tab 9 International Contract Program 2011-2012

Rachel Solemsaas presented a proposal to renew the International Program Contract for 2011-12.

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

Motion 15:11        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.

The motion was approved 5-0.

Tab 10        Authorization to Solicit Proposals from Consultants to Facilitate a Presidential Search

Cesar Portillo presented a proposal to designate trustees to serve as liaisons for the presidential search process and initiate the process of selecting a search firm to facilitate the search.

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

Motion 16:11        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.

The motion was approved 5-0.

Tab 11 Election of Board Chair and Vice Chair

Vijay Vashee presented a proposal for the election of a board chair and vice-chair for the 2011-12 academic year.

It was moved by Vijay Vashee and seconded by Steve Miller that:

- Motion 17:11 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.

The motion was approved 3-0 with 2 abstentions.

Tab 12 Negotiated Agreement between BCAHE and Board of Trustees of Community College District VIII, 2011-13

Cesar Portillo presented the negotiated agreement between BCAHE and Bellevue College, 2011-13. He recommended that the motion be amended to include the word "tentative."

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

- Motion 18:11 The Board of Trustees of Community College District VIII hereby approves the 2011-2013 Tentative Agreement between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education.

The motion was approved as amended 5-0.

X. FUTURE ACTION ITEMS

Tab 13 Development of a New Bachelor of Applied Science Degree in Healthcare Technology and Management

Tom Nielsen presented a proposal for a new bachelor of applied science degree in healthcare technology and management. This item will be presented for approval at the June 29, 2011 meeting.

Tab 14 2011-12 Tuition and Fee Schedule

Rachel Solemsaas presented the proposed 2011-12 tuition and fee schedule. This item will be presented for approval at the June 29, 2011 meeting.

Tab 15 Bellevue College Strategic Plan 2011-2020

Rachel Solemsaas presented a proposed institutional strategic plan for 2011-2020. This item will be presented for approval at the June 29, 2011 meeting.

Tab 16 Parking Fees

Rachel Solemsaas presented proposed parking fees. This item will be presented for approval at the June 29, 2011 meeting.



Tab 17 2011-12 College Budget

Rachel Solemsaas presented an update on the 2011-12 budget development process. This item will be presented for approval at the June 29, 2011 meeting.

Tab 18 Services and Activities Fee Budget and Allocations for 2011-2012

Tom Pritchard presented the proposed student services and activities fee budget and allocations for 2011-12. This item will be presented for approval at the June 29, 2011 meeting.

XI. INFORMATION ITEMS

Tab 19 All-Washington Academic Award Recipients

Jean Floten recognized Divina Ramolete of Covington and Alexandra (Lexi) Moerdomo, from Jakarta, Indonesia, who have been named to the 2011 All-Washington Academic Team. Vijay presented them each with a framed certificate and photo of the honorees with President Floten and Governor Gregoire.

Tab 20 Institutional Work Plan Scorecard

Patty James presented an overview of the Institutional Work Plan Scorecard. Key points included:

- Of the 36 initiatives in the work plan, 3 (8.3%) have been completed, 24 (66.7%) are proceeding and have preliminary results, 7 (19.4%) are underway with results pending, and we are pursuing alternative solutions for 2 (5.6%);
- Data for this academic year will be finalized in July and Patty will work on analysis in August for sharing with the board in September;
- Patty demonstrated the navigation capabilities of the scorecard; and
- Vijay commended Patty for a job well done in the design and implementation of the scorecard.

Tab 21 Briefing for Governance Institute for Student Success (GISS)

Patty James presented an overview of the data that will be presented at the GISS next week. Key points included:

- The GISS is a pilot program developed by the Association of Community College Trustees (ACCT) and the University of Texas at Austin (UT), with a goal to develop and implement a culture of evidence and accountability for student success at community and technical colleges, currently funded by the Gates Foundation;
- The Student Achievement Initiative is a new accountability system for community and technical colleges designed to accurately describe what students achieve from enrolling in our colleges each year and to provide

financial incentives to colleges for increasing levels of achievement attained by their students;

- It is important to note that the data being presented at GISS has not been collected through standardized collection mechanisms and there are questions about data integrity;
- Erin Brown helped clarify that the important outcome of the GISS isn't about the data, but rather how colleges use data to inform decisions and helping trustees understand best practices around using data;
- The data being used are from summer and fall 2006;
- There are three cohorts being used – transfer, technical-professional, and basic skills. Students in transfer and technical-professional cohorts are in one or the other while basic skills cohort students might also be counted in transfer or technical professional cohorts; and
- Trustees are encouraged to contact Patty James with any questions they might have.

Tab 22 Accreditation: Standard One Core Themes Draft

Patty James presented an overview of our preliminary draft of the standard one accreditation report. Key points included:

- This report is focused on our core themes and establishes the foundation upon which we will base our biennial reports for the septennial report cycle;
- This report stems from leadership retreats, college issues days, core theme task forces, and several layers of review with multiple constituencies;
- Jean recognized Rachel for leading us through a strategic planning process that has culminated in this document, commended Patty for her work synthesizing all the feedback into our first year report, and expressed gratitude to President's Staff for a large number of meetings in which the contents were reviewed and revised in detail.

XII. STAFF AND BOARD REPORTS

Capital and Facilities Master Plan

No report.

Economic Development

Paula Boyum reported that:

- We submitted a \$15.8M grant to the Department of Labor under the Trade Adjustment Act Program. This application involves multiple partners and it will be a few months before we can know the outcome;
- We partnered on a second Department of Labor Grant with several Centers of Excellence;

- We're wrapping up a three-year \$1.8M grant and we were recently recognized for best practices in the western region;
- This grant allowed us to purchase equipment we would not otherwise be able to purchase and allowed us to update our nursing labs as well as enabling us to provide better support for our students; and
- The grant also funded the creation of two new BAS programs: Radiologist Assistant and Medical Dosimetry.

#### New Campus Development

Vicki Orrico reported that:

- She and Jean have been meeting with community leaders in Issaquah to explore programmatic support as we develop the new East Campus.

#### Foundation Campaign

Vicki Orrico reported that:

- The Advancing Student Success campaign has exceeded goal and they are in the process of ordering a donor wall;
- The Foundation awarded eleven mini-grants to faculty and staff for various programs;
- The luncheon was a great success with 900+ guests raising \$319,000 dollars;
- Vicki thanked the trustees for being Angel Donors at the luncheon; and
- The Margin of Excellence Awards ceremony was held in May and six BC employees were recognized.

#### Long Range Finance/Resource Planning

No report.

#### Strategic Plan/Accreditation

No report.

#### TACTC Board of Directors

No report.

#### TACTC and BC Legislative Committee

No report.

#### Work Plan Oversight

No report.

#### President

Jean Floten reported that:

- Jean thanked everyone who contributed to the agenda and all the work that goes in to keeping our multiple efforts moving;
- Jean thanked Rachel for her work on budget this year, running multiple scenarios as the information changed continually;
- Jean thanked Patty for her work to put data at the fingertips of faculty members to use in improving their courses;
- Jean thanked Paula for her phenomenal work on grants and the collaboration she fosters with multiple partners;
- Jean thanked Kevin McCarthy for his good work with the HSEWI;
- Jean thanked Cesar for his work managing recruitments and all the personnel issues that resulted from budget reductions;
- Jean thanked Mauri Moore and Erin Brown for joining us and sharing information on TACTC;
- Jean reminded everyone that commencement is Friday; and
- Jean expressed her appreciation to the faculty for their

XIII. UNSCHEDULED BUSINESS

Mauri Moore thanked the board for hosting them today and thanked Jean for her leadership and service.

XIV. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 3:40 p.m. The next regular meeting will be held on June 29, 2011.

ATTEST:

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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 June 26-28, 2011 at Suncadia Resort in Cle Elum, Washington.

Mr. Chiles, Ms. Gunn, Ms. Orrico, and Mr. Miller attended the Governance Institute for Student Success (GISS).

GISS is a national initiative designed to provide a governance leadership model that will identify key policy decisions, actions, and levers for institutional transformation that trustees and presidents can utilize to support innovation, accountability, and work to break the logjam of developmental education and improve student success, equity, and completion. GISS is designed, developed and implemented by the Association of Community College Trustees (ACCT), in partnership with the Community College Leadership Program (CCLP), College of Education, The University of Texas at Austin (UT), and with support from the Bill & Melinda Gates Foundation.

ATTEST:

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Vicki Orrico, Vice-Chair  
Board of Trustees

**REGULAR MEETING AGENDA ITEM**

**Tab 3**

**June 29, 2011**

Information       Discussion       Action

**Topic**

Bellevue College 2011-2012 Work Plan

**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 strategic plan. The plan affirms our values, purpose and mission through the core themes and provides for work plans that would achieve goals and objectives now and in the future. The college leadership is presenting for discussion the proposed work plan for the period July 2011 to June 2012.

**Key Questions**

- \* What are the institutional initiatives and objectives (work plan) for 2011-2012?
- \* How will these objectives support the strategic plan of the college now and in the future?

**Analysis**

The 2011-12 Institutional Work Plan will be guided by the core themes of Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment.

**Attachment**

Attachment 1: Proposed 2011-12 Institutional Work Plan

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII is introduced to the proposed 2011-2012 Institutional Work Plan.

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

Bellevue College  
Proposed 2011-12 Institutional Work Plan - DRAFT

**STUDENT SUCCESS (Primary core theme, others may also apply)**

**Objective Title:**

UDL: Implement Universal Design for Learning. (*Instruction*)

**Description:**

This objective will introduce Universal Design for Learning and lead to faculty adoption and integration of UDL principles in their courses.

**Rationale:**

Universal Design for Learning (UDL) or Universal Instructional Design (UID) is about equity, access, usability and inclusion. It specifically focuses on universal access to learning, based on a philosophy of inclusion, by providing a set of guiding principles to create courses that do not disadvantage, identify, or segregate certain populations. Educators and researchers are applying UDL concepts to course building and delivery as a strategy to increase student success.

**Core Theme(s):**

Student Success  
Teaching and Learning Excellence  
College Life and Culture

**Tasks:**

High quality and accessible instruction leads to student success  
Faculty are supported in their instructional roles so that they can achieve excellence in teaching and learning.  
Pluralism, inclusion, and global awareness are infused across the curriculum.

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**Objective Title:**

Design and Implement Seamless Matriculation Process:  
Student will experience an admission through graduation process that is seamless and easy to navigate. (*Student Services*)

**Description:**

Seamless matriculation process will allow student to apply, be assessed, advised and register from on point of contact.

**Rationale:**

Campus lacks single point of contact for students which guides them through the application, assessment, and advising and registration process. This lack frustrates potential students, students and staff.

**Core Theme(s) :**

Student Success

**Tasks:**

Review application/admission processes; propose new structure and flow.

**Sub-objectives:**

Design and Implement Seamless Matriculation Process: Enrollment Services, Assessment.  
Leaders: Celinda Smith Catherine Kwong, Tom Pritchard.

**Assessment Measure:**

Assessment 1: decrease the number of students who apply but do not register.  
Assessment 2: Increase in graduation rates.  
Assessment 3: Increase employee satisfaction (survey).  
Assessment 4: Increase in student satisfaction with matriculation process.

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**Objective Title:**

Improve transition of workforce students from developmental to college level programs: workforce students achieve level gains in developmental classes and enroll in professional/technical programs (*Workforce Development*)

**Description:**

Develop and implement plan for workforce student transition built from work of transitions team.

**Rationale:**

A transitions team was convened in 2010-11 to address challenges faced by students in their transition from pre-college to college level work. This initiative builds off of the work completed by the team with focus on students served through workforce education programs. Activities include improvement of student tracking and implementation of retention initiatives to ensure student success.

**Core Theme(s):**

Student Success

**Tasks:**

Design data tracking system in conjunction with the Office of Institutional Research and Effectiveness  
Develop plan for retention  
Implement and document student achievement



**Assessment Measure:**

Workforce student completion of developmental courses  
Student transition to professional/technical programs

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**Objective Title:**

Improve STEM education: Students have access to and are retained in STEM programs (*Workforce Development*)

**Description:**

Implement 2011-12 strategies outlined in 5-year STEM education plan and draft proposal for new applied baccalaureate programs to increase STEM enrollments and improve retention.

