BELLEVUE COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

March 6, 2013

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.

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.

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.

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, March 6, 2013. The business session will begin at 3:00 pm in room B201. Paul Chiles, Chair, will preside.

AGENDA

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12:00 PM	LUNCH (A201) The trustees will have lunch together. No business will be conducted.		

1:00 PM   EXECUTIVE SESSION (B201)
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.

2:00 PM	STUDY SESSION (B201)		
	Information Resources – Strategic Plan	Beard	9

3:00 PM   BUSINESS SESSION (B201)

	I.	Call to Order		
	II.	Roll Call and Introductions		
	III.	Consent Agenda		
		A. Approval of Agenda for March 6, 2013		3
		B. Meeting Minutes from January 23, 2013		5
3:10 PM	IV.	Constituent Reports		
		A. Faculty	Brown	
		B. Classified Staff	Ng	
		C. Student	Dzhuraeva	
3:40 PM	V.	Monitoring Reports (reports for this meeting in bold)		
		A. Student Success	All	18
		B. Instruction	All	19
		C. Workforce and Economic Development	All	20
		D. Student Services	All	21
		E. Equity & Pluralism	All	22
		F. Foundation	All	23
		G. Information Resources	Quarterly	24

H. Capital Facilities	Quarterly	25
I. New Campus Development	Quarterly	
J. Finance	Quarterly	26
K. Human Resources	Quarterly	29
L. Enrollment Report	Quarterly	
M. Budget and Legislative Developments	As needed	
N. Marketing and Public Relations	As needed	

3:50 PM	VI.	First Read		
		A. East Campus Physical Master Plan	White	30
4:00 PM	VII.	Action		
		A. Tenure Review Recommendations for the 2012-13 Academic Year	Nielsen	34
4:10 PM	VIII.	Board Reports		
		A. TACTC Board of Directors	Gunn	
		B. TACTC Legislative Committee	Miller/Orrico	
		C. Individual Member Reports		
4:20 PM	IX.	President's Report	Rule	37
4:35 PM	X.	Unscheduled Business/Community Testimony		
4:50 PM	XI.	Adjournment		

Time and order are estimates only and subject to change.

BOARD OF TRUSTEES

COMMUNITY COLLEGE DISTRICT VIII

BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held January 23, 2013 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Paul Chiles, Chair, presided.

STUDY SESSION –STUDENT SUCCESS – Bellevue College Athletics
Bill O'Connor presented an overview of the Bellevue College athletics department. Mark Yoshino, Asst. Athletics Director, and Rusty Wire, Program Coordinator for athletics were introduced.

Key points reviewed included:

- Athlete grade point average requirements and grade summaries
- Completion and graduation rates
- Retention
- Funding sources

BUSINESS SESSION

The business session was called to order at 1:33 p.m.

I. ROLL CALL

Mr. Chiles, Ms. Gunn, Mr. Miller and Ms. Orrico were present. Robert Rowe joined the meeting at 3:00 pm.

INTRODUCTIONS

Dave Rule, President	Bruce Marvin, Asst. Attorney General
Lisa Corcoran, Executive Asst. to the President	Yoshiko Harden, Vice President of Diversity
Laurence Herron, Interim Vice President of Institutional Advancement	Ray White, Vice President of Administrative Services
Paula Boyum, Vice President of Economic & Workforce Development	Ata Karim, Interim Vice President of Student Services
Doug Brown, President, BCAHE	Jennifer Strother, Executive Director of Finance and Auxiliary Services
Jan Ng, Classified Employee Representative	Bill O'Connor, Athletic Director
Takhmina Dzhuraeva, ASG President	Mark Yoshino, Assistant Athletic Director
Rusty Wire, Program Coordinator, Athletics	Dan Dawson
Faisal Jaswal, Associate Dean, Student Programs	Miranda Kato, Ombuds
Brandon Lueken, Student Programs	

President Rule introduced Dr. Ata Karim. Dr. Karim is serving as interim vice president of student services.

II.   **CONSENT AGENDA**

Vicki Orrico moved to approve the consent agenda. Steve Miller seconded.

The consent agenda was approved unanimously (4-0).

III.   **CONSTITUENT REPORTS**

Faculty Report

Doug Brown, Bellevue College Association of Higher Education (BCAHE) President, reported on the following:

- Nominations and elections for faculty leadership
- Preparations for collective bargaining
- Success of Faculty Commons

Classified Staff Report

Jan Ng, representing classified staff, reported on the following key points and activities:

- WPEA sponsored their lobby day last Monday. Two dozen members from a variety of community colleges met with the higher education committees. Issues included labor representatives on all community college boards, workplace bullying legislation and higher education funding.

- Beginning July 1st, there will be a new step M. It is a 2.5% increase for those at step L after 6 years.

- Preparing for classified staff professional development day. Dave Rule will do the welcome.

Student Report

Takhmina Dzhuraeva, ASG President, shared information regarding student activities in the following areas:

- Highway tolls
- Martin Luther King, Jr. events
- Legislative issues and activities

IV.   **MONITORING REPORTS**

The board reviewed the monitoring reports with staff. Discussion included definition of STEM included in student success report, discussion of prior learning assessment and certification authentication. The Comprehensive Success Initiative was reviewed. The board also reviewed the design models for the new east campus development.

V.   **INFORMATION ITEM**

Patty James, Associate Vice President of Effectiveness and Strategic Planning, presented the Work Plan Year-End report. The presentation included a review of the planning process, the refinements to the process, and the data collection tools that are being utilized.

VI.   **FIRST READ**

A. Tenure Review Recommendations for the 2012-13 Academic Year
    Tom Nielsen shared the tenure recommendations from the tenure review committee.

VII. **ACTION**
   A. Commencement
   The board of trustees deferred the decision regarding a commencement location to the college administration.

VIII. **BOARD REPORTS**

TACTC – The TACTC winter legislative meeting is scheduled for next week. Legislative meetings are scheduled for Wednesday afternoon.

TACTC Legislative Committee – Vicki Orrico met with legislators last week in Olympia and in Washington, D.C. She noted that Senator Murray will be receiving an award at the ACCT conference in February.

IX. **PRESIDENT'S REPORT**

President Rule reported that he was becoming oriented to the campus and was meeting many people. There had been seventeen events to orient President Rule to the Bellevue College campus. In addition, external events included a legislative breakfast, Bellevue Rotary meetings, Eastgate Land Use/Transfer meeting, Global Corporate College and WACTC conference calls. President Rule noted the reception for Susan Gjolmesli on the following afternoon in recognition for her receipt of the Governor's Trophy for the Caroline Blair Brown Award.

X. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

The business session adjourned at 3:10 pm and Chair Chiles announced that the board would reconvene in executive session for one hour.

XI. **EXECUTIVE SESSION**

The executive session convened 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. Dave Rule, Laura Saunders, Tom Nielsen and Susan Edison were invited to join the board. At 4:10 PM the executive session was extended for an additional thirty minutes followed by additional extensions of 10, 5, 5 and 15 minutes respectively. Executive session adjourned at 5:20 PM.

