

BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE, WASHINGTON

A special meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, November 20, 2009. The business session will begin at 2:00 p.m. at the Mercer Slough Environmental Education Center, 1625 118th Avenue SE, Bellevue, Washington. Steve Miller, Chair, will preside.

AGENDA

BREAKFAST – 8:30 AM

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

I. STUDY SESSION – 9:00 AM

Board Self Evaluation	Steve Miller	Tab 1
Board Committee Assignments and Meeting Times	Steve Miller	Tab 2
Four Year Degree Planning	Jean Floten	Tab 3

II. EXECUTIVE SESSION and LUNCH– 11:30 AM

There will be an executive session for 90 minutes to review collective bargaining sessions with an employee organization and to discuss the selection of a site or the purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price.

III. STUDY SESSION (Continued) – 1:00 PM

FY09 Achievement Report	Jean Floten	Tab 4
FY10 Strategic Planning	Jean Floten	Tab 5
Study Session Planning / Major Questions	VPs/Deans	Tab 6

IV. BUSINESS SESSION – 2:00 PM

V. INTRODUCTIONS

VI. ROLL CALL

VII. CONSENT AGENDA

October 12, 2009 Special Board Meeting Minutes	Lucinda Taylor	Tab 7
October 14, 2009 Board Meeting Minutes	Lucinda Taylor	Tab 8

VIII. FUTURE ACTION ITEMS – 2:10 PM

Reserve and Contingency Fund Policy	Rachel Solemsaas	Tab 9
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IX. INFORMATION ITEMS – 2:20 PM

Budget Planning Update	Rachel Solemsaas	Tab 10
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X. ADJOURNMENT – 2:30 PM

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

**SPECIAL MEETING AGENDA ITEM**

**November 20, 2009**

**Tab 1**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

2008-09 Board of Trustees Self Evaluation

**Description**

The board will review the self evaluation summary compiled from individual evaluations.

**Key Questions**

- \* Is the board meeting it's goals in the following categories: Board organization and leadership; Policy role and direction; Community relations; Standards for college operation; and Advocating for the college?
- \* What are the board's major strengths?
- \* What are the major accomplishments of the past year?
- \* What are areas in which the board could improve?
- \* What goals should the board have for the coming year?

**Analysis**

The board is generally in agreement that goals are being met.

**Background Information**

Attachment 1: 2008-09 Board of Trustees Self Evaluation Summary

**Recommendation/Outcomes**

The board should discuss the self evaluation results and establish goals for the coming year.

**Prepared by:** Lucinda Taylor, Exec Asst to the President and Sec to the Board of Trustees  
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**2008-09**  
**Board of Trustees Self-Evaluation**  
**Summary**

The Board of Trustees	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
<i>Board Organization &amp; Leadership</i>					
The board operates as a unit; members work together as a team to accomplish the work of the board.				X X X	X X
The board has a clear description of board roles and responsibilities and adheres to these.				X X X X	X
Board members treat one another with respect				X	X X X X
Board members represent board policy in responding to public and employee questions.			X	X X	X X
Board meetings are conducted in an orderly, efficient manner that allows for sufficient discussion.				X	X X X X
Meeting agenda items contain sufficient background information and recommendations for the board, and are relevant to the work of the board.				X X	X X X
<i>Policy Role &amp; Direction</i>					
The board understands its policy function and has clarified the difference between its policy role and the roles of the president and staff.				X X X	X X
The board, through the president, seeks advice and recommendations from faculty, staff, and students in developing educational policy.			X	X X	X X
The board is appropriately involved in defining the vision, mission and goals.				X	X X X X
The board bases its decisions in terms of what is best for students and the community.				X X	X X X
The board is involved in setting expectations for broad student learning outcomes.			X	X	X X X
The board is appropriately involved in the planning process and is familiar with the general strategic and master plans of the institution.				X X	X X X

The Board of Trustees	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
<i>Community Relations</i>					
The board is committed to protecting the public interest.				X X	X X X
The board is knowledgeable about community and regional needs and expectations.				X X	X X X
The board assists in developing educational partnerships with community agencies, businesses, and local governments where appropriate.			X	X X X	X
<i>Standards for College Operation</i>					
The board is knowledgeable about the educational programs and services of the college.				X X	X X X
The board understands the budget document, and assures that the budget reflects the mission and goals and priorities of the college.				X X X	X X
The board has policies that require fair and equitable employment processes.				X X X X	X
The board monitors the effectiveness of the college in fulfilling its mission.				X X X	X X
<i>Advocating the College</i>					
Board members actively support the mission and values of the college.				X X	X X X
The board advocates college interests to local, state, and national agencies and legislators.			X	X	X X X
The board participates actively with the SBCTC and other community colleges in securing improved state and federal support			X X	X	X X
Board members participate in community activities as representatives of the college.				X X	X X X

## **Board of Trustees Self-Evaluation**

### **Open-Ended Questions**

#### **1. What are the board's greatest strengths?**

- a. Diversity, including ethnic, gender and skill sets \* Diversity of members' experiences  
\* Diversity of the Board
- b. Commitment to education \* Interest in serving the best interest of the college
- c. Respect for each other \* Ability to work well with one another
- d. Willingness to hear divergent points of view \* Respect for the differing opinions
- e. Respect for the President \* Good partnership with Pres. Floten
- f. Quality of the members \* Intelligence Level of the Board
- g. Ability to ask the right questions
- h. Understanding the budget
- i. Representation of various community interests

#### **2. What are the major accomplishments of the past year?**

- a. Opening a state of the art science building \* Opening the science building \* Science building
- b. Gaining additional bachelor's authority \* Small success on 4 year degree front \* Baccalaureate Degree
- c. Dealing with the budget cuts \* Serving more students with less
- d. Continuing the student success initiative
- e. Campaign for Student Success
- f. Efforts to improve campus climate
- g. Successful collective bargaining
- h. Promotion of good relationship with faculty
- i. Progress on accreditation
- j. More participation by the Board in college events
- k. Friendly board environment

**3. What are areas in which the board could improve?**

- a. More participation in College events and activities \* I would like to see the board be more engaged as a whole \* Be more connected \* More participation in College Events
- b. Information flow and communication on challenging issues \* More communication between board members in advance \* Better planning for upcoming issues \* Follow guidelines and work through the President on issues and not contact the staff directly with questions
- c. Utilizing board members' expertise \* Participate more in the "business" of the College where skill sets are appropriate \* More participation by all Board members on budget issues
- d. Gathering information from more than one source
- e. Serve as advocates for the College in the community

**4. What goals should the board have for the coming year? Please identify your top two (2) priorities for the board.**

- a. Student success \* Developing and timely appropriate indicators for student success
- b. A realistic look at succession planning \* Succession planning
- c. Continue seeking more authority for 4 year degrees \* More Baccalaureate degrees
- d. Attend more events on campus \* More participation by Board members in Campus events
- e. Financial planning and strategic direction for the future
- f. Moving forward on accreditation
- g. Complete campaign for student success
- h. New board member

## **SPECIAL MEETING AGENDA ITEM**

**Tab 2**

**Date**

☐ Information    ☒ Discussion    ☐ Action

### **Topic**

Board Committee/Liaison Assignments

### **Description**

There are necessary roles that need to be filled by members of the board, such as representation on the TACTC Board of Directors or TACTC Legislative Committee. In addition, trustees have traditionally been assigned to serve as liaisons or advisors in various capacities, such as the liaison to the BC Foundation Board or in an advisory capacity on capital and campus planning. The assignments for the 2008-09 academic year are listed below.

<b>Assignment</b>	<b>2008-09</b>
Accreditation	Lee Kraft
ACCT	Lee Kraft
Capital/New Campus Planning	Paul Chiles
Economic Development	Vijay Vashee
Foundation/Campaign	Vicki Orrico
Long Range Finance/Resource Planning	Steve Miller
Strategic Plan Review	All
TACTC Board of Directors	Paul Chiles
TACTC Legislative Committee	Steve Miller
College Events	All

### **Key Questions**

- \* Is the existing role still valid and necessary, constituting the highest and best use of trustee time?
- \* Is the role appropriate to a board charged primarily with policy oversight?
- \* Are there additional roles that should be considered given the current needs of the college and the community?

<p>* For those roles that are deemed necessary, which trustee(s) should fill the role for the 2009-10 academic year?</p>
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### **Analysis**

The accreditation liaison was added as a liaison for the 2009 accreditation process. This process is now drawing to a close. The board will need to decide if this position should continue as we move into the new accreditation process with more frequent reporting and site visits, but with lower impact anticipated from each report/visit instance.

The ACCT liaison should be someone interested in keeping up with the opportunities and challenges facing community college trustees at a national level.

The BC Foundation is currently in the middle of a \$7M campaign and the liaison should be prepared to assist in this effort as much as possible.

Strategic planning will be presented to the board as a whole for review and input. This position could be deleted.

### **Recommendation/Outcomes**

Board assignments have been carefully evaluated and trustees are assigned various commitments as deemed necessary to meet the needs of the board, the college and the community.

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

**November 20, 2009**

**Tab 3**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

Four Year Degree Planning

**Description**

The purpose of this discussion is to provide an update of the System Design Task Force, visits with key statewide educational leaders and legislators, HECB action, budget forecasts, and other relevant information about delivery of four year degrees in the state, in order to develop a go-forward strategy for Bellevue College.

**Key Questions**

- \* What are the next steps in moving forward on BC's goal to add more four-year service to students in our region?
- \* What should the goals of our efforts be?

**Analysis**

The college has made considerable strides in influencing the System Design task force to include applied baccalaureates. Now, our attention must be moved to developing short-term goals for the legislative process, identifying appropriate strategies, roles for board members, involvement of the Chamber and other key constituencies.

Budget issues and the Mission Study of the SBCTC also will play a pivotal role in these discussions.

**Background Information**

Link to the HECB System Design Plan Website:

<http://www.hecb.wa.gov/research/issues/SystemDesignStudy.asp>

Link to the HECB System Design Plan Outline Document:

[http://www.hecb.wa.gov/research/issues/documents/DiscussionOutlineSystemDesign10\\_23\\_09.pdf](http://www.hecb.wa.gov/research/issues/documents/DiscussionOutlineSystemDesign10_23_09.pdf)

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII agrees on goals and a course of actions to guide legislative and constituent work.

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**SPECIAL MEETING AGENDA ITEM**

**November 20, 2009**

**Tab 4**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

FY09 Achievement Report

**Description**

Bellevue College leadership meets for an annual retreat prior to the start of fall quarter to determine institutional priorities and set goals for the year. Priorities and goals are further refined with feedback from constituency groups and are presented to the board at its annual fall retreat. Progress is reported in the fall of the following academic year.

**Key Questions**

- \* Did Bellevue College make significant progress in achieving the goals set for the prior year?
- \* For activities still in progress, are actions planned for the current year appropriate to continuing making significant progress?

**Analysis**

Bellevue College has made significant progress toward achieving goals set for the 2008-09 academic year.

**Background Information**

Attachment 1 – 2008-09 Strategic Priorities Progress Report details progress made toward specific goals identified as strategic priorities for the year.

Attachment 2 – Major Activities toward College Goals 2008-09 details progress on all goals for the year, including those identified as priorities.

**Recommendation/Outcomes**

The board will be familiar with the goals and activities supporting progress to goals for 2008-09. President's Staff members will be available to answer questions.

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# **2008-09 Strategic Planning Priorities**

Revised October 8, 2008

## **STUDENT SUCCESS**

- Create, support and measure the effectiveness of opportunities for student engagement (Jim Bennett)
- Improve student success in developmental math in terms of retention and progression into college level work (Peter Maphumulo)
- Expand Career Pathways (Paula Boyum)
- Improve educational planning (Tom Pritchard)
- Focus on retaining more students through 30 credits (Tom Pritchard)
- Develop increased opportunities for students to continue to access higher education (Peter Maphumulo)

## **ACCREDITATION**

- Complete a high quality self-study that leads to accreditation (Peter Maphumulo)

## **COMMUNITY BUILDING**

- Develop and implement training for all employee groups that advances cultural competence, understanding the student population, workplace requirements, leadership development, better business processes and technology training (Bea Hughes)
- Develop and implement a new structure and organization for globalism (Peter Maphumulo)
- Develop and implement an agreed upon plan and goals for a Teaching and Learning Institute (Peter Maphumulo)
- Leverage collaborative tools and technology to improve communication across campus units (Mike Talbott)
- Engage campus community in sustainability initiatives (Laura Saunders)
- Expand baccalaureate capacity (Jean Floten).

## **BUSINESS PROCESS IMPROVEMENT**

- Improve workflow
  - HR systems (Bea Hughes)
  - Event planning (Laura Saunders)
- Improve Online services
  - Implement SPOL – integrated planning tool with KPIs (Laura Saunders)
  - Implement a management data cube/staging area with training for selected staff to allow conversion and new programs for management use (replacing existing data express routines) (Mike Talbott)

## **ADVANCEMENT CAMPAIGN**

- Meet campaign goals (Gaynor Hills)
  - Fundraising
  - Volunteer Recruitment
  - Marketing and Messaging
  - Stewardship

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

- ***Create, support and measure the effectiveness of opportunities for student engagement (Equity and Pluralism)***

#### **Activity: Expand Classroom Learning Communities**

Description: Expand Classroom Learning Communities opportunities by focusing on classroom environment as means to engage individual students by building bridges to campus communities; student –to-student, student-to-faculty, and student-to-materials/curriculum.

Findings: In order to expand opportunities for students to engage more faculty learning communities must be trained/developed. It was decided to focus efforts on the recruitment of additional faculty and to determine the most efficient manner to provide professional development to assist those faculty to perfect the skill set that would allow for the development of more course offerings utilizing learning community methodology.

Analysis: The learning opportunities for students to engage in this instructional methodology will remain limited without addressing the development needs of faculty required to develop functioning faculty learning communities. This has been further demonstrated in work done specifically with developmental/basic skills faculty who have formed a very effective faculty learning community over the past year.

Proposed Work for Next Year: Continue to recruit faculty to participate and to make available the professional development/training that is being developed by an interdisciplinary faculty team who participated in a regional learning communities curriculum development workshop last spring. They have proposed and we have accepted a linked course model to offer other faculty for academic year '09-'10.

#### **Activity: Develop Comprehensive Communication Vehicles**

Description: Provide more comprehensive inclusion and pluralism communication from the Office of Equity and Pluralism in order to provide an outlet for the many voices of our community through both a functioning website and a quarterly newsletter.

Findings: Both the website, spring 08, and the newsletter , spring 09, have addressed some of the communication issues that we face institutionally regarding pluralism and inclusion. The website is updated weekly and provides a dynamic communication device that promotes currency and “real time” communication flexibility for the myriad of activities, classes, and training opportunities associated with our efforts. The newsletter launched this past spring allows for more in-depth focus on any number of issues pertinent to our institutional dialogue and problem solving..

Analysis: Both methodologies have been positively received but are passive communication concepts that do not provide for interactive communication. Inclusive excellence calls for opportunities to seek and to utilize input from all quarters of the community, so we need to continue to develop and offer other methods to augment the website and newsletter.

Proposed Work for Next Year: We are researching and developing a blog that will assist us in becoming more interactive regarding our communication responsibilities.

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

- ***Improve student success in developmental math in terms of retention and progression into college level work (Instruction)***

#### Activity: Early Intervention Project

Description: Faculty teaching some sections of developmental math were matched up with a counselor so that students who were struggling early in the quarter could be identified and referred to the counselor for advising and assistance.

#### Findings:

From Fall Quarter:

	Head-to-Head	
	Control	Experimental
C or better	53.3	54.9
C- or better	63.3	64.8
D or better	75.6	71.4
	Over All	
	Control	Experimental
C or better	53.1	59.4
C- or better	62.8	66.5
D or better	73.1	76.8

From Winter Quarter:

	Head-to-Head	
	Control	Experimental
C or better	72.8	65.2
C- or better	78.3	68.5
D or better	83.7	77.5
	Over All	
	Control	Experimental
C or better	65.7	63.9
C- or better	74.6	68.1
D or better	82.3	79.0

#### Analysis:

From Fall Quarter:

In spite of all the possible shortcomings, and admittedly there were a number identified, the results would appear to be very encouraging. "Head-to-Head" refers to the three instructors teaching two sections each. I combined the data for all three of those control groups and compared with the combined data for the three experimental groups. As you can see from the table below, the experimental sections (those with an assigned counselor) did better in all the rates, except "D or better." All of the percents are based on the total number of grades awarded in the class, not the number of students taking the final.

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

The bottom portion of the table, labeled “Overall,” combined all five of the control sections and compared the data to the combined five experimental sections. In this case, all of the rates were decidedly better in the experimental sections.

We are repeating the study this (winter) quarter. If the results continue to be this strong, I (David Stacy) will strongly urge the college to consider offering this manner of support for all of our developmental math classes. There were also anecdotal tales shared about other positive results of the program, ones not reflected in the data at all. For one example, there is a very strong relation developing between the instructors involved and the counselors. I believe that this is huge, and will benefit all of our students. Another aspect: the counselors are getting a much better picture of the specific kinds of support available to math students. We continue to learn, and to fine-tune our technique, as well.

From Winter Quarter:

The results from winter quarter were not as encouraging as fall quarter. (Spring quarter results are still being processed.) Counselors found what many faculty have also discovered—even when you reach out to students, they often don’t respond. The students who struggle in developmental math are the ones that are most difficult to connect with.

Proposed Work for Next Year: The Counseling Department and Math Department will not be continuing with this experiment, based on the results from winter quarter and overall feedback from both departments. There were some definite benefits gained with the connections established between the counselors and the math faculty (who are mostly adjuncts). We will be exploring ways to keep these connections in the future. The Math Department will also discuss whether it is worth pursuing this program during just fall quarter—possibly when there are more first quarter college students needing this support.

### Activity: Developmental Math Instructor Seminars

Description: The developmental math instructors were all invited to participate in several afternoon seminars designed to provide opportunities for sharing success strategies and discussion of pedagogical issues related to these math classes

Findings: The faculty who attended found these discussions helpful and would like to see them continue. There were a mix of full-time faculty and part-time faculty.

Analysis: During a recent survey, the math faculty had positive feedback regarding these seminars. Having joint discussions with both part-time and full-time faculty was also very beneficial. The impact in the classroom will be difficult to assess, however.

Proposed Work for Next Year: The department will be deciding on next steps for the developmental math program at an upcoming meeting. Since these seminars were well received, it is expected they will continue during the coming school year.

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

#### Activity: Independent Review of Developmental Math Program

Description: Outside consultant brought in to review Developmental Math program.

Findings: The consultant's report indicated that our developmental math program is doing well in comparison with others that she's aware of across the country. There are a number of areas that could be improved upon, however, and several suggestions were made in the areas of placement, learning styles work, review sessions before placement testing, first day screening activities and teaching seminars.

Analysis: Faculty were interested to hear the consultant's recommendations and felt the time spent was beneficial.

Proposed Work for Next Year: Each of the suggestions will be discussed at the first department meeting of the year. The department will be deciding where to focus their efforts for the coming school year and beyond.

#### Activity: Increased Opportunities and Developmental Math

Description: Additional sections of the Math Study Skills course for developmental math students.

Findings: This course is designed for students who have failed one of our developmental math courses at least once. It provides math study skills information in addition to one-on-one tutoring and group activities. Students enrolled in this course take it in conjunction with a math course and have done very well (around 90% pass rates in their math classes).

Analysis: This is a model that has been working well for developmental math students. The additional section each quarter has allowed access for more students who need this type of support.

Proposed Work for Next Year: The Math Department plans to continue to offer two sections of this class each quarter and will monitor the success rates of these students in their math classes in the coming year.

- **Expand Career Pathways (Workforce Development)**

#### Activity: Web-based Career Pathways Tools

Description: The outcome for this activity was to design and implement interactive web-based career pathways tools for all professional/technical programs. Steps included formation of a task force, design of the tools, and training of faculty, staff & external partners in WorkSource and high schools.

Findings: Career pathways were developed for all programs and authenticated by faculty. A beta test was conducted with workforce and tech prep staff in June. A training plan for 2009-10 was complete.

Analysis: The overall assessments for this activity include student satisfaction with the career pathways tools and improvement of student completion of certificates measured by

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

the state student achievement initiative. This will be determined after the implementation phase in fall 2009.

Proposed Work for Next Year: Conduct training for faculty, advising staff, high school teachers, and WorkSource staff in fall 2009. Survey students who use the tools and determine their satisfaction. Compare student achievement data for 2009-10 with 07-08 and 08-09. This will need to be completed when data are available in 2010-11.

#### Activity: Health IT Training

Description: Lead statewide effort to address training for Health IT component of American Recovery & Reinvestment Act (ARRA) HITECH Act.

Findings: We designed an 18-credit certificate to prepare dislocated IT workers to move into the health care sector. The training program will begin in January 2010. We convened representatives of the Health Care Authority (HCA), SBCTC, Workforce Training & Education Coordinating Board, Labor, and Governor's office to identify workforce needs that address the HITECH Act. We surveyed all CTC's in the state and identified 20-25 colleges that are interested in participating in a statewide effort. A preliminary proposal was submitted to the HCA in July.

Analysis: A full proposal will be submitted when the RFP is released in fall 2009. Bellevue College will continue to be the lead entity and will assist colleges to address health IT training in their regions.

Proposed Work for Next Year: Conduct train-the-trainer course for CTC faculty on new curriculum for dislocated IT workers. Implement new curriculum in winter 2010. Submit full three-year workforce training proposal to HCA.

- ***Improve educational planning (Student Services)***
- ***Focus on retaining more students through 30 credits (Student Services)***

#### Activity: Multiple Approaches to Improve Educational Planning and Retention

Description: The primary thrust of Student Services this past year regarding student success has been on improving newly introduced programs and developing relationships with other instructional departments that require specialized advising.

- **A fully functioning advising program integrated campus-wide:** The Advising Center is staffed with by professional staff advisors and faculty advisors. The professional advisors are located in the Center and throughout the divisions providing educational planning and student-to-faculty connections. The faculty advisors are staffed in the Center during peak traffic times for new students.
- **New: Transfer majors never represented by a department and/or faculty advisor now receive academic advising and planning through the Advising Center.** Majors



## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

include, but are not limited to; Education transfer, including teacher preparation (K-12), and Social Work.

- **New: Specialty Advising:** Athletics, ABE/ESL, DRC.
- **New: Second Year Advising Outreach Program:** First-time-to-college students are contacted by the Advising Center their second quarter and throughout their time at the college.
- **New: Nursing Partnership:** The Advising Center now co-presents at the Nursing sessions. Sessions are now offered at a higher frequency and average attendance is 35.
- **New: Classroom Visitation Program:** ABE/ESL and academic courses are visited on a regular basis; up to 16 per quarter with plans on presenting in the English 101 classrooms starting fall quarter.
- **New: Student coding:** New students are coded as “N” for first-time-college or “T” for transfer-in in the admission screen as part of the application process.
- **New: New Student Information specific to student coding:** New students receive advising and registration information based on if they are first-time-to-college increasing ease of access to matriculation services of assessment and advising.
- **New: “Walk up”:** Students are escorted to the Advising Office by an Assessment Ambassador.
- **New:** A dynamic six minute new student video viewed by all first-time-to-college students (approx over 2500 per year) as part of One Stop Matriculation.

