BELLEVUE COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

February 5, 2014

Vision

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

Core Values

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

Mission

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

Core Themes: *Mission Alignment*

Student Success

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

Teaching and Learning Excellence

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

College Life and Culture

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

Community Engagement and Enrichment

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

Approved by the Board of Trustees on June 29, 2011.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, February 5, 2014. The business session will begin at 12:30 pm in room B201. Marie Gunn, Chair, will preside.

AGENDA

11:30 PM	LUNCH AND EXECUTIVE SESSION (A201)		
	There will be an executive session to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body or a member acting in an official capacity is, or is likely to become a party and to discuss the evaluation of state employees.		

12:30 PM	BUSINESS SESSION (B201)		

I. Call to Order

II. Roll Call and Introductions

III. Consent Agenda
    A. Approval of Agenda for February 5, 2014   3
    B. Meeting Minutes from November 20, 2013   5
    B. Meeting Minutes from January 23, 2014   8

12:45 PM   Puget Sound Energy Presentation

1:00 PM   IV. Constituent Reports
    A. Faculty   Brown
    B. Classified Staff   Turnbull
    C. Student   Terry
    D. Foundation   Langton

1:40 PM   V. Monitoring Reports (reports for this meeting in bold)

A. **Student Success**	All	10
B. **Instruction**	All	12
C. **Economic and Workforce Development**	All	16
D. **Student Services**	All	17
E. **Equity & Pluralism**	All	18
F. **Foundation**	All	19
G. **Information Resources**	Quarterly	20
H. **Capital Facilities**	Quarterly	21
I. Finance	Quarterly	
J. Human Resources	Quarterly	

	K.	**Enrollment Report**	Quarterly	22
	L.	Budget and Legislative Developments	As needed	
	M.	Marketing and Public Relations	As needed	

1:50 PM	VI.	First Read		
	A.	Tenure Recommendations for the 2014-15 Academic Year	Nielsen	25
	B.	Policy 3655: Use of Human Participants in Research Activities	James	27

2:00 PM	VI.	Action Item		
	A.	Policy 3000 Grading: Course Repeat Policy	Nielsen	30
	B.	Indemnification authorization	Marvin	
	C.	Resolution in Support of House Bill 1817	Gunn	36
	D.	Resolution honoring Paul Chiles	Gunn	42

2:20 PM	VIII.	Board Reports		
	A.	TACTC Board of Directors	Gunn	
	B.	TACTC Legislative Committee	Miller/Orrico	
	C.	Individual Member Reports		

2:25 PM	X.	Unscheduled Business/Community Testimony

2:40 PM	XI.	Adjournment

Time and order are estimates only and subject to change.

2:45 PM	Margin of Excellence Awards Ceremony	BC Foundation
	Carlson Theater	

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held November 20, 2013 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Marie Gunn, Chair, presided.

EXECUTIVE SESSION

The executive session was called to order at 1:05 PM. Marie Gunn announced that there would be an executive session for approximately 60 minutes to discuss collective bargaining and to discuss with legal counsel representing the agency litigation or potential litigation to which the agency, the governing body or a member acting in an official capacity is, or is likely to become a party.

STUDY SESSION

The study session began at 2:15 p.m. Joyce Carroll presented the Transitions Team and their accomplishments for 2012-2013. Particular focus was placed on strategies for success in developmental courses.

BUSINESS SESSION

The business session was called to order at 3:12 p.m.

I. **ROLL CALL**

Ms. Gunn, Mr. Miller, Ms. Orrico, Ms. Chin, Ms. Heu-Weller, and Ms. Dzhuraeva were present.

INTRODUCTIONS

Dave Rule, President	Bruce Marvin, Asst. Attorney General
Lisa Corcoran, Executive Asst. to the President	Ray White, Vice President of Admin. Services
Laurence Herron, Vice President of Institutional Advancement	Paula Boyum, Vice President of Economic & Workforce Development
Patricia James, Associate Vice President of Effectiveness and Strategic Planning	Joyce Carroll, Associate Dean of Instruction
Tom Nielsen, Vice President of Instruction	Yoshiko Harden, Vice President of Diversity
Ana Hernandez Blackstad, Dean of Student Success	Matt Groshong, Dean of Student Services
Dale King, BC Foundation Vice President	Becky Turnbull, Classified Employee Rep.
Zawdie Stephens-Terry, ASG President	Doug Brown, President, BCAHE
Kelly Paustain, Director of Budget, Grants and Contracts	Jennifer Strother, Executive Director of Finance
Tonya Estes, Faculty	Scott Bessho, Faculty
Kristen Velez, student	Judith Paquette, Faculty
Kathy Kuba, Director of Developmental Education	Jennifer Laveglia, Faculty
Rosemary Hall, Faculty Emeritus	Brandon Lueken, Student Programs
Leslie Lum, Faculty	

II. **CONSENT AGENDA**

Vicki Orrico moved to approve the consent agenda. Lisa Chin seconded.

The consent agenda was approved unanimously.

III. **CONSTITUENT REPORTS**

Faculty Report

Doug Brown, Bellevue College Association of Higher Education (BCAHE) President, discussed the status of contract negotiations including items such as compensation, tenure, governance, the faculty commons and part-time faculty.

Classified Staff Report

Becky Turnbull, representing classified staff, thanked President Rule for inviting all of the unions to meet with the Vice President for Human Resources candidates during the search. Ms. Turnbull shared the article on autism in the Seattle Magazine on Sara Gardner, Program Manager in the Disability Resources Center. She also commented on opportunities to serve on committees for classified staff and an employee recognition luncheon during break.

Student Report

Zawdie Stephens-Terry, ASG President, indicated that a student survey has been distributed. Student leaders have been working on developing leadership skills. They will be participating in a NCLS conference and BC ASG leadership will become certified leaders. Other discussion items included textbook prices, the "Pay it forward" tuition borrowing program and Ordinance 6128 which reduces the number of spaces that can be rented in a home.

Foundation Report

Dale King, reported on the foundation. Dave and Robin Nelson issued a fundraising challenge that was met by the foundation board. The BC Foundation endowment was increased $800,000. Upcoming activities include the Winter social scheduled for December 12th and the annual lunch on April 30th, 2014.

IV. **MONITORING REPORTS**

The board reviewed the monitoring reports with staff.

Discussion of concerns regarding the data availability. Business Transfer program presented for Instruction.   Matt introduced Ana Hernandez Blackstad and Melanie Ruiz.

V. **FIRST READ**

A. Policy 3000 – Grading: Course Repeat Policy

Tom Nielsen explained the recommended changes to the grading policy.

VI. **ACTION ITEMS**

A. 2014-15 Board Meeting Dates

Vicki Orrico moved to approve the proposed 2014-15 meeting dates. Lisa Chin seconded.

The 2014-15 Board Meeting Dates were approved unanimously.

B. Negotiated Agreement between Bellevue College Association of Higher Education and the Board of Trustees of Community College District VIII.

Steve Miller moved to approve the Negotiated Agreement between Bellevue College Association of Higher Education and the Board of Trustees of Community College District VIII. Vicki Orrico seconded.
The negotiated agreement was approved unanimously.

VII.   **BOARD REPORTS**

TACTC – Bellevue was well represented at the ACCT conference. Vicki Orrico was appointed to national ACCT nominating committee.

Individual Member Reports –no individual reports.

VIII.   **PRESIDENT'S REPORT**

President Rule returned from Trade mission to China. The mission was hampered by the governor's delay in joining the mission, but there were considerable networking opportunities.

President Rule also attended AACC conference. He serves on the Diversity, Inclusion & Equity Commission of the AACC.   Commission topics included the pipeline to presidency discussion which has seen many openings. Opportunities for women have improved, but diversity opportunities have not increased.

IX.   **UNSCHEDULED BUSINESS**

There was no unscheduled business.

X.   **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 4:47 PM.

_____
Marie Gunn, Chair
Board of Trustees

ATTEST:

_____
Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

BOARD OF TRUSTEES

COMMUNITY COLLEGE DISTRICT VIII

BELLEVUE, WASHINGTON

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held January 23, 2014 in room A201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Marie Gunn, Chair, presided.

I. **ROLL CALL**

Ms. Gunn, Mr. Miller, Ms. Orrico, and Ms. Chin, were present.

II. **STUDY SESSIONS**

The first study session began at 1:00 PM.

Pre-College Mathematics

Rob Viens, Dean of the Science Division presented a status report on pre-college mathematics at Bellevue College. Presentations also provided recommendations for improving student success which included reducing class size.

Information Resources Technology Update

Russ Beard, Vice President of Information Resources, presented an update on the status of improvements to the college's technology systems. Please see powerpoint presentation for specific information.