XII. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at5:20 p.m.

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Paul Chiles, Chair
Board of Trustees

ATTEST:

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Lisa Corcoran
Secretary, Board of Trustees

Community College District VIII

Bellevue College, Information Resources Strategic Plan

Strategy versus Reaction

Bellevue College
Russ Beard

Contents

Introduction

Bellevue College (BC) has been a leader in technology for many years' BC has developed many applications that have benefited many colleges within the Washington State Community and Technical College System (CTC). BC has been the state's leader in online delivery since online delivery existed. These many accomplishments were made possible by a tireless dedication from the technology staff and a commitment to excellence by the college faculty and executive administrators. The time has come for a new vision of excellence, a new dedication to leadership not only within the CTC system but across the nation. The current state of technology at BC is a result of having to react to the exponential growth of the technology industry and the college. A demand for new and emerging technologies forced many investments and decisions without the opportunity for strategic decision making. This is not an uncommon scenario across higher education in the United States, in fact it is the norm. This strategic plan will outline a vision and roadmap designed to build a solid foundation of technology utilizing all available resources and taking the time to invest in quality research that will provide evidence for wise, long term investments.

This is not intended to be a work plan, it is intended to provide a vision for the next two years of technology investment and development at Bellevue College. The management team of the Information Resources Division at Bellevue College will write work plans that will reflect the vision of this strategy and enable the college to fulfill its mission.

The Three Layers of the Foundation

| Interaction |
| Information |
| Infrastructure |

The majority of this vision will focus on the foundation of technology at BC. There are three major components to this foundation. The first of these is the Infrastructure Layer. The infrastructure layer is composed of the electronics and processing power that everything else relies on. Think of it as the transportation system of any metro area but instead of pavement and rail systems this layer is mostly comprised of servers and network switching equipment. The BC system is in need of major upgrades and adoption of the "cloud" paradigm. In this strategy when reference is made to the "cloud" it is very simply defined as a place to access technology services and the experience of that access is identical regardless of your location, on or off campus.

The second layer to address is the Information Layer, which provides the evidence for decision making and the assurance that the college is addressing its student's needs. Obviously this layer involves data bases but it will also include the development of an architecture that ensures that the data created and collected by the college is connected in a way that exposes this critical layer to everyone needing resources to provide its students the very best advantage possible. The college has an operational data store that can be leveraged as the central nervous system that connects hundreds of data sources on campus and routes the data to reports, applications and services that are used to serve its student's needs.

The third layer is the Interaction Layer. This will involve web services, data integration and applications that empower staff, faculty and students with the tools they need to succeed. Intranets and portals are fading into history, today it is all about the app. This vision will utilize this layer to focus on delivering services for classrooms, administrative offices and to the homes of students reaching for their dreams. BC's Information Resources Division has built a team of software engineers and user experience design experts that will provide an advantage in setting the standard for information delivery. Add to that the radio and TV service and BC is poised to present the most robust end user experience available.

There are many details that fall in and around the three layers that have been outlined. The technology world is in the midst of a paradigm shift, specifically when working with desktop technologies. All things virtual, mobile and most importantly all things accessible are the themes that dominate the landscape ahead. Bellevue College is poised to take advantage of this opportunity and is setting its sights on being a leader in the nation, not just in the state of Washington. Classrooms of the 21st century will also need to change, transparencies and VHS tapes are in the past. Classrooms should empower instructors with tools that transcend the classroom. If it can be used online it can be used face to face. Contrary to popular believe the bricks and mortar classroom of the last several centuries are not

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fading away, they are just changing. Evidence shows that students who have access to online tools while still spending some time in the classroom, what is called hybrid delivery, outperform both face to face and online delivery methods.

As this plan unfolds, IR will partner with Student Services and the Office of Equity and Pluralism to map the student lifecycle. This map will illustrate the steps a student has to take in order to apply, register, and complete their courses on the way to a degree. It will expose the bottlenecks and inefficiencies in how students are routed through the maze of procedures as well as showing the areas where the college should be most available to students to help them make that next step beyond the tipping point of dropping out. This strategy and vision will serve to build a foundation that will ultimately support the smoothest college life cycle BC can provide its students.

The process of design and implementation will establish the foundation as described but there will be many parallel activities. Instructional Technologies will need to advance as the needs of students advance and plans are already underway to develop a constant dialogue between technical staff and faculty, utilizing the tremendous asset of the Faculty Commons. Before this academic year ends an open testing and research center or "sandbox" will be put together in the faculty commons where faculty can work with new technologies and provide feedback on how it can be used. Forums engaging faculty in a discussion about their needs are critical in order for the college fulfill their needs. Information Resources will not be telling faculty what to use but rather consulting with them as the experts of their craft and facilitating their needs.

Information Resources will also continue its dialogue with students. They provide honest and timely information in how technology and information services are working for them. Students are our mission and establishing quarterly focus groups at the very least along with a close working relationship with the Associated Student Government, can ensure that the students voice is heard and guides this vision.

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The Detail

Infrastructure Layer

Components contributing to the Infrastructure Layer for the foundation have already begun. Last year the college made substantial investments in data storage; a major component in establishing the data center as an enterprise class private cloud. The concepts of strategic purchasing were introduced during this procurement, research, design and then investment.

The next steps in building this foundation will utilize consultants to analyze the college network, both wired and wireless. Based on configuration recommendations, the college will evaluate the current state of network equipment and determine what investments need to be made to support the demand on the college network for years to come. Depending on resources available the network phase of the strategy should be complete by January 2014. The third major component to building the Infrastructure layer is a plan to transform the server environment. Moving from physical servers to virtual servers along with a sensible use of hosting and "software as a service" models are at the core of this plan. This portion of the Infrastructure layer will take the most time to complete and in fact may be changing for years to come. However, the bulk of this migration will be complete in two years. The three components outlined, storage, servers and networking all work together to create the "cloud" experience. This means the end user experience in accessing college services will be identical regardless of the user's location and regardless of the service being accessed. Principals such as single point of authentication and user experience design standards will ensure this.

Desktop technologies have evolved and are continuing to evolve, requiring support for the use of portable devices such as iPads and other slate devices. The traditional reliance on a box sitting at a user's desk with all the computing power is gone; that power now resides in the data center or private cloud. The desktop will simply be a device that provides access to the services and information tools needed to learn, teach or administrate the college. The debate over operating systems and security at the device are almost history. The focus will turn to building an Infrastructure layer that presents the applications and services that lead to student success.

