BELLEVUE COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

May 7, 2014

BELLEVUE COLLEGE

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, May 7, 2014. The business session will begin at 2:45 pm in room B201. Marie Gunn, Chair, will preside.

AGENDA

11:00 AM	STUDY SESSION (B201) Budget		
11:45 AM	LUNCH (B201)		
12:15 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, collective bargaining, consider the selection of a site or the acquisition of real estate, and to discuss the evaluation of state employees.		
1:15 PM	STUDY SESSION (B201) Strategic Master Plan		
2:00 PM	STUDY SESSION (B201) Student Services Master Plan		5
2:45 PM	BUSINESS SESSION (B201)		
	I.	Call to Order	
	II.	Roll Call and Introductions	
	III.	Consent Agenda A. Approval of Agenda for May 7, 2014 B. Meeting Minutes from March 5, 2014	3 38
2:50 PM	IV.	Constituent Reports A. Faculty B. Classified Staff C. Student D. Foundation	
3:30 PM	V.	Monitoring Reports (reports for this meeting in bold) A. **Student Success**	All 44

	B.	**Instruction**	All	46
	C.	**Workforce and Economic Development**	All	47
	D.	**Student Services**	All	48
	E.	**Equity and Pluralism**	All	49
	F.	**Foundation**	All	50
	G.	Technology	Quarterly	
	H.	**Capital Facilities**	Quarterly	51
	I.	Finance	Quarterly	
	J.	Human Resources	Quarterly	
	K.	**Enrollment Report**	Quarterly	52
	L.	Budget and Legislative Developments	As needed	
	M.	Marketing and Public Relations	As needed	

3:45 PM	VI.	Information Items		
	A.	All Washington Academic Team		55
	B.	Accreditation	James	56

4:00 PM	VII.	First Read		
	A.	2014-15 International Student Contract Program	White	57
	B.	2014-15 College Budget	White	58
	C.	2014-15 Services & Activities Budget	Karim	62
	D.	Board Elections – Chair and Vice Chair	Gunn	67
	E.	Sabbatical Leave Authorization	Nielsen	68
	F.	Tenure Recommendations for 2014-15	Nielsen	70

4:20 PM	VIII.	Board Reports		
	A.	TACTC Board of Directors	Orrico	
	B.	TACTC and BC Legislative Committees	Miller/Orrico	
	C.	Foundation Liaison	Heu-Weller	
	D.	Individual Member Reports		

4:40 PM	IX.	President's Report	

4:50 PM	X.	Unscheduled Business/Community Testimony	

5:00 PM	XI.	Adjournment	
		Time and order are estimates only and subject to change.	

5:00 PM		*Reception for newly tenured faculty*

Bellevue College Student Affairs Strategic Planning
Strategic Plan – WORKING DRAFT
April 16, 2014

THIS WORKING DOCUMENT IS INTENDED TO DRIVE DISCUSSION WITHIN BELLEVUE COLLEGE STUDENT AFFAIRS RELATED TO THE STRATEGIC DIRECTION AND TACTICAL ACTIONS OF THE DIVISION FOR THE NEXT FIVE YEARS (2014 – 2019).

VISION, MISSION, AND VALUES

Vision
Student Affairs is a full partner in an educational community that cares for and empowers every individual to achieve their goals, advance pluralism, and positively impact our World as responsible and engaged citizens.

Mission
We provide student-driven services and support through equitable and accessible practices, engage with and advocate for all populations, respond to the unique individual needs of each student, and promote an exceptional service experience.

Values
Access, Equity and Respect – We believe that each and every student deserves full and equitable participation in the creation of individualized and inclusive educational experiences that feel physically, psychologically, and culturally safe and secure.

Diversity and Collaboration– We cultivate communities that embrace, empower, and encourage participation from all individuals on campus and recognize the benefits that arise from varied perspectives and inclusive experiences.

Innovation and Responsiveness – We continuously improve our practices and procedures through evidence-based decision-making and ongoing dialogue with students and campus community members to ensure effective high-quality professional services.

STRATEGIC INITIATIVES

Social Justice – Ensure access and equitable participation in the educational process for all populations.

Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience.

Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.

Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.

2014 – 2019 INITIATIVES AND GOALS

1. **Social Justice –** Ensure access and equitable participation in the educational process for all populations
   1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market
   1.2. Programs and services will proactively engage student populations in the local community
   1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive service and learning environment

2. **Service Quality –** Cultivate a collaborative culture of service excellence that promotes an exceptional student experience
   2.1. Training programs will equip staff with the knowledge and skills to enhance service quality
   2.2. Coordinated and strategic human resource policies will increase staff engagement and retention
   2.3. Streamlined process and practices will ensure equitable access to services for all students
   2.4. Aligned procedures and processes will empower a culture of collaborative service delivery
   2.5. Increased engagement of outside resources will improve access and availability of services and programs to students
   2.6. Strategic communication will increase student, staff, and faculty engagement

3. **Student-Driven Practice –** Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals
   3.1. Students will be actively engaged in the design of programs and services
   3.2. Investment in technology and web-based tools will enhance access to programs and services
   3.3. Partnerships with instruction will improve collaboration in providing a total student experience
   3.4. Services and programs will foster early identification of academic and career pathways
   3.5. Co-curricular educational experiences will foster responsibility and civic engagement among student populations
   3.6. Data-driven decision-making will improve student persistence and goal achievement

4. **Capacity –** Intentionally invest in our infrastructure to support our strategic initiatives
   4.1. Improved capacity and governance will position us to achieve our strategic initiatives
   4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement
   4.3. Equitable allocation model will support strategic resource deployment
   4.4. Revenue enhancement activities and expanded development capacity will be aligned with and support priority initiatives

Appendix A: Guiding Principles

Theoretical Foundation

The practitioners within the Division of Student Affairs are passionate advocates for student-centric practices, and as such, focus their mission and strategies on the student voice. Student Affairs plans and delivers processes that improve the student experience and measures outcomes based on student success. The Bellevue College Division of Student Affairs grounds its student-centered philosophy of service on the following foundational elements:

Student-Centered Model: Values and promotes development of the whole person and views students as the center of the college's purpose. Student Affairs seeks opportunities for elevated student governance and to involve students as paraprofessionals. Student Affairs strives to incorporate these models in development of its processes:

- Ethics of Care Model
- International Education Model
- Student Agency Model
- Student Driven Model

Value Proposition: Services are based on care and relationships with students:

- Student needs are "preeminent"
- First year and transfer student programs receive continuous attention/resources
- Continuing students are offered assistance and support through student-driven and student-led programs
- Institutional obligation to assist those inadequately prepared to succeed academically or socially

Overarching Themes: All organizational structures empower student engagement

- Organizational structures need to be flexible enough to respond to up-and-coming critical issues
- Organizations that promote universal, institutional goals are able to handle the majority of critical issues best
- Organizational structures need to recognize the "human element" in student services work
- Student Affairs actively promotes student development theory and practices drive all aspects of envisioning services and delivery modalities grounded in application of Student Development theory.

Desired Outcomes:

- Student success metrics are embedded in all aspects of program design and service delivery
- Easy student access to a wide spectrum of high quality student centric support services
- Create an inclusive community of practice that engenders equity in all aspects of service to students.

Bellevue College Student Services
Strategic Planning
Strategic Plan Alignment

March 24, 2014

This document provides an assessment of alignment between the Bellevue College Core Themes and the proposed strategic initiatives and goals of the Student Services Division.

BELLEVUE COLLEGE CORE THEMES

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.

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STUDENT SERVICES STRATEGIC INITIATIVES

Social Justice – Ensure access and equitable participation in the educational process for all populations. **<Aligned with BC Theme – Campus Life and Culture>**

Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience. **<Aligned with BC Theme – Student Success>**

Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals. **<Aligned with BC Theme – Student Success>**
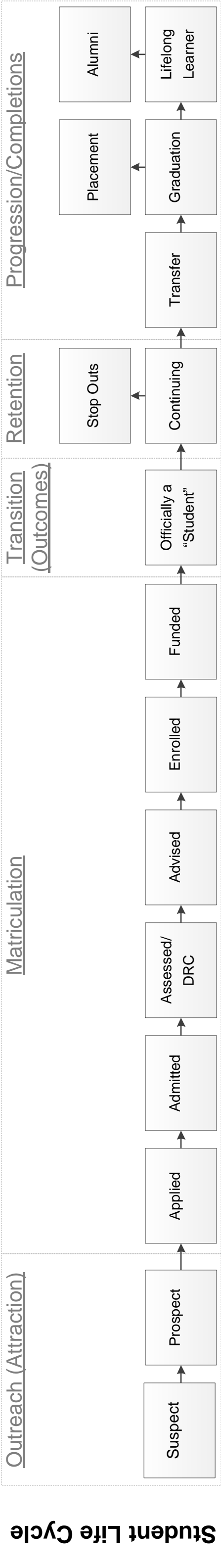
Capacity – Intentionally invest in our infrastructure to support our strategic initiatives. **<Aligned with BC Theme – Campus Life and Culture>**

2014 – 2018 INITIATIVES AND GOALS

1. **Social Justice –** Ensure access and equitable participation in the educational process for all populations
   1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market **<Aligned with BC Theme – Campus Life and Culture>**

   1.2. Programs and services will proactively engage student populations in the local community **<Aligned with BC Theme – Community Engagement and Enrichment>**

   1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment **<Aligned with BC Theme – Campus Life and Culture>**

2. **Service Quality –** Cultivate a collaborative culture of service excellence that promotes an exceptional student experience
   2.1. Training programs will equip staff with the knowledge to enhance service quality **<Aligned with BC Theme – Teaching and Learning Excellence>**

   2.2. Coordinated and strategic human resource policies will increase staff engagement and retention **<Aligned with BC Theme – Student Success>**

   2.3. Streamlined process and practices will ensure equitable access to services for all students **<Aligned with BC Theme – Student Success>**

   2.4. Aligned procedures and processes will empower a culture of collaborative service delivery **<Aligned with BC Theme – Teaching and Learning Excellence>**

   2.5. Increased engagement of outside resources will improve access and availability of services and programs to students **<Aligned with BC Theme – Campus Life and Culture>**

   2.6. Strategic communication will increase student, staff, and faculty engagement **<Aligned with BC Theme – Campus Life and Culture>**

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3. **Student-Driven Practice –** Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals
   3.1. Students will be actively engaged in the design of programs and services **<Aligned with BC Theme – Campus Life and Culture>**

   3.2. Investment in technology and web-based tools will enhance access to programs and services**<Aligned with BC Theme – Campus Life and Culture>**

   3.3. Partnerships with instruction will improve collaboration in providing a total student experience **<Aligned with BC Theme – Student Success>**

   3.4. Services and programs will foster early identification of academic and career pathways **<Aligned with BC Theme – Student Success>**

   3.5. Co-curricular educational experiences will foster responsibility and civic engagement among student populations **<Aligned with BC Theme – Community Engagement and Enrichment>**

   3.6. Data-driven decision-making will improve student persistence and goal achievement **<Aligned with BC Theme – Campus Life and Culture>**

4. **Capacity –** Intentionally invest in our infrastructure to support our strategic initiatives
   4.1. Our capacity and governance will position us to achieve our strategic initiatives **<Aligned with BC Theme – Campus Life and Culture>**

   4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement **<Aligned with BC Theme – Student Success>**

   4.3. Equitable allocation model will support strategic resource deployment **<Aligned with BC Theme – Campus Life and Culture>**