#### Findings:

One Stop Matriculation 2008-2009 Year				
Quarter	New	Transfer	Other	Total
Summer '08	1299	426	35	1760
Fall '08	236	231	26	493
Winter '09	206	268	25	499
Spring '09	519	14	16	549
<b>TOTAL:</b>	<b>2260</b>	<b>939</b>	<b>102</b>	<b>3301</b>

**Source:** Sign in sheets located at the front desk of Advising tallied nightly.

**Note:** Advising for summer and fall begins in Spring.

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

Professional advising contacts 08-09 year						
Week	Appt.	Drop-In	Email	One-Stop	Refer to Division	Refer to faculty
Summer 08	588	144	296	213	294	
Fall 08	1653	462	682	119	761	162
Winter 09	1548	378	1043	91	540	130
Spring 09	1537	237	237	58	470	111
<b>TOTAL:</b>	<b>5326</b>	<b>1221</b>	<b>2258</b>	<b>481</b>	<b>2065</b>	<b>403</b>
<b>Note:</b> Summer Quarter 2008, the EPAC department transitioned into using new tally sheets- numbers are less than actual student contact. Represent the total number of students we serve. Fall Quarter 2008 is currently are most accurate number count.						

Division Advising Facilitator for A&H and Social Science- 32% successful student to faculty contact over the course of the year. However, it is difficult to know if others are seeing faculty advisors without informing them that they were referred. EPAC is looking to improve the reporting process.

#### Analysis:

No findings or analysis at this point as EPAC is waiting for 2008 – 09 data from OIR. However, the raw data suggests that new to college students (One-Stop-Matriculation) and continuing or transfer in students (Professional Advisor Contacts) indicate that EPAC is better able to prepare students for their educational pathway.

Also, much of the new activities that are mentioned above indicate how EPAC in concert with instructional programs are demystifying higher education for students.

- ***Develop increased opportunities for students to continue to access higher education (Instruction)***

#### **Activity: Increase Online FTE Enrollments**

Description: The College is to increase online FTE enrollments by 4%

Findings: In 2007-08 online learning produced 1,894 FTES while this academic year, 2008-09, online learning produced 2,159 FTES, a 14% increase. The college exceeded its online enrollment target by 10%.

Analysis: The demand for online courses continues to grow exponentially. This is a national and state phenomenon and doesn't seem to be slowing down. More and more students are looking to take online courses as part of their course load or their entire course load. We

## 2008-09 Strategic Planning Priorities: Progress Report

### Student Success

added several additional online sections this past year but we continue to have ever greater online student waitlists which mean we are having difficulty meeting student demand.

Proposed Work for Next Year: The online growth target for the 2009-2010 academic year is 7%.

#### Activity: Support Student Success

Description: As a solution provider for the institution, Administrative Services supports campus initiatives that contribute to student success. They include an improvement of the Student Tuition Pre-Payment Plan (STEPP) that now includes the summer quarter; expansion of the textbook rental program; providing baseline data and student tracking information for development math; and the completion of new spaces and facilities like the S building.

Findings: We continue to see increased participation for the STEPP program and with minimal impact on operations, expansion to summer quarter provides value to student financial options. The textbook rental program continues to expand and is gaining support from more faculty. Other support systems such as Institutional Research and Campus Operations continue to accommodate requests from program initiatives. Data were developed for the KPIs that would have been applicable to the development math program. The division continues to build a culture of being solution providers among division staff in order to provide responsive and timely support to the campus on all initiatives including those that support student success.

Analysis: The STEPP program is a valuable resource and enhancing and expanding it is beneficial to all. The textbook rental program has proven to be an effective program resource to students. The division should continue to improve its support services to all areas of the college that promote student success and access.

Proposed Work for Next Year: The division will continue its quarterly leadership journey sessions that will help enhance support to the campus.

## 2008-09 Strategic Planning Priorities: Progress Report

### Accreditation

- ***Complete a high quality self-study that leads to accreditation (All departments, led by Executive Dean)***

Description: During spring and summer 2008 committees assigned to each standard began work on their first draft of the accreditation self study. Information about the process and important facts that employees need to know for accreditation were shared with the college community throughout the year. Surveys were also conducted during the year to gather input from employees on various issues of importance. The first draft of the accreditation self study was shared with the college community for feedback during College Issues Day on October 29, 2008. The committees then focused on incorporating the feedback, continuing to do research on issues that needed to be addressed and rewriting the chapters so that they more fully incorporated the college's work. Draft two was shared with the college community in mid-April. Committees continued to refine their drafts and gather supporting evidence. Final drafts were submitted in May for editing and layout for the final report. Committees developed their lists of supporting documentation and posted materials to the website developed to gather the information in one place.

Findings: The self study is complete and is on schedule to be submitted to the NWCCU before the end of August. Committees are completing the posting of supporting materials to the portal site. The final document is an excellent representation of the institution and should result in an affirmation of the college as a baccalaureate degree-granting college.

Analysis: The process suffered throughout the first half of the year from lack of a clearly identified leader to head the self study. This created problems with communication, meeting deadlines and drafts that were not the quality or content expected in a document of this kind. The committee chairs were high-level administrators who were assigned the task of accreditation in addition to their already substantial list of duties, and they had very little time to devote to conducting the essential research and analysis that needed to be done. Because of this, in many cases, working on the document was left until just before critical deadlines which created many problems including lack of accuracy within and between chapters, insufficient review of the narrative to determine if the important points were being covered, and workflow blockages.

Happily, the process for the new style of accreditation may eliminate many of the problems that occurred in the preparation of this document. However, it is recommended that in the future the document should be written by only one primary author who consults with others to gather data in preparation for the report. This will avoid the multitude of "voices" that need to be blended and will permit a focus on the important issues that need to be addressed. It is also recommended that rather than wait until time to begin the accreditation report, that each unit creates an ongoing work plan to ensure that data is gathered on a regular basis, handbooks are updated regularly, and that accreditation be incorporated into the ongoing business of the college so that all employees understand its impact on them individually and on the college as a whole.

Proposed Work for Next Year: Conduct information sessions on September 17 and October 5 to help employees develop a knowledge base about the college and its processes so that they will be able to communicate with the visiting committee on October 12-14. Finalize all plans to ensure that the visiting committee has everything it needs in order to conduct a successful analysis of the college that results in a positive report and reaccreditation for the college.

## 2008-09 Strategic Planning Priorities: Progress Report

### Community Building

- ***Develop and implement training for all employee groups that advances cultural competence, understanding the student population, workplace requirements, leadership development, better business processes and technology training (Human Resources)***

#### **Activity: Develop and Implement Training and Development Opportunities**

Description: Develop strategic, adaptive, inclusive and integrated learning, education and training model utilizing networked learning organization approach. Develop and implement elements of model to meet needs of classified staff, faculty and administrators, and in some cases students. Apply integrated approach to developing and implementing training, education and development opportunities. Develop relationships and networks to garner support and lay the foundation for implementation of fully integrated strategic model.

Introduce concept of assessing need for specific training and measuring effectiveness, linking to the college's mission, goals and values. Offer tools and guidance for individuals or groups planning to offer training or workshops.

Examples of specific learning, development, and training opportunities developed and implemented include: Safe Space Training (developed and delivered by team of faculty, staff and students); Peace of Mind series (developed to provide self-healing and stress reducing options during stressful budget & economic times); facilitated collaboration between classified staff and faculty for professional development day (sharing resources, ideas, and developing collegiality among participants across employee groups); continued Prevention of Discrimination, Harassment & Retaliation training; provided Ethics training for all employees; introduced Gracious Spaces and Dependable Strengths to classified staff; in collaboration with MCS and OEP, introduced multi-cultural communication training for student services audience as first step towards offering for all employees; facilitated collaboration in delivery of Non-violent crisis Intervention training to over 60 staff and faculty in Student Services, Center for Career Connections and HSEWI (integrated multi-cultural foundation/lense to the training). Administered a training needs survey to classified staff to help focus offerings to this group of employees in the future. Updated and improved New Employee Orientation. In addition, leadership and teambuilding initiatives were begun in at least one division; facilitated conversations for conflict resolution occurred in several instances.

Findings: The networked learning organization model fits well with the culture and needs of the college. It leverages diverse campus knowledge and resources, and promotes collaboration and teambuilding. Until this year, training and educational opportunities appear to have been randomly identified according to urgent need rather than strategic vision. Effective utilization of resources and engagement of campus experts in a collaborative model strengthens relationships and enables strategic focus, to better serve the college's needs now and in the future.

Analysis: Introduction of needs assessment and effectiveness measurement will provide foundation for future planning and evaluation of modes of delivery, use of resources, and topics or areas of need. Specific course offerings this year included components of compliance, multi-cultural communication, expansion of focus on 'isms', specific skill building, facilitated conflict resolution, safety, and focus on individual well-being. All efforts

## 2008-09 Strategic Planning Priorities: Progress Report

### Community Building

demonstrated the value of collaboration and resource sharing across divisions and constituency groups.

Proposed Work for Next Year: Among the next steps is the establishment of an advisory council to advise and support the networked learning organizational structure as an advocate and content expert. Introduction of the networked learning organization model to the college community will occur as additional programs and resources are developed and offered. We plan to continue to develop learning, training and education opportunities in a collaborative fashion; expand beyond Let's Talk About Race to raise awareness and build competence in areas of other 'isms'; offer multi-cultural communication training in more robust way; to establish core modules specifically for supervisors and begin implementation; to establish core compliance structure and continue to implement. In addition, communication and resources will be facilitated by a new web presence, including some tools and access to webcasts, archived materials, tips for those offering training, and highlighting specific offerings.

#### **Activity: Prevention of Discrimination, Harassment and Retaliation Policy and Training**

Description: Develop comprehensive Prevention of Discrimination, Harassment and Retaliation Policy and training for all employees. Reinforce college value of pluralism and inclusion and respectful, non-discriminatory learning and working environment. Expanded definition of discrimination and harassment beyond sexual harassment to include race or ethnicity, color, national origin, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.

Findings: College community understanding of what could constitute discrimination, harassment and retaliation was not comprehensive and employees had not received training regarding recent changes in the law and regulations. Implementation of training raised awareness among all constituency groups on campus. Creating and vetting of discrimination policy reinforced training and clarified definitions for reference. In addition, creation of broader policy provides mechanism for conversation, learning, and action to reinforce commitment to non-discrimination and pluralism.

Analysis: Although policy was developed and training delivered, it became apparent through the review of multiple discrimination complaint investigations that the college needs more effective means for resolving conflicts and differences at early stages. Cultural differences give rise to miscommunication and misunderstandings if the parties do not have multi-cultural communication, conflict resolution, and deep listening skills. Conflict can be instrumental in effecting change if managed; however, can be detrimental to civility and respect in the workplace if individuals do not have appropriate communication skills. A structured approach to making conflict resolution options available is necessary, as well as in-depth training in multi-cultural communication and expanded learning about diversity.

Proposed Work for Next Year: Ongoing need for training to update skills and training for new employees regarding prevention of discrimination, rights and responsibilities exists. Mechanisms being developed to sustain this effort. Development of comprehensive complaint resolution policy and revised procedures are high priority for the early part of this year, with implementation of conflict resolution options being integrated into the process.

## **2008-09 Strategic Planning Priorities: Progress Report**

### **Community Building**

#### **Activity: Develop Comprehensive Equity and Pluralism Training**

Description: Develop and provide more comprehensive training to augment training provided regarding race and racism to address other "isms" through an understanding of the common underlying psycho-social dynamics of privilege, power, and inclusion as they apply to inter-group relationships in the BCC community. Further; to integrate concepts of cultural awareness into staff and faculty training such as supervisor, pluralism advocate, and selection/hiring training. Design, plan, and deliver training and professional development opportunities to address concepts and skill sets necessary for effective inter-group relations, intercultural communications, intercultural conflict resolution, decision-making, task completion, relationship management, leadership, and community building with an emphasis on mission critical application at BCC in close collaboration with Human Resources training initiatives.

Findings: There is a continuing need for not only this kind of training and professional development, but a need to successfully integrate into a comprehensive institutional plan for education, training, and professional development.

Analysis: In order to facilitate this approach, a representative advisory group needs to be developed beyond core planning team to provide both input and reaction to training needs.

Proposed Work for Next Year: Continue development of comprehensive plan, but begin to roll out developed elements beginning in fall quarter '09.

- ***Develop and implement a new structure and organization for globalism (Instruction)***

#### **Activity: Develop and Implement Operational and Organizational Design for Global/International Activities**

Description: Continue operational and organizational design and strategic planning.

CLA acts as resource for global initiatives and collaborates with ISP and other stakeholders where appropriate.

Executive Dean worked on organizational and operational planning that would consolidate and integrate disparate global/international activities into a single unit, with intent to deliver a formal proposal to college in Fall 2008

Findings: Proposal not completed or presented.

Analysis: Development of new structure for global engagement incorporated into college reorganization planning.

Proposed Work for Next Year: Development responsibility shifted to task force (see below).

#### **Activity: Determine Appropriate Structure and Support for Global Studies**

Description: June 2009: Reorganization task force creates task force to determine the appropriate structure and support for the international services department, international student services and the Global Studies Institute. Convener s– Star Rush and Tom Pritchard

## 2008-09 Strategic Planning Priorities: Progress Report

### Community Building

Task force considerations include:

- International Support Services (Admin: Vacant) to be filled fall 2009
- New self-support position reporting to the Vice President of Student Services
- International program development and support
- Sister college relationships coordination and support
- Student-faculty exchanges and travel studies/study abroad (from A&H) for all outbound students and faculty, plus all inbound faculty) coordination and support
- Support for Global Studies Institute's co-curricular or contracted programs
- International Student Programs will transition in new unit
- International Student Programs (Admin: Cris Samia) to transition Fall Quarter
- ISP to International Support Services

Findings: Task force will meet Fall 09; work is on-going, report is due to President November 20, 2009.

Analysis: Desired outcome is to provide compelling vision and cost-efficient structure of both educational and business cases for global learning, international partnerships, and international grants & contracts. Goal is to build an infrastructure must facilitate and coordinate new business and program development among Instruction, Admin Services, and ISP and integrate curriculum/faculty development with the business of international education to strengthen instruction, pedagogy, general education, learning outcomes, institutional reputation, and revenue generation.

Proposed Work for Next Year: Complete task force work and implement recommendations.

- ***Develop and implement an agreed upon plan and goals for a Teaching and Learning Institute (Executive Dean)***

#### **Activity: Develop and Implement Plan and Goals for a Teaching and Learning Institute**

Description: Reorganization task force created a Teaching & Learning Task Force, charged with articulating a compelling vision for the center significantly informed by strong faculty perspectives to strengthen teaching excellence and student achievement across the college. Convener: re-assigned administrator of CLA to TLC.

Findings: TLC task force met throughout summer 2009 to review historical record on TLC initiatives and work to-date and identify strategy for gaining wide faculty mindshare, involvement, and participation in a faculty-driven, administratively coordinated and supported comprehensive Teaching & Learning Unit.

Analysis: Opportunity: significant enthusiasm from faculty on the subject, significant volunteers, and diverse recommendations coming forward. Threat: limited but vocal faculty concerns over top-down administrative assignment, prescriptive mandates or influence on curriculum or teaching, and political maneuvering per faculty influence on division per



## 2008-09 Strategic Planning Priorities: Progress Report

### Community Building

division affiliation, generational gap among faculty per receptivity to institutional change and particularly scholarship of teaching, pedagogy, learning.

Proposed Work for Next Year: Build budgets, complete organizational transition, finalize space. Gain faculty mindshare, influence, and involvement. Create infrastructure that is responsive to faculty concern but not reactive to it. Create an administration structure that combines staff/exempt coordination, support, facilitation with faculty-lead program leadership via PD Committee and/or Faculty PD Coordinator in reimagined roles/responsibilities or new ones, per task force recommendation. Align re-assigned affected positions, job descriptions, functions, outcomes, accountability and implement cost-effective, work-efficient business processes.

- ***Engage campus community in sustainability initiatives (Administrative Services)***

**Activity: Campus Carbon Footprint Analysis**

Description: Through the Environmental Advisory committee, Bellevue College conducted an internal Carbon Emissions Audit for the three years during which data was available – the 2005-06 through 2007-08 academic years.

Findings: Not surprisingly being a commuter college, BC's 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.

Analysis: A commute trip reduction plan requires campus wide participation. In addition, several resources are available to support transportation initiatives, including the student's environmental funds, METRO and the City of Bellevue.

Proposed Work for Next Year: Develop commute trip reduction plan for campus approval which could include funding for CTR coordinator from student funds and implementing at least two transportation initiatives.

- ***Leverage collaborative tools and technology to improve communication across campus units***

**Activity: Improve Electronic Communication (Information Resources)**

Description: President's Staff formed a college wide committee to research and make a set of recommendations to the President and President's Staff for improving electronic communications across campus. The committee was to be chaired by the VP of Institutional Advancement and the VP of Information Resources.

Findings: The committee completed its task by providing a set of recommendations to the President and President's Staff. President's Staff approved the recommendations of the committee.

## **2008-09 Strategic Planning Priorities: Progress Report**

### **Community Building**

Analysis: After researching the topic and talking with individuals across campus the Electronic (Mass) Communications Committee proposed two recommendations. The two overall recommendations were to address E-mail Etiquette and to find a way to reduce the email overload by reducing the use of ALL BC-FYI and ALL BC-PFD.

Proposed Work for Next Year: The College will implement as many of the recommendations as it can during the 2009-10 academic year.

## 2008-09 Strategic Planning Priorities: Progress Report

### Business/Process Improvement

- **Improve workflow**

- ***HR systems (Human Resources)***

**Activity: Implement Web Based Employment Application Management System**

Description: Implementing on-line web based employment application system, Rain shadow. Existing system purchased and installed; reviewing for business process and protocols; modifications requested and being implemented by software provider. Written documentation requested. Conferring with other colleges regarding protocols and procedures.

Findings: Preparation for implementation began some time ago; however, required modifications are more extensive than initially indicated; software provider is working with other colleges to upgrade and respond to college needs. Anticipate testing with first process during fall quarter; will assess need for further revisions prior to full implementation.

Analysis: On-line web based application system will enable applicants for college employment to submit resumes and application packages on-line, reducing the time to receive, reducing the paperwork generated and the chance of misplacing paperwork. In addition, the system will generate automatic response letters, providing a level of consistency and responsiveness that is difficult to maintain with current system. System brings the college into the 21<sup>st</sup> century, in keeping with the college reputation for technical excellence. Selection committees will be able to review applications at their convenience and concurrently, potentially reducing the review time.

System will enable electronic forms processing, streamlining initial position authorization process.

Proposed Work for Next Year: Fully implement web-based employment application software for exempt, classified and full-time faculty positions; train selection committees and other applicable staff in use of the system; identify what information will be useful to collect, report and analyze. Evaluate effectiveness; review process; modify as appropriate. Consider effectiveness for other positions.

- **Improve workflow**

- ***Event planning (Administrative Services)***

**Activity: Evaluate and Improve Event Planning**

Description: Workflow improvements in event planning have been implemented that included a survey of users and the implementation of the event management system (EMS). Workflow also includes regular coordinating meetings with campus operations to ensure that maintenance and security are included in the support.

Findings: The EMS has been a valuable coordinating tool for accessing spaces for events. However, continued work on overlapping campus events through the campus wide planning calendar is necessary. With limited spaces, conflicts still arise. The event coordinating

## 2008-09 Strategic Planning Priorities: Progress Report

### Business/Process Improvement

team led the successful preparation for large events like graduation and the 3-day Breast Cancer Walk.

Analysis: Campus wide and users feedback should continue via survey to enhance events services.

Proposed Work for Next Year: Perform another survey and also expand coordinating committee as necessary.

- **Improve Online services**

- ***Implement SPOL – integrated planning tool with KPIs (Aministrative Services)***

**Activity: Implement Integrated Planning Tool**

Description: Deployment of Strategic Planning Online software will improve service unit and instructional program abilities to develop, implement and track key initiatives tied to college planning priorities.

Findings: The software was deployed with little time for developing an implementation process, including the assignment of roles and responsibilities to specific individuals and expectations for routine status reports. Users were trained in the software beginning in summer 2008 and throughout AY 2008-09. However, the amount of attention needed to keep them familiar with the software and using it routinely needs to be re-examined.

Analysis: Generally, feedback on the tool was positive and perceived as an improvement over the former PEP process and database. The absence of an implementation plan resulted in many Users feeling uncertain about expectations of them for accountability.

Proposed Work for Next Year: Develop a full deployment plan for AY 2009-10 that includes ongoing training, deadlines for entering objectives and status reports. A new version of the software is expected to be released before 2010, so that will require ongoing training and updating of User materials.

- **Improve Online services**

- ***Implement a management data cube/staging area with training for selected staff to allow conversion and new programs for management use (replacing existing data express routines) (Information Resources)***

**Activity: Implement Integrated Online Services**

Description: IR was to provide additional applications for the Campus Community, including a data staging area to replace existing data express routines.

Findings: IR was able to complete the following applications: Time and Leave Reporting (TLR), Curriculum Proposal upgrades, Tenure Committee and Sub-Committee sites, and an enrollment management tool. IR was not able to complete:

## **2008-09 Strategic Planning Priorities: Progress Report**

### **Business/Process Improvement**

Budget Development, Class Site Authoring, Syllabus Template, and Articulation Agreement. Training was provided by IR staff or by the unit that requested the application.

Analysis: During fall quarter federal and state required all colleges to provide positive time reporting for all classified positions. Bellevue took the lead to develop an online positive time and reporting application. Other colleges were initially involved but it was BC that ended up developing the application and then sharing it with other colleges. In order to complete TLR so it could be used by other colleges, the College's developers had to create a staging area for our data and then an operational data store (ODS) to normalize the data. TLR uses the ODS to pull required information. The creation of the Staging Area/ODS required working with several colleges and took more resources, people and time, than we originally estimated. The College and the CTC's now have an excellent TLR application and a common staging area/ODS for all colleges to use. We will use ODS to connect to other applications the College develops or for that matter, any college develops. The Staging Area/ODS will make it easier for colleges to share applications.

Proposed Work for Next Year: Complete Class Site Authoring Tool, Syllabus Template, extend the Curriculum Proposal Tool and Enrollment Management Tool, complete the build out of the ODS with our partner colleges, upgrade SEVIS for required International Student reporting, and if time is available, create the complaint management application, Research Database/KPI via ODS, and to develop a project charter and requirements list for the Students At Risk (STAR) intake process.

## 2008-09 Strategic Planning Priorities: Progress Report

### Advancement Campaign

- **Meet campaign goals (Institutional Advancement)**

- Fundraising
- Volunteer Recruitment
- Marketing and Messaging
- Stewardship

***Activity: Continue Advancing Student Success Campaign (Institutional Advancement)***

Description: Quiet phase of the campaign was launched to Board and key staff in summer of 2008. The Board and Trustees campaign continued all year with volunteer recruitment happening as an ongoing activity. We received the largest individual pledge to the college ever. Donors made multi-year gifts, planned collaborative family gifts, and negotiated creative matching partnerships with their businesses. Everyone has been creative in responding to economic obstacles.

<b><u>Summary Pledge Report</u></b>	<b><u>FY09 Actuals</u></b>
Individuals:	\$782,501
Corporations:	110,000
Foundations:	15,000
Government:	490,846
<b>Overall Campaign Target:</b>	<b>\$1,398,347</b>

- **FUNDRAISING:**  
A cumulative amount of **\$2,272,786** has been pledged to the campaign.
- The cumulative amount for the board and family campaign is \$1,110,400.
- This year we had 26 solicitations and 28 pledges.
- **VOLUNTEER RECRUITMENT:**  
Recruited our campaign co-chairs Bob Alexander & Jim Peoples
- Launched the Steering Committee, recruited 8 members, and held 6 meetings.
- Launched the Lead Gifts Committee, recruited 4 members, and held 9 meetings.
- Launched the Major Gifts Committee, recruited 4 members, and held 3 meetings.
- **MARKETING AND MESSAGING:**  
Published our first Campaign E-newsletter.