Information Layer

Bellevue College has vast amounts of data in a vast number of locations. All of the college's data has value, however the more disconnected or decentralized it is, the lower its potential value. Data's value can be calculated in several ways, we use it to measure progress toward goals or in reporting on accountability measures. Data is also used to drive services, communication tools and applications. The most important value data carries is in providing evidence for decision making. The more data that can be centrally gathered and organized, the more complete the picture of evidence becomes. This is the motivation to design, then implement an enterprise data architecture plan that connects, complies, organizes and makes available all of the Bellevue College data. This will be a difficult task but it is not

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unreasonable to expect completion within the next 24 months. Several variables will impact the length of time needed to complete this work. The first of those is establishing data governance. This will guide the compilation and inform the organization of the data so it is easily understood and consumed. Resourcing for this project will be critical to its success as it goes beyond technology and delves deep into the understanding of what the data means and represents. Information Resources will partner closely with the Institutional Research office to guide this work. Availability of resources in both of these areas will impact the timeline. This layer is impacted by the prerequisite work of the Infrastructure layer, but some of the work can run in parallel. It is imperative that this layer is complete and functional prior to the college implementing the new ERP system funded and governed by the state board.

Bellevue College has almost 4000 different data bases or tables of data and only a few of them are connected to the operational data store (ODS). The ODS acts as a pump or distribution center, it connects to the various data sources and channels that information to various locations, warehouses for research, dashboards or reporting tools and many different types of applications. The college already has a functioning ODS in place and several data sources are configured. The implementation plan will identify data sources that should be mapped and what data sources are redundant and can be replaced with data from the ODS instead of running in an isolated fashion. Once that work is complete it will be important to identify what data sources are missing and need to be created. For example the new student ID card system has the vision to place terminals around campus that students can use these cards to inform the college of how they use services. A solid Information layer will provide the plumbing to collect and route that data. The Information layer will be founded on principals that allow for rapid growth and the introduction of new research and data technologies as they develop. This layer will inform the college and provide evidence for decision making that has never existed before. Evidence based decision making is the standard by which the 21st century colleges will operate.

Interaction Layer

The Infrastructure Layer and the Information Layer serve to build the footing that the Interaction Layer stands on. Without a sound footing nothing the college builds will be sustained. The Interaction Layer is just as it sounds, the layer that end users will use to interact with every service offered. The future of end user computing is about applications, what was a web site delivering relatively static information is now an application that not only delivers relevant information but it interacts with the user to present services that enables their success. This is just one of the many examples of recent technology and media tools that have evolved to application status. In order to enable the college to make this transition, Information Resources has developed a team of experts who have developed a process to address the needs of the college's application and data integrations services. This team will use iterative practices that deliver an end user experience designed for achieving student success. This represents a shift from application and web development services to an end user experience focus.

There is an incredible back log of requests for services and tools at Bellevue College. IR will utilize all available resources both internally and externally to prioritize and integrate those services on the footings of the foundation described above. Priorities will be based on the contribution of that service to student success and other components of the colleges' mission. Over the course of the next

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two years this plan will eliminate the list of the long overdue needs of the college. Most important of these priorities will be the commitment to establishing a culture of evidence. Information Resources has a deep understanding of the need to connect the data dots and compile this information in a manner that enables data to be consumed and applied to the decisions that lead to fulfillment of the college mission.

The Interaction Layer will take an agnostic approach to operating systems and devices. The buzz about "bring your own device" (BYOD) for IR is a desire to focus on the delivery of the end user experience. IR embraces an approach that will center its attention on the needs of students and the tools that faculty need to deliver their instruction in whatever mode they deem appropriate. Simply put, it is about the consumer of information not the systems that presents it. The bright shiny object of technology needs to move to the background of infrastructure, in order to build resilient platforms that allow the college to focus on its mission of not having to reboot. In other words students complete their goals.

Conclusions

Bellevue College is committed to excellence and this strategy is a demonstration of that commitment. The staff that work within IR have an average tenure of nine years, which is simply unprecedented in the technology industry. That alone can demonstrate the commitment to the mission of Bellevue College but this strategy will strive to do more. Turning the focus from policing access to enabling access and ensure a rich user experience as a result. IR has a passion to serve students but also embrace the concept of being leaders. IR will explore, implement and deliver the best in information services. Then share and lead the way within the state for other colleges and extend that hand to the nation in the spirit of revitalizing the dream of education in the United States. No dream can be too lofty, no goal can be too high, for if we do not strive to be the very best, we have left some potential to be wasted.

There are many details and tasks that have yet to be realized and incorporated into a work plan, and to be clear, this is not intended to be a work plan, it is intended to be the vision that drives Information Resources over the next two years in pursuit of excellence. We embrace the opportunity of change, we embrace the opportunity to be a leader in the world and we embrace the opportunity to enable our students to experience the wonder of enriching their mind and souls through their educational opportunity at Bellevue College.

STUDENT SUCCESS

STUDENT ACHIEVEMENT INITIATIVE—LOOKING BACK AND LOOKING FORWARD

Key Points

- The Washington Student Achievement Initiative (SAI) was introduced in 2007 as a performance funding model for improving educational attainment levels of students.
- While enrollment fluctuations influence the accumulation of the credit-based momentum point categories, the "Tipping Point" category (i.e., earned awards) has been stable since 2010. The chart at right shows fall quarter awards for each measurement year. For BC, the number of awards increased 13 percentage points from 2007 to 2010, and has been stable since then.

Certificate, Degree, Apprenticeships Points as of Fall Quarter, 2007-2012
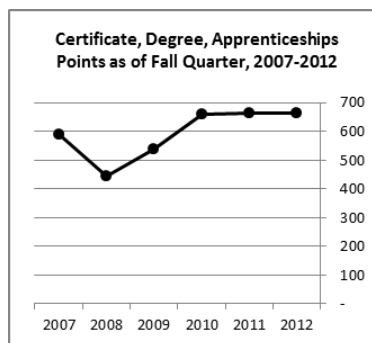
Next Steps

- The SAI is undergoing a revision for implementation in AY 2013-14. The chart below shows the proposed framework.

Increase Basic Skills	Become College Ready	First College Credits				Retention and Progression	Completion
		15	30	Quantitative / College Math	45		
Multiple points awarded from Test Score Gains	Multiple points awarded upon completion of highest level course in English and math. Additional point for completing college level course in each area within the year.	Single point for each achievement reached				Awarded to students who increase their achievement in the current year if they were enrolled the year before. Basic skills and pre-college students also earn progression point(s).	Single count per student. A study on how to award for short certificates is being conducted by a workgroup. A recommendation will be forwarded to WACTC by February.

- Primary differences include:
  - Annual cohorts
  - Limited types of students (no longer including students who are not seeking an award)
  - College, rather than system, data sets
  - Two new categories: *45 College level Credits* and *Retention and Progression*
  - Award of points for *Becoming College Ready*
- Funding for the SAI will continue to be provided through a pool of funds based on a "skim" from each college's base allocation. Colleges then compete for funds from the pool each year.
- A significant benefit for the college is the ability to access data on a timelier basis for monitoring SAI performance.