   4.4. Revenue enhancement activities and expanded development capacity will be aligned with and support priority initiatives **<Aligned with BC Theme – Teaching and Learning Excellence>**

DRAFT

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Bellevue College Student Services Student Life Cycle

Strategic Plan Alignment

Filename: Bellevue Student Life Cycle.vsd

Last Modified: 1/13/2014

Student Life Cycle

| Outreach (Attraction) | Matriculation | Transition (Outcomes) | Retention | Progression/Completions |

Outreach (Attraction): Suspect → Prospect → Applied → Admitted → Assessed/DRC → Advised → Enrolled → Funded

Transition (Outcomes): Officially a "Student"

Retention: Stop Outs, Continuing

Progression/Completions: Transfer, Placement, Graduation, Alumni, Lifelong Learner

Social Justice – Ensure access and equitable participation in the educational process to all populations

1.1. Promotion (outreach and recruitment) activities will strategically position Bellevue College in the market

1.2. Programs and services will proactively engage student populations in the local community

1.3. Policies, procedures, and practices will create a physically, psychologically, and culturally inclusive learning environment

Service Quality – Cultivate a collaborative culture of service excellence that promotes an exceptional student experience

2.1. Training programs will equip staff with the knowledge to enhance service quality

2.2. Coordinated and strategic human resource policies will increase staff engagement and retention

2.3. Streamlined process and practices will ensure equitable access to services for all students (process as simple as possible for student)

2.4. Aligned procedures and processes will empower a culture of collaborative service delivery (processes allow for continuous pathway)

2.5. Increased engagement of outside resources will improve access and availability of services and programs to students

2.6. Strategic communication will increase student, staff, and faculty engagement

Student-Driven Practice – Deliver impactful programs and services that empower students to achieve their academic, personal, and professional goals.

3.1. Students will be actively engaged in the design of programs and services

3.2. Investment in technology and web-based tools will enhance access to programs and services

3.3. Partnerships with instruction will improve collaboration in providing a total student experience

3.4. Services and programs will foster early identification of academic and career pathways

3.5. Co-curricular educational experiences will foster responsibility and civic engagement among student populations

3.6. Data-driven decision-making will drive persistence and student goal achievement

Capacity – Intentionally invest in our infrastructure to support our strategic initiatives.

4.1. Our capacity and governance will position us to achieve our strategic initiatives

4.2. Physical structures will enhance the services provided to the community and facilitate co-curricular student engagement

4.3. An equitable allocation model will support strategic resource deployment

4.4. Revenue enhancement activities and expanded development capacity will be aligned with and support priority initiatives

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**Bellevue College Student Services
Strategic Planning**

Bellevue College Fall 2013/Winter 2013 Student Survey
Student Services Feedback Survey

Analysis Report Summary

Bellevue College engaged The Hill Group, Inc. to design, deploy, and analyze the results of a student opinion survey. This survey was designed in electronic format in December 2013, administered through Bellevue College Student Services in January 2014, and analyzed in February 2014. In total, 1,608 individuals participated in the survey. A cross-section of students from varying ages, races, academic goals, and class enrollment participated in the survey. It is important to note that survey results represent a percentage of the student population of Bellevue College and that the analysis is derived from this sample.

In reviewing the results of the survey the following were key findings:

- Students identified barriers to academic goal attainment. Class availability, difficulty balancing school and personal obligations, tuition cost, class schedule, and poor instruction were identified as issues by more than 30 percent of survey respondents. Four out of the five issues are within the control of the institution.
- Almost 88 percent of students identified Student Services as providing services that support academic goal attainment. Eighty-four percent of students indicated that Student Services meets the needs of the individual student. Seventy-five percent of students indicated that Student Services through its programs and services empower them to be engaged and active citizens.
- In regards to the importance of services provided by the Division, students over 22 years of age and students identifying with disability on average perceived service areas as being more important and were satisfied to a greater degree than the general student body. Students of color students also indicated that services were more important but on average were less satisfied than the total population.
- In terms of access and availability of services, students identifying with a disability indicated on average that services more difficult to use. Students over the age of 22 and Students of color students perceived that services were more accessible than the average student.
- Students of Color students and students identifying with a disability utilize Bellevue College Student Services to a greater degree than the general student body indicating these services may be more critical to these populations.
- The overall student population identified Financial Aid, Academic Advising, and Registration as the service areas with the greatest gap between importance and satisfaction.
- When responses are segmented by population, Financial Aid, Academic Advising, and Registration were consistently identified as the services with the greatest gap between importance and satisfaction.

The Student Services Division has utilized the results of this survey, interviews conducted with individual student leaders, and focus group input to inform the student perspective while developing its strategic plan.

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Demographics

1. What age range best describes you?

Table 1. Age Range of Respondents

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Under 22	645	43%	0	0%	371	50%	67	39%
22 - 27	269	18%	269	32%	145	20%	34	20%
28 - 33	181	12%	181	21%	77	10%	18	10%
34 - 44	205	14%	205	24%	75	10%	26	15%
45 - 55	138	9%	138	16%	53	7%	17	10%
56 - 65	53	4%	53	6%	19	3%	10	6%
Over 65	5	0.3%	5	1%	1	0.1%	2	1%
Individual Responses	1,496	100%	851	100%	741	100%	174	100%

Figure 1. Age Range of Respondents (Overall)
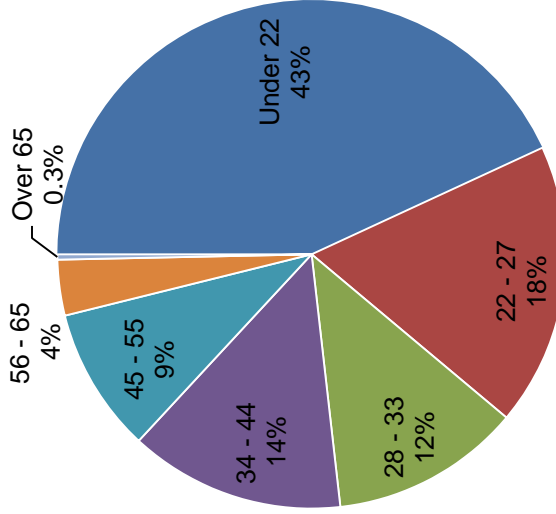
2. Which race do you consider yourself to be? You may choose one or two from the following.

Table 2. Race of Respondents

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black or African American	104	6%	57	6%	104	12%	17	10%
Alaskan Native	3	0%	2	0%	3	0%	0	0%
American Indian	32	2%	24	2%	32	4%	6	3%
Asian Indian	32	2%	16	2%	32	4%	3	2%
Chinese	157	10%	70	7%	157	18%	10	6%
Filipino	54	3%	26	3%	54	6%	1	1%
Hispanic/Latino/Spanish	109	7%	61	6%	109	13%	18	10%
Japanese	53	3%	26	3%	53	6%	4	2%
Korean	47	3%	32	3%	47	6%	3	2%
Native Hawaiian	9	1%	6	1%	9	1%	0	0%
Vietnamese	56	3%	13	1%	56	7%	5	3%
White	884	55%	543	56%	129	15%	121	70%
Other Asian	86	5%	43	4%	86	10%	7	4%
Other Pacific Islander	-	0%	0	0%	0	0%	0	0%
Other Race	-	0%	0	0%	0	0%	0	0%
Other Asian	86	5%	43	4%	86	10%	7	4%
Other Pacific Islander	-	0%	0	0%	0	0%	0	0%
Other	66	4%	36	0%	66	0%	15	0%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 2. Race of Respondents (Overall)
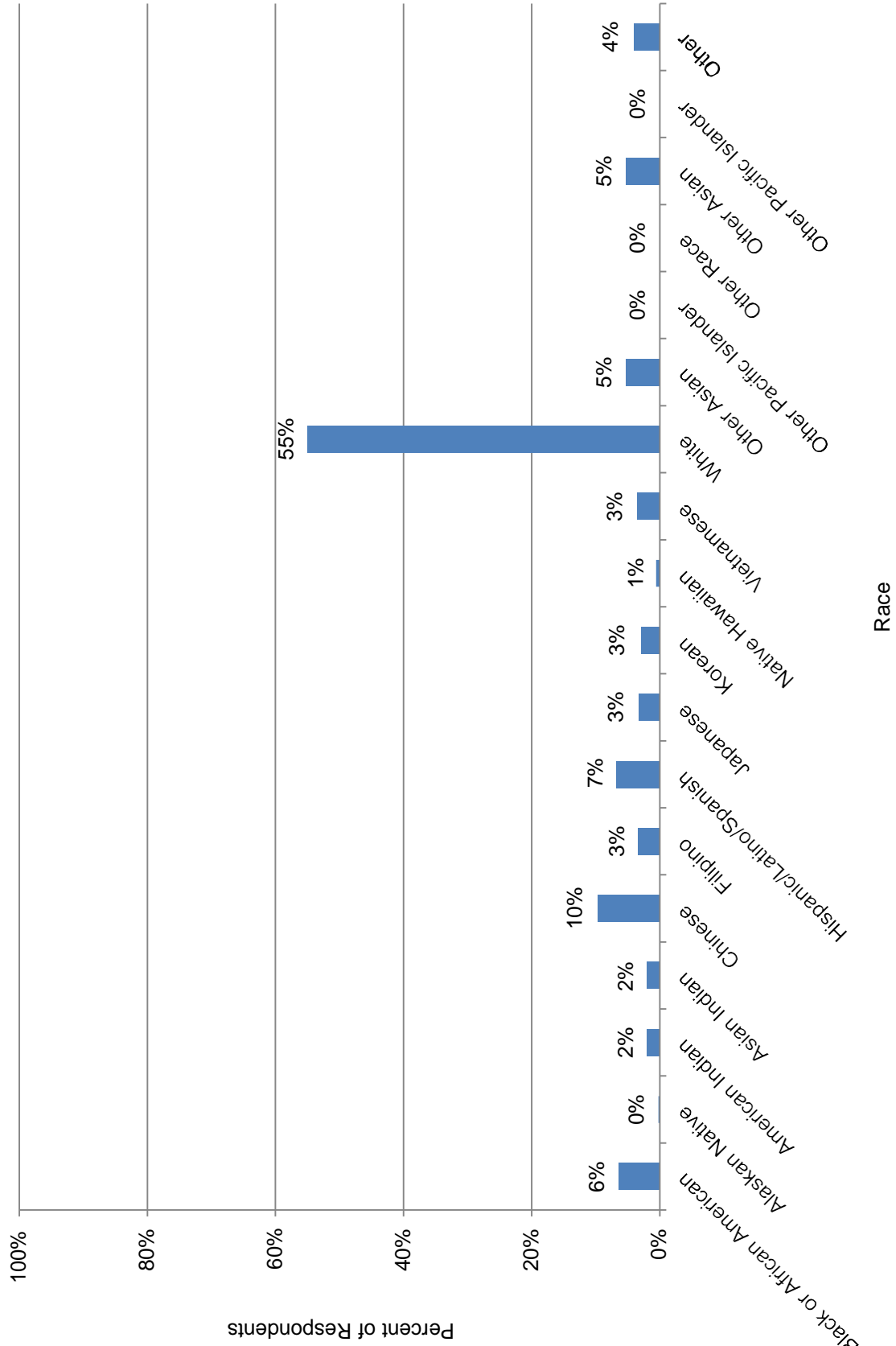
3. Do you self-identify as a person with a physical or mental disability?