**Rationale:**

STEM jobs in technology, engineering, and health care continue to be of greatest demand in Washington State. This initiative builds off of work completed in 2010-11 to develop an integrated STEM education plan for the college. A key component of the plan is formation of a STEM advisory committee that includes K-12, higher education, industry and STEM related organizations. New program pathways will be developed including a plan for new baccalaureate programs in information technology, health care services and management, biotechnology, and pre-professional preparation for medical fields as required by the Washington State legislature.

**Core Theme(s):**

Student Success

**Tasks:**

Conduct STEM planning retreat with BC faculty and staff  
Design two new certificate and/or associate degree STEM programs  
Develop and submit plan for new applied baccalaureate programs

**Assessment Measure:**

STEM retreat conducted  
Curricula for two programs completed and approved  
Program scheduled for implementation in 2012-13  
Plan for new applied baccalaureate programs

**Target:**

Output from retreat documented and communicated to campus  
Completed curricula for new certificate/associate degree programs  
Programs scheduled & faculty identified  
Applied baccalaureate plan submitted to state legislature

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**Objective Title:**

Goal Attainment: Course: Improve student completion and success in Courses. *(Instruction)*

**Description:**

This objective aims to improve student completion and success in courses, both overall and in several targeted areas. To improve overall rates, the objective addresses both faculty actions in the classroom and program activities focused on specific courses. Targeted areas are the developmental courses in Math and English, and the Nursing program.

**Rationale:**

This objective represents the Instruction division's first large scale intervention aimed at improving student completion and success. Overall, the objective aims at building a faculty practice of using data, research and professional development to spur action aimed at improving student performance.

- a) The faculty classroom intervention relies on research into best practices for improving student engagement and thus retention.
- b) The program intervention asks programs to analyze completion/success data in order to design and implement improvements to specific courses.
- c) The ongoing work in 1) developmental Math and English, and 2) Nursing, includes targeted professional development, data collection and analysis, and classroom interventions.

**Core Theme(s):**

Student Success  
Teaching and Learning Excellence

**Tasks:**

High quality and accessible instruction leads to student success

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**Objective Title:**

Goal Attainment: Progression: Identify student learning goals, establish institutional pathways that help students make transitions and achieve learning milestones as they progress to goal attainment. *(Instruction)*

**Description:**

Implement short term and long term strategies and interventions that establish clear and apparent institutional pathways, and leverage opportunities for enabling specific, concrete student learning transitions and achievements, including:

- a) level gains in Basic Skills and progression to Developmental level Math or English courses, and
- b) progression through Developmental level courses to College level courses, and
- c) milestones toward credentials, and achievement of credentials, in transfer and professional technical programs.

**Rationale:**

The Student Achievement Initiative identifies “momentum points,” the achievement of which spurs students on toward their learning goals. This objective contains a variety of strategies aimed at supporting students in achieving those momentum points and other learning milestones. A cross-functional “Transitions Team” ties together cross-unit student support functions, including advising, MCS, Workforce, career center, financial aid, basic skills and developmental faculty, instructional units, program and enrollment planning. Curricular and co-curricular collaboration focuses on guiding principles of: holistic learning, integrative learning, universal curriculum design, relevant/meaningful/responsive curriculum and co-curriculum, and inclusive, engaged pedagogy.

**Core Theme(s):**

Student Success  
Teaching and Learning Excellence  
College Life and Culture  
Community Engagement and Enrichment

**Tasks:**

High quality and accessible instruction leads to student success  
Programs, curricula, and credentials offered are comprehensive, diverse, and relevant to our community.

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**Objective Title:**

Improve access to learning materials: Students have access to affordable textbooks and learning materials (*Administrative Services*)

**Description:**

Provide students the opportunity to access textbooks at the lowest cost through partnerships with providers that leverage on-line marketplace technology.

**Rationale:**

In supporting the success of the students, the college bookstore continues to be innovative in its services such as the rental book program. In addition, technology and market-driven efficiencies in the retail market offer opportunities that provide students with more options, convenience, and best pricing and access for course materials within a financially sustainable framework for the college bookstore. In the coming year, the college will pursue these opportunities through partnerships and technology systems. It will offer pilot programs that will expand access to on-line textbook marketplace through the college store site and offer more efficient textbook distribution system within the campus.

**Core Theme(s) :**

Student Success  
College Life & Culture

**Tasks:**

Review and identify marketplace partnerships  
Enter into marketplace partnerships contracts  
Update technology systems  
Student marketing and set up  
Evaluate partnerships and systems

**Assessment Measure:**

Assessment 1: Student college store satisfaction survey (did you feel you spent less on books and did you receive your books timely)  
Assessment 2: Number of students participating in pilot partnership programs  
Assessment 3: Financial stability of bookstore textbook and retails operations

**Target:**

Target 1: Improve student satisfaction by ?%  
Target 2: Ensure student participate on pilot programs by at least 50% of student FTEs every quarter  
Target 3: Bookstore financial operations are at or within 5% of its targeted financial adjusted net assets.

---

**Objective Title:**

Improve campus community concept of and respect for multiple perspectives (*Equity and Pluralism*)

**Description:**

Continue development and implementation of **Let's Talk About Race** workshops to improve new employee understanding of racial identity and systemic racism.

**Rationale:**

Interracial dialogue about race establishes a basis for examining education and improving student achievement across racial identity groups. These workshops lay the groundwork for continuing Courageous Conversations about race.

**Core Theme(s) :**

Student Success  
College Life and Culture

**Tasks:**

Offer quarterly scheduled LTAR workshops and weekly Courageous Conversations

**Assessment Measure:**

Assessment 1: Participation rate of new employees

Assessment 2: Workshop evaluation instrument

**Target:**

80% of new employees

75% of participants will rate workshop as good-excellent

60% of participants will rate workshop as “a lot” or “very” relevant to their jobs.

---

**TEACHING AND LEARNING EXCELLENCE (Primary core theme, others may also apply)**

**Objective Title:**

Restructure the Information Resources (IR) Division to foster collaboration and communication while streamlining the support for the campus community. (*Information Resources*)

**Description:**

Reorganize the structure of the IR division to facilitate a better distribution of responsibilities. Once in place establish one pathway to support and clearly define escalation points from tier to tier.

**Rationale:**

Currently the majority of IR staff report through one unit and have placed an uneven burden on that unit. There are currently many different pathways in finding support, not only for students but for employees as well. This can create some confusion in where and how issues are resolved. This objective will implement a single path to support and clearly define when issues need to be escalated to other areas of expertise within the division.

**Core Theme(s):**

Teaching and Learning Excellence  
Student Success

**Tasks:**

Gather feedback on proposed structures.

Work with HR to establish new reporting and unit structures.

Establish clear escalation guidelines to move issues from tier one to tiers two and three.

Establish “one” help desk and support phone number.

Market and communicate the changes to the campus community.

**Assessment Measure:**

Assessment 1: Excepted resolution times for open tickets will be reduced by 20% by the end of the year of implementation.  
Assessment 2: Conduct satisfaction survey's to determine the effectiveness of the restructuring.

**Baseline:**

Estimate the current average time for a ticket to be closed.

**Target:**

20% reduction in the baseline time for ticket resolution.

---

**Objective Title:**

An inclusive study and review of all available Learning Management Systems (LMS) to determine what Bellevue College will invest in as the next LMS tool, post-Vista. (*Information Resources*)

**Description:**

A faculty led and Information Resources facilitated review and study of all available tools that provide a Learning Management System for supporting online classes. The resulting study should result in a procurement process that will provide a new LMS platform for implementation by July of 2012.

**Rationale:**

Bellevue College currently uses the WebCT/Vista platform currently owned by Blackboard Learning. Blackboard has announced the end of life for that product at the end of January 2013. In order for the college to maintain its dominance and continued growth in delivering courses online and supporting the use of these tools in a hybrid and traditional classroom setting the college will need to conduct a thorough study of available tools followed by a comprehensive procurement process that will allow us to implement the selected solution prior to fall quarter 2011.

**Core Theme(s):**

Teaching and Learning Excellence  
Student Success

**Tasks:**

Set up faculty and student access to as many of the LMS options over the summer of 2011.  
Form a faculty group that will dedicate time to research the available tools. Fall 2011  
Based on faculty input determine if the state direction will meet BC's needs.  
If needed issue RFP for procurement of LMS – Spring 2012  
Enter Contract with successful vendor late spring 2012  
Begin implementation and training –July 2012

**Assessment Measure:**

Successful deployment and training of a new LMS system prior to fall quarter 2012

**Baseline:**

Currently we have an estimated 7000 using our LMS system.

**Target:**

The new LMS system should support at a minimum, 20,000 students.

---

**Objective Title:**

Information Resources (IR) will design and communicate a new process for submitting projects to the development and web services units at Bellevue College. (*Information Resources*)

**Description:**

IR will design a process for publication to the campus community that will allow for solutions analysis to be requested and subsequent projects to be assigned to the development and web services units for implementation.

**Rationale:**

Currently projects have no clear path of how they gain priority within the work load assigned to the development and web services units within the IR division. As a result too many projects have stalled on the project list and it creates an expectation that is not viable. This objective, in addition to clearly identifying how projects are prioritized, will server to set expectation at an attainable level form year to year.

**Core Theme(s) :**

Teaching and Learning Excellence  
Student Success

**Tasks:**

Develop Template for solution submission request.  
Communicate the use of the template and how priorities will be measured.  
Develop the process that will be followed once a submission is assigned resources.  
Develop a clear definition of success and implementation.  
Develop a strategy for support and enhancement for existing and new applications.

**Assessment Measure:**

Assessment 1: Conduct a survey to demonstrate an understanding of the submittal process.  
Assessment 2: Evaluate actual completion of projects compared to projected estimates.

**Baseline:**

Currently 80% of the projects started have failed to meet their timelines.

**Target:**

All solutions assigned resources should be successfully completed on time.

---

**Objective Title:**

Assessment: Implement and monitor assessment of student learning at course, degree, and institution-levels. *(Instruction)*

**Description:**

This objective will delineate the final form of assessment of student learning, and ensure that the college assesses on the course, degree and institution-level.

**Rationale:**

Currently, the college has designed and is implementing two of three parts of student learning assessment (course and institution levels), but the degree-level process is not clearly defined. In addition, while course-level assessment exists in principle, in fact, fewer than 100% of programs complete the activities. This objective will ensure oversight of/100% engagement in course-level assessment. It will also ensure that degree-level assessment occurs.

**Core Theme(s):**

Teaching and Learning Excellence  
College Life and Culture

**Tasks:**

Efficient instructional operations, regulatory compliance, and current accreditation ensure a sustainable business model for the college.

---

**Objective Title:**

Faculty Support (Online): Advance institutional capacity to deliver instructional excellence in multiple modalities, particularly digital delivery. *(Instruction)*

**Description:**

This objective will increase capacity provide professional development for faculty who teach courses that are delivered partially or entirely via electronic means, and lead to faculty adoption of best practices for teaching in the on-line modality.

**Rationale:**



The college's current practice regarding preparation for online teaching is to provide optional assistance (curriculum design, technology assistance) to faculty who teach in that mode, or to faculty who are developing course templates for that mode. No formal instruction or preparation is required prior to online teaching assignments. A modular, self-directed, on-line course, incorporating best practices for online teaching and learning, would enable the establishment of a base-line requirement or foundation for online teaching. Improved online pedagogy should improve student learning and retention, and help to close the "retention gap" between onground and online classes.

**Core Theme(s):**

Teaching and Learning Excellence  
Student Success

**Tasks:**

High quality and accessible instruction leads to student success  
Faculty are supported in their instructional roles so that they can achieve excellence in teaching and learning.

---

**Objective Title:**

Establish BC as national center for STEM education: Redesign NSF-ATE Center. (*Workforce Development*)

**Description:**

Develop and submit new NSF ATE Center planning grant.