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning
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INSTRUCTION

SOCIAL SCIENCE LEARNING ONLINE GROUP (SSLOG)

Key Points

Social science faculty are leading the way in applying social science research principles to analysis of student success data, including data for online learning. To address completion and success gaps between traditional delivery modes and online delivery, instructors formed the Social Science Learning Online Group (SSLOG): a task force of full-time and adjunct social science instructors who are working together to develop guidelines for providing consistently high-quality online courses in their division. As their working document states, "*Given the 10% differential in grades and other measures of success between online and face-to-face classes, [it is important] to focus on those strategies that provide the optimal conditions for online success.*"

This faculty workgroup began by identifying seven insightful assumptions, and then identified four categories of guidelines that include best practices, detailed suggestions, and relevant examples. Following are the proposed guidelines, with brief supporting statements, excerpted from the working document:

- **Make expectations and instructions clear.** Clarity is essential in every element of online instruction, from helping students navigate the site to providing specific instructions for assignments to managing their expectations of instructor availability.
- **Be consistent, responsive, engaging and present.** During the quarter, it is recommended that instructors engage with students frequently, answer emails or requests for assistance promptly, and find ways to make their presence in the course evident to students.
- **Make all online material accessible.** Making online courses accessible to all students, including those with disabilities, is essential. Videos need to be captioned, and pictures and graphs should have alternative text descriptions.
- **Use a common "Start Here" module.** Students benefit from having a common pattern in the Start Here materials. All online classes should include a "Start Here" or "Getting Started" module, with a common template.

Next Steps

- SSLOG members have shared their recommendations with social science colleagues and with deans and administrators in the Instruction Cabinet, and will reach out to faculty colleagues in other divisions to inform similar work in progress and to promote adoption of these or similar recommendations and best practices across the institution.
- This faculty-led effort advances instruction's goal to optimize online delivery and improve student learning in online courses in all divisions.

Report by: Tom Nielsen, Vice President, Instruction
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ECONOMIC & WORKFORCE DEVELOPMENT

CARL PERKINS FUNDING FOR PROFESSIONAL-TECHNICAL PROGRAMS

Key Points

Each year Bellevue College receives federal Carl Perkins funds to strengthen professional-technical programs. These funds are distributed through the SBCTC and are allocated to colleges using a formula based on the number of students who represent special populations and/or receive Pell grants. BC's annual allocation ranges from $220,000 to $260,000. The Carl Perkins Act is currently up for reauthorization and discussions are occurring at the federal level that may impact flexibility for use of the funds.

Perkins funds are a valuable resource for the college and are used for the following:
- Industry-based professional development for faculty – each year 3 to 5 professional-technical faculty spend time in industry/business settings to update their knowledge and skills
- Connecting students with industry – staff are funded with the responsibility of placing students in internships, job search, and connecting students to mentors
- Development and improvement of curricula for professional-technical programs to meet industry requirements and infuse 21 century workplace skills
- Purchase of adaptive equipment to assist students with disabilities
- Student retention efforts such as tutoring and advising
- Development of I-BEST programs
- Development of articulation agreements with K-12 districts throught the Tech Prep program
- Annual survey of professional-technical graduates
- License fees for career and labor market software

The state has a set of performance indicators for Perkins funds that must be met by all colleges. These include: student attainment of technical skills and industry recognized credentials; student completion or transfer to a baccalaureate program; placement of students in jobs; and participation of non-traditional students in professional-technical students. BC exceeds the minimum for each indicator annually.

Next Steps
- Continue to focus on improvement of performance for each of the indicators
- Promote continuation of Perkins funding and maintenance of flexibility for use of the funds at the local level with legislators

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

A process of organizational assessment and development has been initiated to move the student services division towards a contemporary learner centric approach to service delivery based on the best practices, evidence, and emerging trends to increase "students' access to success" at Bellevue College (BC) and to better fulfill the mission of the college.

Key Points to be achieved by end of Winter Quarter, 2013
- Revisit and articulate the vision, mission, and core values for student services division
- Map the BC student life cycle
- Map the need profiles of the continuing and incoming BC students
- Engage multiple stake holders from the ranks of faculty, staff, students, and external community to participate in the envisioning process
- Generate a strategic plan for the division's assessment

Next Steps
- Conduct a structural, operational, and cultural analysis of Student Services
- Conduct a thorough analysis of current processes, policies, and practices of the division
- Generate a recommendation for the structure, function and direction of the new Student Services at Bellevue College

Report by: Ata U. Karim, Interim Vice President, Student Services
                    Ata.karim@bellevuecollege.edu

EQUITY AND PLURALISM

Key Points

- Black History Month events
  The Office of Equity and Pluralism sponsored:

    Dr. J. Goosby Smith, associate professor at Pepperdine University. Dr. Smith is an expert on veterans in higher education. She spoke on "building inclusive classrooms for vets." Key concepts in her talk focused on engaging faculty and staff to work collaboratively to address issues faced by veterans/students.

    Dr. Jared Ball, associate professor at Morgan State University will speak on Wednesday, February 27, 2013. Dr. Ball's keynote topic: *Not Yet Unchained: Django and Lincoln's (Ab) Use of History as False Transcendence.*

- Undocumented Students Work Group: Immigration attorney, Karol Brown presented on ways to support undocumented students, the Development, Relief, and Education for Alien Minors (DREAM) Act, and Deferred Action for Childhood Arrivals (DACA) program.

Current initiative:

- Women's History Speaker- Dr. Christine Clark, professor & senior scholar in multicultural education and f*ounding* vice president for diversity & inclusion at the University of Nevada, Las Vegas will speak on her edited book, *Occupying the Academy*.

Report by: Yoshiko Harden, Vice President for Diversity
              yoshiko.harden@bellevuecollege.edu

BELLEVUE COLLEGE FOUNDATION

Key Points

FOUNDATION IMPACT ON THE COLLEGE:

- Margin of Excellence Award Ceremony was held on February 6, 2013 in the Carlson Theater. Recipients are:
    - Full Time Faculty: Dr. Gita Bangera, Science Division
    - Part Time Faculty: Mark Mappala, Interior Design
    - Classified Staff: Becky Turnbull, Library Media Center
    - Exempt: Patricia Dombrowski, Life Science Informatics

- BCF Emeritus Board held a reception for Dr. Rule on February 27th hosted by Frank Young.
    - BCF Emeritus board members as well as former and current board members came together to raise $20,000 to create a new President's Fund in honor of Dr. Rule.
- Bricks:
    - Next shipment of bricks is due any day and the BCF is anticipating installation during spring break. Nearly $12,000 has been raised so far.

MISCELLANEOUS

- Kara Talbott, Director of Development, is leaving Bellevue College after eight years. She has joined the staff at the Virginia Mason Foundation in Seattle. The position will be opening shortly to find a replacement and in the interim, the BCF will hire an events manager to steer the luncheon.