Board of Trustees Operating Manual

The board reviewed the current operating manual and discussed possible updates. Bruce Marvin, Assistant Attorney General, presented delegation of authority policies from other Washington state colleges. Trustees identified elements from the policies of Olympic and Seattle to consider for further refinement of Bellevue's policy. Suggested changes will be brought back to the board for consideration and vote at a future meeting.

Strategic Planning

Ray White, Vice President of Administrative Services, Rob Viens, Dean of the Science Division and Tracy Biga MacLean, Accreditation Coordinator, presented the status of the strategic planning process that Bellevue College is currently undertaking. The board's input was solicited and there was a discussion of the board's role in strategic planning.

III. **EXECUTIVE SESSION**

The executive session was called to order at 4:00 PM. Marie Gunn announced that there would be an executive session for approximately 60 minutes to discuss collective bargaining.

IV. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 4:48 PM.

                          _____

Marie Gunn, Chair
Board of Trustees

ATTEST:

_____
Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

STUDENT SUCCESS

SUCCESS IN DEVELOPMENTAL MATH, FALL 2013

Table 1. Dev Math Enrollments by Race/ethnicity	
Race/ethnic Group	**%**
African American	9.6%
Alaska Native	0.4%
American Indian	0.9%
Asian	11.9%
Hispanic	15.4%
Multi-racial	4.8%
Native Hawaiian or Other Pacific Islander	0.1%
Other Race	2.8%
Pacific Islander	0.3%
White	48.4%
Missing	5.4%
Grand Total	100.0%

Fall 2013 all developmental math: 1,379 enrollments | 51 sections

- **Table 1** shows the distribution of enrollments in developmental math courses by race/ethnicity

Performance

- *All students*: 55.3% earned C or better (does *not* include C-); 27.7% earned F or withdrew from the course
- *Within race/ethnic groups*: **Chart 1** compares the proportion of all students to those who earned A, B, or C grades by race/ethnic group.

Interpreting **Chart 1**—White students comprise just under 50% of all students enrolled and more than 50% of all students earning a grade of A-C. However, African American students represent nearly 10% of all students but fewer than 7% of A-C grades.

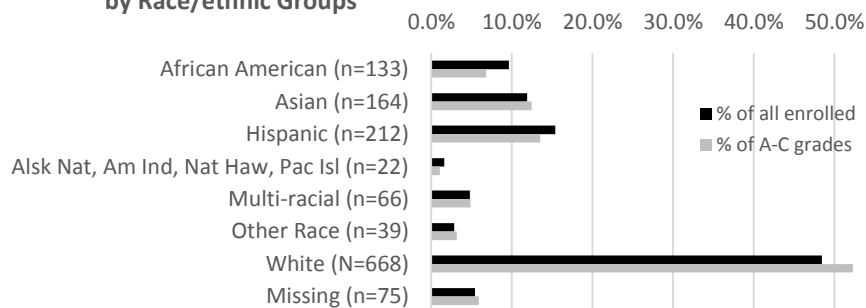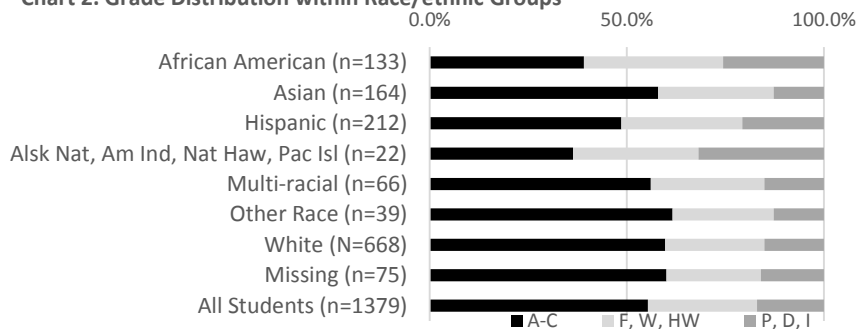Chart 1. Total Enrolled and A-C Grades Earned by Race/ethnic Groups

Chart 2 shows the distribution of all grades within each race/ethnic group. All but three groups earn higher percentages of A-C grades than all other grades[i].

Chart 2. Grade Distribution within Race/ethnic Groups

Transition Outcomes of fall Math 098 students | 418 enrollments in Math 098 fall term

- **More than half (56.9%) of fall term Math 098 students enrolled in at least one math course winter term**
  - 19.7% enrolled in Math 097 or Math 098
  - 63.0% enrolled in Math 099
  - 17.2% enrolled in college-level math

- **60% of those who did <u>not</u> enroll in a winter term math course are enrolled in at least one other course at the college**

- **Overall retention of Math 098 students in a BC course winter term: 82.8%.**

Table 2. Fall Math 098 students Enrolled in Winter Math course	
Race (fall Math 098 enrollment)	% of fall Math 098 in winter math course
African American (n=35)	57.1%
Alsk Nat, Am In, Nat Haw, Pac Isl, Other race (n=18)	44.4%
Asian (n=61)	70.5%
Hispanic (n=56)	62.5%
Multi-racial (n=22)	68.2%
White (n=201)	50.2%
Missing (n=25)	64.0%
All (n=418)	56.9%

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning
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[i] Grade interpretation: A-C includes all such grades except C-. F, W, or HW indicates failure or withdrawal (HW is a "hardship" withdrawal); P, D, I means Pass, D+ or D grades, and Incomplete.

INSTRUCTION

COMPETENCY-BASED EDUCATION ONLINE

Key Points

- As reported in the May 22, 2013 Instruction Monitoring Report, Bellevue College is participating in Competency-Based Education (CBE) initiatives of the State Board for Community and Technical Colleges, including participation in a grant from the Bill and Melinda Gates Foundation to Western Governors University (WGU), titled *Promoting and Advancing Competency-Based Education.*

- To achieve the goals of the grant, Business Technology Systems (BTS) program instructors Suzanne Marks, Dena Laney and Vicky Greisen worked through the spring, summer, and fall to design and develop a competency-based version of the *Business Software Specialist Certificate,* based on the WGU model. The process included participation in multiple workshops, training sessions, and 1-1 coaching opportunities, and involved consideration of a wide range of topics, from curriculum and assessment redesign to administrative details and marketing strategies. The biggest challenge was envisioning how to make the "square peg" of CBE fit into Bellevue College's "round hole" of time-based infrastructure. In crafting the final result, best practices were borrowed from WGU, including use of initial assessments and pre-tests to verify students' preparation and base-line knowledge, incorporation of navigators who work alongside course instructors to make sure that student learning stays on track, and inclusion of real-world projects and external assessments that add value to students beyond earning the course credits, to name just a few.

- There are eight courses in the Competency-Based Online Business Software Specialist certificate, which lead to development of the following student competencies:
    - Utilize intermediate to advanced software features in industry standard office software to solve a business problem.
    - Develop and manage small business websites using industry standard software.
    - Gain Microsoft Office Specialist Core certification.

- This new CBE option was launched in winter quarter with the initial goal of enrolling at least 20 students, but the results have far exceeded that estimate. To date, more than 160 students have inquired about the CBO Program. On day two of winter quarter, 80 students were enrolled, with 20 students on the waitlist by day three. In order to meet the demand, an additional navigator was hired and now there are more than 100 students enrolled in one or more of the CBE courses. Many students completed the one-credit orientation course within the first week of the quarter, and everyone involved is eager to see how these students are able to accelerate their progress through the balance of the quarter.

Next Steps
- Encouraged by the initial success of this pilot program, BTS faculty are eager to continue the program and are already talking about expanding CBE options in their program. Bellevue College will continue to work with a state-wide coalition of institutions to develop ways to devise, revise, accommodate, and work-around the concepts, practices, and details that will be necessary to expand CBE options for Bellevue students and implement CBE on a broader scale across the state.

Report by: Tom Nielsen, Vice President, Instruction
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Add To Your Technology Toolkit

Earn a Business Software Specialist Certificate at an Accelerated Pace

Included! 5 Microsoft Certifications

Guided by Navigator & Course Instructor

100% Online Classes Real World Scenarios

Start Here
Interested? To get started, go to
http://depts.bellevuecollege.edu/ibit/cbo/

SPEED LIMIT
Go At Your Own Speed

Gain a mastery of Microsoft Office suite & earn 5 certifications!