**Rationale:**

Changes in education and technology necessitate a re-visioning of BC's National Science Foundation Advanced Technological Education Center. The center will move from a single focused information technology center to a broader focus of STEM education. NSF recently implemented changes and national center grants now require a small planning grant prior to submission of a full grant. A cross-disciplinary team of BC representatives will work with community partners to design the framework and submit a national center planning grant proposal to NSF.

**Core Theme(s) :**

Teaching and Learning Excellence

**Tasks:**

Planning team meets throughout summer and develops planning grant proposal  
Proposal submitted in October 2011

**Assessment Measure:**

Completed proposal

**Target:**

Grant includes involvement from units throughout the college and community partners  
Grant activities linked to college teaching and learning objectives

---

**COMMUNITY ENGAGEMENT AND ENRICHMENT (Primary core theme, others may also apply)****Objective Title:**

Identify & Engage the Community (*Institutional Advancement*)

**Description:**

Implement a plan to demonstrate that IA effectively leads and collaborates in communication and outreach strategies to engage the community.

**Rationale:**

Bellevue College is a leader and collaborator in the community's strategies and activities to address civic and social needs.

**Core Theme(s):**

Community Engagement and Enrichment

**Tasks:**

Identify & engage niche communities:  
Collaborate to develop & implement a strategy targeted at the Issaquah community.  
Continue to develop & implement strategies targeted at the social-media community.

**Assessment Measure:**

Number of contacts with Issaquah civic activists.  
Number of social media users and interaction.

**Target:**

Engagement Opportunity/Activity with community partner organization - 2 new collaborations (good); 3 new collaborations (better); 5 new collaborations (best)  
Bellevue College representatives' outreach to the community - 3 contacts (good); 5 contacts (better); 10 contacts (best).  
BC & BCF Social Media activity increases

---

**Objective Title:**

Increase business, education and community partnerships with focus on STEM education: Greater engagement of business and community in BC's programs (*Workforce Development*)

**Description:**

Identify and develop long-term community partners to assist the college with implementation of STEM programs.

**Rationale:**

Community involvement in instructional programs is essential to ensure program quality and success of graduates. The college needs to continue to strengthen partnerships with industry, education and other community organizations in development of new programs and support of students.

**Core Theme(s):**

Community Engagement and Enrichment

**Tasks:**

Develop STEM advisory committee that includes key partners from industry, STEM organizations, K-12, and higher education  
Identify & implement key strategies that engage community partners including mentoring, program design, and outreach events for STEM education

**Assessment Measure:**

STEM advisory roster and record of meetings  
Documented partner involvement in STEM programs.

**Target:**

Advisory committee includes at least two representatives from education, industry and community organizations  
Advisory committee input reflected in programs developed  
Increased mentorships, community engagement activities, and outreach events

---

**Objective Title:**

Demonstrate that IA effectively communicates with the community, advances partnerships and funder relationships resulting in increased ability of the college to serve students. (*Institutional Advancement*)

**Description:**

Implement a system of intentional, structured donor/prospect/community leadership contacts and contact tracking in order to enhance awareness and relationships and to increase resources and opportunities for Bellevue College.

**Rationale:**

Bellevue College Foundation has matured in its sophistication and operational expertise, partly through the CASS. There is opportunity to leverage these assets into stronger community relationships and support for BC.

**Core Theme(s) :**

Community Engagement and Enrichment

**Tasks:**

Implement a BCF community contacts plan integrating with the BCF donor stewardship plan

Place BC successes, outcomes and opportunities before BCF contacts in direct or indirect manners at least 6 times during a twelve month cycle

Identify BCF supporters, prospects and influencers in NGOs, politics and business

Identify baseline communications target group contacts and develop a plan to increase positive contacts

**Assessment Measure:**

Number of BC successes, outcomes and opportunities distributed through the communication plan

Number of identified donors, prospects, NGOs, political leaders and businesses tracked and available for communications

A plan to increase positive contacts

**Target:**

Implemented communications tracking

Documented baseline of identified donors, prospects, NGOs, political leaders and businesses available for communications

Approved BCF communications plan

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**Objective Title:**

Increase unrestricted and programmatic support for BC. Number of donors and dollars increase. *(Institutional Advancement)*

**Description:**

Increase retention of newly acquired donors, increase gifts from renewing donors and acquire more donors in order to increase resources for Bellevue College.

**Rationale:**

Bellevue College Foundation has experienced continued growth in the number of additional donors to the foundation. At this point it is critical to increase retention of donors and increase gift size from retained donors.

**Core Theme(s):**

Community Engagement and Enrichment

**Tasks:**

Implement a donor stewardship plan.

Extend at least 4 non-ask touches during a twelve month cycle.

Increase number of thank you calls to donors of \$250 or more.

Increase number of face-to-face visits to donors of \$500 or more

**Assessment Measure:**

Five year trailing average of number of continuing donors.  
Five year trailing average of number first-time donors.  
Five year change in net assets.

**Baseline:** Continuing donors - 305

**Target:** Continuing donors - 335

**Baseline:** First-time donors - 341

**Target:** First-time donors - 375

**Baseline:** Change in net assets - 8%

**Target:** Change in net assets - 7% or above

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**COLLEGE LIFE AND CULTURE (Primary core theme, others may also apply)**

**Objective Title:**

Increased diversity of recruitment pools. (*Human Resources*)

**Description:**

Implement practices that expand the diversity of the recruitment pools in collaboration with Instruction and Office of Equity and Pluralism.

**Rationale:**

Bellevue College is committed to a diverse workforce. By seeking out applicants from diverse populations, the likelihood of increasing the diversity of our employee population increases.

**Core Theme(s) :**

College Life and Culture

**Tasks:**

Collaborate with Equity and Pluralism on the identification of groups.  
Communicate with groups, publications and organizations expressing our commitment to recruit from diverse populations.  
Develop other strategies by which we reach out to diverse populations.

**Assessment Measure:**

Number of contacts with identified groups.  
Number of applications from diverse populations.  
Number of hires from diverse populations.

**Target:**

Email announcements - Mail 100% of identified groups and communicate our commitment to recruit from diverse populations.  
Attend job fairs - Visit organizations representing diverse populations. Identify ways in which we can attract applications from these groups.

---

**Objective Title:**

Employee recognition program. (*Human Resources*)

**Description:**

Explore opportunities for peers and supervisors to recognize employees for their good work.

**Rationale:**

It is vital to the success of any organization for supervisors to regularly recognize the positive achievements of employees through employee recognition programs. Recognition programs have been shown to be an effective ways to improve morale.

**Core Theme(s) :**

College Life and Culture

**Tasks:**

Identify bests practices used in other institutions.  
Convene a representative group of employees to review best practice and recommend a process.  
Identify a roll out plan.

**Assessment Measure:**

Increased number of recognitions.

**Target:** Utilization of recognition program at 1% (good), 3% (better), 5% (best) of the employee population on an annual basis.

---

**Objective Title:**

Reduce College Carbon Footprint: Students and Employees participate in commute trip reduction efforts (*Administrative Services*)

**Description:**

Implement commute trip reduction programs that would encourage faculty, staff and students to minimize its single occupancy vehicle (SOV) commute to and from the campus.

**Rationale:**

The college is committed to provide leadership in the reduction of its carbon footprint by reducing its emissions and striving for carbon neutrality. As a part of the commitment, Bellevue College conducted an internal Carbon Emissions Audit for the three years during which data was available academic years 2005-06 through 2007-08. Not surprisingly being a commuter college, BCs major contribution came from student and staff transportation (78% of 2007-08 emissions including air travel). This information compels the college to deploy transportation alternatives as a way to focus on areas with the greatest emission reduction impact.

**Core Theme(s) :**

College Life and Culture

**Tasks:**

- Hire Sustainability Coordinator
- Develop incentive plans
- Implement parking fee
- Provide commuting alternative options

**Assessment Measure:**

- Assessment 1: BC Carbon Footprint
- Assessment 2: Number of commute trip reduction (CTR) programs
- Assessment 3: Number of faculty/staff, students participating in CTR programs.

**Target:**

- Target 1: Reduce Carbon footprint by 1%
- Target 2: Increase CTR programs by 50%
- Target 3: Increase participation to CTR programs by 10%

---

**Objective Title:**

Implement Campus Operations Restructure: Campus Operations continues to fulfill its purpose to the College. (*Administrative Services*)

**Description:**

Implement Campus operations division structural changes approved March 31, 2011.

**Rationale:**

As a result of mandated budget cuts and reduction in staffing levels, Campus Operations as currently structured will change to a structure with three departments plus an administrative structure supported from Finance Division. The structure will strengthen the coordination needed between Finance and Campus Operations and intends to ensure that these four departments that will be co-located in the K building will work closely in supporting the College as a team.

**Core Theme(s):**

College Life and Culture

**Tasks:**

Complete job descriptions for new positions.

Review job descriptions and placement of new positions.

Coordinate with bargaining units.

Request exemptions for positions for hire.

Selection Process for:

- 1) Public Safety Night Sergeant
- 2) Facility Operation Director
- 3) Contracts Specialist
- 4) Procurement Specialist

Selection Process for:

- 1) Building and Grounds Supervisors (3)
- 2) Maintenance Custodian (swing and satellite shift)
- 3) Trades Helper
- 4) Appropriate notification to affected positions

**Assessment Measure:**

Assessment 1: Campus Operations staff satisfaction survey

Assessment 2: # of work orders completed and pending

Assessment 3: Campus satisfaction to Campus Operation services.

**Target:**

Target 1: Baseline as satisfied

Target 2: establish baseline from current pending and turnaround time

Target 3: Satisfied or above satisfaction from at least 85% of Campus community users (work order requestor)



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**Objective Title:**

Through fund raisings efforts KBCS will move its transmission facility from its current location on campus to a shared antenna on top of Cougar Mountain increasing the listening audience by potentially one million listeners. (*Information Resources*)

**Description:**

The FCC has approved this construction project. It must be completed by 2/3/2014. KBCS has developed a budget, indentifying equipment and costs associated with this project. Included in these costs are a new antenna, a digital link between campus and the new site, and moving expenses.

**Rationale:**

FM reception is based upon 3 major factors: the height of the antenna which impacts line-of-sight, the local terrain and the amount of total power generating the broadcast signal. The current site on campus is not high enough to account for the hills and the tall buildings in the Bellevue/Seattle area. The current transmitter power of 7900 watts is low as well. Increasing the antenna by 1100 feet will dramatically increase the potential service area by over 40%. While this move will require lowering the total power, the increase in elevation will actually improve coverage in many signal-challenged areas and open up new audiences in south King and north Pierce counties. This move will exponentially expand and enhance its ability to raise the awareness of the college and its community as a hole.

**Core Theme(s) :**

College Life and Culture  
Community Engagement and Enrichment

**Tasks:**

Licensing Required to move- done: 2/2011.  
Raise \$125,000 to pay for the project.  
Solve the connectivity issues from campus to the Cougar Mountain facility.  
Purchase of broadcast antenna and associated gear.  
Coordinate and manage the move.

**Sub-objectives:**

Community awareness of project and their support of the move.

**Assessment Measure:**

Transmission facility relocated

**Baseline:**

Current audience and exposure to Bellevue College – *greater Seattle area; 1.5 million potential listeners*

**Target:**

Projected audience and exposure of Bellevue College – *metro Seattle area; 2.5 million potential listeners (south to Tacoma)*

**REGULAR MEETING AGENDA ITEM**

**Tab 4**

**June 29, 2011**

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

**Topic**

Policy 6200: Parking and Traffic

**Description**

The Transportation Task Force is recommending changes to the parking and traffic policy and corresponding sections of WAC 132H-116 in order to allow the implementation and enforcement of a fee-based parking system on campus.

**Key Questions**

- \* How will these changes support sustainable transportation management solution to the college?
- \* What is the impact to the students, employees and visitors?

**Analysis**

The college is proposing to implement a parking fee system to promote sustainable transportation solutions through multi-modal access to the campus. The proposed changes to the parking and traffic policy would strengthen the college's ability to enforce parking regulations associated with the parking fee system. During the published hours of parking enforcement students, employees and visitors would be required to display a valid student, staff/faculty, daily or special permit.