LUNCHEON:

- 2013 *Become Exceptional* Luncheon: WEDNESDAY, MAY 1, 2013 at the Meydenbauer Center in Bellevue. Keynote speaker is Gerald Chertavian, CEO/Founder of Year Up, and Deborah Horne, KIRO 7 Eyewitness News Reporter, is the emcee.

Report by: Kara Talbott, Director of Development
                    kara.talbott@bellevuecollege.edu

INFORMATION RESOURCES

WINTER QUARTER 2013

Key Points
- The deployment of the new Learning Management Solution (LMS) is now complete. Canvas has now completely replaced the use of Blackboard Vista and beginning spring quarter it will also take the place of the My BC class sites. This provides a single point of access for Bellevue College students.
- Information Resources has taken the first steps in analyzing what investments will be required to prepare the college network for the future, both wired and wireless.

Next Steps
- Bellevue College has more than 14,000 students on Canvas today and expects that to increase to more than 20,000 at the start of spring quarter. This will complete a ten month project of moving the college from three separate learning management systems to a single platform. This move will dramatically increases efficiency in training and support of both faculty and students. Information Resources will now begin establishing a baseline of satisfaction from students and faculty to use for assessment of the tool going forward.
- The college's wireless network has reached a point of critical concern. Measures have been taken to analyze all aspects of the college network including the transport devices, the edge devices and all the way to the wireless access points scattered around the campus. A study is underway to establish the current state and deliver recommendations on how to move forward based on industry best practices. This analysis is being conducted by an outside third party resource. Steps must be taken to improve wireless access before the start of fall quarter, this will most likely include replacing a large portion of both the wired and wireless network equipment.

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

CAPITAL FACILITIES

HEALTH SCIENCES (T) BUILDING-LMN Architects is revising draft bid documents completed in 2010 in anticipation of advertising for bids early this April and starting construction in early July. The building permit has been approved by the city. Construction start is contingent upon receipt of adequate state funding. Occupancy is planned for start of spring quarter 2015. Completion of this building will expand general purpose classroom space and update health science program space. Receipt of full funding for construction is uncertain given the state's current economic climate. Construction will impact parking temporarily and long term. Closure of the drop-off will impact vehicular circulation short-term.

GYM BLEACHER REPLACEMENT-Capital projects staff is preparing bid procurement documents for replacement of original gym bleaches with code compliant seating. Project is anticipated to be procured this month (March) with demolition and installation planned for August 2013. Completion of this project will permit gym staff to more easily and safely open and close seating for events. Performing construction during the school year is the greatest challenge and is being carefully coordinated with athletic staff.

KELSEY CREEK ROAD REPAIRS-This project is intended to make structural and surface repairs to prevent recurrent potholes, reduce unevenness, and replace worn-out pavement markings. Contractor bid documents are being revised by the campus architect to reflect a scope of work that can be achieved with current funding.   Construction is scheduled for this summer and will repair approximately 33,500 square feet pavement. Repair of unevenness on walkways at the north end of campus is part of this project.

COURTYARD PAVER REPLACEMENT-Bid documents were completed by the campus architect last fall and will be advertised this spring. Construction is planned for the quarter break in August. This project will incorporate inscribed pavers provided by the foundation and will improve drainage in the courtyard area in front of the fountain. Closure of the area will inconvenience pedestrians for several weeks during break.

Report by: Ray White, Vice President for Administrative Services
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FINANCE

FINANCIAL REPORT

FOR PERIOD JULY 1, 2012 TO DECEMBER 31, 2012

Description

The purpose of this review is to analyze revenue and expenditure patterns against expectations, to identify emerging trends and their impact on financial performance.

Key Questions

- What is the status of the institution's financial activities for each fund?
- What emerging trends have bearing on expectations?

Analysis

- Revenues and expenses are generally consistent with expectations for the second quarter.
- The illustration below shows that during the fiscal year "burn rates" vary widely for revenues and expenses from different sources. These are monitored closely by BC's finance team. Ultimately, these funding sources and their related expenditures are expected to equalized - arriving simultaneously at the end of the year much closer to their targets.
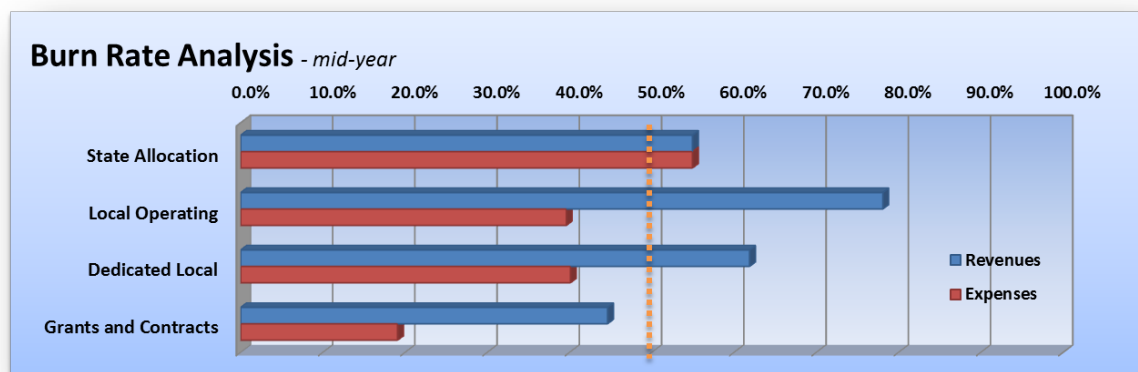
- Tuition and fees collections are slightly higher than last year. A tuition rate increase is mostly offset, however, by reduced enrollment. As a result, we realized more tuition in the local operating fund and less in the local dedicated fund.
- Grants and Contracts revenue has increased largely due to earlier receipt of Running Start tuition due to program changes last year.

- Proprietary funds are meeting expectations with planned reductions in Stores and Motor Pool funds. All other proprietary funds except other auxiliary enterprises show an increase in revenue over the same period last year.
- Associated Student funds reflect increased expenses from the remodel of their space.
- Other auxiliary enterprises activity varies relative to last year mostly due to timing differences in inter-fund transfers of revenues and expenses.