## **2008-09 Strategic Planning Priorities: Progress Report**

### **Advancement Campaign**

- **STEWARDSHIP:**  
We celebrated the launch of the planetarium, had 2 House Parties, and 2 CEO Breakfast's with the President for a cumulative number of 75 guests.
- We had 3 solicitation trainings helping 19 board members and volunteers refine their fundraising skills.
- We created a comprehensive donor recognition plan with input from 4 community members – 2 Board 2 non-Board.

Findings and Analysis of findings: Giving from our Board and close family who truly understand the case has been impressive. We have almost 100 percent Board participation and the Board has beaten the goal they set themselves of \$1 million. As the year progressed and the deeper recession settled over the country, response from donors who are not as close to the college was less enthusiastic. Several corporations and individuals suggested that they would need to wait a year or more before considering a gift as they are still paying off recent pledges to other organization or as a business were decreasing charitable investments. As evidenced by the more than 75 potential donors who have attended cultivation events, interest for the college and the college's mission is high. Our tough work will be to continue to cultivate donors until the time is better for giving.

Proposed work for next year Raise \$2,000,000 towards the campaign target of \$6.7 million bringing the total to at least \$4.3 million.

- Announce campaign at annual luncheon event 4.28.10.
- Complete lead gifts solicitations
- Begin employee campaign
- Continue to host CEO event and house parties – at least one per month.

## **Major Activities towards College Goals for 2008-09**

### **Student Success**

#### ***Activity: Expand Classroom Learning Communities (Equity and Pluralism)***

Description: Expand Classroom Learning Communities opportunities by focusing on classroom environment as means to engage individual students by building bridges to campus communities; student –to-student, student-to-faculty, and student-to-materials/curriculum.

Findings: In order to expand opportunities for students to engage more faculty learning communities must be trained/developed. It was decided to focus efforts on the recruitment of additional faculty and to determine the most efficient manner to provide professional development to assist those faculty to perfect the skill set that would allow for the development of more course offerings utilizing learning community methodology.

Analysis: The learning opportunities for students to engage in this instructional methodology will remain limited without addressing the development needs of faculty required to develop functioning faculty learning communities. This has been further demonstrated in work done specifically with developmental/basic skills faculty who have formed a very effective faculty learning community over the past year.

Proposed Work for Next Year: Continue to recruit faculty to participate and to make available the professional development/training that is being developed by an interdisciplinary faculty team who participated in a regional learning communities curriculum development workshop last spring. They have proposed and we have accepted a linked course model to offer other faculty for academic year '09-'10.

#### ***Activity: Develop comprehensive communication vehicles (Equity and Pluralism)***

Description: Provide more comprehensive inclusion and pluralism communication from the Office of Equity and Pluralism in order to provide an outlet for the many voices of our community through both a functioning website and a quarterly newsletter.

Findings: Both the website, spring 08, and the newsletter , spring 09, have addressed some of the communication issues that we face institutionally regarding pluralism and inclusion. The website is updated weekly and provides a dynamic communication device that promotes currency and “real time” communication flexibility for the myriad of activities, classes, and training opportunities associated with our efforts. The newsletter launched this past spring allows for more in-depth focus on any number of issues pertinent to our institutional dialogue and problem solving..

Analysis: Both methodologies have been positively received but are passive communication concepts that do not provide for interactive communication. Inclusive excellence calls for opportunities to seek and to utilize input from all quarters of the community, so we need to continue to develop and offer other methods to augment the website and newsletter.

Proposed Work for Next Year: We are researching and developing a blog that will assist us in becoming more interactive regarding our communication responsibilities.



## Major Activities towards College Goals for 2008-09

### Student Success

#### **Activity: Early Intervention Project (Instruction)**

Description: Faculty teaching some sections of developmental math were matched up with a counselor so that students who were struggling early in the quarter could be identified and referred to the counselor for advising and assistance.

#### Findings:

From Fall Quarter:

	Head-to-Head	
	Control	Experimental
C or better	53.3	54.9
C- or better	63.3	64.8
D or better	75.6	71.4
	Over All	
	Control	Experimental
C or better	53.1	59.4
C- or better	62.8	66.5
D or better	73.1	76.8

From Winter Quarter:

	Head-to-Head	
	Control	Experimental
C or better	72.8	65.2
C- or better	78.3	68.5
D or better	83.7	77.5
	Over All	
	Control	Experimental
C or better	65.7	63.9
C- or better	74.6	68.1
D or better	82.3	79.0

#### Analysis:

From Fall Quarter:

In spite of all the possible shortcomings, and admittedly there were a number identified, the results would appear to be very encouraging. "Head-to-Head" refers to the three instructors teaching two sections each. I combined the data for all three of those control groups and compared with the combined data for the three experimental groups. As you can see from the table below, the experimental sections (those with an assigned counselor) did better in all the rates, except "D or better." All of the percents are based on the total number of grades awarded in the class, not the number of students taking the final.

## Major Activities towards College Goals for 2008-09

### Student Success

The bottom portion of the table, labeled “Overall,” combined all five of the control sections and compared the data to the combined five experimental sections. In this case, all of the rates were decidedly better in the experimental sections.

We are repeating the study this (winter) quarter. If the results continue to be this strong, I (David Stacy) will strongly urge the college to consider offering this manner of support for all of our developmental math classes. There were also anecdotal tales shared about other positive results of the program, ones not reflected in the data at all. For one example, there is a very strong relation developing between the instructors involved and the counselors. I believe that this is huge, and will benefit all of our students. Another aspect: the counselors are getting a much better picture of the specific kinds of support available to math students. We continue to learn, and to fine-tune our technique, as well.

From Winter Quarter:

The results from winter quarter were not as encouraging as fall quarter. (Spring quarter results are still being processed.) Counselors found what many faculty have also discovered—even when you reach out to students, they often don’t respond. The students who struggle in developmental math are the ones that are most difficult to connect with.

Proposed Work for Next Year: The Counseling Department and Math Department will not be continuing with this experiment, based on the results from winter quarter and overall feedback from both departments. There were some definite benefits gained with the connections established between the counselors and the math faculty (who are mostly adjuncts). We will be exploring ways to keep these connections in the future. The Math Department will also discuss whether it is worth pursuing this program during just fall quarter—possibly when there are more first quarter college students needing this support.

#### ***Activity: Developmental Math Instructor Seminars (Instruction)***

Description: The developmental math instructors were all invited to participate in several afternoon seminars designed to provide opportunities for sharing success strategies and discussion of pedagogical issues related to these math classes

Findings: The faculty who attended found these discussions helpful and would like to see them continue. There were a mix of full-time faculty and part-time faculty.

Analysis: During a recent survey, the math faculty had positive feedback regarding these seminars. Having joint discussions with both part-time and full-time faculty was also very beneficial. The impact in the classroom will be difficult to assess, however.

Proposed Work for Next Year: The department will be deciding on next steps for the developmental math program at an upcoming meeting. Since these seminars were well received, it is expected they will continue during the coming school year.

#### ***Activity: Independent Review of Developmental Math Program (Instruction)***

Description: Outside consultant brought in to review Developmental Math program.

Findings: The consultant’s report indicated that our developmental math program is doing well in comparison with others that she’s aware of across the country. There are a number

## Major Activities towards College Goals for 2008-09

### Student Success

of areas that could be improved upon, however, and several suggestions were made in the areas of placement, learning styles work, review sessions before placement testing, first day screening activities and teaching seminars.

Analysis: Faculty were interested to hear the consultant's recommendations and felt the time spent was beneficial.

Proposed Work for Next Year: Each of the suggestions will be discussed at the first department meeting of the year. The department will be deciding where to focus their efforts for the coming school year and beyond.

#### **Activity: Transition to New Science Building (Instruction)**

Description: Complete construction and occupy new Science Building

Findings: With the new building, more labs are available so additional sections in science courses can be added to the schedule.

Analysis: The additional lab space should provide additional sections in high demand areas such as Anatomy and Physiology and Microbiology, which support our health sciences programs.

Proposed Work for Next Year: The program chairs and faculty will be working on developing the best ways to utilize the new space. It will take a few quarters of scheduling to learn how to maximize the lab usage, but this should be accomplished in the coming year.

#### **Activity: Increased Opportunities and Developmental Math (Instruction)**

Description: Additional sections of the Math Study Skills course for developmental math students.

Findings: This course is designed for students who have failed one of our developmental math courses at least once. It provides math study skills information in addition to one-on-one tutoring and group activities. Students enrolled in this course take it in conjunction with a math course and have done very well (around 90% pass rates in their math classes).

Analysis: This is a model that has been working well for developmental math students. The additional section each quarter has allowed access for more students who need this type of support.

Proposed Work for Next Year: The Math Department plans to continue to offer two sections of this class each quarter and will monitor the success rates of these students in their math classes in the coming year.

#### **Activity: Improve Educational Planning Via Instruction/Student Services Partnership (Instruction)**

Description: A basic weakness in the longstanding faculty-based advising system has been effectively solved through the addition of a professional advisor shared between the Social Science and A&H divisions, who refers major-declared students to faculty in the appropriate

## Major Activities towards College Goals for 2008-09

### Student Success

discipline after developing an educational plan with the student. In addition, all instructional divisions now have a professional advisor on-site in the division office.

Findings: The Social Science and A&H advising facilitator met with 1078 students in 08-09, with a minimum of 40% of those students successfully connecting with a faculty member.

The part-time HSEWI advising facilitator met with 660 students in 08-09 with a 90% referral rate to either a faculty member and/or a faculty-led group advising session.

Analysis: The program is effective in increasing the quality and quantity of advising done by both faculty and professional advisors in the divisions.

#### ***Activity: Improve Student Success in DEVED/ABE-ESL/ABE/GED Classes Via Instruction/Student Services Partnership (Instruction)***

Description: The ABE/ESL/Developmental professional advisor (April Ibarra) was invited to twelve classes during 08-09 to explain academic advising, degree/certificate programs, and encourage students to meet with her to develop an educational plan. The advisor presented to eight DEVED/STEPS classes, three ESL Level 5/6 classes, and one ABE bridge class. All class visits are grounded in the outcome that students schedule individual meetings with the advisor.

Analysis: Anecdotal evidence suggests that both the class visits and the individual meetings are effective in significantly increasing this cohort's awareness of the many options available for them to continue their education at BC. The next step in the program is to track degree/certificate attainment for this cohort, as well as the momentum points for moving from ABE to college-credit classes that are tracked for the SBCTC Student Achievement Initiative.

#### ***Activity: Develop plan for new bachelor of applied arts degree in interior design (Instruction)***

Description: Permission to begin a BAA in interior design was received from the legislature in March 2009. Staff then began immediately to write proposals to obtain approvals from Board of Trustees, CAC, SBCTC, HECB and NWCCU to mount the new degree. The curriculum was planned and approved by the CAC.

Findings: All proposals to granting authorities have been submitted. Permission from the final authority, the NWCCU, should forthcoming by the beginning of November. Program chair has begun meetings with faculty and interested college administrators. Most of the substantive work to launch the program still needs to be undertaken.

Analysis: The very short time frame for completing all of the necessary tasks in order to begin the new degree program has created a difficult situation for those involved. Development of the BAS degree ensued over 18 months; the BAA has had five months to accomplish similar kinds of requirements to launch the program. A list of requisite tasks and their due dates will be developed and tasks will be assigned to individuals involved in the program in order to ensure that everything is in place for accepting applications by the beginning of October.

## Major Activities towards College Goals for 2008-09

### Student Success

Proposed Work for Next Year: Develop syllabi and lesson plans for new courses; develop admission materials and website; develop advising plans for students; share information with student services and others who will have interactions with students; write job description and hire program coordinator to assist program chair; present new related associate degree to CAC and gain approval; develop curriculum plan for offering courses beginning winter quarter 2010; review applications and admit students; hire faculty for new courses.

#### ***Activity: Workforce Development cohort classes (Instruction)***

Description: Workforce Development, funded cohort classes

Findings: funding is available to move a group of students through a certificate program from start to finish, together as a cohort, as opposed to the open enrollment individual sequencing tradition for most of our courses.

Analysis: numerous programs were considered, and the technology based programs were submitted for funding

Proposed Work for Next Year: success in Workforce funding, now we start eh classes in September.

#### ***Activity: Distance Education degrees and certificates (Instruction)***

Description: Distance Education degrees and certificates.

Findings: Demand exists to complete certificates fully online.

Analysis: Only a few more courses need to be developed online, to open additional certificates to fully online completion. Students can now complete a DTA fully online, as additional courses are offered online, and there are a dozen certificates in the Business Division available fully online.

Proposed Work for Next Year: Additional certificates will be made available online, such as Desktop Publishing.

#### ***Activity: Options for Reduced Commute Trip Schedule (Instruction)***

Description: Increase options to reduce commute trips

Findings: Students are very busy and often cannot attend traditional classes five times a week.

Analysis: Extensive numbers of one and two day a week courses exist, but are not coordinated sufficiently to accommodate specific degree and certificate programs.

Proposed Work for Next Year: Continue coordination, marketing, and tracking of reduced commute schedules for students. Implement additional hybrid options.

## Major Activities towards College Goals for 2008-09

### Student Success

#### **Activity: Web-based Career Pathways Tools (*Workforce Development*)**

Description: The outcome for this activity was to design and implement interactive web-based career pathways tools for all professional/technical programs. Steps included formation of a task force, design of the tools, and training of faculty, staff & external partners in WorkSource and high schools.

Findings: Career pathways were developed for all programs and authenticated by faculty. A beta test was conducted with workforce and tech prep staff in June. A training plan for 2009-10 was complete.

Analysis: The overall assessments for this activity include student satisfaction with the career pathways tools and improvement of student completion of certificates measured by the state student achievement initiative. This will be determined after the implementation phase in fall 2009.

Proposed Work for Next Year: Conduct training for faculty, advising staff, high school teachers, and WorkSource staff in fall 2009. Survey students who use the tools and determine their satisfaction. Compare student achievement data for 2009-10 with 07-08 and 08-09. This will need to be completed when data are available in 2010-11.

#### **Activity: Health IT Training (*Workforce Development*)**

Description: Lead statewide effort to address training for Health IT component of American Recovery & Reinvestment Act (ARRA) HITECH Act.

Findings: We designed an 18-credit certificate to prepare dislocated IT workers to move into the health care sector. The training program will begin in January 2010. We convened representatives of the Health Care Authority (HCA), SBCTC, Workforce Training & Education Coordinating Board, Labor, and Governor's office to identify workforce needs that address the HITECH Act. We surveyed all CTC's in the state and identified 20-25 colleges that are interested in participating in a statewide effort. A preliminary proposal was submitted to the HCA in July.

Analysis: A full proposal will be submitted when the RFP is released in fall 2009. Bellevue College will continue to be the lead entity and will assist colleges to address health IT training in their regions.

Proposed Work for Next Year: Conduct train-the-trainer course for CTC faculty on new curriculum for dislocated IT workers. Implement new curriculum in winter 2010. Submit full three-year workforce training proposal to HCA.

#### **Activity: Improve Educational Planning (*Student Services*)**

Description: The primary thrust of Student Services this past year regarding student success has been on improving newly introduced programs and developing relationships with other instructional departments that require specialized advising.

- **A fully functioning advising program integrated campus-wide:** The Advising Center is staffed with by professional staff advisors and faculty advisors. The professional

## Major Activities towards College Goals for 2008-09

### Student Success

advisors are located in the Center and throughout the divisions providing educational planning and student-to-faculty connections. The faculty advisors are staffed in the Center during peak traffic times for new students.

- **New: Transfer majors never represented by a department and/or faculty advisor now receive academic advising and planning through the Advising Center.** Majors include, but are not limited to; Education transfer, including teacher preparation (K-12), and Social Work.
- **New: Specialty Advising:** Athletics, ABE/ESL, DRC.
- **New: Second Year Advising Outreach Program:** First-time-to-college students are contacted by the Advising Center their second quarter and throughout their time at the college.
- **New: Nursing Partnership:** The Advising Center now co-presents at the Nursing sessions. Sessions are now offered at a higher frequency and average attendance is 35.
- **New: Classroom Visitation Program:** ABE/ESL and academic courses are visited on a regular basis; up to 16 per quarter with plans on presenting in the English 101 classrooms starting fall quarter.
- **New: Student coding:** New students are coded as “N” for first-time-college or “T” for transfer-in in the admission screen as part of the application process.
- **New: New Student Information specific to student coding:** New students receive advising and registration information based on if they are first-time-to-college increasing ease of access to matriculation services of assessment and advising.
- **New: “Walk up”:** Students are escorted to the Advising Office by an Assessment Ambassador.
- **New:** A dynamic six minute new student video viewed by all first-time-to-college students (approx over 2500 per year) as part of One Stop Matriculation.

## Major Activities towards College Goals for 2008-09

### Student Success

#### Findings:

One Stop Matriculation 2008-2009 Year				
Quarter	New	Transfer	Other	Total
Summer '08	1299	426	35	1760
Fall '08	236	231	26	493
Winter '09	206	268	25	499
Spring '09	519	14	16	549
<b>TOTAL:</b>	<b>2260</b>	<b>939</b>	<b>102</b>	<b>3301</b>

**Source:** Sign in sheets located at the front desk of Advising tallied nightly.

**Note:** Advising for summer and fall begins in Spring.

Professional advising contacts 08-09 year						
Week	Appt.	Drop-In	Email	One-Stop	Refer to Division	Refer to faculty
Summer 08	588	144	296	213	294	
Fall 08	1653	462	682	119	761	162
Winter 09	1548	378	1043	91	540	130
Spring 09	1537	237	237	58	470	111
<b>TOTAL:</b>	<b>5326</b>	<b>1221</b>	<b>2258</b>	<b>481</b>	<b>2065</b>	<b>403</b>

**Note:** Summer Quarter 2008, the EPAC department transitioned into using new tally sheets- numbers are less than actual student contact.  
Represent the total number of students we serve. Fall Quarter 2008 is currently are most accurate number count.

Division Advising Facilitator for A&H and Social Science- 32% successful student to faculty contact over the course of the year. However, it is difficult to know if others are seeing faculty advisors without informing them that they were referred. EPAC is looking to improve the reporting process.

#### Analysis:

No findings or analysis at this point as EPAC is waiting for 2008 – 09 data from OIR. However, the raw data suggests that new to college students (One-Stop-Matriculation) and



## Major Activities towards College Goals for 2008-09

### Student Success

continuing or transfer in students (Professional Advisor Contacts) indicate that EPAC is better able to prepare students for their educational pathway.

Also, much of the new activities that are mentioned above indicate how EPAC in concert with instructional programs are demystifying higher education for students.

#### **Activity: Support Student Success (Administrative Services)**

Description: As a solution provider for the institution, Administrative Services supports campus initiatives that contribute to student success. They include an improvement of the Student Tuition Pre-Payment Plan (STEPP) that now includes the summer quarter; expansion of the textbook rental program; providing baseline data and student tracking information for development math; and the completion of new spaces and facilities like the S building.

Findings: We continue to see increased participation for the STEPP program and with minimal impact on operations, expansion to summer quarter provides value to student financial options. The textbook rental program continues to expand and is gaining support from more faculty. Other support systems such as Institutional Research and Campus Operations continue to accommodate requests from program initiatives. Data were developed for the KPIs that would have been applicable to the development math program. The division continues to build a culture of being solution providers among division staff in order to provide responsive and timely support to the campus on all initiatives including those that support student success.

Analysis: The STEPP program is a valuable resource and enhancing and expanding it is beneficial to all. The textbook rental program has proven to be an effective program resource to students. The division should continue to improve its support services to all areas of the college that promote student success and access.

Proposed Work for Next Year: The division will continue its quarterly leadership journey sessions that will help enhance support to the campus.

#### **Activity: Increase Online FTE Enrollments (Information Resources)**

Description: The College is to increase online FTE enrollments by 4%

Findings: In 2007-08 online learning produced 1,894 FTES while this academic year, 2008-09, online learning produced 2,159 FTES, a 14% increase. The college exceeded its online enrollment target by 10%.

Analysis: The demand for online courses continues to grow exponentially. This is a national and state phenomenon and doesn't seem to be slowing down. More and more students are looking to take online courses as part of their course load or their entire course load. We added several additional online sections this past year but we continue to have ever greater online student waitlists which mean we are having difficulty meeting student demand.

Proposed Work for Next Year: The online growth target for the 2009-2010 academic year is 7%.

## Major Activities towards College Goals for 2008-09

### Accreditation

#### ***Activity Complete a high quality self-study that leads to accreditation (All departments, led by Executive Dean)***

Description: During spring and summer 2008 committees assigned to each standard began work on their first draft of the accreditation self study. Information about the process and important facts that employees need to know for accreditation were shared with the college community throughout the year. Surveys were also conducted during the year to gather input from employees on various issues of importance. The first draft of the accreditation self study was shared with the college community for feedback during College Issues Day on October 29, 2008. The committees then focused on incorporating the feedback, continuing to do research on issues that needed to be addressed and rewriting the chapters so that they more fully incorporated the college's work. Draft two was shared with the college community in mid-April. Committees continued to refine their drafts and gather supporting evidence. Final drafts were submitted in May for editing and layout for the final report. Committees developed their lists of supporting documentation and posted materials to the website developed to gather the information in one place.

Findings: The self study is complete and is on schedule to be submitted to the NWCCU before the end of August. Committees are completing the posting of supporting materials to the portal site. The final document is an excellent representation of the institution and should result in an affirmation of the college as a baccalaureate degree-granting college.

Analysis: The process suffered throughout the first half of the year from lack of a clearly identified leader to head the self study. This created problems with communication, meeting deadlines and drafts that were not the quality or content expected in a document of this kind. The committee chairs were high-level administrators who were assigned the task of accreditation in addition to their already substantial list of duties, and they had very little time to devote to conducting the essential research and analysis that needed to be done. Because of this, in many cases, working on the document was left until just before critical deadlines which created many problems including lack of accuracy within and between chapters, insufficient review of the narrative to determine if the important points were being covered, and workflow blockages.

Happily, the process for the new style of accreditation may eliminate many of the problems that occurred in the preparation of this document. However, it is recommended that in the future the document should be written by only one primary author who consults with others to gather data in preparation for the report. This will avoid the multitude of "voices" that need to be blended and will permit a focus on the important issues that need to be addressed. It is also recommended that rather than wait until time to begin the accreditation report, that each unit creates an ongoing work plan to ensure that data is gathered on a regular basis, handbooks are updated regularly, and that accreditation be incorporated into the ongoing business of the college so that all employees understand its impact on them individually and on the college as a whole.

Proposed Work for Next Year: Conduct information sessions on September 17 and October 5 to help employees develop a knowledge base about the college and its processes so that they will be able to communicate with the visiting committee on October 12-14. Finalize all plans to ensure that the visiting committee has everything it needs in order to conduct a successful analysis of the college that results in a positive report and reaccreditation for the college.

## Major Activities towards College Goals for 2008-09

### Accreditation

#### ***Activity: Information Resources***

Description: Information Resources (IR) was responsible for writing Standard 2, Policy 2.6, Distance Education, and Standard 5, Part II – Information Resources. IR, working with Institutional Advancement, was also responsible for ensuring our public websites provide current and accurate information.

Findings: Both Standard 2, Policy 2.6 and Standard 5, Part II – Information Resources were completed on time. As part of the accreditation standard guidelines IR, with campus-wide input, created a new eLearning Strategic Plan and a new IT Strategic Plan. All public websites are current.

Analysis: The College is now ready for the Accreditation Team to review our self-study documents and to visit campus for the formal review. The College has a new IT Strategic Plan and an eLearning Strategic Plan to help guide our activities and work over the next few years.

Proposed Work for Next Year: IR work plans will include activities that are addressed in both strategic plans.

#### ***Activity: Human Resources***

Description: Co-chaired Standard 6 – Governance - with VP of Equity & Pluralism. Successfully completed report, including required exhibits and appendices.