Proposed revisions include clarification that visitors must acquire daily permits, authorization of the use of collection agencies for unpaid fines, and removal of enforcement hours from the policy. Hours of enforcement are to be published separately, similar to Policy 6050 Campus Hours of Operation.

**Recommendation/Outcomes**

This item will be presented for approval at the September 7, 2011 regular meeting of the Board of Trustees of Community College District VIII.

**Background Information**

Attachment 1: Policy 6200: Parking and Traffic – Draft Revision

**Prepared by:** Rachel Solemsaas, VP Administrative Services  
[rachel.solemsaas@bellevuecollege.edu](mailto:rachel.solemsaas@bellevuecollege.edu), 425 564 2446

## 6200 PARKING AND TRAFFIC – Draft Revision

Original Date: 6/11/1992 \* Last Revision Effective: 5/21/2009  
Policy Contact: Vice President, Administrative Services

### POLICY

Under [RCW 28B.50.140\(10\)](#), the board of trustees of Bellevue College has the authority to establish rules and regulations for pedestrian and vehicular traffic over property owned, operated, or maintained by the college district.

No person shall park or leave any vehicle, whether attended or unattended, upon the campus of Bellevue College without an authorized permit. Vehicles displaying government agency license plates do not need Bellevue College parking permits.

Parking is provided as a service to the students, faculty and staff without liability for damage or loss incurred. The issuance of a parking permit does not guarantee the availability of a parking space.

Drivers of vehicles shall obey the signs, barricades, structures, markings, and directions erected. Drivers shall also comply with the directions given them by a public safety officer or other public safety personnel controlling and regulating traffic or parking.

No person shall move, deface, or in any way change a permit, sign, barricade, structure, marking, or direction so placed, or previously placed, for the purpose of regulating traffic or parking.

Upon probable cause to believe that a violation of these rules and regulations has occurred, the vice president of administrative services and/or duly appointed public safety officers may issue citations. If any citation remains unpaid Bellevue College may take additional actions.

### DEFINITIONS

A valid permit is:

- o A current student or faculty/staff permit; or
- o A temporary permit authorized by public safety.

### RELEVANT LAWS AND OTHER RESOURCES

- The motor vehicle and other traffic laws of the state of Washington ([RCW 28B.50.140, 46](#));
- WAC [132H-116-300](#) through 790
- Bellevue College Procedure 6200P

### REVISION HISTORY

Original 6/11/1992  
Revisions 1/11/2004; 5/10/2005; 5/21/2009

### APPROVED BY

All College Council  
Board of Trustees  
President's Staff

**REGULAR MEETING AGENDA ITEM**

**Tab 5**

**June 29, 2011**

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.”<sup>1</sup>

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.

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<sup>1</sup> <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 hereby approves the development of a new Bachelor of Applied Science Degree in Healthcare Technology and Management.

**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)

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Title: Vice President of Instruction  
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Telephone: (425) 564-2442  
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Email: tom.nielsen@bellevuecollege.edu

Tom Nielsen  
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."<sup>1</sup>

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.

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<sup>1</sup> <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.<sup>2</sup>

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.<sup>3</sup>

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.<sup>4</sup>

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

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<sup>2</sup> ibid

<sup>3</sup> U.S. Department of Health and Human Services

<sup>4</sup> [http://www.the-rheumatologist.org/details/article/863255/What\\_Does\\_Meaningful\\_Use\\_Really\\_Mean.html](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.”<sup>5</sup>

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 technology<sup>6</sup>. 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.”<sup>7</sup>

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.”<sup>8</sup>

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

<sup>6</sup> [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-BI96zanwFEWujNdgZIGS51YMhEmUe\\_A-EShQLa2V5WsFV9D1MLHiUbB\\_CTqnDIzifDGhWA7UCzshcJlu6InVogPurfeKFS42i-kMUiNfl&sig=AHIEtbRSeYn4Q3thSvXM4C1j4jpuY7Jvbg](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-BI96zanwFEWujNdgZIGS51YMhEmUe_A-EShQLa2V5WsFV9D1MLHiUbB_CTqnDIzifDGhWA7UCzshcJlu6InVogPurfeKFS42i-kMUiNfl&sig=AHIEtbRSeYn4Q3thSvXM4C1j4jpuY7Jvbg)

<sup>7</sup> [http://www.himss.org/content/files/vantagepoint/pdf/vantagepoint\\_feb11.pdf](http://www.himss.org/content/files/vantagepoint/pdf/vantagepoint_feb11.pdf)

<sup>8</sup> <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 21<sup>st</sup> 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.<sup>9</sup> 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

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<sup>9</sup> 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”.<sup>10</sup>

**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
<b>Bellevue College</b>										
IS	52	17	62	19	68	7	106	4	170	11
Networking Svc	32	22	15	17	33	12	43	15	56	17
<b>Tacoma CC</b>										
HIT	25	10	30	15	29	15	25	14	41	11
Networking	27	10	34	8	42	6	68	11	98	18
<b>Bates TC</b>										
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
<b>Seattle Central CC</b>										
Network Design	34	6	21	8	24	5	44	3	59	5
Programming	27	4	34	3	41	4	53	3	66	1
<b>Spokane CC</b>										
Health Info Tech	38	18	32	20	24	12	32	10	40	22
<b>Edmonds CC</b>										
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
<b>Green River CC</b>										
Information Tech	35	8	48	9	62	6	80	12	120	7
<b>Cascadia CC</b>										
Network Tech/Web App	23	12	15	7	14	5	10	9	9	5
<b>Shoreline CC</b>										
Health Informatics	42	42	39	25	49	15	67	16	75	11
<b>Total All Programs</b>	<b>557</b>	<b>192</b>	<b>564</b>	<b>164</b>	<b>669</b>	<b>120</b>	<b>836</b>	<b>143</b>	<b>1153</b>	<b>171</b>

<sup>10</sup> 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 MEETING AGENDA ITEM**

**Tab 6**

**June 29, 2011**

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 the 2011-2020 Institutional Strategic Plan that provides a statement of the College's Vision, Core Values, Mission and Core Themes as presented.

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

## **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 7**

**June 29, 2011**

Information     Discussion     Action

**Topic**

Resolution 298: Local Government Investment Pool

**Description**

The Washington State Treasurer's Office requires a resolution designating the names and titles of the officials authorized to order the deposit or withdrawal of funds in the Local Government Investment Pool (LGIP). The college has continuously invested some reserves in the LGIP as a liquid and safe investment vehicle. Language on the proposed resolution designates Rachel Solemsaas to authorize all amendments, changes and designations of individuals to make deposits and withdrawals on behalf of the college. It further states that the Board acknowledges that neither the State of Washington nor the state treasurer guarantees any investment in the pool and will hold the State of Washington, the state treasurer and the LGIP harmless from any investment losses incurred as a result of investment with the LGIP.

**Key Questions**

- \* Does authorizing the college to invest in the LGIP further the college's mission to safely and effectively invest the college's reserves?

**Analysis**

The LGIP is a voluntary investment vehicle operated by the State Treasurer. Over 450 local governments have participated in the pool since it was started in 1986 to provide safe, liquid, and competitive investment options for local government pursuant to [RCW 43.250](#). The LGIP lets local governments use the State Treasurer's resources to safely invest their funds while enjoying the economies of scale available from a \$5-8 billion pooled fund investment portfolio.

LGIP's investment objectives are, in priority order: 1) safety of principal, 2) maintaining adequate liquidity to meet cash flows, and 3) providing a competitive interest rate relative to other comparable investment alternatives. LGIP offers 100% liquidity to its participants.

## **Background Information**

WAC 210-01-030. LOCAL GOVERNMENT ORDINANCE OR RESOLUTION.

*All government entities participating in the Local Government Investment Pool will file with the State Treasurer a certified copy of an ordinance or resolution containing the following:*

*(1) Name and address of entity.*

*(2) A statement that the governmental entity agrees to deposit or withdraw funds in the Local Government Investment Pool in accordance with the provisions of the Washington Administrative Code for the purpose of investment as stated therein.*

*(3) The names and titles of the officials authorized by this ordinance or resolution to order the deposit or withdrawal of funds in the Local Government Investment Pool. No more than two (2) signatures are necessary for this purpose.*

Attachment 1: Resolution 298: Local Government Investment Pool

Attachment 2: Local Government Investment Pool Transaction Authorization Form

## **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII hereby adopts resolution 298 regarding participation in the Local Government Investment Pool.

**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. 298**

**Local Government Investment Pool**

WHEREAS, pursuant to Chapter 294, Laws of 1986, the Legislature created a trust fund to be known as the public funds investment account (commonly referred to as the Local Government Investment Pool (LGIP)) for the deposit of money by an authorized governmental entity for the purposes of investment by the State Treasurer; and

WHEREAS, from time to time it may be advantageous to the authorized governmental entity, Bellevue College, to deposit funds available for investment in the LGIP; and

WHEREAS, any deposits made on behalf of Bellevue College shall be first duly authorized by the Vice President of Administrative Services, as designated by the Board of Trustees of Bellevue College in this resolution, and a certified copy of said resolution shall be filed with the State Treasurer's Office; and

WHEREAS, the governing body attests by the signature of its members that it is duly authorized and empowered to enter into this agreement, to direct the deposit of governmental entity monies, and to delegate certain authority to make adjustments to the incorporated transactional forms, to the individuals designated herein.

NOW, THEREFORE, BE IT RESOLVED that the governing body, the Board of Trustees of Community College District VIII (Board of Trustees), does hereby authorize the deposit and withdrawal of governmental entity monies in the LGIP in the manner prescribed by law, rule, and applicable policies and procedures for LGIP.

BE IT FURTHER RESOLVED that the Board of Trustees has approved the Local Government Investment Pool Transaction Authorization Form (Form) as completed by Rachel Solemsaas and incorporates said form into this resolution by reference and does hereby attest to its accuracy.

BE IT FURTHER RESOLVED that Bellevue College designates Rachel Solemsaas, Vice President of Administrative Services, the "Authorized individual" to authorize all amendments, changes, or alterations to the Form or any other documentation including designating other individuals to make deposits and withdrawals on behalf of Bellevue College.

BE IT FURTHER RESOLVED that this delegation ends upon termination of the authorized individual's relationship with Bellevue College or further action by the Board of Trustees terminating the delegation. It is the responsibility

of the Board of Trustees to notify the State Treasurer's Office immediately when any action has been taken to end this delegation.

BE IT FURTHER RESOLVED that the Form as incorporated into this resolution or hereafter amended by the delegated authority or any other documentation signed or otherwise approved by the authorized individual shall remain in effect should the authorized individual's delegate authority be terminated or otherwise end. No amendments, changes, or alterations shall be made to the Form or any other documentation until the entity passes a new resolution naming a new authorized individual.

BE IT FURTHER RESOLVED that the Board of Trustees acknowledges that neither the State of Washington nor the state treasurer guarantees any investment made by Bellevue College in the LFIP and it is possible to lose money by investing in the LGIP. Therefore, the Board of Trustees agrees to hold the State of Washington, the state treasurer, and the LGIP harmless from any investment losses incurred as a result of investment with the LGIP.

PASSED AND ADOPTED by the Board of Trustees of Community College District VIII, State of Washington, on this 29<sup>th</sup> 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

LOCAL GOVERNMENT INVESTMENT POOL  
TRANSACTION AUTHORIZATION FORM

Please fill out this form completely, including any existing information, as this form will replace the previous form.

Name of Entity: Bellevue College	Mailing Address:
Fax Number: 425-564-4259	3000 Landerholm Circle SE
E-mail Contact: jennifer.strother@bellevuecollege.edu	Bellevue, WA 98007-6484

Do you wish to have your monthly LGIP statements faxed to the number listed above?

**Please note** – if you choose to receive statements via fax, you will not receive another copy via U.S. mail.




YES, please fax statements       No, please send statements via U.S. mail

Bank account where funds will be wired when a withdrawal is requested.