Background/Supplemental Information
Attachment 1: Analysis of Operating and Proprietary Funds

Prepared by: Ray White, Vice President of Administrative Services
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Attachment 1: Analysis of Operating and Proprietary Funds

Budget Analysis - Operating Funds For the Period Ending December 31, 2012		FY 13 BUDGET	FY 13 ACTUAL	Actual % of Budget YTD	FY 12 ACTUAL
OPERATING FUND:					
STATE ALLOCATION					
	ALLOCATION	$25,831,462	$14,192,935	54.9%	$10,311,438
	EXPENSE		$14,192,935	54.9%	$10,311,438
NET STATE ALLOCATION			$0		$0
LOCAL OPERATING					
	REVENUE	$23,044,019	$17,996,150	78.1%	$16,237,316
	EXPENSE		$9,126,881	39.6%	$12,702,694
NET LOCAL OPERATING			$8,869,269		$3,534,622
DEDICATED LOCAL FUND					
	REVENUE	$14,132,292	$8,747,692	61.9%	$10,258,527
	EXPENSE		$5,667,461	40.1%	$5,504,252
NET DEDICATED LOCAL FUND			$3,080,231		$4,754,275
GRANTS & CONTRACTS					
	REVENUE	$20,940,351	$9,344,718	44.6%	$8,771,096
	EXPENSE		$3,997,310	19.1%	$5,343,823
NET GRANTS & CONTRACTS			$5,347,408		$3,427,273
NET OPERATING FUNDS:			**$17,296,908**		**$11,716,170**

Net Income- Proprietary Funds For the Period Ending December 31, 2012	FY 13	FY 12
PROPRIETARY FUNDS:		
STORES FUND	-$1,758	$11,746
COMPUTER SERVICE FUND	$347,310	$299
PRINTING FUND	$44,658	-$6,904
MOTOR POOL	-$7,510	-$852
ASSOCIATED STUDENTS	$1,239,733	$1,305,757
BOOKSTORE	-$276,597	-$411,802
PARKING	$450,562	$504,587
FOOD SERVICES	-$38,441	-$37,649
OTHER AUXILIARY ENTERPRISES	$65,520	$190,308
NET INCOME PROPRIETARY FUNDS:	**$1,823,477**	**$1,555,490**

HUMAN RESOURCES

Human Resources is dedicated to making Bellevue College the workplace of choice by creating and fostering an environment which allows the college to attract, hire, and retain the best people. The goal is to be a valued resource and a partner in reaching the college's goals by providing leadership, training, expertise and services.

Key Points
- Over the last four months the college has held training sessions on the employee selection process. This training is required for any employee who would like to serve on a selection advisory committee. As of mid-February, over 300 employees had gone through the training.
- Pluralism representative training has been held and additional sessions have been scheduled. Each selection advisory committee is required to have one pluralism representative as a committee member. These representatives are trained to be subject matter experts on identifying biases in the selection process and ensuring that an inclusive environment for all candidates is created.
- A group of eight (8) employees attend a recruitment fair in Los Angeles especially aimed to recruit faculty from diverse backgrounds. The fair attracted over 1,200 potential candidates and the team engaged with a very large number of high quality individuals. Those who attended included: Yoshiko Harden, Tom Nielsen, Maggie Harada, Sylvia Unwin, Tony Akhlaghi, Jennie Mayer, Donna Miguel, and Cesar Portillo.
- Human resources staff attended a diversity job fair held in Seattle. The fair attracted over 2,000 people.
- Human resources has begun to use SkillSoft, the online training system. A formal rollout will take place in March.

Next Steps
- SkillSoft will be rolled out to all employees.
- The hiring process will be monitored to assess the diversity of the pool to determine if the college's efforts are showing an increase in diverse candidates throughout the hiring process.

Report by: Cesar Portillo, Vice President of Human Resources
            Cesar.portillo@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM

EAST CAMPUS PHYSICAL MASTER PLAN

☐ **INFORMATION**   ☒ **FIRST READ**   ☐ **ACTION**

History

In the Bellevue College (BC) 2008 Master Plan updated in 2010, it is stated "As the college with both the highest state FTE allocation and the highest continuous excess enrollment in the state system over the last five years, additional space is critical". The Master Plan also noted that BC "has identified the need to deliver services at a location further east than its main campus; to do this effectively requires development of a satellite campus." In addition, consistent rapid growth has encouraged the development of an east satellite (or "East Campus") to help offset space needs on the main campus.

Milestones
- Fall 2010 - BC works with the City of Issaquah to acquire a 20-acre parcel within Issaquah Highlands intended to serve as the site for East Campus.
- Fall 2011 - BC engages the City of Issaquah to help secure a Site Development Permit for the land.
- Spring 2012 - A design team begins working with the campus community, the City of Issaquah, professional consultants, and a steering committee to develop a comprehensive site plan.
- Fall 2012 – Three alternative concepts are presented for campus-wide discussion and input.
- Winter 2013 – A final *site master plan* is derived from the alternatives and discussion.

Master Planning

The Physical Master Plan provides the general lay-out of buildings, parking, open spaces, pedestrian spaces, and special site features. This will serve as the basis for issuance of a Site Development Permit and for development of a more detailed Master Plan for the East Campus. The Site Development Permit establishes the entitlement and long term goals for site development.

During site analysis studies conducted prior to purchase of the site, it was determined that the site provides adequate space and services to accommodate about 428,000 square feet of classroom, meeting rooms, office and accessory space, 1,650 parking spaces, and a potential outdoor teaching laboratory, and approximately 4,000 FTEs. Further assessment of site capacities will occur during Master Plan preparation.
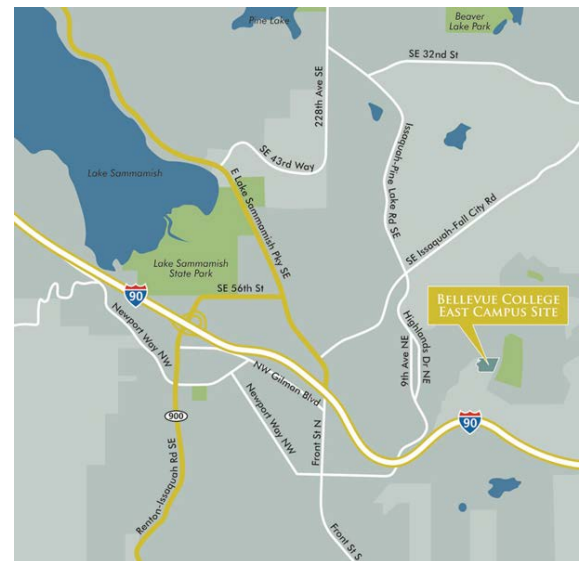
The Physical Master Plan, now being recommended for approval, is the end result of this work. Three master plan concepts were developed and presented for review by the Board of Trustees, a steering committee, and by the faculty, staff, and students in a four-hour open house held on January 10, 2012. Feedback received from these events included both positive comments about the design and areas of concern. This feedback was incorporated into the development of the Concept D that is being recommended today.