B
BELLEVUE COLLEGE

Outlook · PowerPoint · Word Excel · Access · Web Essentials Webpage Authoring · Intro to Online Learning (Orientation)

Steps to Getting Started:

Step 1: Go to *http://depts.bellevuecollege.edu/ibit/cbo/*

Step 2: Student Navigator contacts you with more information

Step 3: Take SmarterMeasure readiness test

Step 4: Review results with Student Navigator and create Course Road Map

Step 5: Take BTS 095: Intro to Online Learning Course (Orientation)

Step 6: Complete the courses on your Road Map at an accelerated pace

Step 7: Receive 5 Microsoft Office Specialist Certifications and a Certificate in Business Software Specialist

Competency Based Online Courses:

BTS 095: Intro to Online Learning (Orientation) • 1 CR

BTS 110: Web Essentials • 5 CR

BTS 144: Outlook • 3 CR

BTS 147: Powerpoint • 3 CR

BTS 163: Word • 5 CR

BTS 165: Excel • 5 CR

BTS 168: Access • 5 CR

BTS 189: Webpage Authoring • 5 CR

Contact Student Navigator:

Vicky Greisen
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(425) 564-5702

BELLEVUE COLLEGE

ECONOMIC & WORKFORCE DEVELOPMENT

HEALTH EDUCATION EMPLOYMENT TRAINING (HEET) PROJECT: PATHWAYS TO RN

Key Points
The HEET Pathways to RN project, funded by a grant created by the 2008 Washington State legislature and administered through the Washington State Board of Community & Technical Colleges, is a collaboration of Bellevue College, Evergreen Health, and Service Employees International Union (SEIU). The project, in its second year, is preparing a cohort of EvergreenHealth employees currently in entry-level jobs for admission to associate degree nursing programs. Eighteen incumbent workers were initially enrolled in the cohort including 31% students of color and 56% single parents.

During the two-year period (2012-2014), participants are completing nursing prerequisites including: math, English, chemistry, anatomy & physiology, psychology, and microbiology. Courses are taught by BC faculty and are contextualized with health care related content. Classes are held in workplace classrooms at Evergreen Hospital (with the exception of science labs to be held at Bellevue College) and in a hybrid, partial on-line format. Wrap-around student support is provided by a case manager, two navigators, tutors, and a committee of representatives from the partners who direct tutoring needs, flexible work schedule, and other supports. At the end of fall quarter 2013, 13 of the original 18 participants completed required courses and continue to be enrolled.

The project includes implementation of a number of successful retention strategies:
- on-going tutoring for these working adults
- instructor and tutor collaboration to create and administer mock tests
- use of hybrid course material when appropriate to maintain employee scheduling needs
- frequent interaction between students and between students and instructors
- dedicated grant coordinator who hires instructors who understand and 'buy into' the HEET grant idea and are willing to work with tutors and committee members for the benefit of the participants.
- dedicated partnership committee that meets every two weeks to discuss individual employee academic progress and make improvements to ensure that participants are successful
- participants are given release time from work to complete courses

Next Steps
- The HEET committee initiated best practices planning and instructor orientation for the final two quarters; grant funds have been allotted to Bellevue College's Faculty Commons to support the instructors
- Project staff are preparing participants and providing resources for application to nursing programs, including: TEAS test, application process, and alternative education for those who are not successfully admitted into nursing school
- At project completion, BC will review outcomes and identify successful strategies for implementation at the college.

Report by: Paula Boyum, Vice-President of Economic & Workforce Development
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STUDENT SERVICES

OUTREACH AND RECRUITMENT OFFICE

Key Points

- **Vision:** Bellevue College is viewed as a premier choice in supporting the educational, career, personal, leadership and cultural goals of the members of the communities it serves.
- **Mission:** To increase opportunity and access to educational and career and pathways for ALL students; with a special emphasis on targeted student populations from traditionally underserved groups by building strong relations and ties to the college, its programs and faculty.
- **Target population:** Traditionally underrepresented populations, prospective students, parents and the community at large.
- **Strategies:** Engage prospective student population through traditionally and nontraditional means, a primary example of which is to **train and utilize current students as role models and presenters in engaging prospective students to create an authentic invitation** to ALL students but especially to engage underserved populations. Other strategies include:
  - High school visits
  - College and career fairs
  - Campus visits
  - Community engagement program/partners
    - **Boys&Girls Club** (Be Greate Graduate) Allyse Dire-Day Program Coordinator
    - **Youth East Side Services** (Latino Heat) Tina Morales Latino Youth & Family Specialist
    - **YMCA** (Youth Education Development) Michelle Williams Clark Youth Education Development Specialist.
    - **Eastside Pathways** (Youth Round table) Stephanie Cherrington Executive Director
    - **Year Up Puget Sound** Lauren Sato & Lisa Chin
    - **Kent School District** (Kinder to College) Randy Nunez College & Career Family/Community Liason

- <u>Type of Activity</u>   <u>Total number served</u>
- Individual/Group Tours   663
- Schools/Organization campus visits   1013
- Community Engagement   296
- College Fairs   2127
- Total Number   4099

Report by: Ata Karim, Vice President of Student Services
ata.karim@bellevuecollege.edu

EQUITY AND PLURALISM

Key Points

- The Office of Equity and Pluralism sponsored:

    Critical Conversations- Lori Safin, Sociology, facilitated a discussion on ways to support English Language Learners (ELL) students

    Dr. Martin Lurther King, Jr. event- Dr. Derrick Brooms spoke on the mis-education on Dr. King. His talk focused on understanding Dr. King's work and legacy in a broader context, not the romanticized and simplified version of his role in American history. Dr. Derek Greenfield, Director of Diversity and Inclusion, Alcorn State University, facilitated a workshop for faculty, staff and students titled, " *Confronting Ourselves, Living Inclusively: Shifting from a Moment to a Movement."*

- Undocumented Students Work Group: established a scholarship fund to support students who are undocumented.

Current initiative:

- Recruitment update: The Diversity Statement requirement for all applicants launched in November 2013. Moving forward, anyone who applies for a full-time faculty, professional/exempt, or classified position are required to submit a diversity statement as part of their application. Yoshiko Harden, Tom Nielsen, and Krischanna Roberson are meeting with every screening advisory committee to review the new initiative and teach committees how to use the rubric to score statements.
- The President's Office approved two new positions in the Office of Equity and Pluralism. The Compliance and Title IX Coordinator will conduct Title IX complaints and investigations, provide training for faculty, staff and students around Title IX and the Violence Against Women Act (VAWA), and work on college policies as they relate to EEO and Title IX. The Diversity and Equity Program Manager is a shared position between the Office of Equity and Pluralism and Student Programs. The program manager will provide targeted support, advising and training to ethnic and cultural programs in Student Programs, campuswide diversity training and professional development, and develop and coordinate the affinity groups for staff and faculty.

Report by: Yoshiko Harden, Vice President of Diversity

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FOUNDATION

FOUNDATION IMPACT ON THE COLLEGE

Key Points

- Major Gifts: significant work is underway to substantially increase the pool of individuals that board members and staff will solicit for major gifts. Annual giving activities are expanding.
- Scholarships and Programs: Margin of Excellence winners this year are Vanessa Von Papp, Early Learning Center (Classified Employee Award); Bill Hughes, Science Division (Administrative Exempt Award); Katherine Hunt, Social Science Division (Part-Time Faculty Award); and Jennie Mayer, Science Division (Full-Time Faculty Award). Twenty one extraordinary employees were nominated by their peers for this year's awards. Trustees are invited to attend the Margin of Excellence Award ceremony in the Carlson Theatre at 2:45 pm today, February 5.

Foundation News:

- In March the Foundation will host its first "BC Quarterly" event. These cultivation events will provide opportunities to engage potential and current donors with varying aspects of the campus and student-focused programs. The goal is to provide a positive interaction for donors and prospects, deepening their relationship with BC. The first BCQ will be held on March 8th in conjunction with the Central Sound Regional Science Fair at Bellevue College.

Foundation Events and Planning for FY14

- The Foundation hosted its winter social on December 12 in the Floten Student Center. Faculty and college administrators joined the party, as well as did new BC Trustee Merisa Heu-Weller.
- The Foundation's Emeritus Board is planning its next luncheon for mid-April. The group is proving to be a valuable resource for reuniting past board leaders in service for the foundation and the college.
- The Foundation's 2014 Luncheon will occur on April 30. Development Chair Amy Hedin is leading a Luncheon Committee of board and community members that has secured a high number of sponsorships, already passing the half-way mark of our sponsorship goal and working diligently and optimistically to surpass the total sponsorship goal of $150,000.
- Table captains for the luncheon are being lined up. We hope that we can count on unanimous, strong support from the Trustees again this year.
- The luncheon program is changing. We will not have a keynote speaker, instead putting even greater focus on BC students and alumni. We will highlight two students who have received scholarships this year and two distinguished alumni—illustrating the value of current donations and the successful results for student success of previous donations.
- Read Day, on which board members and volunteers review and assess applications for Foundation scholarships, is tentatively scheduled for May 22.