Table 3. Students Identifying with a Disability

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	174	12%	107	13%	77	11%	174	100%
No	1,310	88%	737	87%	655	89%	0	0%
Individual Responses	1,484	100%	844	100%	732	100%	174	100%

Figure 3. Students Identifying with a Disability (Overall)
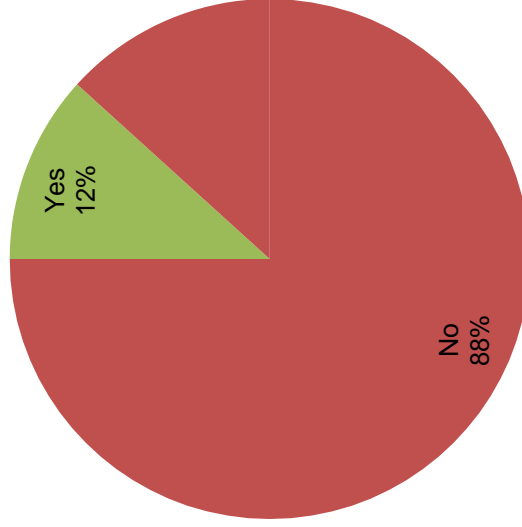
4. I chose Bellevue College because of _____. Check all that apply.

Table 4. Reasons Students Chose to Attend Bellevue College

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Cost	595	37%	333	35%	261	31%	76	44%
Location	828	51%	508	53%	368	43%	98	56%
Programs/Degrees	792	49%	534	55%	386	45%	90	52%
Types of classes	424	26%	262	27%	202	24%	52	30%
Friends or Family	405	25%	197	20%	248	29%	54	31%
High School Personnel	103	6%	10	1%	60	7%	13	7%
Other	233	14%	116	12%	85	10%	33	19%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 4. Reasons Students Chose to Attend Bellevue College (Overall)

BELLEVUE COLLEGE
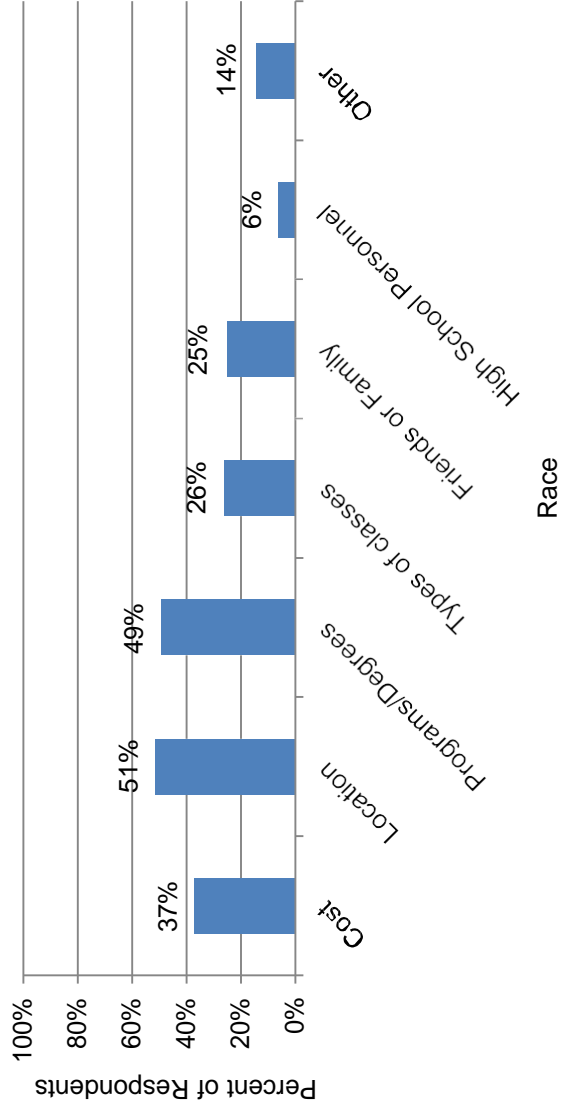
5. What is your academic goal?

Table 5. Academic Goal of Respondents

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Bachelor's Degree	422	26%	272	28%	197	23%	47	27%
Professional/Technical Associate's Degree	274	17%	227	24%	119	14%	32	18%
Transfer Associate's Degree	593	37%	214	22%	342	40%	67	39%
Professional/Technical Certificate	168	10%	149	15%	73	9%	26	15%
Non-transfer Degree	28	2%	14	1%	9	1%	8	5%
Other	112	7%	61	6%	49	6%	16	9%
Undecided	75	5%	25	3%	37	4%	12	7%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 5. Academic Goal of Respondents (Overall)

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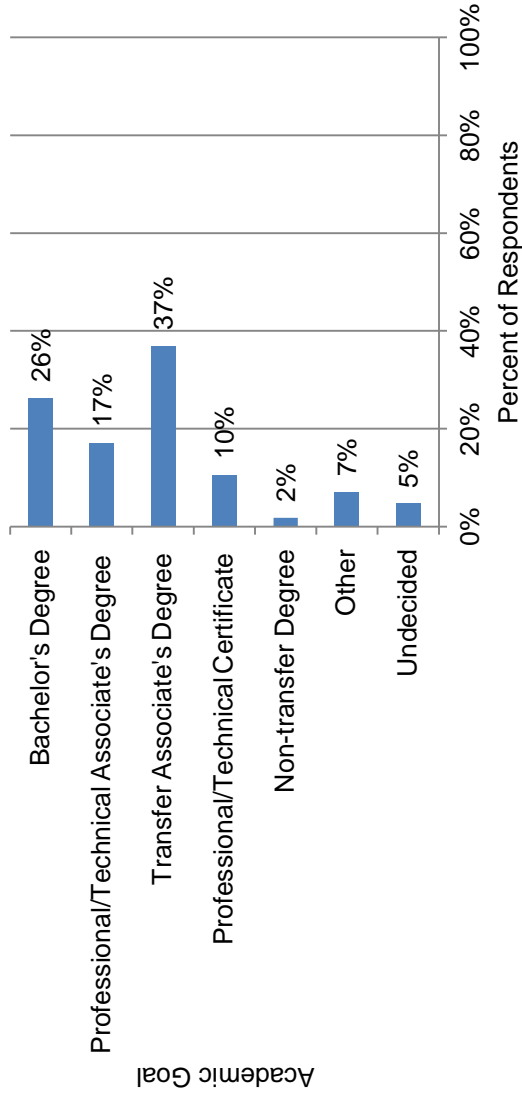
6. Please indicate the current class types you are enrolled in. Check all that apply.

Table 6. Participation in Class Types

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Online	506	31%	316	33%	215	25%	48	28%
Hybrid	509	32%	295	31%	244	29%	77	44%
On-campus	1,098	68%	566	59%	571	67%	119	68%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 6. Participation in Class Types (Overall)
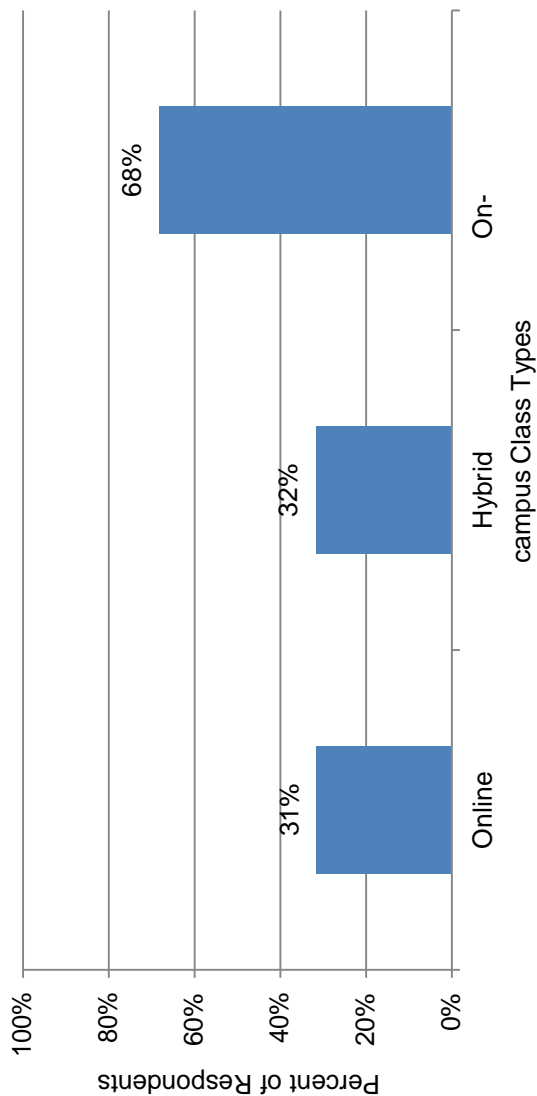
7. What instructional method(s) best address your personal learning style? Check all that apply.

Table 7. Preferred Instructional Method

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Online courses	395	25%	277	29%	161	19%	48	28%
Hybrid courses	592	37%	387	40%	275	32%	75	43%
Onsite courses	1,081	67%	586	61%	559	66%	117	67%
Lecture-based	549	34%	313	33%	287	34%	57	33%
Project-based courses	393	24%	229	24%	173	20%	61	35%
Experiential learning	490	30%	274	28%	226	26%	67	39%
Other	43	3%	21	2%	22	3%	11	6%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 7. Preferred Instructional Method (Overall)

THE HILL GROUP
Management Consultants
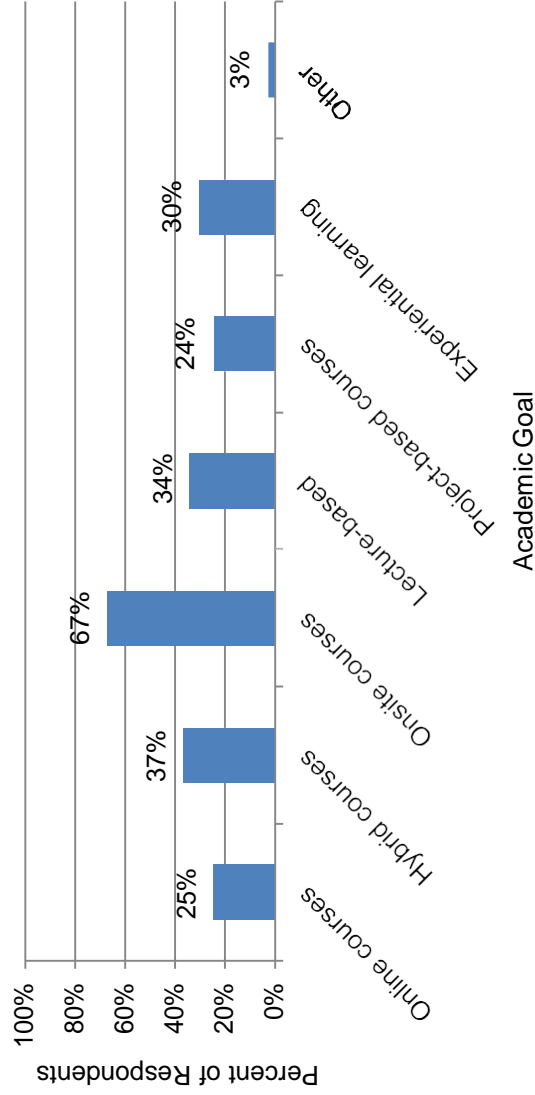
8. Which of the following might make it difficult for you to achieve your academic goals at Bellevue College? Check all that apply.