Elements of the three alternatives that were often viewed as positive included:
- Capturing the views (all concepts)
- Having large plazas and open spaces (Concept 2, with Concept 1 to a lesser extent)
- Serving the site with a loop road (all concepts)
- Good, interconnected parking that improved parking accessibility (in other words, being able to access much of the parking with one access point, rather than having to enter and exit a number of parking facilities in order to find an empty parking space) (Concept 3)
- Keeping most buildings at one elevation in order to improve non-motorized accessibility (Concept 3)
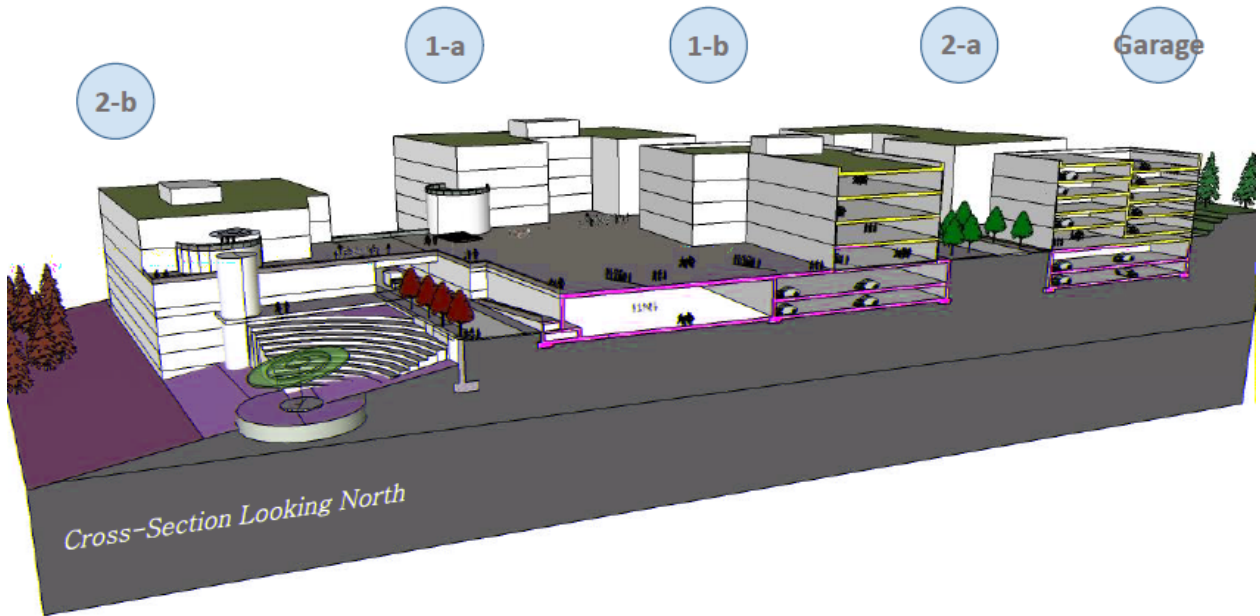
Elements of the three alternatives that were often viewed as concerns included:
- Small open/plaza spaces (Concept 3)
- Could use more of the site (Concept 3)
- Covered too much of the site, removed to much tree/natural landscape (Concept 2)
- Disconnected parking facilities (Concept 2)
- Challenging non-motorized accessibility (Concept 2)

With these comments in mind, the planning team used Concept 1 as a "chassis", incorporated the expressed advantages and concerns into *Concept D'.* In this model Concept 1 is modified by
- setting more buildings at the same elevation;
- moving one building west of the Lower Loop Road to emphasize the cross-connectivity of the campus plazas;
- moving the free standing parking garage north closer to the building on the east side of the Upper Loop Road;
- adding an east access point out of campus to connect to the Central Park access road by crossing the BPA right of way; and
- adding a transit center at the northeast corner of the site.

The concept was reviewed with the steering committee who indicated that the revised Concept D' satisfactorily incorporated solutions to their concerns. With this support, this alternative is being brought to the Board of Trustees to seek approval to move ahead with preparation of the final Physical Master Plan and submittal of the Site Development Application, based on Concept D' to the City of Issaquah.

Garage

2-a

1-b

3-a

3-b

1-a

2-b

East Campus Preliminary Master Plan
View Looking East

2-b   1-a   1-b   2-a   Garage

Cross-Section Looking North

Recommendation/Outcomes

This item will be presented for board action at the May 22, 2013 meeting.

Prepared by: Ray White, Vice President for Administrative Services
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REGULAR MEETING AGENDA ITEM

TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2013-14 ACADEMIC YEAR

☐ INFORMATION   ☐ DISCUSSION   ☒ ACTION

Description

A recommendation from the Tenure Review Committee concerning nine tenure candidates has been 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." On the basis of this recommendation and in accordance with the provisions of the Agreement, it is the recommendation of the President that eight of the faculty candidates listed below be granted tenure, and one candidate receive an additional probationary year.

Key Questions

∗ Have the third year probationary tenure candidates fulfilled all the necessary responsibilities as described in Article Fifteen, Section II of the faculty contract as part of the process of receiving tenure?

∗ Has the Tenure Review Committee thoroughly reviewed the required documents as described in the tenure guidelines, and deliberated the merits of each probationary candidate?

∗ As a result of their deliberations, has the Tenure Review Committee recommended an additional year of probationary status for any of the candidates?

∗ Has the pertinent documentation for all nine candidates been made available for review by the Board of Trustees?

∗ What are the recommendations of the Tenure Review Committee regarding the tenure status for the nine probationary candidates for the 2013-14 year?

Analysis

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.

The tenure process at Bellevue College involves three levels:

1. The Tenure Evaluation Subcommittee (TES) gathers information, mentors the candidate, and prepares the tenure document.
2. The Tenure Review Committee (TRC), including six faculty members elected by the faculty at large, 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 recommendation 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.

Required documents have been gathered by the TES and the tenure candidates that provide evidence that the process described above has been strictly followed.

Background/Supplemental Information
Electronic notebooks in .pdf format have been distributed to each board member on a thumb drive. All pertinent documents for each tenure candidate are included for review by members of the Board of Trustees.

Recommendation/Outcomes
Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Jocelyn Anderson, Health Sciences Education and Wellness Institute (Nursing).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Stacey Austin, Health Sciences Education and Wellness Institute (ENDT).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Teaessa Chism, Health Sciences Education and Wellness Institute (Nursing).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Rosemary Hall, Institute for Business and Information Technology (Paraprofessional Accounting).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Timothy Jones, Social Science,(Political Science).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to David Kopp, Arts and Humanities (English).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Grace Robbings, Social Science (Economics).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants tenure for the 2013-14 academic year to Chace Stiehl, Social Science (Economics).

Recommendation: That the Board of Trustees of Community College District VIII hereby grants a fourth probationary year to Katrina Casprowiak, Arts and Humanities (Art), in that all conditions required by RCW 28B.50.852 for advancement to a fourth year have been met.

Prepared by: Tom Nielsen, Vice President of Instruction
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Washington's Community and Technical Colleges
2013 Federal Legislative Priorities

SBCTC
WASHINGTON STATE BOARD FOR
COMMUNITY & TECHNICAL COLLEGES

TACTC

Pell Grants

Federal Pell Grants are the single most important source of financial aid for community and technical college (CTC) students. Each year, Pell Grants help more than 3 million low-income CTC students nationwide pay for tuition, books and living expenses. The current economic downturn has placed this program under financial stress. Also, the "ability to benefit" option was eliminated July 1, which means only students with high school diplomas or GEDs are eligible for federal financial aid. This blocks thousands of low-income students -- many of them adults long out of high-school -- from enrolling in college "Integrated Basic Education and Skills Training" (I-BEST) programs, where they learn basic academic skills and job skills at the same time under a team-teaching approach.