Report by: Laurence W. Herron, Vice President of Institutional Advancement
            larry.herron@bellevuecollege.edu

INFORMATION RESOURCES

Key Points

- Project under way to setup a proof of concept for Virtual Desktops for Bellevue College. Virtual Desktops will allow full a more flexible configuration in the classroom whereby multiple disciplines using different software configurations can be installed side by side. Virtual Desktops will also increase the ability to provide part-time faculty with a persistent desktop that can be used where ever they are.

- Computing Services and The Watchdog will be partnering to deliver Tech Café for students, faculty, and staff starting spring quarter. Tech Café is the extension of the help desk during the start of the quarter. Information Resources reaches out to new students, faculty, and staff to provide some personal assistance. Due to space issues during the past five quarters, IR has not had a permanent space, the hope is that the partnership will give the Tech Café the stability needed to be successful.

- During the Winter Quarter Information Resources will be installing Quick Access Computer and Print Kiosk in the R building for both students and faculty who need to print before class or check a class schedule online between classes.

Next Steps

- Next steps for Virtual Desktops will be to move from proof of concept and install Virtual Desktop terminals in computer classrooms and setup remote access for faculty.

Report by: Russ Beard, Vice President of Information Resources
                russ.beard@bellevuecollege.edu

CAPITAL FACILITIES

T-Building Construction – The T-Building construction is progressing well despite **minor delays in the permitting process** with the City. With Underground infrastructure work complete, the contractor is progressing with form work, footings, columns, shear wall, and slab work. The project is scheduled to be completed by February 2015.

The capital projects team is working with vendors to procure the furniture and equipment, as well as working with our Health Sciences departments to establish a transition plan. The team is also **engaging the Art Commission program** and is currently selecting committee members.

B Building Remodel: Phase II – Construction began in October 2013 and is **currently three weeks ahead of schedule**. The remodel includes a renovated BC Store and Testing Center for Bellevue College.

The north plaza improvements will be completed in February. The Testing Center and DRC are anticipated to move back into their remodeled spaces around the end of March. The BC Store will follow later in Spring quarter.

Student Housing – A team of BC stakeholders are meeting bi-weekly to develop an understanding (and ultimately a recommendation) of how **the college will transition into the "residence life business"**.

Research is ongoing and will include **a series of field trips planned** for our team to visit and interview directors at institutions with both *mature programs* and *recent residence capital projects*. These institutions include University of British Columbia, University of Washington and Seattle University as well as several SBCTC system institutions.

BC Issaquah Center – The site plan for the development of the Issaquah property has been reviewed by the city and public comment has been solicited. City **staff have recommended approval** with some modifications. A vote on the proposal will be held February 4, 2014.

Report by: Ray White, VP for Administrative Services
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ENROLLMENT REPORT

TOTAL ENROLLMENT FALL QUARTER 2013

Key Points

The college continually monitors and analyzes enrollment statistics and trends, particularly during registration and enrollment periods. Enrollment updates are regularly provided to the entire college during that time. Downward and upward trends are analyzed, and strategies are put into place to address areas of concern. As part of the strategic enrollment and planning process, each quarter, an enrollment report for all fund sources (state-funded, self-support and other) is compiled for review and discussion.

The fall 2013 Enrollment Report indicates an overall increase in FTES with all areas exceeding internal enrollment targets. Assuming this trend continues through the balance of 2013-14, the college will easily meet its state enrollment commitment.

For fall 2013, the college exceeded its target by 448.8 FTES or 4.3%
- Arts and Humanities Division exceeded their target by 170.8 FTES or 5.5%
- IBIT (Business) Division exceeded their target by 37.4 FTES or 3.5%
- Health Science Division exceeded their target by 5.3 FTES or 0.7%
- Science Division exceeded their target by 162.2 FTES or 5.6%
- Social Science Division exceeded their target by 55.1 FTES or 2.9%
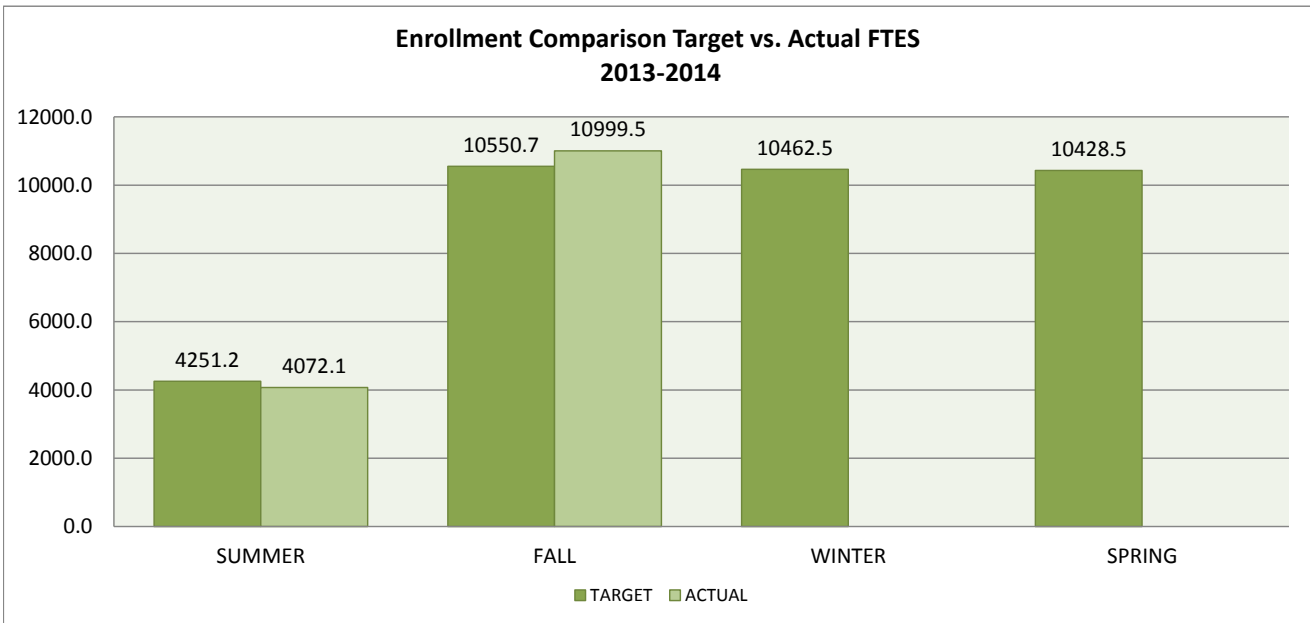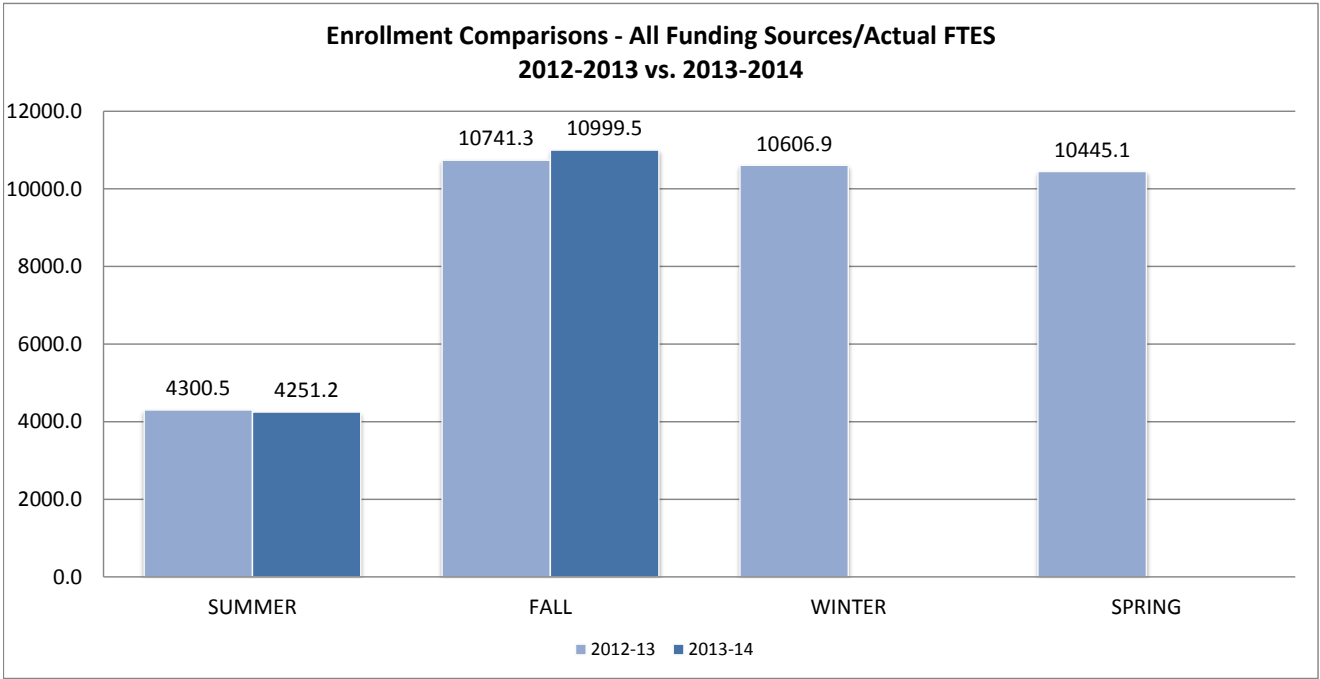- Other Programs exceeded their target by 17.9 FTES or 2.5%