Table 8. Obstacles to Academic Goal Attainment

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Lack of access to financial aid	430	27%	274	28%	243	28%	69	40%
Lack of transportation	268	17%	126	13%	154	18%	38	22%
Not well-prepared for college-level work	112	7%	37	4%	68	8%	15	9%
Classes too easy	90	6%	46	5%	27	3%	11	6%
Classes too difficult	213	13%	92	10%	118	14%	32	18%
Poor instruction	489	30%	257	27%	239	28%	59	34%
Class schedule	492	31%	289	30%	254	30%	55	32%
Class availability	631	39%	356	37%	310	36%	72	41%
Cost of tuition and fees	515	32%	319	33%	277	32%	63	36%
Difficult to balance school/work/family	556	35%	362	38%	251	29%	56	32%
Other	140	9%	92	10%	57	7%	27	16%
Individual Responses	1,608	100%	963	100%	853	100%	174	100%

Figure 8. Obstacles to Academic Goal Attainment (Overall)
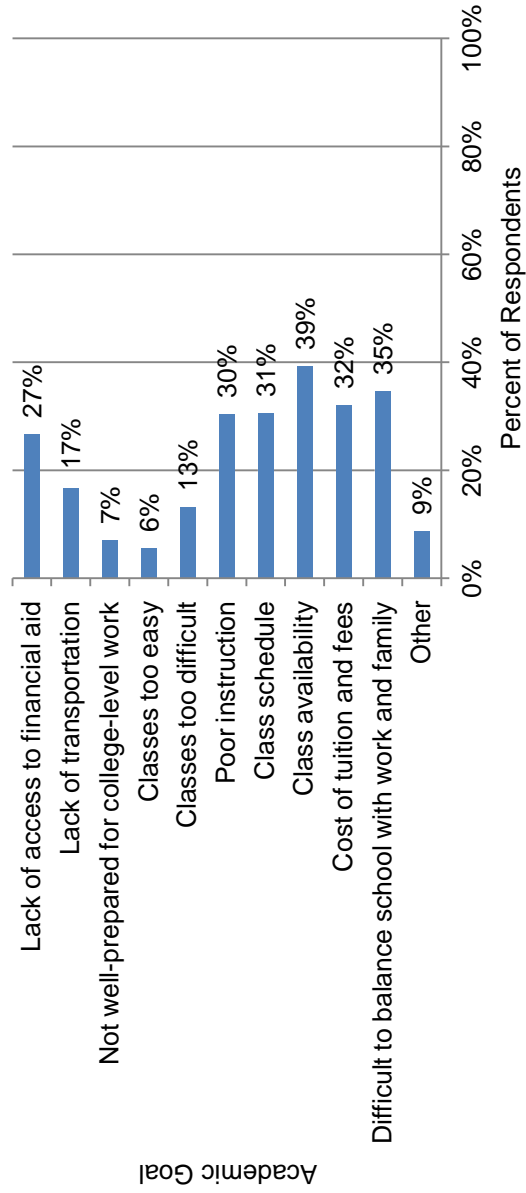
9. If Bellevue College offered a four-year Bachelor's Degree in your area of study, would you consider completing it here?

A majority of students indicated that if given the opportunity they would pursue a bachelor's degree at Bellevue College.

Table 9. Students Interested in Pursuing a Bachelor's Degree at Bellevue College

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	1,015	72%	635	78%	487	70%	123	74%
No	397	28%	176	22%	211	30%	43	26%
Total	1,412	100%	811	100%	698	100%	166	100%

Figure 9. Students Interested in Pursuing a Bachelor's Degree at Bellevue College (Overall)
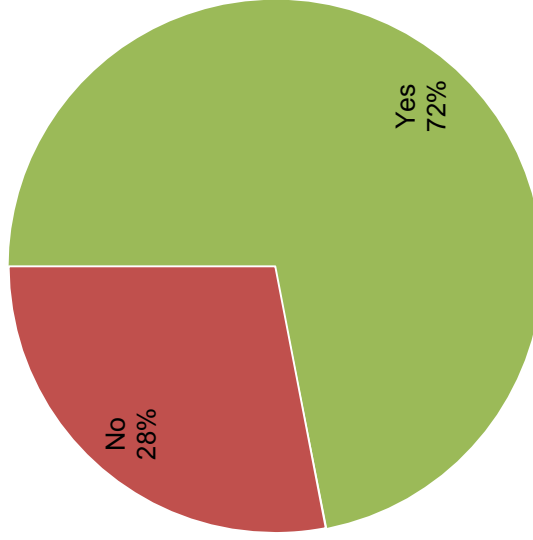
If yes, what is your area of study?

If no, why would you not consider pursuing your four-year degree at Bellevue College?

What areas of study (programs), not currently available, would you most like to see at Bellevue College?

What classes, not currently available, do you wish were offered at Bellevue College?

**Please rate your level of agreement with the following statement.**

10. Bellevue College Student Services actively seeks to provide services that support my ability to achieve my academic goals.

A majority of students indicated that Student Services actively provides services which support the attainment of academic goals.

Table 10. Rating of Services Supporting Goals

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strongly Disagree (1)	45	4%	33	5%	22	4%	6	4%
Disagree (2)	100	8%	61	9%	41	7%	14	10%
Agree (3)	809	68%	475	67%	399	70%	91	62%
Strongly Agree (4)	229	19%	138	20%	109	19%	35	24%
Individual Responses	1,183	100%	707	100%	571	100%	146	100%
Average	3.03		3.02		3.04		3.06	

Figure 10. Rating of Services Supporting Goals (Overall)
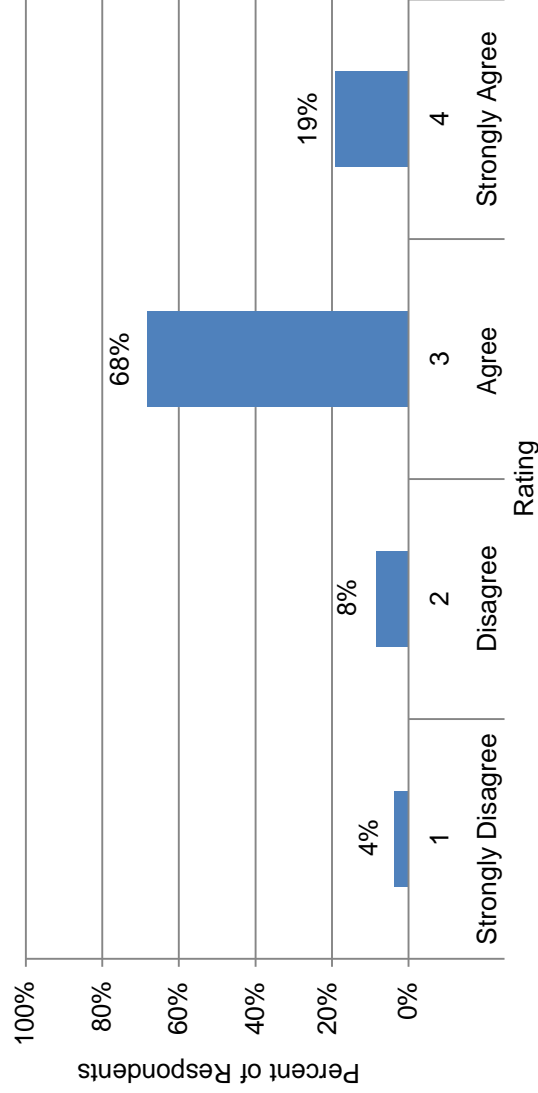
11. Bellevue College Student Services staff members are culturally competent.

A majority of students indicated that Student Services staff members are culturally competent.

Table 11. Rating of Cultural Competency of Staff

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strongly Disagree (1)	25	2%	17	2%	17	3%	4	3%
Disagree (2)	81	7%	49	7%	39	7%	11	8%
Agree (3)	840	71%	499	71%	403	71%	90	62%
Strongly Agree (4)	229	19%	138	20%	108	19%	40	28%
Individual Responses	1,175	100%	703	100%	567	100%	145	100%
Average	3.08		3.08		3.06		3.14	

Figure 11. Rating of Cultural Competency of Staff (Overall)

27
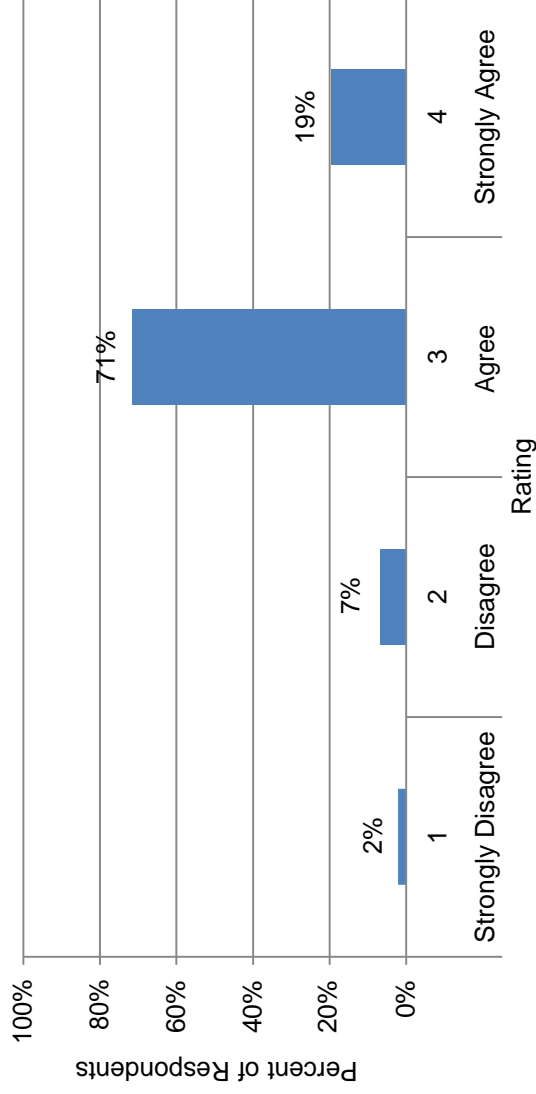
12. Bellevue College Student Services meets my individual needs as a student.

A majority of students indicated that Student Services meets their needs as individual students.