Represented Standard 6 to campus on College Issues day to solicit feedback and input; included representatives of all constituent groups in exploration of issues and gathering of information. Solicited input directly from Student Government, Faculty Executive Council, Employee Pluralism Committee and others.

Findings: Shared governance is critical to the fabric of the college and is instrumental in helping the college realize its values and objectives. The very nature of a shared governance model creates some challenges in terms of timeliness of identifying and accomplishing objectives. These same challenges arose in terms of sustaining engagement from all members of the standard team. Competing priorities and varied schedules meant not all members could participate at the same level of engagement. As co-chairs, we strategically engaged committee members in order to conduct the appropriate level of review and gather sufficient information to accurately represent the standard criteria.

Analysis: The Standard 6 document accurately reflects the governance structure and environment of the college. One area that was a recommendation from the last study is being corrected (exempt administrator evaluations being conducted consistently with college policy) and other areas are strong. The specific challenge identified in the standard is the number of committees and a review of the effectiveness and relevance of each individual committee is work that needs to be undertaken. New committees are being formed and several existing committees are no longer active.

Exhibit posting was structured and completed in a way that will make ongoing maintenance of much of the information much easier in the future.

## Major Activities towards College Goals for 2008-09

### Accreditation

Proposed Work for Next Year: Ongoing maintenance of documents and resources identified in the standard is a priority, i.e., maintaining job descriptions online provides a valuable resource for administration and accreditors. As new accreditation standards are clarified and work related to those standards becomes a focus, the co-chairs will work collaboratively on developing mechanisms that will assist in reporting in the future.

#### ***Activity: Accreditation for 2011 – Administrative Services***

Description: Through the President Staff's retreat, briefed campus leadership on the new standards for accreditation. The retreat kicked off a series of institutional planning events towards the new standards that includes the development of core themes and sub themes, templates that we can use with this year's initiatives and taskforce to help launch and implement the strategic planning.

Findings: The new standards promise to provide the institution a system to focus and align its strategic planning efforts with its mission and value statements. Campus leadership is embracing the new format and look forward to its implementation.

Analysis: This is an institutional priority that would require commitment from campus community. IERG would continue to be an integral part of institutional assessment. The division is ready to help lead and facilitate this effort.

Proposed Work for Next Year: Launch taskforce who would develop implementation plan for Accreditation 2011. Update SPOL and other tools necessary to track our strategic planning efforts. Continue the work of the IERG in coordinating the processes and systems of information sharing and data.

#### ***Activity: Workforce Development***

Description: Complete self-study standard one – Mission, Goals, Planning & Effectiveness

Findings: A committee representing faculty, classified staff, and exempt staff met regularly and completed standard one of the self-study document.

Analysis: Document completed and edited according to timeline. Evidence posted in portal.

## Major Activities towards College Goals for 2008-09

### Community Building

#### ***Activity: Training and Development (Human Resources)***

Description: Develop strategic, adaptive, inclusive and integrated learning, education and training model utilizing networked learning organization approach. Develop and implement elements of model to meet needs of classified staff, faculty and administrators, and in some cases students. Apply integrated approach to developing and implementing training, education and development opportunities. Develop relationships and networks to garner support and lay the foundation for implementation of fully integrated strategic model.

Introduce concept of assessing need for specific training and measuring effectiveness, linking to the college's mission, goals and values. Offer tools and guidance for individuals or groups planning to offer training or workshops.

Examples of specific learning, development, and training opportunities developed and implemented include: Safe Space Training (developed and delivered by team of faculty, staff and students); Peace of Mind series (developed to provide self-healing and stress reducing options during stressful budget & economic times); facilitated collaboration between classified staff and faculty for professional development day (sharing resources, ideas, and developing collegiality among participants across employee groups); continued Prevention of Discrimination, Harassment & Retaliation training; provided Ethics training for all employees; introduced Gracious Spaces and Dependable Strengths to classified staff; in collaboration with MCS and OEP, introduced multi-cultural communication training for student services audience as first step towards offering for all employees; facilitated collaboration in delivery of Non-violent crisis Intervention training to over 60 staff and faculty in Student Services, Center for Career Connections and HSEWI (integrated multi-cultural foundation/lense to the training). Administered a training needs survey to classified staff to help focus offerings to this group of employees in the future. Updated and improved New Employee Orientation. In addition, leadership and teambuilding initiatives were begun in at least one division; facilitated conversations for conflict resolution occurred in several instances.

Findings: The networked learning organization model fits well with the culture and needs of the college. It leverages diverse campus knowledge and resources, and promotes collaboration and teambuilding. Until this year, training and educational opportunities appear to have been randomly identified according to urgent need rather than strategic vision. Effective utilization of resources and engagement of campus experts in a collaborative model strengthens relationships and enables strategic focus, to better serve the college's needs now and in the future.

Analysis: Introduction of needs assessment and effectiveness measurement will provide foundation for future planning and evaluation of modes of delivery, use of resources, and topics or areas of need. Specific course offerings this year included components of compliance, multi-cultural communication, expansion of focus on 'isms', specific skill building, facilitated conflict resolution, safety, and focus on individual well-being. All efforts demonstrated the value of collaboration and resource sharing across divisions and constituency groups.

Proposed Work for Next Year: Among the next steps is the establishment of an advisory council to advise and support the networked learning organizational structure as an advocate and content expert. Introduction of the networked learning organization model to

## Major Activities towards College Goals for 2008-09

### Community Building

the college community will occur as additional programs and resources are developed and offered. We plan to continue to develop learning, training and education opportunities in a collaborative fashion; expand beyond Let's Talk About Race to raise awareness and build competence in areas of other 'isms'; offer multi-cultural communication training in more robust way; to establish core modules specifically for supervisors and begin implementation; to establish core compliance structure and continue to implement. In addition, communication and resources will be facilitated by a new web presence, including some tools and access to webcasts, archived materials, tips for those offering training, and highlighting specific offerings.

#### ***Activity: Prevention of Discrimination, Harassment and Retaliation Policy and Training (Human Resources)***

Description: Develop comprehensive Prevention of Discrimination, Harassment and Retaliation Policy and training for all employees. Reinforce college value of pluralism and inclusion and respectful, non-discriminatory learning and working environment. Expanded definition of discrimination and harassment beyond sexual harassment to include race or ethnicity, color, national origin, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.

Findings: College community understanding of what could constitute discrimination, harassment and retaliation was not comprehensive and employees had not received training regarding recent changes in the law and regulations. Implementation of training raised awareness among all constituency groups on campus. Creating and vetting of discrimination policy reinforced training and clarified definitions for reference. In addition, creation of broader policy provides mechanism for conversation, learning, and action to reinforce commitment to non-discrimination and pluralism.

Analysis: Although policy was developed and training delivered, it became apparent through the review of multiple discrimination complaint investigations that the college needs more effective means for resolving conflicts and differences at early stages. Cultural differences give rise to miscommunication and misunderstandings if the parties do not have multi-cultural communication, conflict resolution, and deep listening skills. Conflict can be instrumental in effecting change if managed; however, can be detrimental to civility and respect in the workplace if individuals do not have appropriate communication skills. A structured approach to making conflict resolution options available is necessary, as well as in-depth training in multi-cultural communication and expanded learning about diversity.

Proposed Work for Next Year: Ongoing need for training to update skills and training for new employees regarding prevention of discrimination, rights and responsibilities exists. Mechanisms being developed to sustain this effort. Development of comprehensive complaint resolution policy and revised procedures are high priority for the early part of this year, with implementation of conflict resolution options being integrated into the process.

#### ***Activity: Develop and Implement Protocol for International Teaching and Learning Programs (Instruction)***

Description: Director of CLA, Finance Director, Study Abroad Director, and key Arts & Humanities personnel develop a protocol and worksheet process for proposing off-site

## Major Activities towards College Goals for 2008-09

### Community Building

teaching & learning programs. Outcome intent is to improve communication across division, vet educational and business case of proposed projects, and reduce/eliminate unforeseen, last-minute, and undesirable consequences/liabilities that have been associated with previous BC Travel Study experiences, particularly international experiences.

Findings: Status: Initial draft of protocol is complete and piloted with proposed Shanghai Summer Program 2009. This pilot process led to decision to postpone Shanghai summer program from 2009 to 2010. Improved understanding of project proposal, better start to usable business plan development. Pilot protocol and draft worksheet linked communication among faculty, Instructional Leadership, Risk Management, and Support Staff that generated project description, budget analysis, timeline, resource assessment and collaborative decision-making. \* Protocol adds 20% administrative overhead to BC initiated Travel Study programs.

Analysis: Draft worksheet documents relevant issues that must be considered prior to undertaking Travel Study experiences, particularly BC developed experiences, so that issues can be resolved in an organized and timely way. Worksheet provides a formalized approval process that integrates with related BC processes, e.g. Risk Management Committee.

Proposed Work for Next Year: Finalize worksheet design based on pilot and operationalize as a requirement for all BC organized, sponsored, and/or sanctioned travel study experiences. Next Step: present for comment to Risk Management Committee and Educational Services Cabinet, faculty feedback and finalize formal college-wide adoption.

#### ***Activity: Develop and Implement Operational and Organizational Design for Global/International Activities (Instruction)***

Description: Continue operational and organizational design and strategic planning.

CLA acts as resource for global initiatives and collaborates with ISP and other stakeholders where appropriate.

Executive Dean worked on organizational and operational planning that would consolidate and integrate disparate global/international activities into a single unit, with intent to deliver a formal proposal to college in Fall 2008

Findings: Proposal not completed or presented.

Analysis: Development of new structure for global engagement incorporated into college reorganization planning.

Proposed Work for Next Year: Development responsibility shifted to task force (see below).

#### ***Activity: Determine Appropriate Structure and Support for Global Studies (Instruction)***

Description: June 2009: Reorganization task force creates task force to determine the appropriate structure and support for the international services department, international student services and the Global Studies Institute. Convener s— Star Rush and Tom Pritchard

## Major Activities towards College Goals for 2008-09

### Community Building

Task force considerations include:

- International Support Services (Admin: Vacant) to be filled fall 2009
- New self-support position reporting to the Vice President of Student Services
- International program development and support
- Sister college relationships coordination and support
- Student-faculty exchanges and travel studies/study abroad (from A&H) for all outbound students and faculty, plus all inbound faculty) coordination and support
- Support for Global Studies Institute's co-curricular or contracted programs
- International Student Programs will transition in new unit
- International Student Programs (Admin: Cris Samia) to transition Fall Quarter
- ISP to International Support Services

Findings: Task force will meet Fall 09; work is on-going, report is due to President November 20, 2009.

Analysis: Desired outcome is to provide compelling vision and cost-efficient structure of both educational and business cases for global learning, international partnerships, and international grants & contracts. Goal is to build an infrastructure must facilitate and coordinate new business and program development among Instruction, Admin Services, and ISP and integrate curriculum/faculty development with the business of international education to strengthen instruction, pedagogy, general education, learning outcomes, institutional reputation, and revenue generation.

Proposed Work for Next Year: Complete task force work and implement recommendations.

#### ***Activity: International collaboration and partnerships (Instruction)***

Description: Faculty exchanges and collaborations with sister schools and Fulbright.

Findings: Fulbright/CIES Scholar-in-Residence 2009-10: Asst. Professor Gabriela Estrada-Centelles, Mexico, with interdisciplinary expertise in Mexican history, culture, media.

Faculty exchanges with Business Academic Southwest BAS (Denmark) in May 2009.

Analysis: Use scholar exchanges strategically to further institutional goals. Focus on Latin American studies, population, and curriculum prepares BC to better understand target student population among highest growing population in the service district, broaden curriculum addressing regional classification of knowledge (North America) to include multi-lingual, Hispanic learners, particularly those of color. BC gains intellectual capital and procedure know-how via BAS relationship/exchanges. Led to work for inbound BAS students to BC in Spring 2010 and outbound BC students to BAS, a first for BC student exchange programs. Outcome: replicate know-how to move to strategic planning for international partners via region, market, educational need, and opportunity to enhance BC reputation, curriculum, pedagogy, and revenue.



## Major Activities towards College Goals for 2008-09

### Community Building

Proposed Work for Next Year: Continue integration of partnership development structures, positions, process into strategic plan for International Support Services as part of Task Force work; operationalize process for vetting lead/prospect/partnership opportunities; pilot and analyze inbound faculty and student exchanges with existing partners: Shanghai and Denmark.

#### ***Activity: Develop and Implement Plan and Goals for a Teaching and Learning Institute (Instruction)***

Description: Reorganization task force created a Teaching & Learning Task Force, charged with articulating a compelling vision for the center significantly informed by strong faculty perspectives to strengthen teaching excellence and student achievement across the college. Convener: re-assigned administrator of CLA to TLC.

Findings: TLC task force met throughout summer 2009 to review historical record on TLC initiatives and work to-date and identify strategy for gaining wide faculty mindshare, involvement, and participation in a faculty-driven, administratively coordinated and supported comprehensive Teaching & Learning Unit.

Analysis: Opportunity: significant enthusiasm from faculty on the subject, significant volunteers, and diverse recommendations coming forward. Threat: limited but vocal faculty concerns over top-down administrative assignment, prescriptive mandates or influence on curriculum or teaching, and political maneuvering per faculty influence on division per division affiliation, generational gap among faculty per receptivity to institutional change and particularly scholarship of teaching, pedagogy, learning.

Proposed Work for Next Year: Build budgets, complete organizational transition, finalize space. Gain faculty mindshare, influence, and involvement. Create infrastructure that is responsive to faculty concern but not reactive to it. Create an administration structure that combines staff/exempt coordination, support, facilitation with faculty-lead program leadership via PD Committee and/or Faculty PD Coordinator in reimagined roles/responsibilities or new ones, per task force recommendation. Align re-assigned affected positions, job descriptions, functions, outcomes, accountability and implement cost-effective, work-efficient business processes.

#### ***Activity: Campus Carbon Footprint Analysis (Administrative Services)***

Description: Through the Environmental Advisory committee, Bellevue College conducted an internal Carbon Emissions Audit for the three years during which data was available – the 2005-06 through 2007-08 academic years.

Findings: Not surprisingly being a commuter college, BC's 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.

Analysis: A commute trip reduction plan requires campus wide participation. In addition, several resources are available to support transportation initiatives, including the student's environmental funds, METRO and the City of Bellevue.

## Major Activities towards College Goals for 2008-09

### Community Building

Proposed Work for Next Year: Develop commute trip reduction plan for campus approval which could include funding for CTR coordinator from student funds and implementing at least two transportation initiatives.

#### **Activity: *ELFCC Hosting of Japanese faculties (Administrative Services)***

Description: ELFCC hosted 28 early childhood teachers for 3 days in 2008.

Findings: Cultural exchange that depicted similarities and differences in early childhood programs is a valuable undertaking. Staff benefited with planning the event and the interaction that occurred. It was a learning experience for both sides. The event was successful.

Analysis: Despite the extra effort on preparation, any opportunity for more cultural exchanges is welcome.

Proposed Work for Next Year: If opportunity arises, host other agencies and other countries in promoting early child care.

#### **Activity: *Summer program for school-aged kids (Administrative Services)***

Description: Opened up a new summer program for school age children (first time here) – wrote all policies, procedures, budget, parent information, enrollment materials, and met licensing standards for this program. Purchased all new equipment, set up a new classroom, designed the curriculum, enrolled families, and implemented a successful summer program for this age group.

Findings: There is a need and a capacity to offer this program in the summer. It also provides another revenue source for the program.

Analysis: The program is successful that requires evaluation and survey to enhanced further. A final budget reconciliation will also show that it has been an economical venture.

Proposed Work for Next Year: Offer the program again next summer. In addition, ELFCC planned by August 31 to evaluate the program design and further enhanced it. A survey questions to children and the families are scheduled for next year.

#### **Activity: *(Equity and Pluralism)***

Description: Develop and provide more comprehensive training to augment training provided regarding race and racism to address other 'isms' through an understanding of the common underlying psycho-social dynamics of privilege, power, and inclusion as they apply to inter-group relationships in the BCC community. Further; to integrate concepts of cultural awareness into staff and faculty training such as supervisor, pluralism advocate, and selection/hiring training. Design, plan, and deliver training and professional development opportunities to address concepts and skill sets necessary for effective inter-group relations, intercultural communications, intercultural conflict resolution, decision-making, task completion, relationship management, leadership, and community building with an emphasis on mission critical application at BCC in close collaboration with Human Resources training initiatives.

## **Major Activities towards College Goals for 2008-09**

### **Community Building**

Findings: There is a continuing need for not only this kind of training and professional development, but a need to successfully integrate into a comprehensive institutional plan for education, training, and professional development.

Analysis: In order to facilitate this approach, a representative advisory group needs to be developed beyond core planning team to provide both input and reaction to training needs.

Proposed Work for Next Year: Continue development of comprehensive plan, but begin to roll out developed elements beginning in fall quarter '09.

#### ***Activity: Improve Electronic Communication (Information Resources)***

Description: President's Staff formed a college wide committee to research and make a set of recommendations to the President and President's Staff for improving electronic communications across campus. The committee was to be chaired by the VP of Institutional Advancement and the VP of Information Resources.

Findings: The committee completed its task by providing a set of recommendations to the President and President's Staff. President's Staff approved the recommendations of the committee.

Analysis: After researching the topic and talking with individuals across campus the Electronic (Mass) Communications Committee proposed two recommendations. The two overall recommendations were to address E-mail Etiquette and to find a way to reduce the email overload by reducing the use of ALL BC-FYI and ALL BC-PFD.

Proposed Work for Next Year: The College will implement as many of the recommendations as it can during the 2009-10 academic year.

## **Major Activities towards College Goals for 2008-09**

### **Business/Process Improvement**

#### ***Activity: Improve Workflow, HR Systems (Human Resources)***

Description: Implementing on-line web based employment application system, Rain shadow. Existing system purchased and installed; reviewing for business process and protocols; modifications requested and being implemented by software provider. Written documentation requested. Conferring with other colleges regarding protocols and procedures.

Findings: Preparation for implementation began some time ago; however, required modifications are more extensive than initially indicated; software provider is working with other colleges to upgrade and respond to college needs. Anticipate testing with first process during fall quarter; will assess need for further revisions prior to full implementation.

Analysis: On-line web based application system will enable applicants for college employment to submit resumes and application packages on-line, reducing the time to receive, reducing the paperwork generated and the chance of misplacing paperwork. In addition, the system will generate automatic response letters, providing a level of consistency and responsiveness that is difficult to maintain with current system. System brings the college into the 21<sup>st</sup> century, in keeping with the college reputation for technical excellence. Selection committees will be able to review applications at their convenience and concurrently, potentially reducing the review time.

System will enable electronic forms processing, streamlining initial position authorization process.

Proposed Work for Next Year: Fully implement web-based employment application software for exempt, classified and full-time faculty positions; train selection committees and other applicable staff in use of the system; identify what information will be useful to collect, report and analyze. Evaluate effectiveness; review process; modify as appropriate. Consider effectiveness for other positions.

#### ***Activity: Improve Workflow, Event Planning (Administrative Services)***

Description: Workflow improvements in event planning have been implemented that included a survey of users and the implementation of the event management system (EMS). Workflow also includes regular coordinating meetings with campus operations to ensure that maintenance and security are included in the support.

Findings: The EMS has been a valuable coordinating tool for accessing spaces for events. However, continued work on overlapping campus events through the campus wide planning calendar is necessary. With limited spaces, conflicts still arise. The event coordinating team led the successful preparation for large events like graduation and the 3-day Breast Cancer Walk.

Analysis: Campus wide and users feedback should continue via survey to enhance events services.

Proposed Work for Next Year: Perform another survey and also expand coordinating committee as necessary.

## **Major Activities towards College Goals for 2008-09**

### **Business/Process Improvement**

#### ***Activity: (Administrative Services)***

Description: Implement the use of FMS Query on campus for improved business workflow

Findings: Increased the ability at the department level for staff to quickly reconcile and monitor their expenses and track revenue. Increased the speed in the Finance office to track and generate fiscal reports and reconciliation.

Analysis: Additional department staff training needed to increase support of application. Finance and IR coordination on multiple year access to data, customize reports.

Proposed Work for Next Year: Provide additional one-on-one training for department staff to increase campus use of the application. Enable finance staff to take training in access and network solutions from other colleges using the application and coordination with IR department to implement improvements.

#### ***Activity: Integrated Planning Tool (Administrative Services)***

Description: Deployment of Strategic Planning Online software will improve service unit and instructional program abilities to develop, implement and track key initiatives tied to college planning priorities.

Findings: The software was deployed with little time for developing an implementation process, including the assignment of roles and responsibilities to specific individuals and expectations for routine status reports. Users were trained in the software beginning in summer 2008 and throughout AY 2008-09. However, the amount of attention needed to keep them familiar with the software and using it routinely needs to be re-examined.

Analysis: Generally, feedback on the tool was positive and perceived as an improvement over the former PEP process and database. The absence of an implementation plan resulted in many Users feeling uncertain about expectations of them for accountability.

Proposed Work for Next Year: Develop a full deployment plan for AY 2009-10 that includes ongoing training, deadlines for entering objectives and status reports. A new version of the software is expected to be released before 2010, so that will require ongoing training and updating of User materials.

#### ***Activity: Implement Microsoft Products Migration (Information Resources)***

Description: Information Resources was to plan and implement a major Microsoft products migration.

Findings: This project included: changing our two domains to one, redoing our Active Directory, changing the college domain to bellevuecollege.edu, upgrading to Exchange 2007, upgrading to SharePoint 2007, installing Office Communication Server, installing Performance Point Server, and upgrading 35% of the desktops computers to Microsoft Vista and Office 2007. Training was provided, both online, in-person, and in group settings.

Analysis: This was a huge project for the College to undertake and it took over six months of the academic year to complete. The College successfully implemented all pieces of this project except for part of the Office Communication Server and Performance Point Server

## Major Activities towards College Goals for 2008-09

### Business/Process Improvement

installations. IR did not install Performance Point Server but it did activate Office Communication Server's Unified Messaging for our phone system. The College needed Unified Messaging since part of our phone system was failing and causing problems across campus. Unified Messaging added new features such as accessing messages and emails via voice from anywhere. However you could no longer see the phone number of the person calling you and the phone light no longer worked. Installing Microsoft Vista and Office 2007 required replacing many of our old computers which added time to the project's completion. Fortunately, funding was provided for computer replacement and the College was able to exceed our 35% completion target. There was not enough time to deploy Performance Point Server. Training was provided in a variety of formats which seem to work for most people.

Proposed Work for Next Year: The College will complete the Microsoft Vista and Office 2007 migration, release the rest of Office Communication Server, including Live Meeting and Instant Messaging, and install Performance Point Server. The College will continue to expand training opportunities in the use of current and new applications.

#### ***Activity: Provide Additional Software Applications (Information Resources)***

Description: IR was to provide additional applications for the Campus Community.

Findings: IR was able to complete the following applications: Time and Leave Reporting (TLR), Curriculum Proposal upgrades, Tenure Committee and Sub-Committee sites, and an enrollment management tool. IR was not able to complete: Budget Development, Class Site Authoring, Syllabus Template, and Articulation Agreement. Training was provided by IR staff or by the unit that requested the application.

Analysis: During fall quarter federal and state required all colleges to provide positive time reporting for all classified positions. Bellevue took the lead to develop an online positive time and reporting application. Other colleges were initially involved but it was BC that ended up developing the application and then sharing it with other colleges. In order to complete TLR so it could be used by other colleges, the College's developers had to create a staging area for our data and then an operational data store (ODS) to normalize the data. TLR uses the ODS to pull required information. The creation of the Staging Area/ODS required working with several colleges and took more resources, people and time, than we originally estimated. The College and the CTC's now have an excellent TLR application and a common staging area/ODS for all colleges to use. We will use ODS to connect to other applications the College develops or for that matter, any college develops. The Staging Area/ODS will make it easier for colleges to share applications.