Supplemental Information:
- Enrollment Comparison: Target vs. Actual FTES – Fall Quarter 2013
- Enrollment Comparison For All Funding Sources: Actual FTES 2013-2014 vs. 2012-2013

Report by: Tom Nielsen, Vice President of Instruction
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TOTAL COLLEGE			
All Divisions & Miscellaneous Programs	Fall FTES Target	Actual FTES	# Difference	% Difference

	Fall FTES Target	Actual FTES	# Difference	% Difference
	10551	11000	448.8	4.3%

Division	Fall FTES Target	Actual FTES	# Change	% Change	Division	Fall FTES Target	Actual FTES	# Difference	% Difference
Arts & Humanities	**3131**	**3302**	**170.8**	**5.5%**	**Business (IBIT)**	**1085**	**1122**	**37.4**	**3.5%**
Humanities	0	0	0.0	0.0%	Accounting-Paraprofessiona	115	110	-5.5	-4.7%
Art	199	226	27.0	13.6%	Sustainable Business Practic	10	19	8.7	86.5%
Applied Linguistics	0	0	0.0	0%	Information Tech	25	22	-2.7	-10.7%
Communications	442	495	53.5	12.1%	Business Management	269	232	-37.1	-13.8%
Dance	31	14	-17.1	-54.9%	Marketing	76	85	8.7	11.4%
Drama	42	45	2.8	6.7%	Business Tech System	214	230	16.4	7.7%
English	1073	1098	25.6	2.4%	Business Intelligence	35	53	18.3	52.4%
World Language	370	390	20.1	5.4%	Network Services	42	53	11.0	26.4%
Interdisciplinary	0	0	0.0	0.0%	Programming	91	106	14.7	16.1%
Interior Design	94	100	6.0	6.4%	Database Admin	0	0	0.0	0.0%
Music	188	160	-27.1	-14.4%	Technical Support	48	43	-4.8	-10.1%
Philosophy	190	201	10.2	5.4%	Digital Media Arts	161	171	9.7	6.0%
ABE/GED	128	130	1.6	1.2%					
DEVED/ID	20	9	-11.7	-57.4%					
Experiential Learning	29	35	6.6	22.8%					
ESL	326	399	73.3	22.5%					
Health Sciences	**808**	**813**	**5.3**	**0.7%**	**Science**	**2904**	**3066**	**162.2**	**5.6%**
Diagnostic Ultrasound	41	51	10.3	25%	Astronomy	180	163	-16.5	-9.2%
Early Childhood Educ	31	39	8.4	27%	Biology	613	628	15.0	2.4%
Education	21	21	-0.7	-3%	Botany	33	35	2.0	6.0%
Health	56	48	-8.2	-15%	Chemistry	354	413	59.5	16.8%
Indiv Studies	0	0	0.0	0%	Computer Science	80	93	13.0	16.2%
Imaging	0	0	0.0	0%	Environmental Science	62	58	-4.7	-7.6%
Nursing	115	112	-3.0	-3%	Engineering	34	27	-7.2	-21.1%
Nuclear Medicine Tech	10	9	-1.3	-13%	Geology	71	66	-4.7	-7%
Parent Ed	0	0	0.0	0%	I.D. Math	475	453	-21.9	-4.6%
Physical Development	111	115	3.9	3%	Math	765	891	126.0	16.5%
Radiologic Technology	57	56	-0.5	-1%	Meteorology	33	33	0.0	0.0%
Radiation Therapy	24	22	-1.4	-6%	Oceanography	32	30.8	-1.2	-3.8%
Recreation Education	2	1	-0.7	-36%	Physics	171.47	174.53	3.1	1.8%
Health Professions	139	151	12.2	9%					
Radiation Mgmt/Tech	26	27	1.3	5%	**Other Programs**	**705**	**723**	**17.9**	**2.5%**
Neuro Diagnostic Tech	21	16	-5.3	-25%	Alcohol/Drug	49	46	-3.26	-6.6%
Medical Informatics	0	0	0.0	0%	BAA Interior Design (FS5)	57	46	-11.35	-19.8%
Parent Education	154	145	-9.7	-6%	BAS Radiation (FS5)	4	12	8.29	218.7%
Social Science	**1917**	**1972**	**55.1**	**2.9%**	BAS Hlthcr Tech Mng (FS5)	4	11	6.66	166.5%
Criminal Justice	88	73	-14.7	-16.7%	BAS Info Sys/Info Tech	0	10	9.99	0.0%
Anthropology	166	154	-12.3	-7.4%	BSN Nursing (FS5)	0	4	3.73	0.0%
Economics	213	156	-56.7	-26.6%	Career Education Opt	101	108	6.50	6.4%
Geography	130	132	2.0	1.5%	ELI Internl Bus Prof	64	56	-8.91	-13.8%
History	233	237	3.7	1.6%	ELI University Prep	314	311	-3.33	-1.1%
International Studies	24	34	9.7	40%	Fire Science	13	15	2.27	17.5%
Political Science	143	146	2.6	2%	Human Development	60	57	-3.33	-5.5%
Psychology	386	389	3.3	0.8%	Cont Nurs Educ (FS 5)	28	34	6.3	22.4%
Business Admin Trans	199	247	47.7	24.0%	College in the High School	0	12	12.00	0.0%
Sociology	267	304	37.0	13.8%	Study Abroad	10	2	-7.65	-79.2%
Cultural and Ethnic Studi	67	100	32.9	49.1%	Tech Prep (Summer only)	0	0	0.00	0.0%

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COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COLLEGE
FALL 2013

Enrollment Comparisons - All Funding Sources/Actual FTES
2012-2013 vs. 2013-2014

	SUMMER	FALL	WINTER	SPRING
2012-13	4300.5	10741.3	10606.9	10445.1
2013-14	4251.2	10999.5		

Enrollment Comparison Target vs. Actual FTES
2013-2014

	SUMMER	FALL	WINTER	SPRING
TARGET	4251.2	10550.7	10462.5	10428.5
ACTUAL	4072.1	10999.5		

REGULAR MEETING AGENDA ITEM

TENURE REVIEW COMMITTEE RECOMMENDATIONS

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

A recommendation from the Tenure Review Committee regarding tenure appointments for full-time faculty members listed below is being submitted to the Board of Trustees, in accordance with the "Agreement Between the Board of Trustees of Community College District VIII and the Bellevue College Association of Higher Education."

Third Year Candidates Recommended for Tenure

Ross Brown	Arts & Humanities (Art)
Jason Fuller	Arts & Humanities (Art)
Melissa Massie	Arts & Humanities (World Languages)
Belle Nishioka	Counseling
Cadi Russell-Sauvé	Library Media Center
Saghar (Sara) Sepehri	Science (Physics)
Chad White	Arts & Humanities (Art)

Fourth Year Candidate Recommended for Tenure

Katrina Casprowiak	Arts and Humanities (Art)

Key Questions
* What is the reason for granting tenure to faculty?
* Has a process for granting tenure been followed for each candidate under consideration, and what elements are included in the process?

Analysis

According to the Tenure Guidelines, the reason for tenure, as stated in the Revised Code of Washington, is to protect faculty employment rights. Further, tenure protects academic freedom and promotes collegiality and professionalism among faculty.

This year, eight tenure candidates will be presented for board action. The candidates have participated in a rigorous tenure process as outlined in the college's tenure guidelines. A recommendation has been forwarded to the Board of Trustees and the President by the Tenure Review Committee (TRC) to grant tenure to all eight candidates.

As outlined in the Tenure Guidelines, the tenure process at Bellevue College normally consists of a three-year probationary period for each candidate, and includes three levels of review.

1) Tenure Evaluation Subcommittee (TES) consists of members elected within the candidate's division and chosen by the candidate, and approved by the Tenure Review Committee (TRC). This group gathers information and data in support of the candidate's tenure, and provides mentoring and assists the candidate throughout the three year process.

2) The Tenure Review Committee, including six members elected by the faculty, reviews the documentation prepared by the TES to ensure that similar standards and expectations are met across the many disciplines. The TRC provides an objective look at each document to make sure that the case supporting the recommendations of the TES is sound.