Table 12. Rating of Services Ability to Meet Individual Needs

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strongly Disagree (1)	40	3%	29	4%	17	3%	5	3%
Disagree (2)	150	13%	85	12%	72	13%	26	18%
Agree (3)	781	67%	464	67%	373	67%	85	58%
Strongly Agree (4)	196	17%	118	17%	98	18%	30	21%
Individual Responses	1,167	100%	696	100%	560	100%	146	100%
Average	2.97		2.96		2.99		2.96	

Figure 12. Rating of Services Ability to Meet Individual Needs (Overall)
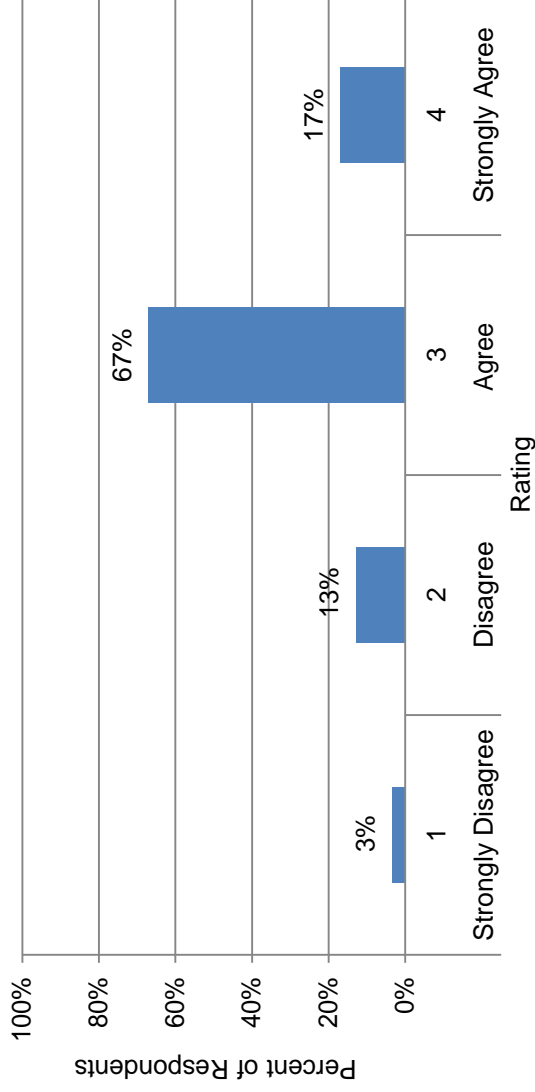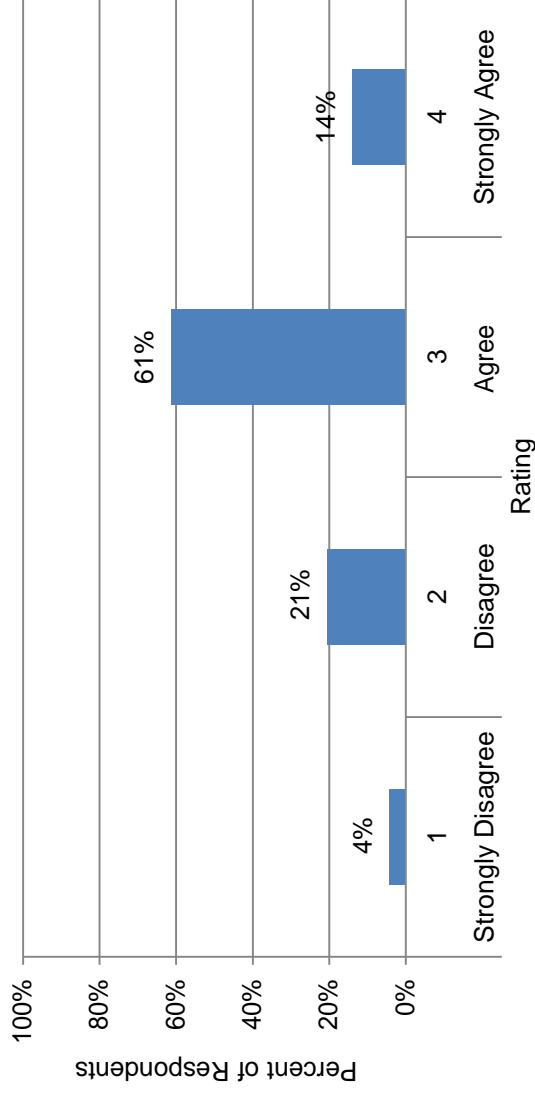
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13. Bellevue College Student Services empowers me through its services and programs to be an engaged and active citizen.

A majority of students indicated that Student Services enables and empowers them to be engaged and active citizens.

Table 13. Rating of Services Ability to Empower Students

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strongly Disagree (1)	40	3%	29	4%	17	3%	5	3%
Disagree (2)	150	13%	85	12%	72	13%	26	18%
Agree (3)	781	67%	464	67%	373	67%	85	58%
Strongly Agree (4)	196	17%	118	17%	98	18%	30	21%
Individual Responses	1,167	100%	696	100%	560	100%	146	100%
Average	2.97		2.96		2.99		2.96	

Figure 13 Rating of Services Ability to Empower Students

14. Respondents were asked to indicate their rating for the importance, accessibility and satisfaction of services and programs provided by Bellevue College as defined below:
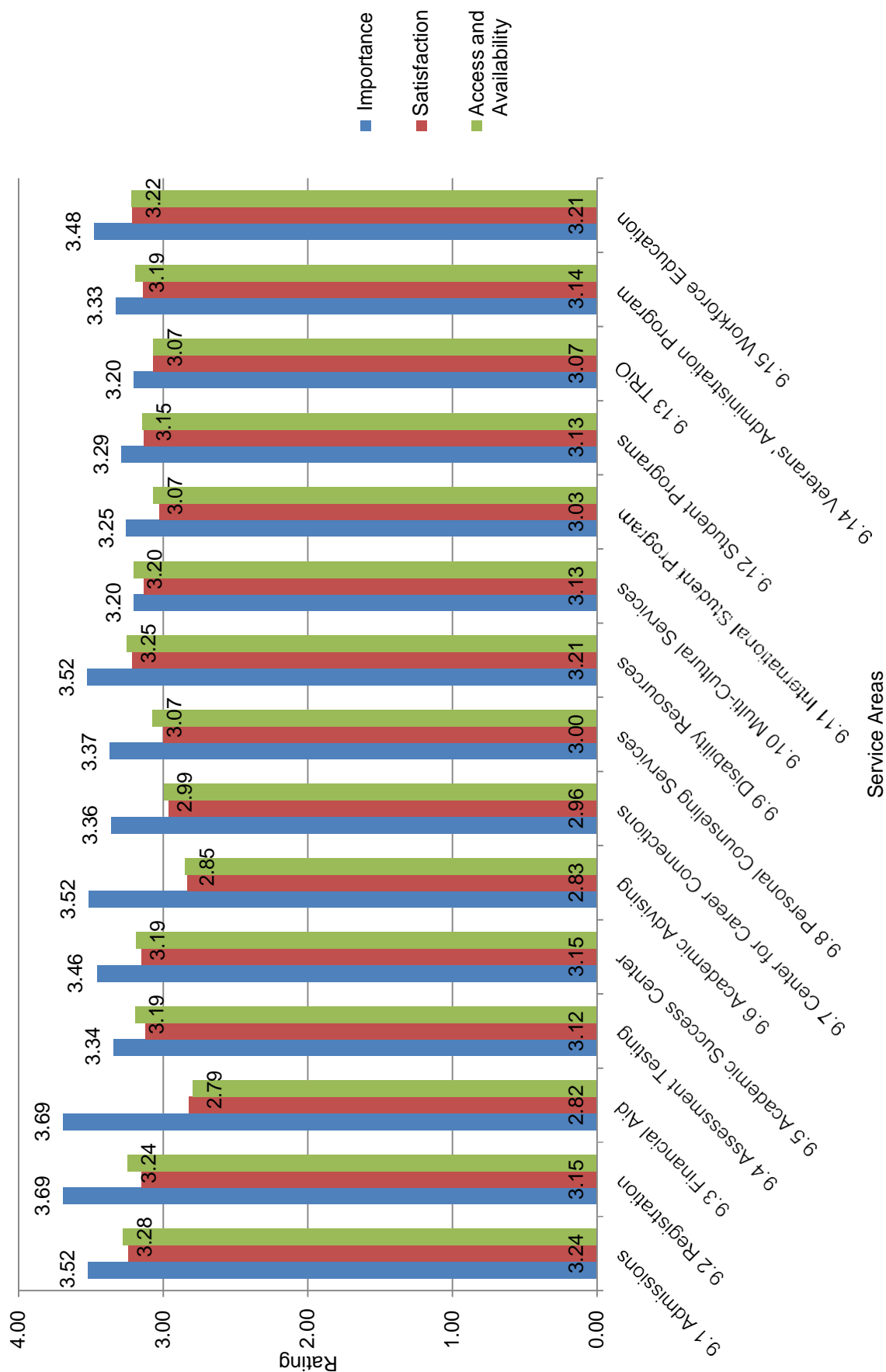
- **Importance of the Service (I)** - Indicate how important the services provided by Student Services are to you (1 = Not Important, 4 = Very Important)
- **Satisfaction with the Service (S)** - Indicate how satisfied you are with the services you are currently receiving (1=Very Unsatisfied, 4=Very Satisfied)
- **Access and Availability of the Service (A)** - Indicate how easy it is for you to access the services provided by Bellevue College (1=Not Accessible, 4=Easily Accessible)

Student segment average responses that are greater than the responses the overall population are highlighted in green in the table below to allow for comparison between student populations. Students over 22 years of age and students identifying with disability on average perceived service areas as more important and were satisfied to a greater degree than the general student body. Minority students also indicated that student were more important but on average were less satisfied than the total population. In terms of access and availability of services, students identifying with a disability indicated on average that services more difficult to use. Students over the age of 22 and minority students perceived that services were more accessible than the average student. Table 14 provides average service area scores for importance, satisfaction, and access and availability.

Table 14. Average Service Area Rankings

Answer	Overall			Over 22 Years of Age			Minority			Disability		
	I	S	A	I	S	A	I	S	A	I	S	A
9.1 Admissions	3.52	3.24	3.28	3.52	3.28	3.32	3.52	3.22	3.28	3.53	3.22	3.21
9.2 Registration	3.69	3.15	3.24	3.70	3.21	3.29	3.63	3.13	3.24	3.77	3.22	3.19
9.3 Financial Aid	3.69	2.82	2.79	3.71	2.86	2.80	3.70	2.87	2.92	3.68	2.89	2.72
9.4 Assessment Testing	3.34	3.12	3.19	3.37	3.17	3.24	3.38	3.11	3.25	3.31	3.06	3.16
9.5 Academic Success Center	3.46	3.15	3.19	3.46	3.22	3.22	3.48	3.16	3.21	3.43	3.17	3.25
9.6 Academic Advising	3.52	2.83	2.85	3.55	2.82	2.79	3.54	2.92	2.95	3.50	2.90	3.08
9.7 Center for Career Connections	3.36	2.96	2.99	3.41	2.98	2.99	3.38	2.97	3.03	3.39	2.93	2.98
9.8 Personal Counseling Services	3.37	3.00	3.07	3.37	3.03	3.06	3.39	3.05	3.09	3.40	2.95	3.09
9.9 Disability Resources	3.52	3.21	3.25	3.55	3.25	3.25	3.44	3.15	3.22	3.63	3.26	3.19
9.10 Multi-Cultural Services	3.20	3.13	3.20	3.20	3.13	3.19	3.23	3.12	3.23	3.31	3.18	3.23
9.11 International Student Program	3.25	3.03	3.07	3.23	3.01	3.03	3.29	3.00	3.03	3.28	3.08	3.15
9.12 Student Programs	3.29	3.13	3.15	3.28	3.14	3.10	3.38	3.14	3.22	3.44	3.22	3.20
9.13 TRiO	3.20	3.07	3.07	3.19	3.05	2.95	3.33	3.12	3.17	3.39	3.11	3.03
9.14 Veterans' Administration Program	3.33	3.14	3.19	3.37	3.19	3.22	3.25	3.08	3.13	3.60	3.49	3.47
9.15 Workforce Education	3.48	3.21	3.22	3.56	3.26	3.23	3.38	3.14	3.21	3.55	3.25	3.17

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Figure 14. Average Service Area Rankings (Overall)

Legend:
- Importance
- Satisfaction
- Access and Availability

Service Area	Importance	Satisfaction	Access and Availability
9.1 Admissions	3.52	3.24	3.28
9.2 Registration	3.69	3.15	3.24
9.3 Financial Aid	3.69	2.82	2.79
9.4 Assessment Testing	3.34	3.12	3.19
9.5 Academic Success Center	3.46	3.15	3.19
9.6 Academic Advising	3.52	2.83	2.85
9.7 Center for Career Connections	3.36	2.96	2.99
9.8 Personal Counseling Services	3.37	3.00	3.07
9.9 Disability Resources	3.52	3.21	3.25
9.10 Multi-Cultural Student Services	3.20	3.13	3.20
9.11 International Student Program	3.25	3.03	3.07
9.12 Student Program	3.29	3.13	3.15
9.13 TRiO	3.20	3.07	3.07
9.14 Veterans' Administration Program	3.33	3.14	3.19
9.15 Workforce Education	3.48	3.21	3.22

Service Areas

Rating

Importance – Satisfaction Gap Analysis

Consumer satisfaction is broadly recognized as critical to measuring the performance of any business, for-profit or non-profit. A gap analysis comparing student satisfaction and importance can assist Bellevue College identify priorities for improvement. The biggest gaps between importance and satisfaction highlight where Bellevue is failing to meet student requirements, and these are the areas the college needs to focus on if it wants to improve student satisfaction.