Proposed Work for Next Year: Complete Class Site Authoring Tool, Syllabus Template, extend the Curriculum Proposal Tool and Enrollment Management Tool, complete the build out of the ODS with our partner colleges, upgrade SEVIS for required International Student reporting, and if time is available, create the complaint management application, Research Database/KPI via ODS, and to develop a project charter and requirements list for the Students At Risk (STAR) intake process.

## **Major Activities towards College Goals for 2008-09**

### **Business/Process Improvement**

#### ***Activity: Provide Wireless Access (Information Resources)***

Description: Information Resources was to provide Wireless Access for the Campus Community.

Findings: The goal was to expand wireless access to cover 90% of campus. 90% of the campus now has wireless access, including some parking lots.

Analysis: Funding for the needed wireless equipment was provided. The equipment was purchased and Computing Services staff installed and expanded wireless access on campus including the new S building. As a result, more employees and students are now using wireless access.

Proposed Work for Next Year: Finish deploying wireless access to the few remaining areas across campus.

#### ***Activity: Provide E-mail and Records Retention Systems (Information Resources)***

Description: Information Resources was to provide an E-mail retention system and a records retention system for the campus community.

Findings: IR was to research, bid, purchase, and install an E-mail retention system and a records retention system for the college community. No work was done on these two projects.

Analysis: Information Resources over committed itself by saying it could complete these two projects along with all the others that were part of its work plans. In addition, we lost a Network/Server position mid-year that was not replaced during the rest of the academic year. A 20% reduction in server staff meant we didn't have the necessary staff to work on this project. Also, with the budget cuts and a freeze on equipment purchases by the State, this project was put on hold.

Proposed Work for Next Year: Because of legal requirements for E-mail retention, IR will research and propose a solution for the college. If funding is provided, IR will complete an RFQQ and purchase the E-mail retention system. Installation will take place during the summer of 2010.

#### ***Activity: Complete IT Security Audit (Information Resources)***

Description: The College is to complete the formal IT security audit as required by the Department of Information Services and the Information Services Board (ISB)

Findings: The formal audit requires complying with a set of standards provided by the ISB. The college was required to review all policies and standards and add new standards required for the audit. Formal documentation is required and the audit must be completed by an outside agency.

Analysis: The formal audit was completed in August, 2009 and the College passed all of the IT security standard requirements.

## Major Activities towards College Goals for 2008-09

### Business/Process Improvement

Proposed Work for Next Year: The College is required to send a written letter stating that we are in compliance with the IT security standards. The College will also be adding new standards and modifying others as needed.

#### ***Activity: Improve Workforce Portal (Workforce Development)***

Description: During 2008-09 we initiated an expansion of the workforce portal to improve faculty and staff access to resources and information. We worked with the web development staff to redesign the portal and are adding information on an ongoing basis. The expanded portal will include links to the office of instruction, institutional research, and other appropriate college units.

Findings: We plan to review usage of portal and survey faculty and staff to determine their ongoing needs.

Analysis:

Proposed Work for Next Year: Complete portal in fall 2009, announce additions to campus, and measure satisfaction.



## Major Activities towards College Goals for 2008-09

### Advancement Campaign

#### ***Activity: Continue Advancing Student Success Campaign (Institutional Advancement)***

Description: Quiet phase of the campaign was launched to Board and key staff in summer of 2008. The Board and Trustees campaign continued all year with volunteer recruitment happening as an ongoing activity. We received the largest individual pledge to the college ever. Donors made multi-year gifts, planned collaborative family gifts, and negotiated creative matching partnerships with their businesses. Everyone has been creative in responding to economic obstacles.

<b>Summary Pledge Report</b>	<b>FY09 Actuals</b>
Individuals:	\$782,501
Corporations:	110,000
Foundations:	15,000
Government:	490,846
<b>Overall Campaign Target:</b>	<b>\$1,398,347</b>

- **FUNDRAISING:**  
A cumulative amount of **\$2,272,786** has been pledged to the campaign.
- The cumulative amount for the board and family campaign is \$1,110,400.
- This year we had 26 solicitations and 28 pledges.
- **VOLUNTEER RECRUITMENT:**  
Recruited our campaign co-chairs Bob Alexander & Jim Peoples
- Launched the Steering Committee, recruited 8 members, and held 6 meetings.
- Launched the Lead Gifts Committee, recruited 4 members, and held 9 meetings.
- Launched the Major Gifts Committee, recruited 4 members, and held 3 meetings.
- **MARKETING AND MESSAGING:**  
Published our first Campaign E-newsletter.
- **STEWARDSHIP:**  
We celebrated the launch of the planetarium, had 2 House Parties, and 2 CEO Breakfast's with the President for a cumulative number of 75 guests.
- We had 3 solicitation trainings helping 19 board members and volunteers refine their fundraising skills.
- We created a comprehensive donor recognition plan with input from 4 community members – 2 Board 2 non-Board.

## **Major Activities towards College Goals for 2008-09**

### **Advancement Campaign**

Findings and Analysis of findings: Giving from our Board and close family who truly understand the case has been impressive. We have almost 100 percent Board participation and the Board has beaten the goal they set themselves of \$1 million. As the year progressed and the deeper recession settled over the country, response from donors who are not as close to the college was less enthusiastic. Several corporations and individuals suggested that they would need to wait a year or more before considering a gift as they are still paying off recent pledges to other organization or as a business were decreasing charitable investments. As evidenced by the more than 75 potential donors who have attended cultivation events, interest for the college and the college's mission is high. Our tough work will be to continue to cultivate donors until the time is better for giving.

Proposed work for next year Raise \$2,000,000 towards the campaign target of \$6.7 million bringing the total to at least \$4.3 million.

- Announce campaign at annual luncheon event 4.28.10.
- Complete lead gifts solicitations
- Begin employee campaign
- Continue to host CEO event and house parties – at least one per month.

## Major Activities towards College Goals for 2008-09

### Other Items

#### **Activity: BCCAHE Negotiations (Human Resources)**

Description: Negotiate limited items for BCCAHE faculty contract; extend 2008-2009 salary schedules for duration of 2009-2010 academic year, given legislative salary freeze. Will return to bargaining in the event legislative monies are made available during the academic year for increment purposes.

Findings: Completed negotiation of identified items; revised articles will be presented to faculty for ratification and to board for approval. The parties engaged in negotiations with a collaborative, interest based approach and were able to reach agreement on several significant issues, such as 1) maintenance of 2008/2009 salary schedule through the academic year 2009/2010 consistent with the state salary freeze; 2) creation of a limited term affiliated faculty agreement (up to 2 years), with the expectation of increased participation in program/division activities and additional compensation; 3) development of an application and review process for courses being developed for on-line or telecourse delivery; and 4) creation of an academic calendar for 2010/2011 that provides administration with time to address college wide issues and acknowledges faculty's interest in consistent instructional days/quarter and consecutive calendar days for final exams.

Several processes were clarified; some were created; and some edits and corrections were made to existing language. Actual documents reflecting tentative agreements include 1) revised contract language; 2) new forms included in appendix B; and 3) Memoranda of Understanding. Those documents are available for review upon request.

Analysis: Both parties expressed interests in a collaborative manner and were able to reach agreement in a couple of significant areas. There remain some competing interests that will require attention during the next negotiations session, which may begin as early as February of 2010. Several new processes have been identified during the last negotiations session and this one and it is incumbent upon both parties to assess how well those new processes work.

Proposed Work for Next Year: During the 2009/2010 academic year, both parties will be implementing new procedures. It will be critical to review these processes and clarify if necessary. In addition, with the change in union leadership this year, developing good working relationships with the new association president will be a priority. Preparation for 2010/2011 negotiations will also be a priority for the 2009/2010 academic year and items of specific interest are being generated for review.

#### **Activity: Administrative Support (Administrative Services)**

Description: As a support system, the division has several other significant accomplishments as it provides routing maintenance and support. They include continued work on emergency preparedness planning and implementation; capital projects that include L building, remodels and purchases of properties by Sunset Ranch; active participation in professional development trainings such as safety training and the launching of the leadership journey; support for the historical name change for the College; updating accessibility of campus policies and procedures, records and retention; and finally facilitating the budget reduction for the fiscal period.

**SPECIAL MEETING AGENDA ITEM**

**November 20, 2009**

**Tab 5**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

FY10 Strategic Planning

**Description**

Bellevue College leadership meets for an annual retreat prior to the start of fall quarter to determine institutional priorities and set goals for the year. Priorities and goals are further refined with feedback from constituency groups and are presented to the board at its annual fall retreat.

**Key Questions**

- \* Do the strategic priorities identified support the strategic plan of the college?
- \* Are the strategic priorities appropriate to the current needs of the college?
- \* Are there identified needs of the college that are not reflected in the strategic priorities?
- \* Are the college's resources sufficient to support the strategic priorities?

**Analysis**

College leadership met with their individual constituencies prior to the fall leadership retreat to identify priority needs. The retreat included President's Staff members, organizational unit administrators, and other key leadership personnel. Given budget constraints and the number of unfilled positions, a commitment was made to not undertake any new initiatives. Instead, it was determined that our best course of action would be to focus on supporting current initiatives by reinforcing activities that were deemed successful and revising activities where an alternative approach had been identified.

While we did not undertake new initiatives, there has been a refocusing to support current initiatives and transition to the new format required by the revised accreditation process currently being implemented by the Northwest Commission on Colleges and Universities. This new process includes structuring activities around core themes. College leadership has been refining work plans to support this new structure using SPOL to help us organize our work.

## **Background Information**

The strategic priorities for this year have been carried over from 2008-09 and include:

1. Student Success. We are student-centric. We want them to succeed. What's good for our students is good for our community and region.
2. Teaching and Learning Excellence. Brilliance starts in the classroom; classrooms that are staffed, equipped, and supported across the campus, with faculty members that are up-to-date and current in not only in their fields but in teaching and learning.
3. College Life and Culture. Bellevue College should be a great place to work and to attend school. We will hear shortly from the Vision Strategy Team that has been focused on this precise area.
4. Community Engagement. We reflect our community and help advance our greater communities through partnerships and engagement.

Three major areas of focus have been identified:

1. Obtaining accreditation as a four-year college.
2. Initiating a new strategic plan that will guide our work for the next seven years.
3. Initiating improvements in student achievement, college climate, and reorganization.

Attachment 1 – 2009-10 Bellevue College Work Plans details the activities designed to support the strategic priorities of the college.

## **Recommendation/Outcomes**

The board will be familiar with the core themes and objectives of the strategic planning priorities identified for 2009-10. President's Staff members will be available to answer questions.

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# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Overview

### Pilot for Introducing Core Themes and New Accreditation Process

**Four Core Themes** | Nine Sub-themes | *Three Sub-sub-themes*

#### **1. Student Success**

Access

Persistence and progress toward educational goals

#### **2. Teaching and Learning**

Quality course and program design

Teaching excellence

#### **3. Community Engagement and Enrichment**

Strong institutional involvement with the community

#### **4. College Life and Culture**

Diverse and inclusive campus environment

Supportive and sustainable learning, working, and living environment

*Employees prosper in their professions*

*Facilities & services support people and activities*

*Sustainable practices guide institutional decision-making*

Efficient & effective organizational and governance structures

Responsible fiscal stewardship

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Core Theme: Student Success Access and

### Persistence and progress toward educational goals

STUDENT SERVICES			
Evidence: Gap analysis, student need to resources (indicators and monitor) and financial accessibility.			
Objective	Outcome	Baseline Data	Target
<b>1. Gap analysis.</b> <b>2. Redesign Financial Aid website</b>	1a. Create a report that tracks the number of students that do not qualify for grants but should not take out loans and do not enroll for classes.  1b. After compiling the data and identifying student need, increase the amount of non-need monies available to students.  2. New and easier to use website that does not rely primarily on text.	1. Identify the number of students who do not qualify for grants but are a pre-determined percentage above the qualification for a grant. 2. Completion of Information Resources survey.	<b>1. Increase the number of students receiving financial aid by X% (TBD once fund sources are identified).</b> <b>2. To be completed by the mid-summer quarter. A</b>
<b>Rationale:</b> 1. Approximately 2001, the BOT reduced the non-need tuition waivers from \$325,000 to \$80,000. This significantly impacted those students who did not qualify for Pell grants, but should not take out a student loan. The waiver would pay for tuition only and lessen the financial burden on students. 2. Currently, the FA website is relies primarily on text. Although filled with excellent content, students do not read through very much, instead preferring to call FA.			

### Persistence and progress toward educational goals

WORKFORCE DEVELOPMENT			
Evidence: Surveys of students			
Objective	Outcome	Baseline Data	Target
More students complete their educational goals through the use of career pathways tools.	1. After using career pathways tools at least 80% of students reported that the tools were helpful in their career planning.	No baseline	80% report that the tools were useful
<b>Rationale:</b> Career pathway tools give students a graphic representation of educational choices leading to a variety of jobs/careers. Pathways tools were developed for all professional/technical programs in 2008-09 and are being implemented in 2009-10. Students will be surveyed to determine usefulness of the tools and data from this first year survey will serve in as the baseline for future years. Beta testing of the pathway tools leads us to believe that a high percentage (80%) of the respondents will report that they find the tools useful.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Core Theme: Student Success Persistence and progress toward educational goals

STUDENT SERVICES			
Evidence: Intensive student Intervention.			
Objective	Outcome	Baseline Data	Target
Implement a year-long progressive student academic success intervention (SASI) model.	<ol style="list-style-type: none"> <li>After receiving intervention, the successful student will achieve a minimum quarterly GPA of 2.0.</li> <li>If students continues to earn below a 2.0 GPA after the second quarter, students must attend a HD success course during their third or fourth quarter at BC. The successful student will complete the course and earn a minimum of 2.0 GPA by the end of the quarter.</li> </ol>	<p>1a. <u>Three year trend analysis:</u> 2004 -06 demonstrating the academic progress of students who earn below a 2.0 their first quarter and continue to the second quarter.</p> <p>1b. <u>Comparative data</u> - Create two cohorts of students that are below 2.0 GPA after the first quarter. Compare difference between the two groups where one group receives the letter and counseling and the other acts as a control group.</p> <p>2a. <u>Trend analysis:</u> 2004-06 demonstrating academic progress of students who achieve below a 2.0 for two straight quarters.</p> <p>2b. <u>Comparative data:</u> Create two groups. One cohort will be required to take the HD course while the other cohort receives no special support and will act as the control group.</p>	<ol style="list-style-type: none"> <li>10-20% improvement over historical and comparative data.</li> <li>10-20% improvement over historical and comparative data.</li> </ol>
<p><b>Rationale:</b> Currently, BC has an Academic Standards Policy that includes Academic Progress, Academic Probation and Academic Dismissal. To make this policy and these procedures enforceable, the College must have in place a mechanism to inform, support and assist students. The Student Academic Success Intervention program will contact students after the first quarter completed here at BC where they will be blocked from registration and be required to meet with an advisor/counselor to discuss their educational plans, strategies and implications of low GPA. If at the end of their second quarter students are still below GPA standards, they will be required to attend a HD Student Success course. If they persist below a 2.0 after this and they accumulate 60 credits, they will be dismissed. Having a progressive intervention model would assist the college in managing the Academic Standards Policy as well as increase retention and success in the classroom. .</p>			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Core Theme: Student Success Persistence and progress toward educational goals

STUDENT SERVICES			
Evidence: Intensive Student Intervention			
Objective	Outcome	Baseline Data	Target
<b>Implement a year long assessment based Intercultural Student Success Model (ISSM) intervention</b>	1. After the ISSM intervention has occurred, MCS coded students with GPAs between 2.0 and 2.5 will improve their GPAs.	1. Three year trend analysis of academic progress of MC coded students at BC who earned GPA2.0-2.5 desegregated by ethnicity.  2. Comparative Data – Compare cohorts of MC coded students who receive the ISSM and compare them to their cohort in the general student population desegregated by ethnicity.	<b>1. Pre-post scores on the CLEI. 2. Upward change in GPA over three quarters. 3. 5% - 10% improvement over historical and comparative data.</b>
<b>Rationale:</b> Create an assessment based pro-active early 3 quarter customized intervention that focuses on engaging, assessing, supporting, and sustaining BC students of color who seek services at MCS over a three quarter period. This model is developed in line with research results that indicate student success approaches available in the literature. The desired outcome for the Intercultural Student Success Model Initiative is protect and support moderately at risk students of color who slide into probationary status due to academic and non-academic stressors. Current initiative is being limited to MC coded students due to lack of resource capacity to process all eligible students of color at BC.			

STUDENT SERVICES			
Evidence: Intensive Student Intervention			
Objective	Outcome	Baseline Data	Target
<b>Fresh Start Program - Intervention with students who have at least 60 credits with a GPA of less than 2.0.</b>	Students who meet with the Assoc. Dean of SS will achieve a minimum of 2.0 GPA for the following quarter.	Three year trend analysis 2004 – 06 demonstrating the historical academic progress of students on academic probation after achieving 30 credits.	<b>Target will be determined once the historical data can be reviewed. Current target will be 50% of students who meet with the Assoc. Dean will achieve a minimum of 2.0 GPA.</b>
<b>Rationale:</b> The Academic Standards Policies (Academic Progress, Academic Probation and Academic Dismissal) have never been enforced from a systems perspective. Much of this is due to the fact that our current computing systems do not easily facilitate such a process. Having said that, it would be difficult to justify enforcing such policies without having a sound academic intervention model. This would allow the college to identify and assist longtime students who need immediate assistance.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Core Theme: Student Success Persistence and progress toward educational goals

INSTRUCTION			
Evidence: student persistence rates in Nursing			
Objective	Outcome	Baseline Data	Target
<b>increased Student Persistence in Nursing</b>	Increase in percentage of nursing students who persist through winter quarter, first year Increase in percentage of nursing students who complete AA degrees/those who started the program	last five years attrition rate through winter quarter last five years AA completion rate	<b>15% improvement</b>
<b>Rationale:</b> The strategic plan developed by the Nursing Faculty last year included seven recommendations aimed at improving the overall quality of the program and retention of students. The specific changes implemented this year will be based on input from instructors and research data collected by the office of Institutional Research. The strategic plan describes specific activities and tasks to be implemented.			

INSTRUCTION			
Evidence: Student Achievement Points data provided by the SBCTC			
Objective	Outcome	Baseline Data	Target
Improved educational attainment for students	An increase of 5% in total points from 2008-2009 to 2009-2010	2008-2009 points 18,722	2009-2010 points 19,658
<b>Rationale:</b> The State Student Achievement Initiative is a new performance funding system that rewards colleges for increasing levels of achievement attained by students. A campus team with members from Instruction, Student Services and Institutional Research will be created to analyze the Student Achievement Point data from the state, determine where the criteria for earning points best matched the college's goals, and develop and launch strategies for increasing points in 2009-2010.			

INSTRUCTION			
Evidence: Student persistence rates in Math 099			
Objective	Outcome	Baseline Data	Target
<b>Developmental math initiative: student success in Math 099</b>	Increase success rate in Math 099, Intermediate Algebra	Fall, 2008, 56.3% of students earned a C or better in Math 099 (from the IR office)	Increase success rates (defined as C or better) in Math 099 to 58%
<b>Rationale:</b> Math 99 is a gateway to college-level math for many students (or it becomes a block to moving ahead to college-level work and degrees)			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Teaching and Learning Quality course and program design

INSTRUCTION			
Evidence: successful launch of BAA degree in Interior Design in January 2010			
Objective	Outcome	Baseline Data	Target
<b>Develop and Implement BAA degree in Interior Design</b>	<ol style="list-style-type: none"> <li>1. Successful approvals from SBCTC, HECB, NWCCU</li> <li>2. Student application/ selection/ advising processes developed</li> <li>3. Students admitted into program</li> <li>4. Classes scheduled into appropriate facilities</li> <li>5. Students begin classes on Jan 4</li> <li>6. CAC approval of new AA degree and courses</li> </ol>	<ol style="list-style-type: none"> <li>1. No approvals on file as of 6-30-09</li> <li>2. None exists as of 6-30-09</li> <li>3. No students currently in program</li> <li>4. Existing studio and instructional space is not adequate to schedule additional classes</li> <li>5. No baseline; new program</li> <li>6. AA not yet approved</li> </ol>	<ol style="list-style-type: none"> <li>1. all approvals on file as of 10-30-09</li> <li>2. 75 applications requested by prospective students</li> <li>3. 32 students accepted for winter (22 FTES) and 63 total for FY 2010 (44 FTES)</li> <li>4. Instructional space identified and renovated for new classes</li> <li>5. Successful start; no postponement</li> <li>6. CAC approval by 2010-11 catalog deadline</li> </ol>
<b>Rationale:</b> New degree will provide a sought-after pathway for BC students and graduates to earn a CIDA-accredited bachelor degree in this field, from a reasonable-cost state institution, in western Washington. Interior design will become a 2+2 program, with a new AA degree serving as a pathway to the new BAA. Existing and former students will be able to apply credits earned at BC and elsewhere toward degree fulfillment.			

INSTRUCTION			
Evidence: task force recommendations implemented			
Objective	Outcome	Baseline Data	Target
<b>Reorganization—establish Global Education entity at BC</b>	Integrated unit, with leadership reporting to VPSS, to manage college planning and activities for: <ul style="list-style-type: none"> <li>• Int'l pgm development and support</li> <li>• Sister college relationships coordination and support</li> <li>• Outbound students and faculty, plus inbound faculty coordination &amp; support</li> <li>• Co-curricular or contracted programs</li> </ul>	<ul style="list-style-type: none"> <li>• related functions distributed across college divisions</li> <li>• administration and coordination is difficult</li> </ul>	<ul style="list-style-type: none"> <li>• task force planning/recommendation complete</li> <li>• implementation underway and on-schedule</li> </ul>
<b>Rationale:</b> Need to determine appropriate structure and support for the international services department, international student services and the Global Studies Institute; with current functions distributed across college or not covered at all, administration and coordination is not happening.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Teaching and Learning Quality course and program design

INSTRUCTION			
Evidence: task force recommendations implemented			
Objective	Outcome	Baseline Data	Target
<b>Reorganization—establish Sustainability Curriculum at BC</b>	<ul style="list-style-type: none"> <li>Sustainability integrated throughout college programs and curricula</li> <li>Program-level course offerings in Sustainability</li> </ul>	none—new program; does not currently exist	<ul style="list-style-type: none"> <li>task force planning/recommendation complete</li> <li>implementation underway and on-schedule</li> </ul>
<b>Rationale:</b> Sustainability is becoming increasingly important as a discipline unto itself, and also as a concept to infuse/integrate across all disciplines.			

INSTRUCTION			
Evidence: task force recommendations implemented			
Objective	Outcome	Baseline Data	Target
<b>Reorganization—establish Cultural Studies entity at BC</b>	new “umbrella” program to house & reinforce existing programs and foster development of new sub-programs (Queer Studies, Native American Studies, etc.)	AMST in A&H ETHN in Social Science small programs in relative isolation	<ul style="list-style-type: none"> <li>task force planning/recommendation complete</li> <li>implementation underway and on-schedule</li> </ul>
<b>Rationale:</b> Expand and support our current offerings in cultural and ethnic studies, to provide more opportunities for students to “see themselves” in our curriculum and to learn about those different from themselves.			