3) Finally, the Board of Trustees, giving serious consideration to the recommendation of the TRC, decides to grant or not grant tenure. During the first two years of candidates' employment, the President uses the recommendation of the TRC to decide whether or not to continue the probationary period.

Background/Supplemental Information

Electronic notebooks in .pdf format have been assembled for each tenure candidate, and all pertinent documents for each case will be included for review by members of the Board of Trustees.

Recommendation/Outcomes

This item will be presented for board action at the March 5, 2013 meeting.

Prepared by: Tom Nielsen, Vice President of Instruction
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REGULAR MEETING AGENDA ITEM

POLICY 3655: USE OF HUMAN PARTICIPANTS IN RESEARCH ACTIVITIES

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

Policy 3655: Use of Human Participants in Research Activities is being brought to the Board of Trustees to consider an update to existing policy

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Key Questions

* How do these changes affect Institutional Review Board functions?

Analysis

In the original Policy 3655, the Vice President for Administrative Services (VPAS) was the Policy Contact and chair of the Institutional Review Board (IRB) with the Director of Institutional Research serving as alternate chair. When the previous VPAS left the college in 2011, the Director of Institutional Research assumed the role of IRB Chair. This item formalizes this responsibility within the Office of Effectiveness and Strategic Planning.

Background/Supplemental Information

Attachment 1 – Policy 3655 Draft

Recommendation/Outcomes

This item will be presented for approval at the March 5, 2014 regular meeting of the Board of Trustees of Community College District VIII.

Prepared by: Patty James, Associate Vice President, Effectiveness & Strategic Planning
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3655 USE OF HUMAN PARTICIPANTS IN RESEARCH ACTIVITIES

Original Date: 4/21/2009 * Last Revision Effective: 9/11/2012; 1/23/2014
Policy Contact: Associate Vice President, Effectiveness and Strategic Planning

POLICY

Bellevue College and federal policies and regulations require that any research activities involving human subjects be conducted in such a manner as to:
- respect and protect the rights and welfare of the subjects involved;
- ensure that informed consent is obtained when this is appropriate/required; and
- ensure that potential benefits from the research outweigh any risks

The college is fully committed to ensuring the responsible and ethical treatment of any human subjects involved in research, whether conducted by college students or employees directly, or in partnership with others on or off campus It is the policy of this college to review these activities through an institutional review board (IRB).

To implement this policy, the college will establish and maintain an institutional review board (IRB) under the leadership of the associate vice president of effectiveness and strategic planning or his/her designee who will serve as the appointed compliance officer for the purpose of reviewing and monitoring all proposed and ongoing activities, as defined above. The purpose of the IRB is to minimize the risks of injury to human subjects and to insure maximum protection for the rights and welfare of subjects. Operating guidelines of the IRB shall be consistent with the "Belmont Report" regarding ethical principles and guidelines for research involving human subjects, published in 1979 by The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.

Proposals with certifications that human subjects are involved shall be referred by the associate vice president of effectiveness and strategic planning to the IRB for initial and continuing review. Approved proposals shall be submitted to the Department of Health and Human Services in accordance with Part 46 of Title 45 of the Code of Federal Regulations.

DEFINITIONS

Human Subject
- Is defined as a living individual about whom an investigator (whether professional or student) conducting research obtains data through intervention or interaction with the individual, or identifiable private information; i.e., information about behavior in a context in which an individual can reasonably expect that no observation or recording is taking place or information provided for specific purposes that the individual can reasonably expect will not be made public.

Research
- Is defined as "any systematic investigation designed to develop or contribute to generalizable knowledge." Generalizable knowledge refers to any systematically gathered data which is intended for dissemination (publication or presentation) beyond the institutional setting and which might reasonably be generalized beyond the research sample.

Risk

- Means that as a consequence of participating in an activity, an individual may reasonably be expected to be exposed to the possibility of injury (physical and/or psychological), beyond the ordinary risks of daily life.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College Procedure [#3655P Use of Human Participants in Research Activities](#)

REVISION HISTORY

Original 4/21/2009
Revision 5/21/2009; 9/11/2012; 1/23/2014

APPROVED BY

All College Council
President's Staff

REGULAR MEETING AGENDA ITEM

3000 GRADING: *COURSE REPEAT POLICY*

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

Current Policy Language:

Bellevue College utilizes a consistent, published letter grading system to reflect students' academic achievements. For students who do not wish to take a course for a letter grade, an optional pass/fail grading system is available, as is the option to audit a course. The student is responsible for initiating the removal of an incomplete grade or for correcting a grade he or she believes is incorrect. Students who have received a "D" or "F" in a course have the right, under certain circumstances, to repeat the course.

Modifications to the language in 3000 Grading, under the heading Repeating a Course, are recommended.

Key Questions
* ∗ What are the recommended modifications to 3000 Grading?
* ∗ In what ways do the modifications support student success?

Analysis

It is recommended that:
* students be allowed to repeat a course to improve their skills or the course grade, and that the "D" or "F" restriction be removed
* the highest grade awarded for the repeated course apply when computing the student's Bellevue College GPA
* the repeat grade be replaced on the student's transcript automatically as a standard business process, without the requirement for a student request for replacement.
* the information under the heading, *Repeating a Course,* be reorganized to reflect a more logical sequence of statements

Students have a variety of reasons for needing to repeat a course, for example, to gain entry to selective admission programs, so restricting course repeats to only the lowest grades can hinder their ability to be successful. Automatic application of the highest grade awarded supports student success by removing an extra administrative step for students that only 20% are now completing, even though they have repeated a course (there are approximately 2000 students currently enrolled in a repeat course).

Simplifying the process helps break down barriers created by difference in students' understanding of campus policies and procedures.

The policy change has been reviewed and approved by Educational Services Cabinet and President's Cabinet.

Background/Supplemental Information
3000 Grading Policy

Recommendation/Outcomes
That the Board of Trustees of Community College District VIII approve the revisions to Policy 3000 Grading : Course Repeat Policy.

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

3000 GRADING

Original Date: 6/2/1989   ✴   Last Revision Effective: 9/11/2012
Policy Contact: Vice President, Instruction

POLICY

Bellevue College utilizes a consistent, published letter grading system to reflect the student's achievements. For students who do not wish to take a course for a letter grade, an optional pass/fail grading system is available, as is the option to audit a course.

The student is responsible for initiating the removal of an incomplete grade or for correcting a grade he or she believes is incorrect.

Students ~~who have received a "D" or "F" in a course~~ have the right~~, under certain circumstances,~~ to repeat ~~the~~ a course as described in this policy.

Grading Criteria

"A" Grades Indicate "Outstanding" Achievement
A   4.0 points per credit hour
A-   3.7 points per credit hour

The "A" Student:
- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirement and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

"B" Grades Indicate "High" Achievement
B+   3.3 points per credit hour
B   3.0 points per credit hour
B-   2.7 points per credit hour

The "B" Student:
- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

"C" Grades Indicate "Satisfactory" Achievement
C+   2.3 points per credit hour
C   2.0 points per credit hour
C-   1.7 points per credit hour

The "C" Student:
- demonstrates a satisfactory level of competence in learning outcomes for the course;
- demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course;
- completes work assignments that satisfy minimum requirements for the course;
- satisfies minimum requirements for class participation activities.

"D" Grades Indicate "Poor" Achievement
D+   1.3 points per credit hour
D   1.0 point per credit hour

The "D" Student:

- demonstrates minimum competence in some learning outcomes for the course;
- completes work assignments that usually meet minimum requirements;
- contributes inconsistently or infrequently to class participation activities.

"F" Grades Indicate "Unsatisfactory" Achievement
F   0 points per credit hour

The "F" Student:
- cannot demonstrate competence in many or fundamental outcomes for the course;
- submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work;
- does not satisfy minimum requirements for attendance or contribution to class activities. Students should be aware that the instructor determines whether the class will be evaluated using the "F" grade.

Passing = P
No points are calculated for a "P" grade, which is issued in two separate instances: for those courses institutionally recognized as using the "P" grade and for courses graded using "A" through "F" in which a student elects to be evaluated "pass/fail". In the latter instance, all "P" grades must be supported with traditional letter grades, and when the student fails to receive a grade of "A" through "D", a grade of "F" will be assigned and calculated into the grade-point average.

Courses which a student elects to take "pass/fail" may not be used to satisfy distribution requirements in the arts and sciences or science degrees. A student must declare intention for a "P/F" grade within the first ten (10) days of the quarter by filing the request in the student service center.

Credit/Non-Credit = CR/NC
Credit/non-credit ("CR/NC") is a grade granted for specific courses as determined by the college. Students may not choose this grading option. No points are calculated into the grade-point average.