Tables are sorted in order of priority based on the calculated gap between importance and satisfaction scores. Importance and satisfaction scores greater than one standard deviation **above** the mean score are highlighted in green. Importance and satisfaction scores l than one standard deviation **below** the mean score are highlighted in red.

The overall student population identified Financial Aid, Academic Advising, and Registration as the service areas with the greatest gap between importance and satisfaction. These three areas should be prioritized by Bellevue College for improvement as they have the greatest potential to increase student satisfaction for the greatest number of students.

Table 15. Importance – Satisfaction Gap Analysis (Overall)

Answer	Overall		
	Importance	Satisfaction	Gap
9.3 Financial Aid	3.69	2.82	-0.87
9.6 Academic Advising	3.52	2.83	-0.69
9.2 Registration	3.69	3.15	-0.54
9.7 Center for Career Connections	3.36	2.96	-0.40
9.8 Personal Counseling Services	3.37	3.00	-0.37
9.9 Disability Resources	3.52	3.21	-0.31
9.5 Academic Success Center	3.46	3.15	-0.31
9.1 Admissions	3.52	3.24	-0.28
9.15 Workforce Education	3.48	3.21	-0.26
9.11 International Student Program	3.25	3.03	-0.23
9.4 Assessment Testing	3.34	3.12	-0.22
9.14 Veterans' Administration Program	3.33	3.14	-0.19
9.12 Student Programs	3.29	3.13	-0.16
9.13 TRiO	3.20	3.07	-0.13
9.10 Multi-Cultural Services	3.20	3.13	-0.07

The student population over the age of 22 identified Financial Aid, Academic Advising, and Registration as the service areas with the greatest gap between importance and satisfaction. Financial Aid, Registration, and Workforce Education were the highest rated service areas in terms of importance. TRiO, Multicultural Services, and International Student Programs were the least important services for students over the age of 22. This student segment was most satisfied with Admission, Workforce Education, and Disability Resources and least satisfied with Academic Advising, Financial Aid, and the Center for Career Connections. Table 16 shows Bellevue College Student Services ranked by the gap between importance and satisfaction.

Table 16. Importance – Satisfaction Gap Analysis (Over 22 Years of Age)

Answer	Over 22 Years of Age		
	Importance	Satisfaction	Gap
9.3 Financial Aid	3.71	2.86	-0.85
9.6 Academic Advising	3.55	2.82	-0.73
9.2 Registration	3.70	3.21	-0.50
9.7 Center for Career Connections	3.41	2.98	-0.43
9.8 Personal Counseling Services	3.37	3.03	-0.35
9.9 Disability Resources	3.55	3.25	-0.30
9.15 Workforce Education	3.56	3.26	-0.30
9.5 Academic Success Center	3.46	3.22	-0.24
9.1 Admissions	3.52	3.28	-0.24
9.11 International Student Program	3.23	3.01	-0.22
9.4 Assessment Testing	3.37	3.17	-0.21
9.14 Veterans' Administration Program	3.37	3.19	-0.18
9.13 TRiO	3.19	3.05	-0.14
9.12 Student Programs	3.28	3.14	-0.14
9.10 Multi-Cultural Services	3.20	3.13	-0.06

The minority student population identified Financial Aid, Academic Advising, and Registration as the service areas with the greatest gap between importance and satisfaction. Financial Aid, Registration, and Academic Advising were the highest rated service areas in terms of importance. Multicultural Services, Veterans' Administration Programs, and International Student Programs were the least important services for minority students. This student segment was most satisfied with Admission, the Academic Success Center, and Disability Resources and least satisfied with Financial Aid, Academic Advising, and the Center for Career Connections. Table 17 provides the minority student ranking of Bellevue College Student Services based on the gap between importance and satisfaction.

Table 17. Importance – Satisfaction Gap Analysis (Minority)

Answer	Minority		
	Importance	Satisfaction	Gap
9.3 Financial Aid	3.70	2.87	-0.83
9.6 Academic Advising	3.54	2.92	-0.62
9.2 Registration	3.63	3.13	-0.50
9.7 Center for Career Connections	3.38	2.97	-0.41
9.8 Personal Counseling Services	3.39	3.05	-0.33
9.5 Academic Success Center	3.48	3.16	-0.32
9.1 Admissions	3.52	3.22	-0.31
9.9 Disability Resources	3.44	3.15	-0.29
9.11 International Student Program	3.29	3.00	-0.29
9.4 Assessment Testing	3.38	3.11	-0.26
9.15 Workforce Education	3.38	3.14	-0.24
9.12 Student Programs	3.38	3.14	-0.24
9.13 TRiO	3.33	3.12	-0.22
9.14 Veterans' Administration Program	3.25	3.08	-0.17
9.10 Multi-Cultural Services	3.23	3.12	-0.11

The student population identifying with a disability indicated Financial Aid, Academic Advising, and Registration as the service areas with the greatest gap between importance and satisfaction. Registration, Financial Aid, and Disability Resources were the highest rated service areas in terms of importance. International Student Programs, Assessment Testing, and Multicultural Services, were the least important services for these students. Student identifying with a disability was most satisfied with the Veterans' Administration Programs, Disability Resources, and Workforce Education and least satisfied with Financial Aid, Academic Advising, Personal Counseling Services, and the Center for Career Connections. Table 18 provides the student ranking of Bellevue College Student Services based on the gap between importance and satisfaction.

Table 18. Importance – Satisfaction Gap Analysis (Disability)

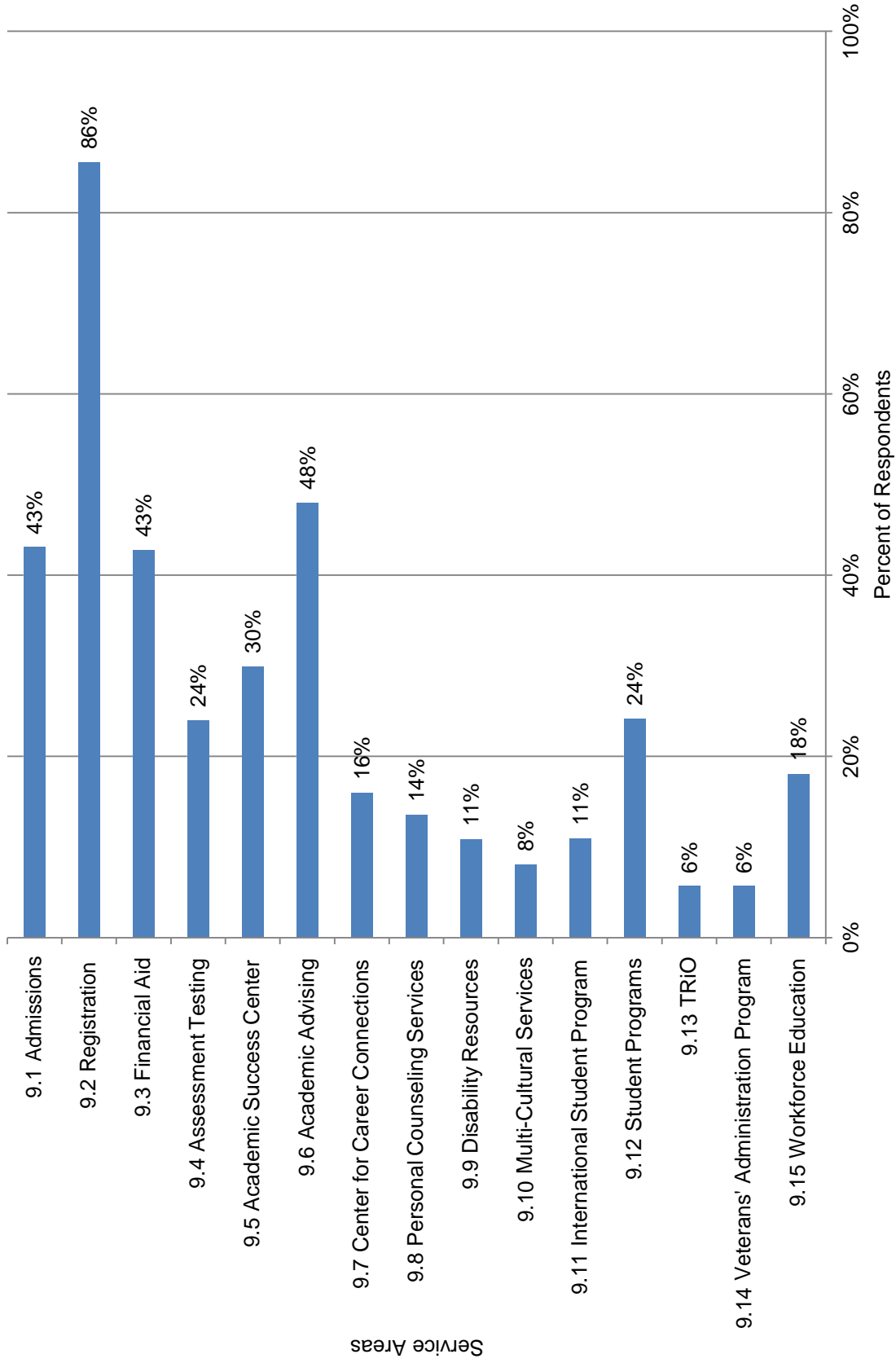| Answer	Disability		
	Importance	Satisfaction	Gap
9.3 Financial Aid	3.68	2.89	-0.79
9.6 Academic Advising	3.50	2.90	-0.60
9.2 Registration	3.77	3.22	-0.54
9.7 Center for Career Connections	3.39	2.93	-0.46
9.8 Personal Counseling Services	3.40	2.95	-0.45
9.9 Disability Resources	3.63	3.26	-0.37
9.1 Admissions	3.53	3.22	-0.31
9.15 Workforce Education	3.55	3.25	-0.31
9.13 TRiO	3.39	3.11	-0.28
9.5 Academic Success Center	3.43	3.17	-0.26
9.4 Assessment Testing	3.31	3.06	-0.26
9.12 Student Programs	3.44	3.22	-0.22
9.11 International Student Program	3.28	3.08	-0.20
9.10 Multi-Cultural Services	3.31	3.18	-0.13
9.14 Veterans' Administration Program	3.60	3.49	-0.11

15. Have you used this Service in the last 3 months?

Segmented student population utilization rates (e.g. Over 22 Years of Age), as measured by affirmative responses, that are greater than the utilization rates of the overall population are highlighted in green in the table below. Students over 22 years in age used the in-scope service in a comparable manner as students overall. Minority students and students identifying with a disability utilize Bellevue College Student Services to a greater degree than the general student body indicating these services may be more critical to these populations. Table 19 provides service utilization rates by student population.