INSTRUCTION			
Evidence: Aggregated data from yearly program-level assessments of general education			
Objective	Outcome	Baseline Data	Target
<b>Update Gen Ed outcomes</b>	Each gen ed outcome has sufficient data to infer institution-level achievement.	2008-09 aggregate gen ed data, which contain no aggregations large enough to make reasonable inferences	# of gen ed outcomes is low enough so that it’s possible to assess all regularly (every three years, at minimum)
<b>Rationale:</b> The current 18 general education outcomes represent a line of thinking that includes neither the realities of assessment nor a consideration of how “college-wide” outcomes should be defined. Also, it’s expected that the outcomes will be updated regularly, as faculty understanding of both general education and assessment evolves. Aggregations of yearly gen ed assessments will reveal the degree to which the college has achieved an assessable set of outcomes. Baseline data show that so far, it has not. Target is a first step on the road to a workable set of outcomes.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Teaching and Learning Quality course and program design

INSTRUCTION			
<b>Evidence:</b> 1. strategic enrollment planning team 2. strategic enrollment plan outline 3. An environmental scan			
Objective	Outcome	Baseline Data	Target
Develop a sustainable infrastructure for <b>enrollment planning, effectiveness, responsibility and accountability.</b>	<ol style="list-style-type: none"> <li>1. A strong cross campus strategic enrollment planning and management team with well-defined roles and responsibilities.</li> <li>2. A strategic enrollment plan outline</li> <li>3. compile and distribute annual environmental scan that includes both internal and external factors that will influence the direction and goals of instructional programs. (Industry trends, demographic information, enrollment information, state initiatives, funding directions...)</li> </ol>	No Baseline	<ol style="list-style-type: none"> <li>1. Functioning team as reported my members of the team.</li> <li>2. Comprehensive outline for a strategic enrollment plan</li> <li>3. Environmental scan used by the college to influence decisions.</li> </ol>
<b>Rationale:</b> A new, integrated college team will be developed to facilitate campus strategic enrollment planning and management. The team will most likely include members from instruction, student services, institutional research, finance, college relations and information resources. During 2009-2010, the team will work to clearly articulate roles and responsibilities, and develop expertise in areas like enrollment trends, funding allocations, state-wide initiatives and components of a strong strategic enrollment plan.			

INSTRUCTION			
<b>Evidence: Strategic Plan for e-learning structure, incl. distance ed migration to instruction</b>			
Objective	Outcome	Baseline Data	Target
<b>Revise e-learning structure</b>	Comprehensive e-learning administrative structure and management plan that integrates current distance education (on-line) and other e-learning modes and strategies for student benefit.	Distance Ed support managed by IR Non-100% on-line "e-learning" not integrated into DE program	<ul style="list-style-type: none"> <li>• recommendations in place</li> <li>• implementation on schedule</li> </ul>
<b>Rationale:</b> Current administrative structure does not provide well for support of all elements of "e-learning," including support for e-learning aspects of on-ground and mixed-mode instruction.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Teaching and Learning Quality course and program design

INSTRUCTION			
<b>Evidence:</b> Revisions to the program review process			
Objective	Outcome	Baseline Data	Target
<b>Update Program Review</b>	Comprehensive and relevant Program Review process that promotes development of objectives that address core themes and measures program health	no baseline data	Program Review update completed by June 2010 Survey completed by OUAs and chairs with 80% overall support for the new process and indicators.
<b>Rationale:</b> Program review needs to evolve so that the process can inform strategic planning. Currently, only one of the measures used in the review aligns with student success, and none align with teaching and learning excellence, both core themes. In addition, the review can become a means of determining overall program health. Current program indicators are mainly limited to internal measures like enrollments, student/faculty ratios, pt/ft ratios, and graduation rates. New, comprehensive measurements will be created that expand indicators of program health, include both internal and external indicators (industry trends, pathways for professional technical programs, and transferability of academic programs. The instructional leadership team, including program chairs, will work together to research and develop the expanded measures.			

## Quality course and program design

INSTRUCTION			
<b>Evidence:</b> task force recommendations implemented			
Objective	Outcome	Baseline Data	Target
<b>Reorganization—establish Faculty Teaching-Learning Resource at BC</b>	Comprehensive faculty-developed, faculty-driven resource for teaching and learning effectiveness, learning research/theory, curriculum development	current faculty resource center focuses on distance learning and Vista support	<ul style="list-style-type: none"> <li>task force planning/recommendation complete</li> <li>implementation underway and on-schedule</li> </ul>
<b>Rationale:</b> faculty need a way to learn about learning theory and research, develop new pedagogies, share existing best practices, explore interdisciplinary connections, etc.			

INSTRUCTION			
<b>Evidence:</b> full-time to part-time faculty ratio			
Objective	Outcome	Baseline Data	Target
Increase full-time faculty to part time faculty ratio	Additional fulltime faculty	Full time faculty 43%	Full-time faculty 45%
<b>Rationale:</b> BC is committed to increasing its full-time to part-time faculty ratio to 60% over time. More full-time faculty will assist with curriculum development, governance, and other collaborative functions. <i>(this may be challenging to show in a year when there has been so much unfunded growth)</i>			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## Community Engagement and Enrichment Strong institutional involvement with the community

INSTITUTIONAL ADVANCEMENT			
Evidence: New, digital communications channels are employed to interact with the community.			
Objective	Outcome	Baseline Data	Target
With Web Services and Student Programs, develop a plan to manage an alumni blog including content, maintenance, and sustainable growth.	Alumni are kept informed about and interested in BC.	Use of digital channels to communicate via an alumni blog is not feasible due to lack of blogging capability.	A plan for an alumni blog is submitted college approval (assumes IT will install blogging capability).
Objective	Outcome	Baseline Data	Target
Launch a Campaign e-newsletter	Potential donors receive key campaign messages.	No ongoing, systematic communication with campaign prospects.	Systematic communication to a growing list of prospects in preparation for the campaign going public.
Objective	Outcome	Baseline Data	Target
Launch and manage a BC YouTube channel to highlight BC events, activities and expertise.	The public experiences the quality of BC faculty and students and the vigor of BC campus life.	The public generally does not know what goes on at BC.	A “well-stocked” channel that highlights the best of BC, is linked to from numerous BC web pages, and promoted in public information, marketing and outreach communications.
Objective	Outcome	Baseline Data	Target
With Web Services, develop a detailed plan and recommendation for using digital technology (e.g.- content-management, blogging, and webcast software) to streamline the public-info communications process.	Public communications are more effective because that are more frequent, more timely, more accessible and better targeted to recipients.	BC does not use these technologies to enhance its communication process.	A detailed plan and recommendation are submitted (in collaboration with Web services) for college approval.
Objective	Outcome	Baseline Data	Target
Engage professionals (in a volunteer capacity) to perform a strategic review of BC strengths and weaknesses in applying new technology to marketing communications.	Marketing communications are more effective because they reach potential students in the form and on the channels they use.	BC does not market to any significant extent on these communications channels.	A detailed plan and recommendation for enhancing marketing via use of new technology is submitted for college approval.
<b>Rationale: A new, web-based communications frontier is expanding rapidly and supplanting prior forms of communication (e.g., newspapers, direct mail, even email). It is important to move BC’s communications in to these channels to keep up with competitors, dominate in the contest to grab constituents’ attention, and maintain BC’s reputation as an innovative, technology-savvy institution.</b>			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Diverse and inclusive campus environment

HUMAN RESOURCES AND EQUITY AND PLURALISM			
<b>Evidence(Objective Description):</b> Campus community members are able to engage in open and honest campus dialogue, policy development, practices and procedures that enhance and maximize inclusion. Changes in business practices and classroom instruction are enhanced by increased level of awareness and multicultural communication skills. Campus community has increased racial and cultural awareness; understands impact of cultural values on task completion, relationships in the workplace and classroom; enhances sensitivity to and understanding of cultural differences and improves multicultural engagement with colleagues and students.			
Objective	Outcome	Baseline Data	Target
Individuals are able to focus on the development of multicultural competencies through participation in a fully developed professional development plan as related to various groups that comprise BC community. Through this plan and their involvement participants will be able to analyze structural and procedural aspects of the college as they relate to multicultural effectiveness.	1. Increased level of input from college community regarding specific multicultural competency training needs. 2. Increased number of employees trained in multicultural communication skills. 3. Increased number of position descriptions linked directly to college mission/goals of inclusion and equity.	1. Number of multicultural communication awareness and skill building workshops offered 2008-2009. 2. Number of employees trained; 2008-2009. 3. Number of employees engaged in LTAR, Safe Space, and DRC training; 2008-2009.	1. 90% of participants will indicate a positive response to utility of and need for training on workshop evaluations. 2. Six months after training 50% of participants will, through survey responses, demonstrate their understanding of productive practice in the workplace as a result of training. 3. 30% of position descriptions will reflect college mission/goals of inclusion and equity.
<b>Rationale(Objective Description):</b> In order to increase positive engagement and to reduce multicultural conflict, a strategic, adaptive, inclusive and integrative system of ongoing, quarterly scheduled training, education and professional development opportunities will be offered for all employees. These workshops, along with LTAR, Safe Space, and DRC training opportunities, will contribute to improving the cultural climate at Bellevue College.  A strategic, adaptive, inclusive and integrative system of ongoing training, education and professional development opportunities for all employees will directly contribute to improving cultural climate at Bellevue College. Furthermore it will increase institutional capacity to engage in a multiculturally competent and sensitive manner to best serve the racial, cultural, and identity needs of a pluralistic community. Multicultural competence training will facilitate culturally empathic engagement with colleagues and an increasingly diverse and differentiated student population. Organizational structure and business process analysis will yield hidden inequities and procedural cultural biases that may result in differential service and sense of safety for some cultural groups.  (The Professional development focus on multicultural competency objective is integrated with the following objectives: Essentials of Supervision, Conflict Resolution, Hiring and Selection training, and New Employee Orientation objectives as part of an overall strategic, adaptive, inclusive and integrative system of ongoing training, education and development .)			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Diverse and inclusive campus environment

STUDENT SERVICES			
Evidence: Professional development focus on multicultural competency			
Objective	Outcome	Baseline Data	Target
<b>Interpersonal and organizational multicultural competency training.</b>	<ol style="list-style-type: none"> <li>1. After successfully completing the training and assessment for cultural competency, Student Services staff will be able to identify how their conduct or the business process negatively impacts students and co-workers.</li> <li>2. Student Services departments will utilize training and assessment to improve business process.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of complaints received over a year (if such data exists)</li> <li>2. CCSSE survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>100% of Student Services staff will have attended training.</b></li> <li>2. <b>100% pass rate on assessment.</b></li> <li>3. <b>Changes to department business process where needed.</b></li> </ol>
<b>Rationale:</b> This training will focus on interpersonal multicultural communication and how known or unknown biases affect how we interact in a multicultural work environment. The second component, organization, will focus on how these biases affect organization structure and decision making. If Student Services is to serve our changing student population, we will have to know how our structure, processes and decision-making impact students.			

## Supportive and sustainable learning and working environment Employees prosper in their professions

INSTRUCTION			
Evidence: participation rates for adjuncts in various college/division/program initiatives/activities			
Objective	Outcome	Baseline Data	Target
<b>Increase adjunct participation in program/department/campus initiatives</b>	<b>increase BC benefit from adjunct expertise and adjunct satisfaction with BC employment</b> <ol style="list-style-type: none"> <li>1. number of adjuncts who collect contract-provided stipends for attending college issues/presidential days</li> <li>2. Number of adjuncts awarded new affiliated status with governance responsibility</li> <li>3. number of adjuncts participating in program/department meetings during an academic year</li> <li>4. faculty satisfaction?</li> </ol>	<ol style="list-style-type: none"> <li>1. special assignment/pay records for contract-provided stipends during 2008-09</li> <li>2. no prev measure; new program; baseline = 0</li> <li>3. develop baseline data for this during 2009-10</li> <li>4. information from last survey?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>15% increase over 2009-10</b></li> <li>2. <b>(consult with Bea to determine desired # to affiliate)</b></li> <li>3. <b>15% increase over base year for subsequent year</b></li> <li>4. <b>Indicator rising in next survey</b></li> </ol>
<b>Rationale:</b> The college relies heavily on adjuncts to staff courses; there are many adjuncts and the number is currently growing. Because adjuncts are paid for their teaching contact hours, many don't participate, or participate very little, in the life of the college. This can lead to a feeling of disenfranchisement or detachment on the part of the faculty, and a lack of ability to coordinate course content and delivery, as well as lack of ability to fully engage the substantial expertise of the adjunct faculty in curriculum development, sharing best practices, etc. on the part of the college. <i>(Identifying inducements to increase participation should help on both counts. Strategies need to be identified.)</i>			

# 2009-10 Core Themes and Objectives

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## College Life and Culture Supportive and sustainable learning and working environment Employees prosper in their professions

INSTRUCTION			
Evidence: instructional administrators' job performance and job satisfaction			
Objective	Outcome	Baseline Data	Target
<b>Instructional leadership team development</b>	<ol style="list-style-type: none"> <li>1. Instructional leaders sharing information and problem solving</li> <li>2. Instructional leaders improving job performance and job satisfaction</li> </ol>	Quarterly sessions have consistently been rated valuable or extremely valuable by the majority of program participants.	Quarterly sessions will be rated extremely valuable by the majority of program participants.
<b>Rationale:</b> For the past two years, quarterly professional development sessions have been held for program and department chairs, OUAs and deans. Session goals are to provide a consistent venue for sharing and discussing critical campus topics and to offer professional development activities specifically related to instructional leadership responsibilities. During the 2009-2010 year, the leadership sessions will continue to improve and become more relevant.			

HUMAN RESOURCES			
Evidence: All employees will fully utilize available technology to perform their jobs efficiently and effectively.			
Objective	Outcome	Baseline Data	Target
All administrators will be surveyed to determine the technology skills required to meet the needs of their department and the strategic goals of the college.	1. Administrators will identify critical technology skills.	<ol style="list-style-type: none"> <li>1. Employee Technology Training Needs Survey (November 2009)</li> <li>2. Classified Staff Training &amp; Development Needs Assessment (July 2009)</li> </ol>	1.80% of administrators will respond to survey.
<b>Rationale:</b> Increasing computer literacy for all employees will enhance the college's ability to fulfill its mission and ensure that it can thrive in this dynamic information age. A strategic technology training plan, which is culturally competent and in alignment with the IT Strategic Plan and the strategic training, education and development plan, will offer the following results: <ul style="list-style-type: none"> <li>• Regular and relevant training opportunities delivered through a wide-range of modalities – classroom, asynchronous, and self-paced technology-mediated formats</li> <li>• Increased efficiency, productivity and performance – individual and organizational.</li> <li>• Improved internal communication and knowledge sharing through effective use of available technology, such as MS SharePoint.</li> <li>• More attention by IR staff focused on future institutional needs rather than reacting to basic user support problems.</li> </ul> (The computer technology objective is integrated with the following objectives: Essentials of Supervision, multicultural professional development, selection and hiring, and new employee orientation objectives as part of an overall strategic, adaptive, inclusive and integrative system of ongoing training, education and development.)			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and sustainable learning and working environment Employees prosper in their professions

### HUMAN RESOURCES

**Evidence:** Supervisors increase their confidence and competence to make sound decisions that contribute to developing high performing employees and accomplishing the college's mission.

Objective	Outcome	Baseline Data	Target
<p>"Essentials of Supervision" training series is required of all employees with supervisory responsibility. The objective is for them to develop the skills and access the resources they need to effectively manage performance, create a positive and inclusive work environment, resolve workplace conflicts at early stages, comply with policies, laws and regulations, engage and develop employees. Supervisors will increase their confidence in handling more routine issues and their understanding of when to raise issues to the attention of their administrator, Human Resources, or Office of Equity &amp; Pluralism, or other appropriate administrator.</p>	<ol style="list-style-type: none"> <li>Supervisors apply the knowledge, skills and principles attained through the "Essentials of Supervision" training</li> <li>Increased percentage of employees and supervisors who utilize new job description/expectation/performance review process</li> <li>Increased percentage of workplace conflicts resolved through supervisory intervention; fewer workplace conflicts resulting in formal complaints and legal action</li> <li>Increase in employee morale and retention</li> <li>Decrease in number of consultations with HR for basic supervisory assistance; higher percentage of consultations for complex issues</li> </ol>	<ol style="list-style-type: none"> <li>Employee Engagement Survey (Fall 2008)</li> <li>Exit interview results</li> <li>Turnover statistics</li> <li>Number of complaints and legal actions</li> <li>Number of job descriptions with competencies, essential functions &amp; linked to college mission/goals on file</li> <li>Number of new performance evaluation forms on file</li> <li>Baseline data will need to be developed on level of supervisory skill to measure 'before and after'</li> <li>Baseline data must be developed for current level of basic supervisory assistance provided by Human Resources</li> </ol>	<ol style="list-style-type: none"> <li>80% of attendees demonstrate the principles attained through training</li> <li>Improvement in future employee Engagement Survey results</li> <li>80% of supervisors complete at least 5 modules by end of FY 2011</li> <li>Formal complaints and legal actions reduce by 10%</li> <li>80% of employees have new job descriptions and expectations and new performance review process</li> <li>Percentage of requests to HR for consultation related to basic supervisory assistance decreases by 20%; percentage of requests for more complex consultation increases by 10%</li> <li>Supervisory confidence and skill level increases by 20%</li> </ol>

**Rationale:** The "Essentials of Supervision" modules will be deployed on the following schedule:

Supervisor Training Cluster Team established Fall Quarter (first meeting on 11/16/09)

- Introductory training module delivered Winter Quarter 2010
- Performance Management training module delivered Winter Quarter 2010
- Resolving Conflict training module delivered Winter and Spring Quarter 2010
- Hiring and Selection training module delivered Spring and Summer Quarter 2010

## 2009-10 Core Themes and Objectives

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### College Life and Culture

5. Creating a Positive and Inclusive Work Environment delivered Summer Quarter 2010
6. Understanding Legal Issues delivered Fall Quarter 2010
7. Documenting Disciplinary Problems delivered Fall Quarter 2010
8. Developing High Performing Employees delivered Winter Quarter 2011
9. Building High Performing Teams delivered Winter and Spring Quarter 2011

Supervisors are key to the college accomplishing its mission. They set the tone for the workplace, which impacts the learning environment. It is critical that our supervisors have the skills, tools and resources they need to effectively manage the workplace. The college has not offered supervisory training for several years and even then not necessarily with an integrated, systematic approach.

Bellevue College offers many formal and informal ways for employees to participate in diverse learning opportunities; however, these professional development opportunities have been offered as a collection of disparate activities that have not been aligned with each other. As a result, professional development opportunities have been: event focused; independent and urgency driven; formal learning oriented; synchronous learning centered; planned and communicated ineffectively; and non-sustainable.

A strategic, adaptive, inclusive and integrative system of ongoing training, education and development opportunities for all employees will directly contribute to the college's professional and organizational excellence, a positive campus environment, and to our students' success. This whole systems approach to professional development is dependent upon a collaborative, networked learning organizational model that includes all employee groups, leverages knowledge and resources across the college, and extends formal and informal learning methods. The integration of multiculturalism and inclusion is essential to this strategic professional development model. In addition, a solid, integrated infrastructure to support, administer and sustain strategic training, education and development opportunities will ensure the success of this approach.

Through the collaborative efforts of Human Resources, Office of Equity & Pluralism, Student Services, Administrative Services and the Office of Instruction, a paradigm shift in the design and delivery of strategic professional and inclusive professional development opportunities has already taken place. We will continue to strengthen these relationships while developing collaborative relationships with Information Resources and the Office of Instruction's divisions. In addition to the specific targets above for supervisory training, improved evaluation of learning opportunities, will ensure the continued development of inclusive and relevant professional development opportunities that support and advance the college's strategic goals.

(The Essentials of Supervision objective is integrated with the following objectives: Professional development focus on multicultural competency, technology competency, conflict resolution, multi-cultural competency professional development, hiring and selection training, and new employee orientation objectives as part of an overall strategic, adaptive, inclusive and integrative system of ongoing training, education and development.)

## 2009-10 Core Themes and Objectives

Revised 11-17-09

### College Life and Culture Supportive and sustainable learning and working environment Employees prosper in their professions

#### HUMAN RESOURCES

**Evidence:** A hiring and selection process, which supports pluralism and inclusion, is followed consistently and effectively by all employees who serve on hiring committees, including the Hiring Authority.

Objective	Outcome	Baseline Data	Target
Hiring and Selection training will be required of all employees who serve on hiring committees, including the Hiring Authority. This training will address hiring and selection process, legal issues, pluralism and inclusion, developing interview questions, assessing candidates, and conducting references.	1. Participants will apply the knowledge, skills and principles attained through the "Hiring and Selection" training 2. Increased percentage of committees and Hiring Authorities who consistently follow the hiring and selection process 3. Increase in quality of hire	1. Baseline data will need to be developed on level of skills and knowledge to measure 'before and after' 2. Need to develop baseline data for quality of hire 3. Need to develop baseline data for consistency of process	1. 80% of attendees demonstrate the principles attained through training 2. Increase quality of hire by 5% by FY end 2011 3. Increase consistency of process by 10% by FY end 2011

**Rationale:** The "Hiring and Selection" training will be designed during Winter quarter 2010 and deployed during Spring quarter 2011.

Currently, selection and hiring committees include one individual identified as a "Pluralism Advocate". This individual is responsible to guard against bias in the selection process and to bring a focus on inclusion to the committee. It is critical that all members of the selection committee and all who participate in the selection process have a good understanding of inclusion and the legal aspects of hiring and to make sure the process is not biased, but is job related, legal and inclusive. The ability of the college to accomplish its mission and vision is dependent upon hiring individuals who ascribe to the college's values. The selection process is a critical key opportunity to build an inclusive, diverse college community that promotes student success.

(The hiring and selection training is one component of the overall Strategic, adaptive, inclusive and integrated system of ongoing training, education and development and is integrated with the following objectives: Supervisor Essentials training, professional development focus on multicultural competency, Computer literacy, and New Employee Orientation objectives.)