Official Withdrawal = W
Official withdrawals are accepted and recorded on different schedules during the academic year and during Summer Quarter.

During Fall, Winter, and Spring Quarters withdrawals are recorded as follows:
- Through the tenth day of the quarter, the dropped course does not become part of the transcript.
- After the tenth school day and through the end of the seventh week of the quarter, the "W" grade will become part of the student's transcript record, regardless of grade status at the time.
- No official withdrawal will be permitted after the start of the eighth week of the quarter.

During Summer Quarter withdrawals are recorded as follows:
- Through the sixth day of the quarter, the dropped course does not become a part of the transcript record.
- After the sixth day and through the end of the fifth week of the quarter, the "W" grade will become part of the student's transcript record, regardless of grade status at this time.
- No official withdrawal will be permitted after the start of the sixth week of a Summer Quarter.

Hardship Withdrawal = HW
HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average.

Audit = N
Not counted for credit or grade-point average. A student must declare intention to audit a course within the first ten (10) days of a quarter by filing the request in the registration office.

Course in Progress = Y

This symbol indicates a course which, by authorization of the vice president of instruction, officially continues beyond the terminal date of the present quarter. Normally, the course is completed and graded on or before the termination of the subsequent quarter.

Incomplete = I
No points are calculated for this grade. An "I" grade indicates that the student has not completed specific prescribed requirements for a course, usually for unforeseen reasons beyond the student's control. The student is responsible for requesting the assignment of an "I" grade and for demonstrating why the "I" is appropriate. Granting the request and assigning the "I" grade is the prerogative of the instructor. If a student has performed at a passing level during the quarter but for some reason is unable to complete the course requirements, he/she may be assigned an "I" grade at the course instructor's discretion. The nature of the deficiency must be such that removal of an "I" grade is not contingent on subsequent enrollment in the same course by the student.

An "I" will be posted to the transcript when submitted by the instructor with a contractual form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. Both the instructor and the student must sign the contract. The work for the course must be completed before the end of the next quarter (by the end of the following fall term if the "I" is given in the spring term), and an extension can be granted only with the instructor's approval. If the student fails to complete the designated assignment(s), an "F" grade will be posted.

Pass/Fail Grading System
Students may ask to be graded on a pass/fail basis in a course by filing a request form at the registration office by the tenth instructional day of the quarter (for Fall, Winter, and Spring; Summer Quarter has an alternate schedule). Pass/fail may also be determined at the time the student enrolls for the course.
- A pass/fail option cannot be used for a course for which a student has already received a letter grade.
- Instructors are required to transmit a traditional letter grade for transcript support for each student who elects the pass/fail option, except in those courses which have been approved by the institution for pass/fail grading; e.g., physical education activity, clinical nursing courses, etc. The records office will retain the letter grade for later release to authorized agencies who may request it, but will print "pass" or "fail" on the student grade report and permanent record.
- No more than fifteen (15) credits may be taken pass/fail in satisfying requirements for an Associate Degree. Courses requiring a "P" grade are not included in the fifteen (15) credits.
- A grade of "P" earned in a course taken pass/fail will not be factored into the student's grade-point average, but a grade of "F" will be calculated as 0 points for GPA purposes.

Auditing a Course
An optional audit grade is available to all students and is governed by the following provisions and stipulations:
- Students may ask to audit a course by filing a request form at the registration office by the tenth instructional day of the quarter (for Fall, Winter, and Spring; Summer Quarter has an alternate schedule). The intent to audit may also be determined at the time the student enrolls for the course.
- Any person may enroll in a credit course as an auditor upon payment of the required enrollment fees.
- Auditors in a course are required to participate in all activities and meet all minimum standards expected of other students in the course, except that they will be excused from the final examination. Instructors are not required to transmit a traditional letter grade for an auditor.
- Audited courses do not satisfy the requirements for an Associate of Arts degree or a certificate.
- A grade of "N" earned in an audited course will not be factored into the student's grade-point average.

Removal of an Incomplete Grade
 After the student completes the course requirements, resolving the deficiencies outlined on the contractual form within the negotiated time limit, the instructor is then responsible for returning the change of grade form to the records office for processing.

Correcting a Grade

If a student wishes to contest the accuracy of a grade, it is important to consult with the instructor involved immediately.

The instructors receive audit sheets of all grades they have in all classes during the first ten (10) days of the next regular quarter. Errors may be noted on this audit sheet, and corrected, with minimal problem to the student. After the tenth day of the following quarter, the student has only one (1) year in which to correct a grading error. If the instructor is no longer employed at this college, or is away from the campus for an extended time, students wishing to correct a grading error should talk with the division dean of that faculty member. After one year, grades are not changed except for extraordinary reasons.

Repeating a Course

Students may repeat a course taken at Bellevue College in order to improve their skills or the course grade. All course repeats must comply with the Procedures for Repeating a Course.

- The course repeat policy only applies to courses that are taken at Bellevue College.

- A course may be repeated only twice (taken a total of three times) unless otherwise specified in the college catalog.

- Credit for any course is earned only once (except courses designed to be taken multiple times, as noted in the Bellevue College Catalog).

- Only the highest grade awarded will be used in computing the Bellevue College GPA.

- Each grade received will remain on the student's transcript; the Registrar will place an "R" next to other grade(s) received for that course.

- Courses must be repeated for a letter grade unless the course is offered only as pass/fail.

- The course repeat process DOES NOT apply to grade symbols: I, NC, W, HW, Y or Z.

- The Bellevue College repeat policy may or may not be recognized by other institutions, at their sole discretion.

- To repeat a course, students must re-register and pay all necessary tuition and fees.

~~Students who have received a grade of "D" or "F" in a course or students who have failed to achieve a designated grade as a prerequisite may repeat a course up to two (2) times. Other students seeking to repeat courses must request approval, including a rationale, through the college's petition process. All grades will appear on the academic transcript. In order for the highest grade to be calculated into Bellevue College's grade point average for graduation purposes, the student must complete a repeated class request form at the student service center. This request will result in the lowest graded course(s) having a grade identifier of "R" posted next to the grade(s) in the permanent transcript. Bellevue College's grade point average will exclude any course that has a repeat grade identifier. Students should be aware that other colleges and universities may include repeated course grades in their eligibility for admission or graduation.~~

~~"Z" and "W" grades are not included in the repeat policy.~~

REVISION HISTORY

Original 6/2/1989
Revisions 12/31/1999; 3/22/2005; 5/21/2009; 9/11/2012

APPROVED BY

President's Staff

REGULAR MEETING AGENDA ITEM

RESOLUTION 311: SUPPORT OF HOUSE BILL 1817

☐ INFORMATION ☐ FIRST READ ☒ ACTION

Description

On January 13, 2014, the House passed HB 1817, the "Washington State Dream Act", by a vote of 71-23. The same bill passed the House with 77-20 vote in 2013. This bill would allow the Washington state deferred action immigrant students who came to the state as young children, have graduated from Washington State high schools and are now in state higher education institutions, including Bellevue College, paying in-state tuition rates to be eligible for the Washington State Need Grant.

Key Questions

∗ Does the passage of this bill have any fiscal impact on Bellevue College?

∗ How many students at Bellevue College may be impacted?

∗ Is this the "right thing to do"?

Analysis

There is no known or anticipated fiscal impact, positive or negative, to the passage of HB 1817 save that more students might attend the Bellevue College because additional funding may be available (WA State Need Grant). Since Bellevue College does not routinely collect social security numbers or directly ask a student's status there is no accurate way to estimate the number of students who fall into this category. Approaching the issue from a position of social justice and open education access, HB 1817 fits with the current mission and values of Bellevue College.

Background Information

Letter dated January 6, 2014 from several House Representatives
HB 1817

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII hereby adopts Resolution No. 311 Support of House Bill 1817.

Prepared by: Dave Rule, President
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COMMUNITY COLLEGE DISTRICT VIII
Bellevue College
Bellevue, Washington

RESOLUTION NO. 311

SUPPORT FOR THE PASSAGE AND IMPLEMENTATION OF HOUSE BILL 1817

WHEREAS, the Bellevue College Board of Trustees have supported increasing access of all student populations including undocumented students to funding for completing their education at Bellevue College; and

WHEREAS, the Bellevue College Board of Trustees have assigned the responsibility for closing the achievement gap between various student demographic as an important goal for the President of Bellevue College; and

WHEREAS , the current rules governing eligibility of financial aid and Washington College Bound Scholarship create barriers and blocks a more affordable and attainable route to college for immigrant children granted deferred action for childhood arrival status who reside in Washington state; and

WHEREAS, extending in-state tuition to these youth has helped immigrant students better afford higher education in this state, financial aid is necessary to extend to them the American dream; and

WHEREAS, the extension of financial aid to these immigrant American youth is also necessary to position them for economic success and strengthen Washington state's competitive edge in the world economy; and

WHEREAS, Paul has provided extraordinary service and dedication to the trustees, students, faculty, staff and administration of Bellevue College;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby

Approves support for House Bill 1817 that Financial Aid be granted pursuant to eligible students who have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for House Bill 1817 that the Washington college bound scholarship should be extended to those students who have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for amendments to RCW 28B.92.010 and 2004 c 275 s 34 in House Bill 1817 that extend the State Need Grant to persons who have resided in Washington state for at least three years immediately prior to being admitted to an eligible institution of higher education and have been granted deferred action for childhood arrival status pursuant to the rules and regulations adopted by the United States citizenship and immigration services; and

Approves support for and urges that HB 1817 be taken up in the Senate during the current session; and

Approves and strongly urges the legislature to pass House Bill 1817 during the current session.