Table 19. Service Utilization

Answer	Overall		Over 22 Years of Age		Minority		Disability	
	Number Using Service	Affirmative Response	Number Using Service	Affirmative Response	Number Using Service	Affirmative Response	Number Using Service	Affirmative Response
9.1 Admissions	425	43%	260	43%	221	48%	58	49%
9.2 Registration	832	86%	508	87%	385	85%	97	82%
9.3 Financial Aid	414	43%	294	50%	222	49%	57	49%
9.4 Assessment Testing	229	24%	135	24%	136	31%	26	23%
9.5 Academic Success Center	281	30%	163	29%	163	37%	35	30%
9.6 Academic Advising	450	48%	285	50%	221	51%	53	46%
9.7 Center for Career Connections	147	16%	99	18%	81	19%	21	19%
9.8 Personal Counseling Services	123	14%	72	13%	75	18%	15	14%
9.9 Disability Resources	98	11%	66	12%	41	10%	57	48%
9.10 Multi-Cultural Services	73	8%	41	8%	60	14%	16	14%
9.11 International Student Program	99	11%	41	8%	85	20%	8	7%
9.12 Student Programs	221	24%	106	19%	136	32%	36	32%
9.13 TRiO	51	6%	26	5%	40	10%	6	5%
9.14 Veterans' Administration Program	51	6%	42	8%	23	5%	13	12%
9.15 Workforce Education	165	18%	153	28%	83	19%	28	25%

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Figure 15. Service Utilization (Overall)

Service Areas

Percent of Respondents

Service Area	Percent
9.1 Admissions	43%
9.2 Registration	86%
9.3 Financial Aid	43%
9.4 Assessment Testing	24%
9.5 Academic Success Center	30%
9.6 Academic Advising	48%
9.7 Center for Career Connections	16%
9.8 Personal Counseling Services	14%
9.9 Disability Resources	11%
9.10 Multi-Cultural Services	8%
9.11 International Student Program	11%
9.12 Student Programs	24%
9.13 TRiO	6%
9.14 Veterans' Administration Program	6%
9.15 Workforce Education	18%

BOARD OF TRUSTEES

COMMUNITY COLLEGE DISTRICT VIII

BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held, March. 5, 2014 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 1:00 p.m. Marie Gunn announced that there would be an executive session for approximately 60 minutes to discuss with legal counsel representing the agency litigation or potential litigation, collective bargaining and the evaluation of state employees. The executive session was extended and adjourned at 2:15 p.m.

STUDY SESSION

Janis Machala presented a study session on the continuing education program.

BUSINESS SESSION

The business session was called to order at 3:02 p.m.

I. **ROLL CALL**

Ms. Gunn, Mr. Miller, Ms. Orrico, Ms. Heu-Weller and Ms. Dzhuraeva were present. Dr. Chin participated via conference call.

INTRODUCTIONS

David L. Rule, President	Bruce Marvin, Asst. Attorney General
Lisa Corcoran, Executive Asst. to the President	Russ Beard, Vice President of Information Resources
Paula Boyum, Vice President of Economic & Workforce Development	Yoshiko Harden, Vice President of Diversity
Laurence Herron, Interim Vice President of Institutional Advancement	Aaron Hilliard, Vice President of Human Resources
Patricia James, Associate Vice President of Effectiveness and Strategic Planning	Ata Karim, Vice President of Student Services
Tom Nielsen, Vice President of Instruction	Ray White, Vice President of Administrative Services
Doug Brown, President, BCAHE	Jan Ng, Classified Employee Representative
Sarah Langton, BC Foundation President	Jeff Brunson, Executive Director, Continuing Education
Jim Bryan, Director, Business Training Institute, Continuing Education	Janis Machala, Dean, Continuing Education
Jennifer Werry, Administrative Services Manager, Continuing Education	Marci Muhlestein, Program Manager, OLS Program

Radhika Seshan, Executive Director CE programs	Sarah Knox, Administrative Assistant to the Vice President of Administrative Services
Zawdie Stephens-Terry, ASG President	Ana Blackstad, Dean, Student Services
Kyra Olson, Administrative Assistant to the Vice President of Economic and Workforce Development	Rebecca Chawgo, Director of Development, Bellevue College Foundation
Michael Stuart, student	Leslie Mayo, ASG Vice President of Finance and Communication
Mark Waterbury, Faculty	Miranda Kato, Ombuds
Sue Miller, Faculty	Katherine Oleson, Faculty
Laura Noodleman, Faculty	Jean Pauley, Faculty
Kelly Elsenbaumer, Faculty	Jan Anderson, Faculty
Kate Casprowiak, Faculty	Greg Damico, Faculty
Scott Bessho, Faculty	Ivan Breen, Faculty
Brandon Lueken, Student Programs	Jason Fuller, Faculty
Steve Martel, Faculty	Brian Casserly, Faculty
Cadi Russell-Sauve, Faculty	Tabitha Stewart, LMC
Anne Stewart, Faculty	Carol Anderson, Faculty
Ray Butler, Faculty	Leslie Lum, Faculty
Judith Paquette, Faculty	

II. **CONSENT AGENDA**

Vicki Orrico moved to approve the consent agenda. Merisa Heu-Weller seconded.

The consent agenda was approved unanimously.

III. **CONSTITUENT REPORTS**

Faculty Report

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

- Doug Brown introduced Greg Damico, adjunct faculty in Philosophy, who won the Rockefeller prize.
- Presented on the concerns regarding adjunct faculty.
- Issues regarding salary as compared to the national salaries.

Classified Staff Report.

Jan Ng, representing classified staff for Becky Turnbull, reported on the following items:

- Welcomed Aaron Hilliard and expressed appreciation for his participation in the classified staff professional development day. There were over 180 participants in activities that day.
- Requested support in advocating for an increase of state workers salary.
- Thanked president's office for interpreters and president's parking space for first week of spring quarter and administrative services for 4 hours of flex car usage.
- Expressed appreciation for emergency preparedness day.

ASG Report

Zawdie Terry, ASG President, reported on the following items:

- Acknowledged the passing of the Hope Act in the Washington state legislature.
- Establishing food pantries for students who don't have financial access to on campus food.
- Assessing issues with ASG institutional history and trying to maintain historical info so that officers aren't starting over every year.

Foundation Report

Sarah Langton, President of the Bellevue College Foundation, reported on the following items:

- Implementing strategic plan for the foundation.
- Expanding Major gifts program
- Targeted appeals.
- Luncheon sponsorship amount has surpassed last year at this point.
- Update on luncheon including Angel Donors. Starts at $500 donation for angel donors.
- Scholarship applications are now open. Scholarship read day is scheduled for May 22nd.

IV.   **MONITORING REPORTS**

The board reviewed the submitted monitoring reports.

V.   **ACTION ITEMS**

A. Tenure recommendations for the 2014-15 Academic Year
    Tom Nielsen presented the tenure recommendations for the 2014-15 academic year.

Motion 05:14

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

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Ross Brown, Arts and Humanities (Art).

The motion passed unanimously.

Motion 06:14

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

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Katrina Casprowiak, Arts and Humanities (Art).

The motion passed unanimously.

Motion 07:14

It was moved by Merisa Heu-Weller and seconded by Vicki Orrico that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Jason Fuller, Science (Biology).

The motion passed unanimously.

Motion 08:14

It was moved by Takhmina Dzhuraeva and seconded by Steve Miller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Melissa Massie, Arts and Humanities (World Languages).

The motion passed unanimously.

Motion 09:14

It was moved by Steve Miller and seconded by Merisa Heu-Weller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Belle Nishioka, Counseling (Counseling).

The motion passed unanimously.

Motion 010:14

It was moved by Vicki Orrico and seconded by Merisa Heu-Weller that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Cadi Russell-Sauvé, Library Media Center (Library).

The motion passed unanimously.

Motion 011:14

It was moved by Merisa Heu-Weller and seconded by Takhmina Dzhuraeva that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Saghar (Sara) Sepheri, Science (Physics).

The motion passed unanimously.

Motion 12:14

It was moved by Takhmina Dzhuraeva and seconded by Vicki Orrico that:

The Board of Trustees of Community College District VIII hereby grants tenure for the 2014-15 academic year to Chad White, Science (Biology).

The motion passed unanimously.

B. Policy 3655: Use of Human Participants in Research Activities
    Patricia James, Associate Vice President, Effectiveness & Strategic Planning, presented the recommended changes to policy 3655.

Motion 13:14

It was moved by Vicki Orrico that the Board of Trustees of Community College District VIII approve Policy 3655 – Use of Human Participants in Research Activities as revised. Steve Miller seconded.

The motion passed unanimously.

VI. **BOARD REPORTS**

ACCT – Vicki Orrico and Dave Rule attended the ACCT Legislative conference in Washington DC. Legislators were distracted due to the snow storm.

TACTC Legislative Committee – Vicki may serve as co-chair of the Legislative Action Committee (LAC) of the TACTC. Steve noted that the legislature is still in session.

Foundation Liaison – Merisa encourages strong support for luncheon

Individual Member Reports –

PRESIDENT'S REPORT

Accreditation update – Notified by NWCCU that the three year report is going to change. Specific changes have not yet been identified by the commission. BC has decided to stay on course with current report.

College emergency planning day was successful. Bellevue fire, police, emergency operations center, and 911 operators were included.

Russ Beard was acknowledged for his work on upgrading the wireless network. Russ also represented the college has part of a delegation of community college leaders who travelled to North Africa.

Bellevue College faculty, Tim Jones along with BC students participated the Freedom Road trip which visited historically significant sites for the civil rights movement.

Yoshiko Harden is taking a group of faculty, staff and students to hear from Dr. Cornel West in Everett on March 6th.

Dave Rule participated in the ACCT/AACC National Legislative Summit in Washington, D.C. and noted that the workforce program was able to make connections with Senator Murray's office during the conference.

Dave Rule and Lisa Chin participated in the New Profit Gathering of Leaders Conference – and were introduced to world of social entrepreneurship.

VII. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

VIII. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 4:25 p.m.

_____
Marie Gunn, Chair
Board of Trustees

ATTEST:

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

STUDENT SUCCESS

TRANSITIONS IN DEVELOPMENTAL MATH AND ENGLISH, FALL 2013 TO SPRING 2014

The February and March Student Success Monitoring reports described characteristics of students enrolled in developmental math and English courses fall 2013. This report follows the students from selected courses in each of those areas into spring 2014.

Baseline

Chart 1. Shows the demographics of all fall 2013 students in Math 098 – Essentials of Intermediate Algebra and ENGL 072 – Developmental English.

- The most notable differences between the two courses are apparent in Asian and White populations.