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and sustainable learning and working environment Employees prosper in their professions

EQUITY AND PLURALISM			
<b>Evidence:</b> Development of a strategic and inclusive faculty professional development plan through the implementation of successful pilot utilizing a linked course model of learning community pedagogy and faculty led professional development workshops based on this learning model.			
Objective	Outcome	Baseline Data	Target
Provide opportunities for faculty to meet, communicate, develop rapport, and to strengthen commitments to faculty learning communities.	1. Increased opportunities and incentives for frequent and in depth interactions among faculty regarding faculty learning communities and learning community course design; 2. Increased opportunities to broaden pedagogical repertoire and documented best practices for student success; 3. Increased experimentation within curriculum and pedagogy.	1. Number of faculty utilizing learning community pedagogy during '08-'09. 2. Number of established faculty learning communities '08-'09.	1. Increase by 50% the number of faculty learning communities 2. 70% of workshop participants will indicate an interest in learning more about this model 3. 25% of workshop participants will indicate a willingness to incorporate learning community strategies into subsequent course designs 4. 50% of students in pilot courses will indicate that they have benefitted from learning experience utilizing learning community pedagogy
<ul style="list-style-type: none"> <li> <b>Rationale:</b> Providing intentional opportunities for diverse faculty to meet, strengthen communal ties, communicate, and to develop rapport through offering workshops winter and spring quarters by faculty who have developed a linked course learning community model, will enhance college's ability to fulfill its instructional mission and to enhance student success. This approach is designed to enhance the intellectual and creative capital of faculty in integrative practices that increase opportunities for them to thrive in high impact learning environments that enhance students' success as well as faculty achievement and involvement.             </li> </ul>			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and Sustainable Learning and Working Environment Facilities and Services Support People and Activities

ADMINISTRATIVE SERVICES			
Evidence: 2008 Facility Master Plan			
Objective	Outcome	Baseline Data	Target
Meet the campus goals and objectives through the implementation of the 2008 Facility Master Plan (FMP) leveraging state funds, federal ARRA funds and local capital funds	Capital projects completed as planned on: <ul style="list-style-type: none"><li>• Bldg and infrastructure improvements</li><li>• Open space improvements</li></ul> Circulation and parking improvements	FMP as of 2008 and future updates	Capital Projects completed on time.  Capital Projects completed at or below budget.  Update to FMP for next fiscal period.
<b>Rationale:</b> The college's Facility Master Plan (FMP) was recently updated in September 2008 to focus on the physical and capital plans for 2008-2018. The plan emphasized the role of the college's physical campus environment in supporting and enhancing the mission and the goals of the institution. The FMP provided for phasing of capital activities in support of its planning objectives. Its completion is thereby critical in fulfilling the growth and efficiency required by the college's mission and goals. In addition, capital allocations both state and local are continually scarce despite the growing need for demand and services. Implementing these projects at or below budget is necessary to leverage and expand physical capacity. Finally, the FMP is intended to be a continuous and flexible planning document. Updating the plan based on thorough and rigid analyses of growth projections and available resources is necessary. The 2008 FMP serves as baseline data for capital activities. Targeted capital activities have been evaluated as an achievable goal given current capacity and available funding.			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and Sustainable Learning and Working Environment Facilities and Services Support People and Activities

INFORMATION RESOURCES			
<b>Evidence:</b> Data structures for decision-making			
Objective	Outcome	Baseline Data	Target
Easier access to needed data for reports	<ol style="list-style-type: none"> <li>1. Reduce the amount of time needed to create reports by OIR and Instruction</li> <li>2. Increase access to reports for the campus community</li> <li>3. Create dashboards where needed information can be delivered to the desktop</li> </ol>	<ol style="list-style-type: none"> <li>1. 40 person-hours annually (i.e., the amount of time required by OIR to download and cleanse data and create quarterly and annual student profile reports)</li> <li>2. # people trained and skilled in DATAX ~ 6</li> <li>3. No dashboards currently generated</li> </ol>	<ol style="list-style-type: none"> <li>1. OIR gains 40 hours of productivity</li> <li>2. 12 people trained and skilled in creating reports using ODS</li> <li>3. 2 dashboards will be created</li> </ol>
<p><b>Rationale:</b> The college needs to access data for its business processes, tracking students, and measuring success. Our college HP data systems are out of date and written in old COBOL. The data is also centralized and controlled by the SBCTC. The SBCTC has stated there will be no major changes to the data systems in the foreseeable future. The existing “system” documentation has not been maintained by the state, leaving the college to invest significant resources in building its own “Information Resource Dictionary”. In addition, training for using the HP3000 has essentially ceased.</p> <p>Currently, the only way to access data is by writing reports using DATAX (a “user-unfriendly” proprietary software linked to the HP3000). Creating a DATAX report requires a significant amount of knowledge and expertise: one first must <i>know</i> where the data are stored (i.e., the correct data field name, as well as the correct dataset within a particular database) and then organize the data fields in a very specific manner for the report to run successfully. If one fails to write the report precisely as required, the report will not run and the entire process has to be repeated. This is also true when you want to customize an existing report. The number of individuals skilled in this software is very limited and declining as employees retire or leave the college for other employment.</p> <p>The architecture housing BC data needs to be modernized so the data is easier to access and use. BC Information Resources staff began addressing these needs by creating the HP Staging Area last year. Now staff are creating an Operational Data Store (ODS) for Institutional Research and Instruction, as a starting point. The ODS will allow us to modernize our data storage and documentation, as well as increase ease of access and use.</p> <p>The ODS structure will enable more people to learn to create their own reports, or easily alter reports to fit their individual needs, using familiar tools. ODS will be able to connect to other data sources; not easily done at the present time. Training more members of the college community to create needed reports will free up the institutional researchers to do more research for the college. Dashboards will deliver critical data to the desktop for easy monitoring. The upfront investment of time for the OIR director to work with IR staff to develop the ODS ultimately will result in reduced time for OIR to produce needed reports. Training will provide more end users with the ability to create and modify reports as needed. The target for this time period is to complete an ODS for Institutional Research and Instruction.</p>			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and Sustainable Learning and Working Environment Facilities and Services Support People and Activities

INFORMATION RESOURCES			
<b>Evidence:</b> Technology infrastructure effectiveness			
Objective	Outcome	Baseline Data	Target
Updated computing and communication systems consistent campus-wide	1.a. primary computer for all employees will be able to handle the new operating system 1.b. employee primary computers will use Microsoft Vista/Office 2007 or OS 10.5 and Office 2 2. OCS fully deployed 3.RFP and purchase of a new phone system	1.a. 60% of computers can currently handle Vista 1.b. 35% of the employee computers have been converted to the Vista/Office 2007 2. only part of OCS is currently deployed, Unified Messaging for phones 3. No work has started	1. a. 100% of primary computers can handle Vista 1.b. 100% of the primary computers are using Vista/Office 2007 or equivalent 2. OCS is fully deployed. 60 people will use Instant Messaging or Live Meeting 3.RFP and Purchase of equipment is completed
<p><b>Rationale:</b> We have started the process of installing Microsoft Vista/Office 2007 or Mac OS 10.5/Office 2008 for Mac's. In order to do this we must replace all computers not capable of running these products. The college has provided funds to replace those computers. Vista and Office 2007 offers enhanced features and added functionality especially combined with other Microsoft products like OCS and SharePoint 2007. It will also increase workflow processes and collaboration opportunities especially when we deploy Instant Messaging and Live Meeting as part of the OCS deployment. We already know the number of computers currently using Vista and Office 2007. It is our expectation that we will complete this migration during this academic year. We have already deployed part of the OCS, Unified Messaging. We will deploy Instant Messaging and Live Meeting this academic year.</p> <p>Our current analog phone system is in its 10th year of use and is wearing out. It needs to be replaced. Funding has been secured for purchasing a VoIP phone system. This academic year we plan to complete an RFP and purchase the product. Installing the new VoIP system will take place during the summer of 2010 when there is less impact on the college's daily operations.</p>			

INFORMATION RESOURCES			
<b>Evidence: E-mail Usage</b>			
Objective	Outcome	Baseline Data	Target
1. Reduce the amount of discourteous E-mail 2. Reduce the number of FYI e-mail messages	1. E-mail etiquette policy adopted 2. Alternative delivery systems for many of the FYI's developed	1. There is no E-mail etiquette Policy 2. number of FYI's sent per day	1. Approved E-mail etiquette policy 2. 15% reduction in FYI's
<p><b>Rationale:</b> President's Staff created a task force to address E-mail Etiquette and to find ways to reduce the number of FYI's appearing in everyone's email inbox. The Electronic (Mass) Communication Committee made a set of recommendations to President's Staff for approval. President's Staff approved the committee's recommendations. We now need to implement the recommendations. The recommendations focused on the need for an email etiquette policy as well as suggestions for reducing the amount of FYI's showing up daily in everyone's email box. We will develop an email etiquette policy and will find alternative delivery formats for the many FYI emails. Currently there is no E-mail etiquette policy so we will need to create a policy for All College Council to consider. With respect to reducing the number of FYI emails, we can count the number of FYI's arriving in the email inbox each week. Our target for this year is to reduce that number of FYI's by 15%. We believe this is a reasonable target for the first year.</p>			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and Sustainable Learning and Working Environment Facilities and Services Support People and Activities

INFORMATION RESOURCES			
Evidence: i-BC Projects			
Objective	Outcome	Baseline Data	Target
Provide applications to needed units to better manage information and increase work productivity	<ol style="list-style-type: none"> <li>1. Faculty class site creation tool for MyBC</li> <li>2. Syllabus template developed for faculty to use</li> <li>3. Online course and program website developed</li> <li>4. International Student reporting database upgraded</li> <li>5. Complaint management application created</li> </ol>	<ol style="list-style-type: none"> <li>1. There is no tool available for faculty to create their MyClass site</li> <li>2. there is no standard template for faculty to use in creating their syllabus</li> <li>3. Course and Program outcomes are not accessible on the college website</li> <li>4. Upgrades to the International Student database are require by state and federal law</li> <li>5. There is not common application that tracks student and employee complaints</li> </ol>	<ol style="list-style-type: none"> <li>1. The class site creation tool will be available by fall quarter 2009. 850 class sites will be created by faculty</li> <li>2. Instruction signs off that syllabus template meets their requirements. 75 faculty will access the syllabus template</li> <li>3. Instruction verifies the course and program outcomes website meets their needs</li> <li>4. International Student Programs sign off the upgrades have been made</li> <li>5. The impacted administrative units sign off that the requirements have been met</li> </ol>
<p><b>Rationale:</b> The goal of i-BC projects is to increase productivity and provide greater access to information via the Internet. Every quarter MyClass sites are automatically created in SharePoint. That means thousands of classes sites are created each quarter. The class sites accumulate in the database over time, taking up GB's of space. Since many faculty do not use their MyClass sites IR has created a process where interested faculty can easily create their own MyClass site, thus reducing the amount of hard drive space taken each quarter by unused MyClass site. The syllabus template can be used by faculty to create their class syllabus which includes all the necessary information. The online course and program outcomes website provides students, faculty, and staff with easy access to course and program outcomes. Upgrading the SEVIS reporting application for International students is required by federal and state law. There is a need to create a common online complaint management application that is secure, can track complaints and can be used by several administrative units. The i-BC Committee forwards the recommended application projects for development to President's Staff for review and approval. Except for the SEVIS upgrade, none of the applications mentioned above have been developed. Thus, there is no baseline data. Target completion dates have been set and the sponsor of the proposed application will verify that that the application meets the agreed up requirements in the project charter.</p>			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Supportive and Sustainable Learning and Working Environment Facilities and Services Support People and Activities

### HUMAN RESOURCES AND EQUITY AND PLURALISM

**Concentration (Institutional Goal):** *Supportive and sustainable learning and working environment*

**Institutional Indicator(Institutional Goal: Sub Goal):** *Facilities & services support people and activities*

**Evidence(Objective Description):** Campus community shifts from culture of complaints to culture of healthy conflict management and civil behavior, where conflicts are identified and resolved early. Mutual respect, inclusion and sense of community are enhanced by shifting to culture of healthy conflict management.

Objective	Outcome	Baseline Data	Target
Individuals have ready access to multiple conflict resolution options; supervisors are able to resolve workplace conflicts early; policies and procedures regarding resolution of conflicts or violation of college policy are clear and communicated to campus; trained internal resources are identified, augmented by external resources; an integrated, inclusive system is in place to support conflict resolution.	<ol style="list-style-type: none"> <li>1. Increased percentage of conflicts are resolved through engagement in conflict resolution options versus formal complaint investigations; fewer conflicts rise to the level of formal complaints;</li> <li>2. Individuals who have conflicts or disputes are able to access resources quickly and easily;</li> <li>3. Conflict resolution at early stages through informal resolution techniques results in less disruptive to the working and learning environment and there is an increased focus on respectful behavior;</li> </ol>	<ol style="list-style-type: none"> <li>1. Employee Engagement Survey (fall 2008)</li> <li>2. Number of formal complaint investigations 2007-2009</li> <li>3. Develop data regarding supervisors' current level of skill regarding conflict resolution</li> <li>4. Develop data regarding number of individuals going to multiple places for issue resolution</li> </ol>	<ol style="list-style-type: none"> <li>1. Improvement in future Employee Engagement survey results (Q 21 and 22)</li> <li>2. Reduction in number of formal complaint investigations by 10%</li> <li>3. Supervisors demonstrate increased confidence and skill in handling workplace conflict – through survey</li> <li>4. Reduction in individuals going to multiple places to get issues resolved by 10%</li> </ol>

**Rationale(Objective Description):** Specific actions to be put in place during April/May/June 2010 that will enable this outcome include, but are not limited to:

- Policy and procedures for conflict resolution, complaint investigation and academic complaint are completed and communicated to the campus community;
- supervisors are trained in conflict resolution techniques;
- an internal team of facilitators are trained in facilitating complex, multicultural conversations;
- a mediation model is developed, with internal resources trained and external resources identified;
- a mechanism to track and communicate internally regarding complaints and conflict interventions is piloted; and
- continuous review and improvement mechanism is developed.

Conflict is common in higher education, impacting the entire campus community. Current policies and procedures offer a limited, proactive approach to conflict management and rely on an adversarial approach to handling formal complaints and conflict. By adopting a strategic, adaptive, inclusive and integrative conflict management model, we will significantly reduce the time and resources currently spent on handling formal complaints and improve the

## 2009-10 Core Themes and Objectives

Revised 11-17-09

### College Life and Culture

College's atmosphere for learning and teaching. Through the collaborative efforts of Human Resources Department, Office of Equity & Pluralism, Ombuds Office, Multi-Cultural Services, Student Services and Instruction, we are developing a proactive, transparent, integrated and inclusive approach to healthy conflict management that will help all faculty, staff and students to:

- Develop the use of understanding and fairness rather than power as a basis for resolving conflicts
- Foster mutual respect and collaboration
- Build a more inclusive college community

(The Early identification and healthy resolution of conflict objective is integrated with the following objectives: Essentials of Supervision, Professional development in Multicultural competency objectives, as part of an overall strategic, adaptive, inclusive and integrative system of ongoing training, education and development .)

### Supportive and Sustainable Learning and Working Environment Sustainable Practices Guide Institutional Decision Making

ADMINISTRATIVE SERVICES			
<b>Evidence:</b> Carbon footprint: transportation component; CTR programs; CTR participants			
Objective	Outcome	Baseline Data	Target
Reducing carbon footprint with CTR initiatives	1. Reduced carbon footprint 2. Increased CTR programs 3. Increased CTR participation	1. Transportation benchmark data from Rob Viens' report 2. # CTR programs available to campus at the end of AY2008-09 3. # CTR participants employees and students	1. Reduced carbon footprint by 1% 2. Increased CTR programs offered by X % 3. Increased CTR participation by X%.
<b>Rationale:</b> 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, BC's 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.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Efficient and Effective Organizational and Governance Structures

WORKFORCE DEVELOPMENT			
Evidence: Completed plan for organizational structure of new NWCET/Business Institute			
Objective	Outcome	Baseline Data	Target
Convene task force to develop plan for implementation of new NWCET/Business Institute	<ol style="list-style-type: none"> <li>1. Phase I of plan including vision, mission, organization chart, and staffing is ready for implementation January, 2010.</li> <li>2. Phase II of plan including budget, space needs, student support, new faculty needs, market analysis, program improvement, goals and ways of measuring developed by June 2010.</li> </ol>	No baseline data	<p>New structure and plan for evaluation implemented January 2010.</p> <p>Faculty and staff satisfaction rating of at least 80%.</p>

WORKFORCE DEVELOPMENT			
Evidence: Completed position description and screening process for NWCET/Business Institute Executive Director position.			
Objective	Outcome	Baseline Data	Target
Convene task force to develop position description and screening process for executive director of NWCET/Business Institute	<ol style="list-style-type: none"> <li>1. Position description completed and advertised</li> <li>2. Screening committee identified</li> </ol>	No baseline data	Position filled January 2010
<p><b>Rationale:</b></p> <p>As part of a college-wide restructure initiated in spring 2009, it was determined that a new institute would be created to include the National Workforce Center for Emerging Technologies (NWCET) and professional/technical programs currently located in the Business division. Two task forces were formed to address this restructure – 1) develop a plan for the restructure and 2) develop a job description and screening process for the new executive director position. The end goal is to create an innovative and more effective organization structure that integrates the research and work done by NWCET with instructional programs in business, IT, and digital media arts.</p>			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Efficient and Effective Organizational and Governance Structures

INSTRUCTION			
Evidence: list of relevant and functioning committees, and faculty governance assignments			
Objective	Outcome	Baseline Data	Target
review BC committees and faculty governance assignments	<ol style="list-style-type: none"> <li>relevant and functioning committees</li> <li>appropriate faculty governance assignments that engage expertise and share governance workload equitably</li> </ol>	<ol style="list-style-type: none"> <li>2008-09 committee list</li> <li>2008-09 committee assignments</li> <li>2008-09 FT faculty roster</li> </ol>	<ol style="list-style-type: none"> <li>100% of reviewed committees relevant and functioning; non-functioning committees disbanded and deleted</li> <li>100% of FT tenured faculty not serving on committees in 08-09 are serving on them or have documented equivalent governance activities</li> </ol>
<b>Rationale:</b> As accreditation visitors noted, there is a large number of BC committees on the books. Some may not be functioning, or functioning differently than described. Committees need to be reviewed for relevance and decommissioned as indicated. Because of the large number of committees, faculty who routinely participate have expressed feeling overcommitted or burned out. Reviewing faculty assignments and making recommendations should help college employees to accomplish committee work in an equitable way.			

INSTRUCTION			
Evidence: task force recommendations implemented			
Objective	Outcome	Baseline Data	Target
Reorganization—BA transfer to Social Science; Business with NWCET	transfer courses and faculty move to transfer-oriented division prof-tech courses and faculty and NWCET benefit from integration, collaboration, synergy	<ul style="list-style-type: none"> <li>NWCET has minimal connection to instruction</li> <li>Business Division has split focus, non-complementary interests</li> </ul>	<ul style="list-style-type: none"> <li>task force planning/recommendation complete</li> <li>implementation underway and on-schedule</li> </ul>
<b>Rationale:</b> consolidate administrative effort; create compatible administrative structure; integrate NWCET and instruction to take better advantage of national resource.			



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Efficient and Effective Organizational and Governance Structures

INSTRUCTION			
Evidence: status of new and open administrative positions in Instruction			
Objective	Outcome	Baseline Data	Target
<b>Administrator recruitment and orientation</b>	Stable, permanent administrative team in Instruction with knowledge base to conduct day-to-day operations, and ability to plan and implement college/division/program initiatives and reorganization plans	<b>Multiple Open Positions:</b> <ol style="list-style-type: none"> <li>1. HSEWI Exec Director</li> <li>2. BUS NWCET Exec Director</li> <li>3. Social Science Div Chair</li> <li>4. A&amp;H Division Chair</li> <li>5. Leadership for Teaching and Learning Center</li> <li>6. Leadership for Global Ed, Cultural Studies, Sustain-ability, other reorg.</li> </ol> <ol style="list-style-type: none"> <li>1. interim admins for 2009-10 need training &amp; mentoring</li> <li>2. new hires will need on-going training &amp; mentoring</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% open positions filled by June 2010</li> <li>2. 100% new administrators receive training and mentorship from HR and Instruction (satisfaction surveys?)</li> </ol>
<b>Rationale:</b> The instruction division has seen turnover and loss in key administrative positions during the last couple of years. Proposed reorganization within instruction will create or change additional positions. Conducting successful searches to fill these positions, and providing training and mentoring opportunities for new administrators, is essential to the on-going operation and effectiveness of this large college division.			

ADMINISTRATIVE SERVICES			
Evidence: Accreditation standards 2011-2017			
Objective	Outcome	Baseline Data	Target
Meet the campus goals and objectives through strategic institutional planning and effective evaluations and assessments	<ol style="list-style-type: none"> <li>2. Completed standard one accreditation requirement</li> <li>3. IE structure in place</li> <li>4. Plans for completion of standards 2 and 3.</li> </ol>		<p>Increased campus engagement and satisfaction in SP and IE activities.</p> <p>Plans for future accreditation deliverables.</p>
<b>Rationale:</b> As stated in the 2009 accreditation self study, BC is committed to institutional planning and effectiveness. The new accreditation standards provide the college with an opportunity to focus its planning and assessment efforts. Planning efforts would be redirected to the new formats and processes, including new support structures and evaluation methods. The division is committed to help facilitate and lead the campus in these efforts. In addition to meeting the new standards, a critical outcome is the active and satisfactory engagement and participation of the campus community.			

# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Efficient and Effective Organizational and Governance Structures And Responsible Fiscal Stewardship

ADMINISTRATIVE SERVICES			
Evidence: Balanced budget; College Climate			
Objective	Outcome	Baseline Data	Target
Meet the campus goals and objectives through the strategic allocation of resources and capacity within its budget processes	1. Balanced Budget aligned with college goals, core themes and objectives 2. Satisfactory survey from campus community 3. Deployment of SPOL in budget planning and assessment	1. No baseline 2. Spring 2009 budget survey for satisfaction 3. No baseline	1. Outcome 1 achieved 2. Improved levels of satisfaction 3. Outcome 3 achieved
<b>Rationale:</b> A critical component of institutional planning and effectiveness is its strategic allocation of resources and capacity. Budget planning processes would require re-alignment with the new strategic planning efforts supported by the accreditation standards. Using this year's core themes and objectives, the college would need to evaluate and redirect budget processes towards assessment and evaluation of its budget policies and decisions towards criteria. Consistently, the value of inclusiveness and transparency with the campus community would be maintained. A key element as well is the challenge of further reductions in allocation in order to achieve a balanced budget.			

## Responsible Fiscal Stewardship

INSTITUTIONAL ADVANCEMENT			
Evidence: Foundation luncheon: participation and donations.			
Objective	Outcome	Baseline Data	Target
Increase scope and reach of annual foundation luncheon.	Increased Foundation Luncheon.	2009 data: Number of people attending luncheon in 2009= 560; and dollars raised=\$235,000.	78% increase in attendees; 28% increase in donations.

INSTITUTIONAL ADVANCEMENT			
Evidence: Title III grant application plan.			
Objective	Outcome	Baseline Data	Target
The objective of completing the plan is to explore college readiness and likelihood of drafting a successful application.	A full plan for a Title III grant.	N/A	



# 2009-10 Core Themes and Objectives

Revised 11-17-09

## College Life and Culture Responsible Fiscal Stewardship

INSTITUTIONAL ADVANCEMENT			
Evidence: New state rules governing endowments.			
Objective	Outcome	Baseline Data	Target
Maximizing endowment use	Each endowment analyzed under UPMIFA to determine best use of principle vs. interest on each given fund.	N/A as this is a new rule.	Increased prudent use of endowed funds that is consistent with new state laws.

INSTITUTIONAL ADVANCEMENT			
Evidence: Student success campaign.			
Objective	Outcome	Baseline Data	Target
Increased funding for student success.	Completion of phase two of the three phase student success campaign.	N/A	At least \$2 million additional pledged by June 2010. \$1M from public sources. \$1M from private sources. 60% of total goal of \$6.7M-\$4.02M- raised by April 28, 2010, luncheon. 100% of BC "family" staff, Board etc. solicited.
<b>Rationale:</b> As approximately 40% of the college's funding comes from state sources, increasing our base of alternative support is increasingly important. Now is the time to capture the public's attention and financial support for community colleges while the prevailing feeling is that we make economic sense.			

WORKFORCE DEVELOPMENT			
Evidence: Awarded grants through the American Recovery and Reinvestment Act (ARRA)			
Objective	Outcome	Baseline Data	Target
Help dislocated workers be re-employed through application and receipt of ARRA grant funds.	Grant applications submitted and received for targeted areas including IT, health IT, business programs, health care, and special student populations.	Currently have no ARRA grants	Funding applications totaling at least \$7 million submitted 50% of grant applications are awarded to the college
<b>Rationale:</b> Significant federal funding has been allocated to address the significant unemployment resulting from the recession. This is occurring at the same time as reductions in state funding. The college needs to identify appropriate grant opportunities that provide funds to retrain dislocated workers in high demand areas such as health IT, business, IT, and health care.			

**SPECIAL MEETING AGENDA ITEM**

**November 20, 2009**

**Tab 6**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

Study Session Planning / Major Questions

**Description**

Each fall, the board is asked to review the proposed schedule of reports for the coming year. Some items are predetermined based on the needs of the college and others are at the board's discretion.

**Key Questions**

- \* Do the proposed reports meet the needs of the college and the board?
- \* Are there additional topics the board would like to see covered in study session (approximately one hour each) or as information items (approximately ten minutes each)?

**Analysis**

Various methods have been used to determine study topics in the past. Last year, each board member was asked to identify an information item and staff arranged for a presentation. In prior years, study session topics and information items were identified by staff for the board's approval and scheduled as topics of interest arose during the year.