Considerations for Action:

- Restore the ability to benefit option for students in proven career pathway programs like I-BEST.
- Provide the resources necessary to protect eligibility standards and maintain the currently appropriated maximum Pell Grant award.

Carl D. Perkins Career and Technical Education Act

The Perkins Act provides significant federal support for CTCs. Two-year colleges use funds flexibly to improve career and technical education programs and launch innovative projects. Tutoring, equipment and supplies, improvements to curricula or instruction, and strengthening business connections are just a few examples.

Considerations for Action:

- Robustly fund the Carl D. Perkins program and maintain flexibility for innovative efforts that prepare every worker for certificates with meaning in the workforce.

Workforce Investment Act

The Workforce Investment Act (WIA) funds programs to help adult workers gain skills to get and keep good, family-wage jobs and meet employer needs. WIA is the sole source of federal funding for the Adult Basic Education programs offered at every Washington community and technical college. Nearly a decade of delays in reauthorization have negatively affected the ability of these programs to serve Washington citizens.

Considerations for Action:

- Reauthorize WIA and provide adequate funding for workforce training programs to support proven career pathways that raise skills for workers critical to our economy. Washington's I-BEST program is such an effort.

DREAM Act

The DREAM Act would allow students who have graduated from high school and have been long-term U.S. residents an opportunity become lawful permanent residents and obtain a higher education. It would return power to the states to determine which students have access to state higher education benefits.

Considerations for Action:

- Give every state the power to realize its own return-on-investment in immigrant youth who can then contribute to a thriving economy.

Feb. 7, 2013

2013 COMMUNITY COLLEGE FEDERAL LEGISLATIVE PRIORITIES

FUNDING PRIORITIES

Maintain the Pell Grant Program and Restore Eligibility for ATB Students
Pell Grants assist 3.35 million low- and moderate-income community college students each year by helping them meet tuition, course material, and living expenses. Total aid to community college students exceeds $11 billion annually. The program must be sustained without any further limitations in student eligibility.

Congress should adopt the Senate Appropriations Committee's FY 2013 Labor, HHS, Education bill language that restores Title IV eligibility for "ability-to-benefit" students in career pathway programs. However, the bill's provision that would cut Pell Grants for community college students enrolled entirely in online courses should be rejected.

Preserve the Community College and Career Training Grant Program (TAACCCT)
The first two years of the Trade Adjustment Assistance Act Community College and Career Training Grant Program have proven to be extremely successful. The program delivers high quality, relevant training to TAA-eligible and other workers. It encourages new program delivery and has generated cooperative agreements between institutions and business. Two more years of dedicated funding must remain available.

The Carl D. Perkins Career and Technical Education Act
The Basic State Grant helps community colleges improve their career and technical education offerings that lead to high-demand, high-skilled occupations. The Perkins Act has tight accountability standards and promotes collaboration between education sectors. Congress should at minimum maintain funding for the Perkins Basic State Grants.

Institutional Aid Programs
Investments in direct institutional aid to colleges that serve disproportionate numbers of minority, low-income and first-generation college students are critical. Congress should continue its support for the Strengthening Institutions, Developing Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander Serving Institutions, Tribal Colleges, and Predominately Black Institutions (PBIs) programs.

Workforce Development
American businesses face a shortage of workers with requisite skill levels in key areas. The Workforce Investment Act's job training and adult basic education programs help meet this growing demand by providing education and training to those who can help meet those needs.

Science, Technology, Engineering, and Math (STEM)
The National Science Foundation's Advanced Technological Education (ATE) program is a pillar of support for community college STEM programs. Programs are developed in conjunction with businesses in nanotechnology, alternative energy, advanced manufacturing, and many other critical fields.

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ACCT, 1233 20th Street NW, Suite 301, Washington, DC 20036, [T] 202.775.4667, [F] 202.223.1297, [W] www.acct.org

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Strengthen Workforce Development

Congress should reauthorize the Workforce Investment Act (WIA) this year, prioritizing the role that community colleges play in educating American's workforce. This should be achieved, in part, by authorizing the Community College to Career Fund, ensuring that community colleges are members of state and local workforce investment boards, and making public institutions of higher education automatically eligible as training providers. Additionally, the Adult Education and Family Literacy Act (AEFLA) is a critical component of addressing adult literacy issues. Community colleges serve as key providers and, in some cases, as state administrators of AEFLA funding. Support for this program should be enhanced.

Improve the Higher Education Act

In reauthorizing the Higher Education Act (HEA), Congress needs to focus on the unique mission and contribution of community colleges. Incentives and support should be given to institutions and students alike to ensure credential attainment. Completion measures must fully incorporate the transfer and workforce development missions of community colleges. Federal student aid programs should continue to provide support for a wide range of students, including eligibility for part-time students and reestablishment of the year-round Pell Grant. Regulatory costs must be substantially reduced. The loan programs must reflect that not all community college students are strong candidates for borrowing. Hence, the default rate measures are often unrepresentative of institutional performance.

Enhance the Carl D. Perkins Career and Technical Education (CTE) Act

In reauthorizing the Carl D. Perkins CTE Act, Congress should maintain program flexibility, allowing community colleges to effectively tailor funds to address local needs, while strengthening CTE programs. The reauthorization should enhance provisions in current law that provide students with clear pathways to college and career readiness, and strengthen the ties between educational institutions and local businesses. Perkins, WIA and other federal accountability reporting requirements should be identical across programs wherever appropriate.

Help Community Colleges Serve Veteran Students

Community colleges need additional support in their traditional and essential role of assisting both veterans and active duty service members. Congress must ensure that veterans receive comprehensive counseling and related services about all educational options and fund the Centers of Excellence for Veterans Success in the HEA. Community colleges support balanced efforts to protect military and veteran students by providing them with needed information to make sound educational decisions.

Pass the Development, Relief and Education for Alien Minors (DREAM) Act

The Development, Relief and Education for Alien Minors (DREAM) Act provides a path to legal status for thousands of undocumented students who were brought to this country as children, worked their way through high school, and now face an uncertain future. The DREAM Act returns to states the decision of whether to extend in-state tuition to undocumented students. The Deferred Action for Childhood Arrivals program was a step in the right direction, but Congress must now finish the job of allowing these students to be full contributors to our economy and society.

Improve the Elementary and Secondary Education Act (ESEA)

As Congress reauthorizes this key education statute it needs to consider the critical role that community colleges play in supporting the nation's K-12 system. Community colleges look to partner with the federal government to offer more dual enrollment programs and early college high schools for targeted populations. Their prominent role in teacher preparation should be better supported through the ESEA. Additionally, Congress should focus on effective implementation of national college and career readiness standards that will help reduce the need for remedial education and improve student time-to-degree.