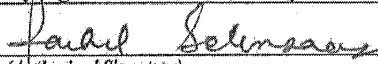
(Note: Funds **will not** be transferred to any account other than that listed).

Bank Name: U S Bank
Branch Location: 1420 5 <sup>th</sup> Avenue, Seattle, WA 98101
Bank Routing Number: 125000105
Account Number: 153503742980
Account Name:

Persons authorized to make deposits and withdrawals for the entity listed above.

Name	Title	Signature	Telephone Number
Jennifer Strother	Executive Director Finance & Auxiliary Services		425-564-4250
Roselle Hay	Accounting Manager		425-564-4280
Barbara Santee	Accountant		425-564-4252

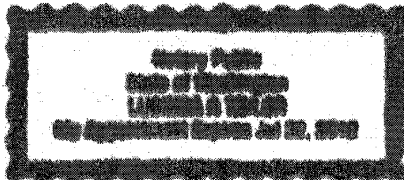
By signature below, I certify I am authorized to represent the institution/agency for the purpose of this transaction.

	Vice President Administrative Services	February 22, 2011
<i>(Authorized Signature)</i>	<i>(Title)</i>	<i>(Date)</i>
Rachel Solemsaas	Rachel.solemsaas@bellevuecollege.edu	425-564-2446
<i>(Print Authorized Signature)</i>	<i>(E-mail Address)</i>	<i>(Telephone number)</i>

Any changes to these instructions must be submitted in writing to the Office of the State Treasurer. Please mail this form to the address listed below:


OFFICE OF THE STATE TREASURER  
LOCAL GOVERNMENT INVESTMENT POOL  
PO Box 40200  
OLYMPIA, WA 98504-0200  
FAX: (360) 902-9044

Date Received: ___ / ___ / ___ Fund Number: _____ <i>(for LGIP use only)</i>
--



State of Washington )  
County of King ) ss.

Signed or attested before me by Rachel Solemsaas  
Dated this 10th day of May, 2011.

  
\_\_\_\_\_  
Signature of Notary  
Luenda A Taylor  
Typed or printed name of Notary

SEAL OR STAMP

Notary Public in and for the State of Wash.

**OFFICE OF THE WASHINGTON STATE TREASURER**  
**LOCAL GOVERNMENT INVESTMENT POOL and/Or REVENUE DISTRIBUTION**  
**TREASURY MANAGEMENT SYSTEM (TM\$)**  
**WEB CLIENT LOGON AUTHORIZATION FORM**

**Name of Entity:** Bellevue College

**NOTE: Full Access is available only for LGIP applicants, each LGIP person must also be listed on the Transaction Authorization Form.**

TM\$ Logon IDs and Passwords are requested for the following

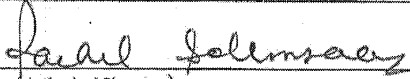
1.  Add     Delete     Update                      2.  Add     Delete     Update  
 LGIP:  Full Access     View only    Rev Dist:  View only                      LGIP:  Full Access     View only    Rev Dist:  View only

Name: Jennifer Strother	Name: Mary Canan
Title: <b>Executive Director Finance</b>	Title: <b>Executive Director Finance</b>
E-mail address: jennifer.strother@bellevuecollege.edu	E-mail address: mary.canan@bellevuecollege.edu
Phone: 425-564-4250	Phone: 425-564-4250

3.  Add     Delete     Update                      4.  Add     Delete     Update  
 LGIP:  Full Access     View only    Rev Dist:  View only                      LGIP:  Full Access     View only    Rev Dist:  View only

Name:	Name:
Title:	Title:
E-mail address:	E-mail address:
Phone:	Phone:

By signature below, I certify I am authorized to represent the institution/agency for the purposes of this transaction.

	VP Admin Svcs.	2/22/2011
(Authorized Signature)	(Title)	(Date)
Rachel Solemsaas	rachel.solemsaas@bellevuecollege.edu	425-564-4250
(Print Authorized Name)	(E-mail address)	(Phone no.)

Any changes to these instructions must be submitted in writing to the Office of the State Treasurer. Please mail this form to the address listed below:

OFFICE OF THE STATE TREASURER  
 LOCAL GOVERNMENT INVESTMENT POOL  
 LEGISLATIVE BUILDING  
 P. O. BOX 40200  
 OLYMPIA WA 98504-0200  
 Fax: 360/902-9044

Date Received: ____ / ____ / ____
Fund Number: _____
Date Updated: ____ / ____ / ____
<i>(For OST ISD use only)</i>

Rev. 05/22/06

**REGULAR MEETING AGENDA ITEM**

**Tab 8**

**June 29, 2011**

Information     Discussion     Action

**Topic**

Student and Visitor Parking Fees

**Description**

Bellevue College requires a sustainable transportation management solution that would expand multi modal access to the campus. 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.

**Key Questions**

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

**Analysis**

The most cost-effective way to improve access to campus, meet 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 toward deferred maintenance of parking lots.

The college already requires a permit for parking; this measure would require students, and most visitors to purchase their permits for a fee on a quarterly basis for students and on a daily basis through meters at the rate of \$2 per day for visitors.

Student Parking Fee:

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

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

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 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 and visitor parking fees as presented.

**Prepared by:** Rachel Solemsaas, VP Administrative Services  
[rachel.solemsaas@bellevuecollege.edu](mailto:rachel.solemsaas@bellevuecollege.edu), 425 564 2446



**REGULAR SESSION AGENDA ITEM**

**Tab 9**

**June 29, 2011**

Information     Discussion     Action

**Topic**

2011-12 Tuition and Fee Schedule

**Description**

The college commits to inform students as expeditiously as possible about tuition changes for fall quarter. The new tuition and fee schedule is being presented for approval. This schedule has been approved by the State Board at its June 22-23, 2011 meeting.

**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 adopted the 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 has approved an average 12 percent increase to tuition rates for resident students by applying a higher rate increase for 11-18 credits. The result is that part-time students will now pay 22 percent more per credit than full-time students rather than the current part-time premium of 25 percent. 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. As of June 10, 2011, the college projects an 18 percent increase in student financial aid awards and student loans, which is a 24 percent and \$4.6 million increase to student aid from the last fiscal year.

### **Background Information**

Attachment 1: 2011-12 Bellevue College Tuition and Fee Schedule

Attachment 2: Yearly Comparison of Financial Aid and Tuition Awards

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII endorses the tuition increases approved by the State Board for Community and Technical Colleges reflected in Attachment 1, 2011-12 Bellevue College Tuition and Fee Schedule.

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

**TUITION AND FEE RATE COMPARISON**

Washington State Community Colleges

12 percent total increase while reducing the part-time premium from 25% to 22%. Non-resident increases by same dollar amount as resident.

		<u>2010-11</u>		<u>2011-12</u>	
		<u>RESIDENTS</u>	<u>NONRESIDENTS</u>	<u>RESIDENTS</u>	<u>NONRESIDENTS</u>
		<i>Assumes 15 Credits per Quarter</i>		<i>Assumes 15 Credits per Quarter</i>	
<b>ANNUAL</b>	Operating Fee	\$2,521.35	\$7,356.00	\$2,849.10	\$7,683.75
	Building Fee	\$292.65	\$693.00	\$330.60	\$730.95
	S & A Fee Maximum	\$321.00	\$321.00	\$362.70	\$362.70
	<b>Total</b>	<b>\$3,135.00</b>	<b>\$8,370.00</b>	<b>\$3,542.40</b>	<b>\$8,777.40</b>
<b>QUARTERLY</b>	Operating Fee	\$840.45	\$2,452.00	\$949.70	\$2,561.25
	Building Fee	\$97.55	\$231.00	\$110.20	\$243.65
	S & A Fee Maximum	\$107.00	\$107.00	\$120.90	\$120.90
	<b>Total</b>	<b>\$1,045.00</b>	<b>\$2,790.00</b>	<b>\$1,180.80</b>	<b>\$2,925.80</b>
<b>PER CREDIT</b>	Operating Fee	\$69.80	\$228.80	\$77.31	\$236.31
	Building Fee	\$8.60	\$21.60	\$9.54	\$22.54
	S & A Fee Maximum	\$8.60	\$8.60	\$9.54	\$9.54
	<b>Total</b>	<b>\$87.00</b>	<b>\$259.00</b>	<b>\$96.39</b>	<b>\$268.39</b>
		<i>Incremental Increase for Each Credit between 11 and 18</i>		<i>Incremental Increase for Each Credit between 11 and 18</i>	
<b>PER CREDIT</b>	Operating Fee	\$28.49	\$32.80	\$35.32	\$39.63
	Building Fee	\$2.31	\$3.00	\$2.96	\$3.65
	S & A Fee Maximum	\$4.20	\$4.20	\$5.10	\$5.10
	<b>Total</b>	<b>\$35.00</b>	<b>\$40.00</b>	<b>\$43.38</b>	<b>\$48.38</b>
<b>EXCESS CREDIT SURCHARGE</b>		<u>19+ Credits</u>		<u>19+ Credits</u>	
	Operating Fee Only	\$78.40	\$250.40	\$86.85	\$258.85

**UNGRADED COURSES - per credit fees - Operating Fees deposited to Fund 149**

		<u>2010-11</u>		<u>2011-12</u>	
		<u>Comments</u>	<u>Per Credit Fee</u>	<u>Comments</u>	<u>Per Credit Fee</u>
<b>Apprenticeship</b>	50% waiver		<b>\$44.00</b>	50% waiver	<b>\$48.00</b>
<i>(Clock hour equivalent)</i>			<i>\$2.89</i>		<i>\$3.16</i>
<b>Parent Ed</b>	85% waiver		<b>\$13.00</b>	85% waiver	<b>\$14.00</b>
<b>ABE, ESL, GED</b>	Colleges may waive the \$25 charge for students who are unable to pay		<b>\$25 per student per quarter</b>	Colleges may waive the \$25 charge for students who are unable to pay	<b>\$25 per student per quarter</b>
<b>Other ungraded courses</b>	College Option			College Option	
<b>OTHER WAIVERS</b>					
<b>Athletic waiver</b>	Maximum for 10-11 is \$261/quarter			Maximum for 11-12 is \$295/quarter	
<b>Other statutory waivers</b>	College Option			College Option	

Technical colleges may increase the 2011-12 operating fee rates by no more than the percentage increase authorized for community colleges by the State Board, or fully adopt the tuition fee charge schedule adopted by the State Board for community colleges, as provided by 2ESHB 1087, Section 604 (4).

Trustees of the technical colleges are authorized in 2ESHB 1087, Section 604(5), to increase building fees by an amount judged reasonable in order to progress toward parity with the building fees charged students attending the community college, for academic years 2011-2012 and 2012-2013. The technical colleges can reach parity with the community college building fee schedule in four years by charging \$4.57 per credit for the first ten credits, \$3.79 per credit for eleven through eighteen credits and no additional building fee for credits over eighteen for the 2011-12 academic year.

Colleges are 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.

## FY 2011-12 Lower Division Tuition Schedule

### Washington State Community Colleges

12 percent total increase reducing the part-time premium from 25% to 22%. Non-resident increases by same \$ as resident.