There are currently several study sessions available for topics as yet to be determined and very few information items have been identified for the year. There will be topics that arise as the year progresses, but input from the board will help staff determine the best topics to schedule for available dates.

**Background Information**

Attachment 1 – 2010 Annual Board Reports and Study Sessions: Proposed Schedule

**Recommendation/Outcomes**

The board will review key questions that are anticipated for review and/or action during the coming year and determine topics for 2010 study sessions.

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

## 2010 Annual Board Reports and Study Sessions Proposed Schedule

### February 3

#### Study Session

Momentum Points: Student Achievement

Executive Dean, Director  
of Institutional Research

#### Executive Session

Faculty Negotiations

#### Consent Items

Fall Quarter Enrollment Report

2<sup>nd</sup> Quarter Financial Report

Executive Dean  
VP of Amin Services

#### Future Action

Tenure Review Recommendations

Discrimination Complaint Procedure

Conflict Resolution Policy and Procedure

Executive Dean  
VP of HR  
VP of HR

#### Action

Reserve and Contingency Fund Policy

#### Information

2008-09 Budget Preparation

VP of Amin Services

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### March 10

#### Study Session

Developmental Education

#### Future Action

Sabbatical Leave Requests

Executive Dean

#### Action

Tenure Recommendations

Discrimination Complaint Procedure

Conflict Resolution Policy and Procedure

Executive Dean  
VP of HR  
VP of HR

#### Information

TBD

## May 12

### Study Session

No study session scheduled – attend Margin of Excellence Awards at 3:00 pm instead

### Consent Items

Winter Quarter Enrollment Report  
3<sup>rd</sup> Quarter Financial Report

Executive Dean  
VP of Amin Services

### Future Action

2010-11 College Budget  
2010-11 Services & Activities Budget  
Annual Contract – CEO

VP of Amin Services  
Dean of Student Services  
BoT Chair

### Action

Sabbatical Leave Requests

Executive Dean

### Information

Margin of Excellence Awards

BC Foundation

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## June 16

### Study Session

2010-11 College Budget

### Future Action

BCAHE Contract Ratification

VP of HR

### Action

2010-11 College Budget  
2010-11 Services & Activities Budget  
Board elections - Chair and Vice Chair  
Annual Contract – CEO

VP of Amin Services  
Dean of Student Services  
BoT Chair  
BoT Chair

### Information

TBD

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## June 30 - Tentative

### Action

2010-11 College Budget  
(if adoption is not possible at June 11 meeting)

VP of Amin Services

## **September 8**

Executive Session  
Faculty Negotiations

### Consent Items

Year End Financial Report	VP of Amin Services
Total Enrollment, Spring Quarter Final Report & Update	Executive Dean

### Future Action

2011 Board Meeting Dates	Sec to BoT
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### Action

BCAHE Contract Ratification	VP of HR
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### Information

TBD

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## **October 6 – Tentatively scheduled as annual retreat**

### Study Session

Board Self Evaluation	BoT Members
Board Committee Assignments	BoT Members
2009-10 Achievement Report	PS Members
2010-11 Strategic Planning	PS Members
Study Session Planning and Major Questions	President

### Consent Items

Summer Quarter Enrollment Report	Executive Dean
1 <sup>st</sup> Quarter Financial Report	VP of Amin Services

### Action

2011 Board Meeting Dates	Sec to BoT
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## **November 17**

### Study Session

TBD

### Action

2009 Board Meeting Dates	Sec to BoT
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### Information

2009/10 Capital Budget Legislative Forecast	VP of Amin Services
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**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 October 12, 2009 in the boardroom, B201, of Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Lee Kraft, Chair, presided.

I. ROLL CALL

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

II. EXECUTIVE SESSION

It was announced that the Board would move into executive session for approximately forty-five minutes to discuss the evaluation of state employees. The Executive Session began at 9:46 a.m. and ended at 10:51 a.m.

Invited to join the Board were: Dr. Sandra Elman, President of the Northwest Commission on Colleges and Universities; Dr. Jonathan Lawson, chair of the visiting accreditation evaluation team; and Jim Huckestein, accreditation evaluator.

III. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 10:52 a.m. The next regular meeting will be held on October 14, 2009.

ATTEST:

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Steve Miller, Chair  
Board of Trustees

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Lucinda Taylor  
Secretary, Board of Trustees  
Community College District VIII

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

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held October 14, 2009 in rooms A201 and A265, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Steve Miller, Chair, presided.

**I. EXECUTIVE SESSION**

Steve Miller announced that there would be an executive session for approximately 90 minutes to discuss the evaluation of a state employee and to discuss selection of a site or the purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price. Sandy Wall and Rachel Solemsaas were invited to join the board. The executive session began at 12:39 p.m. in room A201 and ended at 2:06 p.m.

**II. BUSINESS SESSION**

The Business Session began at 2:16 p.m. in room A265.

**III. INTRODUCTIONS**

Jean Floten, President	Cheryl Bateman, Asst. Attorney General
Lucinda Taylor, Sec., Board of Trustees.	Doug Brown, President, BCAHE
Melissa Sitzenstock, Classified Employee Representative	Mary Canan, Executive Director of Finance
Tom Nielsen, Executive Dean	Joseph Root, President, ASG
Rachel Solemsaas, VP of Admin Services	Bea Hughes, VP of Human Resources
Gaynor Hills, VP of Institutional Advancement	
Paula Boyum, VP of Workforce Development	

**IV. ROLL CALL**

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

**V. CONSENT AGENDA**

Tab 1 September 23, 2009 Board Meeting Minutes

The minutes of the September 23, 2009 board meeting were approved 5-0.

Tab 2 Total Enrollment, Summer Quarter 2009

**VI. CONSTITUENT REPORTS**

Faculty Report

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

- The BCCAHE will meet on October 20, 2009 to vote on the name change to BCAHE;
- Since the name had not yet been officially changed when the negotiated contract was ratified, the board will be asked to reapprove with the name of BCCAHE;
- On behalf of the faculty, Doug thanked Elise Erickson for her hard work on a successful accreditation process;
- The BC art gallery is currently showing faculty work, including work of the late Bob Purser;
- Dale Lindman, art faculty, has recently sold a major piece that is displayed in the new Bravern shopping center in Bellevue;
- Doug acknowledged and commended Nancy McEachran and Katherine Oleson for their recently publication and presentation on linking credit students in Communication Studies with adult English language learners in a non-credit ESL Program; and
- Professional development funds support this kind of visibility for BC faculty.

#### Classified Staff Report

Melissa Sitzenstock, classified staff representative, reported that:

- Funds have been provided for exempt staff to participate in the classified professional development day on November 11;
- The professional development day is also open to classified staff from other local colleges, thanks to funding from STAAC, promoting cross-college networking; and
- Presentations on recent changes in the classified negotiated agreement have gone well.

#### Student Report

Joseph Root, Associated Student Government (ASG) President, reported that:

- He attended the open meeting for students with the accreditation evaluation team and that students had only positive things to say about our college and the improvements they've noticed;
- Students have expressed concern about limited parking and open student space;
- The ASG is preparing a legislative agenda and has a team prepared to represent us in Olympia;
- The ASG is looking at finances, analyzing how the funds have been spent in the past and how to best utilize funds in the future;
- Joseph is organizing a summit for student leaders from other colleges to meet here at Bellevue;



- Students are preparing for the annual multicultural festival and it will be a scaled back version from prior years;
- ASG is promoting student employment on campus;
- The Student Environmental Advisory Committee is working on a plan for how to best utilize funds to forward an agenda that meets the needs of the students;
- Student clubs are helping to increase the visibility of existing resources;
- Students have put together a classified ad section on the Jibsheet website to help students buy and sell used textbooks;
- A student task force has been formed to try and find solutions for providing affordable access to textbooks;
- There will be a presentation at the Carlson Theatre tomorrow by the Student Rotaract club showcasing their trip to Nepal to promote disability awareness; and
- Steve noted that Joseph recently presented at the TACTC conference and that he did an exceptional job representing both students and Bellevue College.

VII. ACTION ITEMS

Tab 3 2010 Board Meeting Dates

Steve Miller presented proposed dates for 2010 regular board meetings.

It was moved by Vijay Vashee and seconded by Paul Chiles that:

Motion 35:09            The Board of Trustees of Community College District VIII hereby approves the proposed schedule of regular meeting dates for 2010.

The motion was approved 5-0.

Tab 4 BCCAHE Contract Ratification - Revised

Bea Hughes presented revisions to the BCCAHE negotiated contract previously approved at the September 23, 2009 board meeting. The BCCAHE was mistakenly referred to as the BCAHE in the prior approval and that name change has not yet become official.

It was moved by Vicki Orrico and seconded by Lee Kraft that:

Motion 36:09            The Board of Trustees of Community College District VIII approves the revised document which refers to the *2009 Revisions to the 2007-2010 Agreement Between the Board of Trustees of Community College District VIII and Bellevue Community College Association of Higher Education as presented in 2009 Revisions to the 2007-2010 - Faculty Contract –Tentative Agreement.*

The motion was approved 5-0.

Tab 5 Purchase of Adjacent Properties

Rachel Solemsaas presented a proposal for the purchase of two properties adjacent to the college.

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

- Motion 37:09      The Board of Trustees of Community College District VIII authorizes the college administration to seek approval from the SBCTC to acquire and subsequently purchase the house and property at 14540 SE 26<sup>th</sup>, in Bellevue using funds from the Local Capital fund.

The motion was approved 5-0.

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

- Motion 38:09      The Board of Trustees of Community College District VIII authorizes the college administration to seek approval from the SBCTC to acquire and subsequently purchase the house and property at 14538 SE 26<sup>th</sup>, in Bellevue using funds from the Local Capital fund.

The motion was approved 5-0.

VIII. STAFF AND BOARD REPORTS

Capital/New Campus Planning

Paul Chiles reported that:

- We're making progress in our pursuit of a new venue for continuing education.

Foundation Campaign

Vicki Orrico reported that:

- The Advancing Student Success Campaign has raised \$2.3M toward it's \$6.7M goal;
- The campaign will be formally announced at the luncheon on April 28, 2010;
- The annual donor/scholar reception is scheduled for November 11 and Vicki strongly encouraged attendance; and
- The Foundation Board recently elected Rob McKenna as President and Dale King as President Elect.
- 

TACTC Legislative Committee

Steve Miller reported that:

- He attended the recent TACTC Legislative Conference.

### Events

Trustees reported that:

- Paul attended the Aki Matsuri festival and participated in the opening ceremony.

### President

Jean Floten reported that:

- Today was the culmination of the accreditation evaluation team visit and the exit interview went exceedingly well;
- Bellevue College was commended for:
  - The enthusiasm and positive attitude, infused throughout the college, for serving students and fulfilling our mission and goals;
  - The leadership of the board and the administration in guiding the institution forward in spite of the difficult economy with growing enrollments, for planning the next phase of development at the same time, and the collaboration evidenced throughout the campus and provision of excellent services in spite of the difficult economy;
  - The faculty's excitement and attention to student learning and success;
  - Including students and the student perspective in all aspects of college governance; and
  - The quality and scope of our continuing education and special learning programs that are responsive and diverse to meet the needs of the community;
- The single recommendation was that all programs need to be assessed and all faculty need to participate in assessment;
- This two year process has been a tremendous effort on the part of the college community and Jean thanked everyone for giving their all;
- The Bill and Melinda Gates Foundation has announced a \$5.3M grant, combined with a grant for \$800,000 from the Ford Foundation to SBCTC to help support a student success initiative;
- The goals of the grant were discussed;
- SBCTC has a Systems Design Task Force working on preparing us for the educational needs of our future students and Jean will circulate a recent white paper on their current findings;
- The student retention in online course report was previously distributed to the board electronically and Jean provided a brief overview of key points;
- The online student population is the fastest growing population and our retention rates have been improving with improved technology and increased experience;

Board of Trustees Minutes  
October 14, 2009

- Hybrid courses have not been as popular as we anticipated and we're not entirely certain why;
- We anticipate further budget reductions and our current best guess is that we should prepare for another \$2M cut;
- The HECB is preparing a plan for how to meet the anticipated required baccalaureate needs of the state and we're very interested in seeing what they propose at their meeting on November 19;
- We want to be sure that our voice is heard and that applied baccalaureate degrees remain an option for community colleges; and
- The implications of I-1033 were discussed.

The board expressed their appreciation for the good work of Jean and the Accreditation Steering Committee in leading the college through a successful accreditation process.

IX. UNSCHEDULED BUSINESS

There was no unscheduled business.

X. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 3:15 p.m. The next regular meeting will be held on DATE.

ATTEST:

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Steve Miller, Chair  
Board of Trustees

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Lucinda Taylor  
Secretary, Board of Trustees  
Community College District VIII

**SPECIAL MEETING AGENDA ITEM**  
**November 20, 2009**

**Tab 9**

☐ Information    ☒ Discussion    ☐ Action

**Topic**

Reserve and Contingency Fund Policy

**Description**

An ending fund balance is an essential tool that the college can use to limit current and future risks such as revenue shortfalls and unexpected expenditures. The college maintains a 3 percent contingency reserve in its operating budget. This is insufficient to meet large-scale emergencies, financial exigencies, dramatic downturns in local revenue, large equipment purchases or replacement costs, or capital opportunities, such as property acquisition. Establishing and maintaining an adequate fund balance allows the college to stabilize overall revenue in order to maintain instructional programs for students, even when unexpected revenue shortfalls or unexpected expenditure needs occur. In addition, holding sufficient assets through the fund balance supports the college's longer range goals, such as implementation of its facility master plan (FMP).

**Key Questions**

- \* How much should Bellevue College maintain as an ending fund balance and why?

**Analysis**

The target level of the ending fund balance is typically an amount sufficient that short term borrowing for cash flow could be avoided and would also allow the college to set aside sufficient assets to realize its longer range goals. The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain unreserved fund balance in their general fund of no less than five to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The choice of revenues or expenditures as a basis of comparison may be dictated by what is more predictable in a government's particular circumstances. A recent survey from the community and technical colleges shows that several colleges maintain fund balance reserves as low as 5 percent of its operating activities to as high as 25 percent (see attachment A)

Bellevue College should consider the following factors in setting its appropriate level of fund balance:

- Designations, legal mandates and fiduciary commitments

The college has appropriately designated reserves that cover grants and contract commitments, debt service coverage and capital commitments. The amount to be designated is dependent on the college's long range strategic goals.

- The predictability of its revenues and the volatility of its expenditures.

Though the college prides itself on its diverse fund source, about 27 percent of the college's revenues are generated from student enrollment through tuition and fees. The predictability of this fund source poses a moderate level of risk particularly during stable economic times, where enrollment is typically lower when jobs are available.

The college controls its expenditures. However, with 80 percent of its expenses related to personnel costs, the flexibility to control them during a worst-reduction scenario requires setting aside sufficient funding for contract provisions for lay-off or reduction-in-force as well as associated benefit and leave accrual payments. The current college-wide commitment for leave balances is \$3.2 million. The state is self-insured. As such, the college does not also carry insurance coverage for facilities except for those with debt service obligations (e.g. parking garage). Minor equipment replacement and repairs are typically covered through the operating budget contingency. In natural disasters, such as floods or fires, the college may request emergency funding through the State Board for Community and Technical Colleges. However, in previous emergencies the college has learned that any catastrophic event that would destroy or damage buildings or heavy equipment would require additional fund balance support.

- Funds outside of the operating fund could experience revenue problems that could create a potential drain upon general fund resources.

Although self support programs have successfully managed within their revenues, an unanticipated fiscal event could require support from fund balances. (e.g. fluctuation in Continuing Education program activities.)

- The availability of funds to cover cash outlays (Liquidity)

The college's cash flow involves a lag on when expenses are disbursed from when revenues are collected. The college needs to cover financial aid disbursements and payroll as necessary. A sufficient fund balance provides the cushion for the time lag in cash activities.

In supporting its commitment for financial sustainability, Bellevue College should adopt a target undesignated fund balance of at least 15 percent of the operating funds budget while maintaining reserves for grants, contracts and legal mandates. It should also

maintain the 3 percent contingency reserves in the operating budget. For the fiscal period 2009-2010, the target undesignated balance of 15% would be **\$11.4 million**. A fifteen percent reserve should be adopted for each of the college's ancillary and proprietary funds unless a different level is necessary to sustain its operations.

In summary, we want to be able to utilize the fund balance to cover the peaks and valleys of revenue collections as well as unexpected expenditures. The fund balance is not a sustainable source of revenue for a college, thus it is generally designed to address one-time expenditures. Once these funds are drawn to cover lost revenue or to pay for expenditures, they are gone. The college should therefore include within its annual budget development a plan to restore reserves and/or fund balance to the targeted levels.

### **Background Information**

Attachment A: BAC survey of Colleges Fund Balance Reserves

Attachment B: Proposed Fund Balance Policy 7110

### **Recommendation/Outcomes**

7110 Reserve and Contingency Fund Policy will be presented for approval at the February 3, 2010 board meeting.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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September 2009 BAC survey re reserve policies

Compiled by Mary Alice Grobins, Skagit Valley College

District	Reserve amount	Purpose of reserve	Other information
South Puget Sound	12.5% of operating budget	Accumulate financing for specific capital/eqt/facility investments; minimize impacts of unexpected budget reductions; unplanned event response, such as natural disaster; meet financial obligations if dedicated revenue sources unexpectedly diminish.	President is responsible to manage fund balances, adhere to state investment guidelines, annual fund balance report to the BOT including analysis utilizing SBCTC fiscal health measures guidelines. Reserve funds can come from all fund sources including enterprise funds.
Wenatchee Valley	Minimum of 5% of annual (funds 001 and 149) operating budget		
Highline	10% of operating budget		
Cascadia	5-10% of annual operating budget	Maintain adequate reserves to meet fluctuations in operating revenue and expenditures as well as unforeseen emergencies. Board directs president to maintain an unrestricted local fund balance reserve and to develop procedures to implement Board policy. College procedure: President requires VP to maintain unrestricted local fund balance reserve of 5-10% of annual operating budget.	Terence is working on setting up specific reserves for eqt. replacement, facility repairs, program development, and operating reserves based upon greatest annual variance in revenues w/in one biennium
Clover Park	60 days of annual operating expenses	"Strategic reserve" – the college will endeavor to generate and retain a strategic reserve equal to 60 days of operating expenses.	
Green River	5-10%	No formal policy – this level is recommended by VP. Intended for "opportunities" and "defense" (unplanned lawsuits, emergencies, one-time monies to help balance budgets etc.	This year GRCC used \$8M to make down payment on Kent COP project – biggest one-time use of local \$ in their history. Also have



			used funds “one time” to balance general fund budget.
Lake Washington	15% of operating budget – equivalent to 2 months of operating expenses	Safeguard against state budget reductions, enrollment declines and unanticipated costs. Level may be brought higher during uncertain times.	Board policy is general – maintain “sufficient” reserves. Details are in college procedures for flexibility. Reserve can be made up from unrestricted reserves which are all funds except for student activities and financial aid.
Clark	5-10% of general operating budget	Fluctuations in revenue and/or expenditures. If budget cuts appear likely, may bring reserve higher.	Reserve funded by “discretionary” fund balances. Cannot use “dedicated” fund balances. Administration is authorized to use excess fund balances for expenditures that support the vision and mission of the college.
Everett	8% of initial operating budget – equivalent to 1 month of operating expenses		
Spokane	5% reserves at each college (5% of base budget)		In addition there are designated reserves for district-wide contingencies. Tuition, rent, utilities have 10% reserve each. Insurance and parking fund each have \$250,000 reserve. Unemployment also has reserve.
Seattle	5-10% of each fund’s annual expenditure budget, excluding trust and capital funds.	Intended to address fluctuations in revenue or expenditures, provide opportunities to fund non-recurring expenses, such as program start-up costs or equipment purchases.	
Pierce	Cash reserves within	Working capital, accommodate fluctuations in revenue or	Typically ask Board to authorize

	fund balance accounts for all funds to allow prudent cash management of district operations.	expenditures, allow for contract program discontinuance and other unforeseen circumstances, manage reimbursable grant requirements, provide flexibility for non-recurring expenses such as program start up costs or equipment purchases.	about \$500,000 per year in one-time spending from reserves.
Bellingham Tech	At least 10% of annual operating budget	Intended for use in non-recurrent situations such as program start-ups, building damages from natural disasters, non-got. Funded portions of capital projects, others as determined by trustees	
Whatcom		Board authorized president to transfer funds to eliminate any cash deficit, to provide working capital, and to support approved projects and activities	
Peninsula	25% of state allocation		Also have practice of maintaining 3% operating contingency as part of annual budgeting to deal with unforeseen costs and opportunities.
Olympic	6 – 10% of annual operating budget		

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

Original Date: X/XX/XXXX \* Last Revision Effective: X/XX/XXXX

Policy Contact: President

### **POLICY**

Adequate fund balance and reserve levels are a necessary component of the college's overall financial management strategy and a key factor in measuring the college's financial strength. Maintenance of fund balance for each accounting fund assures adequate resources for cash flow and to mitigate short-term effects of revenue shortages. Reserve funds are also necessary to enable the college to deal with unforeseen emergencies or changes in condition.

#### **General Policy**

The college shall designate reserves that are legally mandated and fiduciary committed through grants and contracts. All expenditures drawn from reserve accounts shall require prior approval from the president unless previously authorized by the board of trustees for expenditure within the college's annual budget. If reserves and/or fund balances fall below required levels established by this policy, the college shall include within its annual budget development a plan to restore reserves and/or fund balance to the required levels.

#### **Contingency Fund**

The college will maintain a contingency fund equal to 3 percent of the operating budget expenditures to provide a financial cushion to cover revenue shortfalls resulting from unexpected economic changes or recessionary periods or to provide funds in the event of major unplanned expenditures the college could face.

#### **Operating Reserves**

The college will maintain an operating reserve to provide for adequate cash flow, budget contingencies, and insurance reserves. The general fund operating reserves will be based on 15 percent of the college's operating budgeted expenditures.

#### **Ancillary and Auxiliary Fund Reserves**

The college will maintain a reserve for each of its ancillary or auxiliary fund to provide for adequate cash flow, and operating contingencies. The reserves will be 15 percent of each fund's operating expenditures unless a different level is necessary to sustain its operations.

### **REVISION HISTORY**

Original X/XX/XXXX

### **APPROVED BY**

**SPECIAL MEETING AGENDA ITEM**

**Tab 10**

**November 20, 2009**

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

**Topic**

Budget Planning Update

**Description**

The college is starting its budget planning process for the fiscal period July 1, 2010 to June 30, 2011. The college plans for a comprehensive approach in developing its recommended budget to the Board due to the anticipated budget deficit the State continues to experience in this economic downturn. This briefing will provide the board an update of the state's financial position, its anticipated impact to the college's operation, the college's budget planning activities, and timelines.

**Key Questions**

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

**Analysis**

A recent budget briefing to the State's Senate Ways and Means Committee projected a budget deficit of \$1.8 billion for the current biennium 2009-2011. The deficit results from lower revenue collections, increased caseloads and pending lawsuits. The state is faced with several challenges in addressing this deficit, including the maintenance of effort funding requirement for federal stimulus funds. The latter would cap the reduction to the higher education system at no more than \$80 million which would need to be taken for the fiscal year 2010-2011.

Given the magnitude of the projected deficit, Bellevue College anticipates a reduction between 4% to 25%. The college budget planning process will address the anticipated reduction in state allocation while maintaining operations and investing strategically towards our future. Budget planning activities will include campus forums, planning sessions with the Planning Council and budget focus groups.

**Recommendation/Outcomes**

It is recommended that the Board of Trustees of Community College District VIII support the college's budget planning process for fiscal period 2010-2011.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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