PASSED, THIS 5TH DAY OF FEBRUARY, 2014.

BOARD OF TRUSTEES

_____
Marie Gunn, Chair

_____
Steve Miller, Vice-Chair

_____
Lisa Chin, Trustee

_____
Merisa Heu-Weller, Trustee

_____
Vicki Orrico, Trustee

ATTEST:

_____
Lisa Corcoran
Secretary, Board of Trustees
Community College District VIII

STATE REPRESENTATIVE
11th DISTRICT

ZACK HUDGINS
MAJORITY FLOOR LEADER

**State of
Washington
House of
Representatives**

TRANSPORTATION

TECHNOLOGY, ENERGY
& COMMUNICATIONS

SELECT COMMITTEE ON
ENVIRONMENTAL HEALTH

RULES

January 6, 2014

RECEIVED

JAN _ 8 2013

President's Office

President David Rule
Bellevue College
3000 Landerholm Circle SE
Bellevue, WA 98007

Dear President Rule:

We are writing to ask you for your support of ESHB 1817—also known as the Washington State DREAM Act—during the upcoming 2014 legislative session. This bill would give the opportunity to apply for State Need Grant to every student that has grown up in our communities, graduated from our high schools, been accepted into our institutions of higher education, and currently pays in-state tuition rates. The DREAM Act will benefit our economy and our youth.

This understanding was clear in the House of Representatives in 2013 when the DREAM Act passed with a strong bipartisan vote of 77-20. Will you support this legislation that will create opportunity for the students you have been investing in and educating? If so, we ask that you publically urge legislators to support ESHB 1817 and support student efforts to help bring the DREAM Act to passage as well. Thank you for your consideration of this effort and of your support.

Sincerely,

Rep. Zack Hudgins
ESHB 1817 Prime Sponsor
Chair, General Government & IT
Appropriations Cmte.

Rep. Sharon Tomiko Santos
Chair, Education Cmte.

Rep. Larry Seaquist
Chair, Higher Education Cmte.

Rep. Joe Fitzgibbon
Chair, Environment Cmte.

Rep. Dean Takko
Chair, Local Government Cmte.

Rep. Eileen Cody
Chair, Health Care & Wellness
Cmte.

Rep. Roger Goodman
Chair, Public Safety Cmte.

Rep. Ruth Kagi
Chair, Early Learning & Human
Services Cmte.

Rep. Sam Hunt
Chair, Government Operations &
Elections Cmte.

Rep. Laurie Jinkins
Chair, Judiciary Cmte.

Rep. Ross Hunter
Chair, Appropriations Cmte.

Rep. Sherry Appleton
Chair, Community Development,
Housing & Tribal Affairs Cmte.

Rep. Judy Clibborn
Chair, Transportation Cmte.

Rep. Hans Dunshee
Chair, Capital Budget Cmte.

Rep. Reuven Carlyle
Chair, Finance Cmte.

State of Washington   **63rd Legislature**   **2013 Regular Session**

By House Higher Education (originally sponsored by Representatives Hudgins, Chandler, Pettigrew, Ross, Appleton, Moscoso, Santos, Goodman, McCoy, Hunt, Springer, Pollet, Freeman, Habib, Reykdal, Tarleton, Liias, Sawyer, Wylie, Sells, Fitzgibbon, Pedersen, Ryu, Riccelli, Farrell, Cody, Dunshee, Bergquist, Roberts, Maxwell, and Fey)

READ FIRST TIME 02/22/13.

1   AN ACT Relating to adding eligibility criteria for higher education
2 financial aid; amending RCW 28B.92.010; and creating a new section.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4   NEW SECTION. **Sec. 1.** The legislature finds that many American
5 youth arrive in this country and this state through the decision of
6 their parents to relocate in search of opportunities to improve their
7 lives and futures.
8   On June 15, 2012, President Obama introduced the deferred action
9 for childhood arrivals process. Building on this directive, this act
10 is intended to provide a more affordable and attainable route to
11 college for children granted deferred action for childhood arrival
12 status who reside in Washington state. While extending in-state
13 tuition to these youth has helped them better afford higher education
14 in this state, financial aid is necessary to extend to them the full
15 American dream. The extension of financial aid to these aspiring young
16 Americans is also necessary to position everyone for economic success
17 and strengthen Washington state's competitive edge in the world
18 economy.

1   **Sec. 2.** RCW 28B.92.010 and 2004 c 275 s 34 are each amended to
2   read as follows:
3   The purposes of this chapter are to establish the principles upon
4   which the state financial aid programs will be based and to establish
5   the state of Washington state need grant program, thus assisting
6   financially needy or disadvantaged students domiciled in Washington to
7   obtain the opportunity of attending an accredited institution of higher
8   education. State need grants under this chapter are available only to
9   students who are resident students as defined in RCW 28B.15.012(2) (a)
10   through ((+d+)) (e) or any person who has completed the full senior
11   year of high school and obtained a high school diploma, either at a
12   Washington public high school or private high school approved under
13   chapter 28A.195 RCW, or a person who has received the equivalent of a
14   diploma; who has lived in Washington state for at least three years
15   immediately before receiving the diploma or its equivalent; who has
16   continuously lived in the state of Washington after receiving the
17   diploma or its equivalent and until such time as the individual is
18   admitted to an eligible institution of higher education and has been
19   granted deferred action for childhood arrival status pursuant to the
20   rules and regulations adopted by the United States citizenship and
21   immigration services.

--- END ---

REGULAR MEETING AGENDA ITEM

RESOLUTION 310: COMMENDATION FOR PAUL CHILES

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

The Bellevue College Board of Trustees wishes to honor long standing Bellevue College Trustee Paul Chiles as he completes his term on the board after 10 years of service.

Key Questions

∗ What is a fitting way to recognize the dedication and accomplishments of Bellevue College Trustee Paul Chiles as he completes his term on the Board of Trustees?

Analysis

Given that Paul Chiles has served Bellevue College since November 1, 2003 and has faithfully participated in meetings, activities and represented the college at numerous functions throughout his term, both at the college and in the community, it would be appropriate to adopt Resolution No. 310 recognizing his commitment and dedication to Bellevue College and its students.

Background Information

Attachment 1: Commendation for Paul Chiles

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII hereby adopts Resolution No. 310 Commendation of Paul Chiles for his commitment and dedication to Bellevue College and its students.

Prepared by: Lisa Corcoran, Executive Assistant to the President
                 lisa.corcoran@bellevuecollege.edu

COMMUNITY COLLEGE DISTRICT VIII
Bellevue College
Bellevue, Washington

RESOLUTION NO. 310

<u>COMMENDATION FOR PAUL CHILES</u>

WHEREAS, PAUL CHILES has faithfully served as trustee of Bellevue College for ten years, having been appointed to the board of Community College District No. 8, Bellevue Community College in November of 2003; and

WHEREAS, Paul served as the chair of the board in 2007-2008 and 2012-2013 providing leadership, vision, inspiration, and sound counsel; and

WHEREAS, Paul provided strong support and advocacy for underserved student populations; ensuring that the college maintain its commitment to providing students with access to high quality, flexible, accessible educational programs and services; advancing pluralism, inclusion and global awareness; and acting as a catalyst and collaborator for a vibrant region; and

WHEREAS, Paul demonstrated his commitment to students and the college with his time and presence at numerous events on campus such as the MCS gatherings, TRiO Awards, and OLS ceremonies and in the community representing the college at community and business events and activities; and

WHEREAS, Paul exhibited his dedication to equity, diligently worked with the college to increase the college's commitment to utilizing minority and women owned businesses as suppliers; and

WHEREAS, Paul has provided extraordinary service and dedication to the trustees, students, faculty, staff and administration of Bellevue College;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby commends Paul Chiles and offer its most sincere appreciation for his outstanding services to the citizens of this community.

PASSED, THIS 5TH DAY OF FEBRUARY, 2014.

BOARD OF TRUSTEES