(Per quarter)

# of Credits	FY2011-12 Resident				FY2011-12 Non-Resident			
	Operating Fees	Building Fees	Maximum S&A Fees	Total Tuition (Operating, Building and Max S&A Fees)	Operating Fees	Building Fees	Maximum S&A Fees	Total Tuition (Operating, Building and Max S&A Fees)
1	\$77.31	\$9.54	\$9.54	<b>\$96.39</b>	\$236.31	\$22.54	\$9.54	<b>\$268.39</b>
2	\$154.62	\$19.08	\$19.08	<b>\$192.78</b>	\$472.62	\$45.08	\$19.08	<b>\$536.78</b>
3	\$231.93	\$28.62	\$28.62	<b>\$289.17</b>	\$708.93	\$67.62	\$28.62	<b>\$805.17</b>
4	\$309.24	\$38.16	\$38.16	<b>\$385.56</b>	\$945.24	\$90.16	\$38.16	<b>\$1,073.56</b>
5	\$386.55	\$47.70	\$47.70	<b>\$481.95</b>	\$1,181.55	\$112.70	\$47.70	<b>\$1,341.95</b>
6	\$463.86	\$57.24	\$57.24	<b>\$578.34</b>	\$1,417.86	\$135.24	\$57.24	<b>\$1,610.34</b>
7	\$541.17	\$66.78	\$66.78	<b>\$674.73</b>	\$1,654.17	\$157.78	\$66.78	<b>\$1,878.73</b>
8	\$618.48	\$76.32	\$76.32	<b>\$771.12</b>	\$1,890.48	\$180.32	\$76.32	<b>\$2,147.12</b>
9	\$695.79	\$85.86	\$85.86	<b>\$867.51</b>	\$2,126.79	\$202.86	\$85.86	<b>\$2,415.51</b>
10	\$773.10	\$95.40	\$95.40	<b>\$963.90</b>	\$2,363.10	\$225.40	\$95.40	<b>\$2,683.90</b>
11	\$808.42	\$98.36	\$100.50	<b>\$1,007.28</b>	\$2,402.73	\$229.05	\$100.50	<b>\$2,732.28</b>
12	\$843.74	\$101.32	\$105.60	<b>\$1,050.66</b>	\$2,442.36	\$232.70	\$105.60	<b>\$2,780.66</b>
13	\$879.06	\$104.28	\$110.70	<b>\$1,094.04</b>	\$2,481.99	\$236.35	\$110.70	<b>\$2,829.04</b>
14	\$914.38	\$107.24	\$115.80	<b>\$1,137.42</b>	\$2,521.62	\$240.00	\$115.80	<b>\$2,877.42</b>
15	\$949.70	\$110.20	\$120.90	<b>\$1,180.80</b>	\$2,561.25	\$243.65	\$120.90	<b>\$2,925.80</b>
16	\$985.02	\$113.16	\$126.00	<b>\$1,224.18</b>	\$2,600.88	\$247.30	\$126.00	<b>\$2,974.18</b>
17	\$1,020.34	\$116.12	\$131.10	<b>\$1,267.56</b>	\$2,640.51	\$250.95	\$131.10	<b>\$3,022.56</b>
18	\$1,055.66	\$119.08	\$136.20	<b>\$1,310.94</b>	\$2,680.14	\$254.60	\$136.20	<b>\$3,070.94</b>
19	\$1,142.51	\$119.08	\$136.20	<b>\$1,397.79</b>	\$2,938.99	\$254.60	\$136.20	<b>\$3,329.79</b>
20	\$1,229.36	\$119.08	\$136.20	<b>\$1,484.64</b>	\$3,197.84	\$254.60	\$136.20	<b>\$3,588.64</b>
21	\$1,316.21	\$119.08	\$136.20	<b>\$1,571.49</b>	\$3,456.69	\$254.60	\$136.20	<b>\$3,847.49</b>
22	\$1,403.06	\$119.08	\$136.20	<b>\$1,658.34</b>	\$3,715.54	\$254.60	\$136.20	<b>\$4,106.34</b>
23	\$1,489.91	\$119.08	\$136.20	<b>\$1,745.19</b>	\$3,974.39	\$254.60	\$136.20	<b>\$4,365.19</b>
24	\$1,576.76	\$119.08	\$136.20	<b>\$1,832.04</b>	\$4,233.24	\$254.60	\$136.20	<b>\$4,624.04</b>
25	\$1,663.61	\$119.08	\$136.20	<b>\$1,918.89</b>	\$4,492.09	\$254.60	\$136.20	<b>\$4,882.89</b>

**FY 2011-12 Upper Division Tuition Schedule for Applied Baccalaureate Degree Programs**

**Washington State Community Colleges**

12 percent across the board increases in the resident operating fee. Non-resident increased by the same \$ amount as resident.

(Per Quarter)

Credits	FY2011-12 Resident			FY2011-12 Nonresident				
	Applied Baccalaureate Operating Fee	CTC Building Fee	CTC Maximum S&A Fee	Applied Baccalaureate Tuition Fees	Applied Baccalaureate Operating Fee	CTC Building Fee	CTC Maximum S&A Fee	Applied Baccalaureate Tuition Fees
1	\$200.26	\$9.54	\$9.54	<b>\$219.34</b>	\$564.26	\$22.54	\$9.54	<b>\$596.34</b>
2	\$400.52	\$19.08	\$19.08	<b>\$438.68</b>	\$1,128.52	\$45.08	\$19.08	<b>\$1,192.68</b>
3	\$600.78	\$28.62	\$28.62	<b>\$658.02</b>	\$1,692.78	\$67.62	\$28.62	<b>\$1,789.02</b>
4	\$801.04	\$38.16	\$38.16	<b>\$877.36</b>	\$2,257.04	\$90.16	\$38.16	<b>\$2,385.36</b>
5	\$1,001.30	\$47.70	\$47.70	<b>\$1,096.70</b>	\$2,821.30	\$112.70	\$47.70	<b>\$2,981.70</b>
6	\$1,201.56	\$57.24	\$57.24	<b>\$1,316.04</b>	\$3,385.56	\$135.24	\$57.24	<b>\$3,578.04</b>
7	\$1,401.82	\$66.78	\$66.78	<b>\$1,535.38</b>	\$3,949.82	\$157.78	\$66.78	<b>\$4,174.38</b>
8	\$1,602.08	\$76.32	\$76.32	<b>\$1,754.72</b>	\$4,514.08	\$180.32	\$76.32	<b>\$4,770.72</b>
9	\$1,802.34	\$85.86	\$85.86	<b>\$1,974.06</b>	\$5,078.34	\$202.86	\$85.86	<b>\$5,367.06</b>
10	\$2,002.60	\$95.40	\$95.40	<b>\$2,193.40</b>	\$5,642.60	\$225.40	\$95.40	<b>\$5,963.40</b>
11	\$2,002.60	\$98.36	\$100.50	<b>\$2,201.46</b>	\$5,642.60	\$229.05	\$100.50	<b>\$5,972.15</b>
12	\$2,002.60	\$101.32	\$105.60	<b>\$2,209.52</b>	\$5,642.60	\$232.70	\$105.60	<b>\$5,980.90</b>
13	\$2,002.60	\$104.28	\$110.70	<b>\$2,217.58</b>	\$5,642.60	\$236.35	\$110.70	<b>\$5,989.65</b>
14	\$2,002.60	\$107.24	\$115.80	<b>\$2,225.64</b>	\$5,642.60	\$240.00	\$115.80	<b>\$5,998.40</b>
15	\$2,002.60	\$110.20	\$120.90	<b>\$2,233.70</b>	\$5,642.60	\$243.65	\$120.90	<b>\$6,007.15</b>
16	\$2,002.60	\$113.16	\$126.00	<b>\$2,241.76</b>	\$5,642.60	\$247.30	\$126.00	<b>\$6,015.90</b>
17	\$2,002.60	\$116.12	\$131.10	<b>\$2,249.82</b>	\$5,642.60	\$250.95	\$131.10	<b>\$6,024.65</b>
18	\$2,002.60	\$119.08	\$136.20	<b>\$2,257.88</b>	\$5,642.60	\$254.60	\$136.20	<b>\$6,033.40</b>
19	\$2,212.40	\$119.08	\$136.20	<b>\$2,467.68</b>	\$6,229.40	\$254.60	\$136.20	<b>\$6,620.20</b>
20	\$2,422.20	\$119.08	\$136.20	<b>\$2,677.48</b>	\$6,816.20	\$254.60	\$136.20	<b>\$7,207.00</b>
21	\$2,632.00	\$119.08	\$136.20	<b>\$2,887.28</b>	\$7,403.00	\$254.60	\$136.20	<b>\$7,793.80</b>
22	\$2,841.80	\$119.08	\$136.20	<b>\$3,097.08</b>	\$7,989.80	\$254.60	\$136.20	<b>\$8,380.60</b>
23	\$3,051.60	\$119.08	\$136.20	<b>\$3,306.88</b>	\$8,576.60	\$254.60	\$136.20	<b>\$8,967.40</b>
24	\$3,261.40	\$119.08	\$136.20	<b>\$3,516.68</b>	\$9,163.40	\$254.60	\$136.20	<b>\$9,554.20</b>
25	\$3,471.20	\$119.08	\$136.20	<b>\$3,726.48</b>	\$9,750.20	\$254.60	\$136.20	<b>\$10,141.00</b>

### Yearly Comparison of Financial Aid and Tuition Awards

PROGRAM TITLE	2008-2009		2009-2010		2010-2011 (June 10, 2011)	
	AMOUNT	COUNT	AMOUNT	COUNT	AMOUNT	COUNT
DIRECT LOANS	-	-	-	-	8,754,129	1,506
SUB/UNSUB/PLUS LOANS	5,073,371	926	7,273,665	1,241	478,665	85
3.5 % FIN'L AID FUND	583,462	553	748,293	684	773,825	1,004
MULTI CLTRL EMGER LN	1,776	4	1,032	3	(1,416)	2
ACADEMIC CMPT GRANT	5,044	13	5,673	9	15,443	18
ATHLETIC SCHOLARSHIP	54,587	95	64,121	90	68,683	94
CAREER CENTER SCHOLA	18,679	82	15,536	65	23,748	95
CHORAL SCHOLARSHIPS	12,455	11	27,519	20	28,079	17
DSHS WORK FIRST	546,936	184	225,371	204	211,689	193
FND MISC SCH	316,463	210	251,292	162	322,811	199
HECB - GEAR UP	3,999	2	4,001	1	-	-
INSTRUM SCHOLARSHIPS	2,117	6	4,473	8	2,900	9
MCS FOUNDATION SCHOLARSHIP			867	6	1,914	18
MISC FOUNDATION SCHS	77,602	56	90,231	68	110,133	87
PASSPORT PROMISE SCHOLARSHIP	6,299	1	25,611	6	10,414	6
PELL GRANT	3,505,904	1,323	6,819,335	2,047	9,216,942	2,673
STATE NEED GRANT	2,072,987	1,322	2,216,651	1,364	2,132,545	1,252
SUPP EDUC'L OPP GRNT	118,067	150	100,669	154	93,242	103
TANF-WF FA	34,369	56	-	-	-	-
WAVE SCHOLARSHIP	11,716	6	4,571	2	5,686	4
WORK RETRN F/A-1021	889,503	642	1,053,225	628	1,216,084	670
WSNG-PILOT PROGRAM	13,321	60	19,442	88	18,385	62
BC READ	3,000	3	2,000	2	2,000	2
OPPORTUNITY GRANT	277,373	145	322,698	211	364,652	221
<b>TOTAL</b>	<b>13,629,030</b>	<b>5,850</b>	<b>19,276,275</b>	<b>7,063</b>	<b>23,850,553</b>	<b>8,320</b>
<b>CHANGE</b>			<b>41%</b>	<b>21%</b>	<b>24%</b>	<b>18%</b>

**REGULAR MEETING AGENDA ITEM**

**Tab 10**

**June 29, 2011**

Information     Discussion     Action

**Topic**

**2011-12 College Budget**

**Description**

The Bellevue College Operating, Enterprise and Ancillary, Associated Student Government, and Financial Aid Budgets for fiscal year 2011-12 and Capital Budgets for 2011-13 are presented to the Board of Trustees for approval. Budgets are presented in summary by type and by funding source. To assist the board in approving the proposed budget, an analysis of the changes in revenues and expenditures comparing the current 2010-11 with the proposed 2011-12 budget and a listing of the 2011-12 contingency fund, operating, ancillary and auxiliary reserve and debt reserves and restricted funds as provided for by Policy 7110 is included in this report.

**Key Questions**

- \*        What is the college's 2011-2012 budgetary plan for all funds?
- \*        Does this plan continue to support the college's mission and long term strategic plan?

The college developed the proposed budgetary plan that supports the college's mission in student success, excellence in teaching and learning, fostering a vibrant college life and culture, and in enriching and engaging its community. The plan continues to diversify and leverage available resources and ensures that the college is responsive and true to its values.

As presented to the board last June 15, 2011, the budget plan includes strategies developed through a collaborative, inclusive and participatory process necessary to meet the reductions in the college's share of the State allocation that was. The budget plan also includes revenue increases from tuition rate increases that will start Fall 2011.

## **HIGHLIGHTS OF THE STATE - BIENNIAL BUDGET**

- The Legislature mandated a reduction of \$2,394,614 in the state funded allocation. In addition, the legislature also mandated a onetime reduction of \$203,827, and a temporary 3 percent compensation reduction of \$819,361. The compensation reduction bill directs the college to implement plans for voluntary and mandatory layoffs OR workforce compensation reductions for the fiscal period 2011-2012. During the second year of the biennial budget or the fiscal period 2012-2013, the classified employees must take the 3 percent reduction while being granted an equivalent temporary reduction leave equal to 5.2 hours per month. Guided by the budget principle that states all employee categories should be included when workload increases and/or salary reductions are considered, the College plans to take the salary reduction to all employee groups.
- The State Board approved a tuition increase of an average of 12 percent for community colleges and for applied baccalaureate degrees. The college is required to contribute tuition revenue for Enterprise Resource Plan (ERP) project that includes \$96,281 for the readiness assessment and an additional 2 percent of operating tuition fees collected in this fiscal period.
- SBCTC continues to reallocate funds based on Student Achievement momentum points earned. The state allocation for the college was reduced by \$41,058.
- The allocation includes reductions in pension funding of \$628,756 related to the TIAA-CREF 6 percent cap and the suspension of PERS Plan 1 COLA. In addition, pension rate increases resulted in an increased allocation of \$270,898.
- The capital funding for the construction of the Health Science Building was delayed in this biennium and it is anticipated to receive funding for the 2013-2015 biennium.

## **BUDGET PROCESS**

- The budget for 2011-12 was developed using budget assumptions that were developed and reviewed with the members of Planning Council, President's Staff and then distributed to the campus.
- Requests for changes to the budget were solicited through the respective vice presidents.
- President's Staff reviewed these requests initially, and they forwarded their recommendations to Planning Council. President's Staff then developed an initial balanced budget.
- Planning Council and President's Staff shared the initial balanced budget with the campus and conducted hearings for comments and questions.
- A preliminary budget proposal was adopted by President's Staff on May 7, 2011.



- This plan results in a reserve for additional future reductions of \$1,112,230. One time temporary increases are also identified and prioritized as part of the process.

## **OPERATING BUDGET:**

The 2011-12 Operating Budget is presented to the Board of Trustees for approval to expend funds during the 2011-12 fiscal year. It contains changes to revenues and expenditures that are described below and shown in Attachment 1.

### **Revenue Changes**

The operating budget contains revenue reductions that total \$1,499,562 from the following funding sources: state operating allocation, local operating funds, local dedicated funds, and grants and contracts. Changes in all of these accounts are identified as well as the changes necessary to arrive at a balanced expenditure plan.

1. State Operating Allocation (Fund 101): State revenue of **\$25,565,207** consists of state general fund resources from the Washington State Legislature allocated to the college through the State Board for Community and Technical Colleges.
  - a. \$29,419,206 Starting base allocation.
  - b. \$< 310,858> Pension plan, workers comp. adjustments;
  - c. \$ < 125,339> Net increase in non-salaried items;
    - i. <\$96,281> ERP Advanced Planning – one-time;
    - ii. \$12,000 Leases & Assessments;
    - iii. <\$41,058> Decrease student achievement initiative to be distributed based on achievement points.
  - d. \$<2,394,614> FY 2011 operation base reduction.
  - e. \$< 203,827> One-Time reduction
  - f. \$< 819,361> FY 2011 Compensation Reduction - Temporary
2. Local Operating (Fund 149): The budget plan reflects local spending authority request of **\$20,853,521** which includes;
  - a. \$20,049,800 Estimated tuition, which includes a 12 percent for community colleges and applied baccalaureate degrees net of the college's share for ERP.
  - b. \$ 50,000 Operating interest income.
  - c. \$ 618,021 Fund-balance from 10-11 for one time only expenses. See Attachment 2
  - d. \$ 135,700 SBCTC ESL adult basic education grants.

3. Local Dedicated (Fund 148): The **\$13,961,684** budget amount represents the most current revenue estimates for self-support activities, including continuing education, international programs, excess enrollment and various lab and special fee accounts. The decrease of \$367,750 consists of reallocation of Distance Education fees to support the operating budget.
4. Grants and Contracts (Fund 145): The **\$13,671,347** budget amount reflects estimates for state-restricted grants, federal awards, and other contractual activities, which is increased by \$424,704. The grant and contract budgets are based on estimates and additionally do not include carryover grant balances that were received during the 2010-11 fiscal year. These changes will be reported to the Board in the quarterly financial reports.

### **Expenditure Changes**

The current balanced budget plan for the 2011-12 operating budget contains a reduction in expenditures. Initial changes were presented to the Board of Trustees in June and subsequently revised to reflect feedback from budget hearings and information received from the State Board. The budget contains:

- New on-going obligations of \$ 218,328; Attachment 2
- One-time only obligations and program enhancements of \$618,021; Attachment 2

### **PROPRIETARY FUNDS:**

The 2011-12 Enterprise and Ancillary Fund budgets are being presented to the Board of Trustees for approval to expend these funds during the 2011-12 fiscal year. These are all self-support activities accounted for in different funds.

1. Stores (Fund 440): **\$350,000** The Stores fund is an internal service fund from which departments buy office supplies and are recharged for these costs. No change in activity is anticipated for 2011-12.
2. Computer Services (Fund 443): **\$410,000** Computer Services fund is an internal service fund where the college accounts for funds recharged from the general fund and distance education for specific computer related expenses. These commitments are reduced by \$57,246 due to redirection of Distance Education funds.
3. Printing Services (Fund 448): **\$1,058,747** Printing Services projected revenues are estimated to decrease by \$34,377 over last year's initial budget plan, which reflects sustainability and efficiency efforts.
4. Motor Pool (Fund 460): **\$16,000** No change in accounting activity is anticipated for the use of the college motor pool vehicles.

5. Bookstore (Fund 524): \$4,746,110 Revenue is expected to decrease by \$570,045 due to planned transition to commission based sales and expected savings in expenditures anticipates a net income of \$320,650.
6. Parking (Fund 528): \$2,053,297 The parking fund budget is comprised of the student parking garage fees, commuter reduction cost for staff and students, general student parking fees, and parking fines. The net parking revenues are anticipated to increase \$174,427 due to an increase in bus pass cost.
7. Food Service (Fund 569): \$1,476,576 Revenue is expected to increase by \$72,214; Food service is planning to break even with increases in revenues from catering services and the Early Childhood Learning Center (child care).
8. Misc. Auxiliary Enterprises (Fund 570): \$3,299,126 This category is comprised of a variety of other budgeted self-funded enterprise activities. The proposed decrease of \$37,760 reflects a discontinuation of NWCET enterprise budget and KBCS adjustment for reduction of contributions.

### **ASSOCIATED STUDENT GOVERNMENT SERVICES AND ACTIVITIES FEES FUND**

The 2011-12 budget plan for the Associated Students is being presented for approval by the Vice President of Student Services as a separate agenda item. A complete accounting will be covered during the presentation of the Associated Students budget. A general overview reported an increase of \$57,095 and is reflected in this section.

### **FINANCIAL AID FUNDS**

The Financial Aid Funds budgets include financial aid awards to the college from state and federal financial aid programs.

1. Grants in Aid (Fund 846): \$9,205,800 This fund includes scholarships, State Equal Opportunity Grants (SEOG), Pell Grants and State Need Grants. An increase of \$145,000 reflects the current level of 2010-11 Pell grant awards.
2. Student Loans (Fund 849): \$7,000,000 The budget includes Direct student loan funds. This budget is reflecting a decrease of \$3,400,000 due to discontinued USA Group Loans.
3. Financial Aid 3.5% Funds (Fund 860): \$800,000 This fund reflects the increase of \$50,000 to meet the requirement to set aside 3.5% of tuition collections earmarked for financial aid.

### **CAPITAL PROJECTS BUDGET**

The 2011-13 biennial Capital Projects Budget is being presented to the Board of Trustees for approval. The capital projects budget is supported by state appropriations and local

capital funds. The budget includes updated amounts for projects from 2010-11 that will be completed during this biennium; it also includes new or revised projects for 2011-12 that were approved by the legislature along with local capital projects for changes and improvements on the campus.

1. State Appropriations: The state appropriated capital projects budget for 2011-13 of \$3,491,323 reflects a decrease in the biennial capital budget.
  - a. \$ 293,050 Health Sciences Building Design
  - b. \$ 54,473 Site Repairs "A" 2009-11
  - c. \$ 320,195 Site Repairs "A" 2011-13
  - d. \$ 1,180,600 Maintenance and Operating Shift to Capital
  - e. \$ 19,000 Minor Works – Preservation (RMI) 2009-11
  - f. \$ 734,500 Minor Improvements Program 2010-11
  - g. \$ 532,700 Minor Works – Preservation (RMI)
  - h. \$ 356,805 Facility Repair A
2. Local Capital: The local capital budget of \$22,095,879 reflects:
  - a. \$ 902,272 Replacement for North Campus.
  - b. \$ 2,500,000 T Building – Allied Health Building
  - c. \$ 100,000 Misc Local capital projects
  - d. \$ 1,200,000 Sunset House Reserve
  - e. \$ 11,724,004 East Campus Development
  - f. \$ 1,479,603 IBIT (Business Div. Re-org)
  - g. \$ 190,000 TLC/TRC (Teaching & Learning Ctr.)
  - h. \$ 4,000,000 B building phase remodel (including bookstore remodel)

### **CONTINGENCY AND RESERVE FUND PER POLICY 7110**

- Contingency Fund \$1,478,902 is budgeted at 3% of the state and local operating budgeted expenditures.
- Operating Reserve \$7,434,567 is set at 15% of local operating, dedicated local fund, and grant & contracts budgeted expenditures.
- Ancillary & Auxiliary Reserve \$2,398,202 is set at 15% of each fund including stores, computer services, printing, motor pool, associated student accounts, bookstore, parking, food service and other auxiliary enterprises.

- An amount of \$3,720,049 has been established as a debt service reserve for the certification of participation (COP) issued for the Parking Garage construction. The reserve represents payment amount to retire the operating budget's share of the COP.
- Grants and contract, dedicated class fees and special projects represent \$9,757,617 of restricted fund reserves that are designated for its specific purpose.

### **Background Information**

Attachment 1: Resolution 299: Adoption of the 2011-12 College Budget

Attachment 2: 2011-12 College Budget Revenue/Expenditure Report and Reserve, Restricted and Committed Funds Report, includes comparison to initial 2010-11 college budget.

Attachment 3: 2011-12 On-Going Budget Obligations, One-Time Funding, and Self-Support Program Funding list.

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII hereby approves Resolution 299 adopting the 2011-12 College Budget Plan.

**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. 299**

**COLLEGE BUDGET 2011-12**

WHEREAS, the Washington State Legislature and the State Board for Community and Technical Colleges have approved the Bellevue Community College state allocation for fiscal year 2011-12, and

WHEREAS, The Board of Trustees under WAC 132H-106-010 has the duty of approved budgets and has delegated to the President in Resolution 277 the authority to carry out the administration and operation for the College, and further in Resolution 4 the Board sets out the responsibilities of the President including planning and budgeting, and

WHEREAS, the College at the direction of the President has developed a balanced budget plan for 2011-12, and

WHEREAS, the Planning Council, which includes faculty staff, students and administrators has met to solicit and process ideas from the College for budget changes, and

WHEREAS, the College Community has deliberated the budget plan through the Planning Council, President's Staff, public hearings and solicitation of campus feedback, and

WHEREAS, the 2011-12 budget decisions were made using guiding principles that included furtherance of the College's strategic initiatives and efforts, and

WHEREAS, the budgets and reserves, and restricted funds submitted in this document will be updated and reported to the Board of Trustees on a quarterly basis to include allocation amendments received from the State Board of Community and Technical Colleges, distribution of income and expenses appropriated by the Legislature, unanticipated budgetary changes resulting from executive orders and/or other policy and operational changes, and

WHEREAS, the Board of Trustees has reviewed the proposed budget and proposed budget balancing plan for 2011-12,

NOW THEREFORE BE IT RESOLVED that the Board of Trustees does hereby adopt the fiscal year 2011-12 Bellevue College Budget as follows:

2011-12 Annual Budget	
Operating Funds	\$ 74,051,759
Enterprise and Ancillary Funds	13,409,856
ASG Service and Activities Fees	2,578,159
Financial Aid Funds	<u>17,005,800</u>
Subtotal 2011-12 Annual Budget	\$107,045,574
2011-13 Biennium Capital Budget	<u>\$ 25,587,202</u>
Total Budget	<u>\$132,632,776</u>
Reserve Funds	
Contingency Fund	\$ 1,478,902
Operating Reserve	\$ 7,434,567
Ancillary & Auxiliary Reserve	<u>\$ 2,398,202</u>
Total 2010-11 Reserve Funds	<u>\$ 11,311,671</u>

PASSED, THIS 29<sup>TH</sup> 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

**COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE COLLEGE  
Bellevue, Washington**

**2011-12 COLLEGE BUDGET**

**Revenue/Expenditure Plan by Fund  
Includes comparison to initial 2010-11 college budget**

	2010-11 INITIAL BUDGET	Increase/ (Decrease)	2011-12 INITIAL BUDGET
<b>OPERATING FUND:</b>			
STATE ALLOCATION - 101	\$30,947,938	-\$5,382,731	\$25,565,207
LOCAL OPERATING - 149	\$18,104,536	\$2,748,985	\$20,853,521
DEDICATED LOCAL FUND - 148	\$14,329,434	-\$367,750	\$13,961,684
GRANTS & CONTRACTS - 145	\$13,246,643	\$424,704	\$13,671,347
<b>TOTAL OPERATING FUNDS:</b>	<b>\$76,628,551</b>	<b>-\$2,576,792</b>	<b>\$74,051,759</b>
<b>PROPRIETARY FUNDS:</b>			
STORES FUND - 440	350,000	\$0	350,000
COMPUTER SERVICE FUND - 443	467,246	-\$57,246	410,000
PRINTING FUND - 448	1,093,124	-\$34,377	1,058,747
MOTOR POOL - 460	16,000	\$0	16,000
ASSOCIATED STUDENTS - 522	2,521,064	\$57,095	2,578,159
BOOKSTORE - 524	5,316,155	-\$570,045	4,746,110
PARKING - 528	1,878,870	\$174,427	2,053,297
FOOD SERVICES - 569	1,404,362	\$72,214	1,476,576
OTHER AUXILIARY ENTERPRISES - 570	3,336,886	-\$37,760	3,299,126
<b>TOTAL PROPRIETARY FUNDS:</b>	<b>\$16,383,707</b>	<b>-\$395,692</b>	<b>\$15,988,015</b>
<b>FIDUCIARY FUNDS:</b>			
GRANTS IN AID - 846	9,060,800	\$145,000	9,205,800
STUDENT LOAN - 849	10,400,000	-\$3,400,000	7,000,000
FINANCIAL AID FUND - 860	750,000	\$50,000	800,000
AGENCY - 840	0	\$0	0
ENDOWMENT LOCAL REVENUE - 859	0	\$0	0
<b>TOTAL FIDUCIARY FUNDS:</b>	<b>\$20,210,800</b>	<b>-\$3,205,000</b>	<b>\$17,005,800</b>
<b>TOTAL ANNUAL REVENUE:</b>	<b>\$113,223,058</b>	<b>-\$6,177,484</b>	<b>\$107,045,574</b>
<b>CAPITAL PROJECTS: 2009-2011</b>			
STATE APPROPRIATIONS	6,395,500	-\$2,904,177	3,491,323
LOCAL CAPITAL FUND	27,001,884	-\$4,906,005	22,095,879
<b>TOTAL CAPITAL PROJECTS FUNDS:</b>	<b>\$33,397,384</b>	<b>-\$7,810,182</b>	<b>\$25,587,202</b>
<b>GRAND TOTAL ALL REVENUE FUNDS :</b>	<b>\$146,620,442</b>	<b>-\$13,987,666</b>	<b>\$132,632,776</b>

<b>2011-12 COLLEGE RESERVE REPORT</b>	
	Reserve
<b>RESERVE PER POLICY 7110</b>	
Contingency Fund 3%	\$1,478,902
Operating Reserve 15%	\$7,434,567
Ancillary & Auxiliary Reserve 15%	\$2,398,202
<b>TOTAL RESERVE</b>	<b>\$11,311,671</b>
<b>DEBT RESERVE FUNDS</b>	
Parking Garage Debt	\$3,720,049
<b>RESTRICTED FUNDS</b>	
Lab Fees & Special Projects	\$7,657,671
Grants and Contracts	\$1,049,973
Subtotal	\$8,707,644
<b>TOTAL RESERVED AND RESTRICTED</b>	<b>\$12,427,693</b>



<b>2011-2012 ON GOING BUDGET OBLIGATIONS</b>			
<b>Budget #</b>	<b>Organizational Unit</b>	<b>Description</b>	<b>Obligation</b>
149.011.1A03	Instruction	Tenure Promotions \$18,930/\$3,407 B	\$22,337
149.011.1A08	HR	PT Faculty Advancement to Senior Rate	\$49,725
149.081.1B90	Human Resources	Increments & Reclassification (Classified & Exempt)	\$54,394
149.091.1Q50	Administrative Services	Utilities Increase	\$47,371
149.011.1D2T	Instruction	Health Professions 50% Administrative Cost of	\$37,281
149.084.1P40	Administrative Services	Software Annual Maintenance & Support	\$7,220
		<b>Total On-Going Obligations</b>	<b>\$218,328</b>
<b>2011-12 One-Time Only Request</b>			
<b>Budget #</b>	<b>Organizational Unit</b>	<b>Description</b>	<b>Amount One Time</b>
149.011.1A10	Instruction	Faculty Robes	\$4,500
149.011.1A94	Instruction	Sabbaticals (3 estimated)	\$42,988
149.083.1R1X	Information Resour	Computer replacement budget	\$100,000
149.051.1R08	Information Resources	Projector replacements (23)	\$34,500
149.051.1R08	Information Resources	DocumCams replacements (20)	\$26,280
149.011.1Q6X	Administrative Serv	Classroom Furniture Replacement	\$100,000
149.061.1P1X	Administrative Serv	Higher One Fin Aid	\$33,000
149.081.1P00	Administrative Serv	Hourly Admin. Asst. to help with Public Records	\$15,147
149.061.1K1X	Student Service	Behavioral Intervention Team	\$20,000
149.061.1K20	Student Service	Academic Advising Continued from 10-11 Hourly help to meet demand	\$16,106
149.011.1E35	Instruction	Academic Tutors - Continued Hourly to meet demand	\$25,000
149.061.1K70	Student Service	Evaluations - hourly support	\$20,000
149.011.1A65	Instruction	Faculty Commons	\$75,000
149.011.1A65	Instruction	Contractual (Distance Ed) Buyout	\$35,000
149.083.1Y1X	Administrative Serv	Employee Parking Fee Subsidy	\$70,500
		<b>Total One-Time Operating Budgets</b>	<b>\$618,021</b>
<b>2011-12 SELF-SUPPORT PROGRAM FUNDING</b>			
<b>Budget #</b>	<b>Organizational Unit</b>	<b>Description</b>	<b>Amount One Time</b>
148.061.1N70	Student Services	Client/Agent contiuned Enrollment growth/1195	\$17,780
148.063.1N40	Student Services	Admissions/Registration continued Enrollment growth hourly phone support/1148	\$36,565
145.161.1V03	High School Programs	Running Start FYE Orientation/1V13	\$24,000
		<b>Total Self Support/Enrollment Growth</b>	<b>\$78,345</b>

**REGULAR MEETING AGENDA ITEM**

**Tab 11**

**June 29, 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 Stoynov\* - 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.

**Prepared by:** Dr. Tom Pritchard, Vice President of Student Services  
thomas.pritchard@bellevuecollege.edu, 425-564-2206

COMMUNITY COLLEGE DISTRICT VIII  
Bellevue Community College  
Bellevue, Washington

**2011-12 ASG SERVICES AND ACTIVITIES FEE BUDGET**

**Revenue**

	<b>Initial Budgeted Revenue</b>
<b><u>LOCAL FUNDS:</u></b>	
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	<u>15,000</u>
<b>TOTAL LOCAL FUNDS</b>	<b>\$ 2,446,356</b>
<b>TOTAL AVAILABLE FOR EXPENDITURE</b>	<b>\$ <u><u>2,446,356</u></u></b>

## 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	
<b>TOTAL</b>		<b>1,762,021</b>	<b>41,855</b>		<b>1,749,256</b>

**REGULAR MEETING AGENDA ITEM**

**Tab 12**

**June 29, 2011**

Information     Discussion     Action

**Topic**

Commendation for Bellevue College President

**Description**

The Bellevue College Board of Trustees wishes to honor Bellevue College President Jean Floten as she retires after more than twenty-two years of service to the college and the state.

**Key Questions**

- \* What would be a fitting way to recognize the dedication and accomplishments of Bellevue College President Jean Floten as she prepares to retire after more than twenty-two years of service?

**Analysis**

Given that President Floten has put her heart and soul into the ongoing development and improvement of Bellevue College, leading the institution to become the premier community college in the State of Washington, it would be appropriate to name a building at the heart of campus in honor of her twenty-two years of dedicated service and exceptional achievements.

**Background Information**

Attachment 1: Commendation for Jean Floten

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII hereby adopts Resolution 300: Commendation of Jean Floten, for her commitment and dedication to the improvement of educational access in the State of Washington, and naming the Jean Sarto Floten Student Union in her honor.

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

**COMMUNITY COLLEGE DISTRICT VIII  
Bellevue College  
Bellevue, Washington**

**RESOLUTION NO. 300**

**COMMENDATION FOR JEAN FLOTEN**

WHEREAS, JEAN FLOTEN has faithfully served as President of Bellevue College for over twenty-two years, helping create a student-centered, comprehensive and innovative college that is committed to teaching excellence, advancing the life-long educational development of its students, and strengthening the economic, social and cultural life of its diverse community; and

WHEREAS, Jean has consistently proven her ability to move the college forward in great strides, providing the vision for grand possibilities and inspiring the college community to bring these goals to fruition; and

WHEREAS, under Jean's leadership and guidance, the college has experienced tremendous growth in academic offerings, total enrollment, and physical capacity, providing access for a greater number of students to pursue a wider variety of certificates and degrees; and

WHEREAS, Jean is a staunch supporter of pluralism and the college's Affirmation of Inclusion, believing that widespread access to excellent postsecondary education is the cornerstone of a democratic society, and

WHEREAS, Jean has forged numerous partnerships within the community, serving as a thought leader and acting as a catalyst and collaborator for a vibrant region; and

WHEREAS, Jean has been a strong advocate for higher education in the legislature and the community, widely respected as a reliable resource for elected officials and business leaders who seek to promote an educated populace; and

WHEREAS, Jean was a driving force behind the successful effort to gain authority from the Washington State Legislature for community and technical colleges to grant applied baccalaureate degrees; and

WHEREAS, Jean led the college in achieving accreditation as a four-year degree granting institution, successfully transitioning from a traditional two-year community college into a visionary hybrid model while expanding Bellevue College's ability to serve the needs of the community; and



WHEREAS, Jean has proven her dedication to the college on countless occasions, putting her heart and soul into every effort to make Bellevue College the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby commends Jean Floten for her commitment and dedication to the improvement of educational access in the State of Washington; and

BE IT FURTHER RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII, in honor of the momentous service provided by Jean Floten during the twenty-two years of her tenure as President of Bellevue College, hereby names the Bellevue College student union the Jean Sarto Floten Student Union.

PASSED, THIS 29<sup>TH</sup> 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