Chart 1. Distribution of Enrollments by Race/Ethnicity in Math 098 and Engl 072 Fall 2013

Legend:
- Missing
- White
- Multi-racial
- Hispanic
- Asian
- Am In/Pac Isl/Other
- African American

Math 098 (n=418): Missing 6.0%, White 48.1%, Multi-racial 5.3%, Hispanic 13.4%, Asian 14.6%, Am In/Pac Isl/Other 4.3%, African American 8.4%

ENGL 072 (n=86): Missing 1.2%, White 17.4%, Multi-racial 1.2%, Hispanic 11.6%, Asian 61.6%, Am In/Pac Isl/Other 1.2%, African American 5.8%

Chart 2. Percentages of fall Pre-college Math 098 and English 072 Students Transitioning to College-level Courses by Race/Ethnicity

Race/Ethnicity	% of Fall Math 098 enrolled in college-level math	% of Fall Engl 072 enrolled in college-level English
African American	40.0%	60.0%
Am In/Pac Isl/Other	22.2%	100.0%
Asian	29.5%	58.5%
Hispanic	30.4%	40.0%
Multi-racial	31.8%	100.0%
White	27.4%	66.7%
Missing	36.0%	0.0%
All Categories	29.7%	58.1%

Transitions

By spring 2014, 68.4% of Math 098 and 84.9% of Engl 072 students continued to be enrolled in those disciplines (**Chart 2**).

- 29.7% of Math 098 students were in college-level math compared to 58.1% of Engl 072 in college-level English classes.

- African American students (Math 098 n=35) demonstrated the highest proportion of those transitioning to college-level math than any other race/ethnicity (40.0%). (The two populations at 100% had only one student each.) White and African American students had the highest proportions transitioning to college-level English.

Next Steps

Over the past several weeks, two cohorts of new-to-BC student data have been loaded into the AACC Voluntary Framework of Accountability—fall 2007 and fall 2011. These cohorts are further subdivided into *Credential-seeking* and *First-time-in college sub-cohorts.* All cohorts are disaggregated by gender, race/ethnicity, Pell status, enrollment status (full-time/part-time), and college-ready status. Students are tracked through multiple measures, including developmental math and English, on to completion. Each year, new cohorts will be added to this tool providing the college with baselines and benchmarks for monitoring student progress to goal attainment as well as basic elements describing profiles of success to assist with advising students. This effort will result in a publicly available dashboard—going "live" in June—and will be the focus for the next Student Success Monitoring Report.

Report by: Patty James, Associate Vice President, Effectiveness and Strategic Planning
patricia.james@bellevuecollege.edu

INSTRUCTION

CONTINUED GROWTH AND DEVELOPMENT OF ALLIED HEALTH PROGRAMS

Key Points

- The former Health Professions Department has changed its name to **Allied Health** to better align with common healthcare language as well as with professional and accreditation standards.
- The Allied Health Department has established a new AAST - Allied Health, which can facilitate student transition to related baccalaureate programs at Bellevue College and beyond.
- The Allied Health Department currently supports five programs: Clinical Laboratory Assistant, Emergency Department Technician, Health Unit Coordinator, Medical Administration, and Phlebotomy.
- Many students in Allied Health programs are funded through Workforce Education's income-dependent programs such as WorkFirst and Washington State Basic Food Employment and Training (BFET). The Allied Health Department provides a pathway to family-wage jobs for many local residents.
- Many students who enroll in Allied Health classes continue on into related disciplines, such as nursing, and may not show as "completers" within Allied Health. Enrollment in entry and exit courses across our five programs indicates that the department enrolled 633 students in 2012-13. These programs are considered "high demand" by the Department of Labor; thus, continued enrollment increases are projected at 12-17%.
- The Allied Health Department is in the process of hiring its first fulltime tenure track faculty member. Prior to this, the department has been entirely staffed by adjunct instructors. The addition of a fulltime faculty member, along with the Department Director Dave Rex and Program Manager Chelsea Jones, provides a stable foundation for the programs.

Next Steps

- The Allied Health Department is planning expansion into several additional high demand areas. In particular, the department has completed initial research, development and prospectus for programs in Medical Assisting and Medical Information Billing & Coding. The department is also researching a program for Patient Advocate, which is a new career track supported through the adoption of the Affordable Care Act and its new criteria.
- The department is actively seeking options to further stabilize and expand its offerings by establishing a clinical coordinator position, relieving adjunct faculty of these extra duties and providing a central and consistent resource to Bellevue College students and healthcare partners.

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

ECONOMIC AND WORKFORCE DEVELOPMENT

BASIC FOOD EMPLOYMENT AND TRAINING (BFET)

Key Points

- The Basic Food, Employment and Training program (BFET) administered by the Department of Social & Health Services (DSHS), provides access to employment, training and support services for food stamp recipients pursuing professional/technical certificates and degrees. DSHS and the SBCTC partner to operate the BFET program with 31 non-profits & 34 community and technical colleges participating statewide. The program requires a 50% non-federal match.
- Since BFET started statewide in 2005/06, more than 45,000 individuals receiving food benefits have been served with employment training and support services. The program has brought in over 30 million new dollars to local nonprofits and community and technical colleges to deliver program specific services.
- Since BC launched a BFET pilot in winter 2007, enrollment grew by 450% by 2014 with an average retention rate of 75%.

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Head counts	148	227	353	464	582	686	669
Retention	not available		74.0%	75.8%	79.4%	73.3%	not avail.

- DSHS recent job placement outcomes for BC reflect a 73% placement rate.
- In 2013-14 BC received $1,097,600 in BFET funds. Additionally BC has requested and expects to receive an additional $310,465 in funds for this program year.
- BC's BFET staff and strong program design continue to provide technical assistance to colleges new to BFET. SBCTC staff frequently contact BC for technical expertise regarding efficiencies and required SBCTC support as the program continues to become operational statewide.

Next Steps

- Continue to provide statewide leadership and guidance to SBCTC staff regarding program improvements and operational consistency among colleges.
- Improve and streamline administrative processes including mapping of student and workflow.
- Ensure that all staff are trained in BFET complex management and reporting requirements.
- Analyze and use data to improve assessment tools to determine student college readiness and and improve completions.

Report by: Paula Boyum, Vice President of Economic & Workforce Development
paula.boyum@bellevuecollege.edu

STUDENT SERVICES

WINTER QUARTER 2014: ACCOMPLISHMENTS

Athletics: Men's and women's basketball teams qualified for NWAACC Basketball Championships. Jeremy Eggers named the North Region Coach of the Year.

Counseling Center: Contacted 845 students on Academic Probation. Met 78% of students facing academic dismissal. Taught 36 sections of Human Development classes with 87% fill rate.

Disability Resource Center served 1162 students via Autism Spectrum Navigator Program: Retention@**96%**, Completion@**79%**, GPA **3.17**.

Enrollment Services: 3190 applications processed for winter 2014 credit students (2201 registered); 6946 in-person interactions at ERS front desk**.**

Entry & Academic Advising Services assisted **6,663** students via one-on-one appointments, email, phone appointments and group information sessions.

Evaluations processed 990 applications for spring quarter graduation, a 12.5% increase. 1385 course-prerequisite evaluations for students with credits from other colleges/universities.

Financial Aid improved processing time to **1-2 weeks** down from 3-4 weeks in 2013. **36%** increase in files reviewed Winter Quarter 2014 compared to 2013.

International Student Programs: 18% out of the 688 International academic students had 4.0 GPA; 33% had 3.55 to 3.99 GPA's; 50% of the total ISP academic students' GPA's were between 3.55 and 4.0.

Multicultural Services served over 600 unduplicated students Winter Qtr. Started its 11th CSI cohort. Held its 2nd Annual Latino and African American Family College Planning Nights.

Running Start enrollment increased **8%** over last academic year. New Student/Parents Orientation Registration and an online New Student College Ready Workshop were implemented.

Student Programs & Activities held 146 Events & served 8257 students. Number of students served in-office including Peer Assisted Leadership Services: 3985.

Student Success Management Team (TRiO, HSP, & Advising) assisted Institutional Research proctor the Community College Survey of Student Engagement (CCSSE) in 17 classes.

Testing Services: 1830 students took the COMPASS English and/or math placement tests. 73% placed into ENGL& 101.

TRiO established Paul Chiles Spirit of TRiO Award to honor Paul's dedication. TRiO led an expanded Math & English Boot Camp that served 56 BC students.

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

OFFICE OF EQUITY AND PLURALISM

EDUCATIONAL EQUITY AND LEADERSHIP INSTITUTE (EELI)

The Educational Equity and Leadership Institute (EELI) is a new initiative led by Dr. Sayumi Irey, Librarian, in partnership with the Office of Equity and Pluralism and the President's Office. The institute's purpose is to promote collaborative practices and strategies to increase recruitment and retention of the members of historically disenfranchised and underrepresented professionals employed in community and technical colleges in Washington State. Groups include, but are not limited to, those of racial and ethnic-minority backgrounds, persons with disabilities, and those identifying as Lesbian, Gay, Bi-sexual, Trans/transgendered, and Queer (LGBTQ). The American Association of Community Colleges (AACC) reports that 75 percent of current community college presidents plan to retire within the next 10 years. A similar trend is occurring among vice presidents.

This leadership need is more immediate among staff, faculty, and administrators of color. In Washington State, there are notable efforts being made by the Washington Executive Leadership Academy (WELA) and Community Colleges of Spokane (CCS). However, according to Cindy Hough, Washington Executive Leadership Academy (WELA) director, over 80% of WELA participants have been white professionals. Data provided by the Washington State Board for Community and Technical Colleges (SBCTC). Data (see lists of data #1) illustrates the disparities between whites and people of color in the CTC system. Currently, there is no systemic pipeline in place to prepare under-represented groups to compete for and obtain executive leadership positions.

EELI will launch in summer 2014 at Bellevue College with a cohort of 8-10 participants. Participants will attend a 2-day retreat, attend five professional development sessions during the 2014-15 academic year, and attend the Washington State Faculty/Staff of Color conference.

1. Percent of Employees and Washington State Population of Color Community & Technical Colleges - State Funded

2012	White	People of Color
Washington Population	71.6 %	28.4 %
Full time faculty	85.9 %	14.1 %
Part time faculty	89.1 %	10.9 %
Classified/Support	77.0 %	23.0 %
Administrative/Exempt	83.1 %	16.9 %
President/Chancellor	83.3%	16.7%

Report by: Yoshiko Harden, Vice President for Diversity/Chief Diversity Officer
Yoshiko.harden@bellevuecollege.edu

FOUNDATION

Key Points

- The foundation's 2014 Become Exceptional Luncheon is April 30th at Meydenbauer. To date, Luncheon Chair Amy Hedin and her team of foundation board and community members have secured $148,675 of the $150,000 goal for sponsorships. The anticipated attendance is 600.
- Annual and restricted giving activities continue to expand. These are dual purpose appeals; marketing and soliciting donations. To date, targeted appeals have focused on OLS Program, Veterans Program, Mini-grants and Autism Spectrum Navigator. Work has also been done to aid in fundraising for Central Sound Regional Science Fair, Hunger Relief Fund, DreamScholarship for Undocumented Students, Veterans Resource Network, Men's Soccer, TestFest, Drama Program and BioScience Molecular Consortium Workshop.
- The application process for annual scholarships has closed. The foundation looks to award over 40 scholarships for the for the 2014/15 school year.
- A lunch for the foundation's Emeritus Board was held in March. It featured a panel discussion moderated by Dr. Rule. The panel was composed of representatives from various decades of BC's history, including an original trustee and the first president of the foundation, Pat Duffy. The group is proving to be a valuable resource for reuniting past trustee and foundation board leaders in service for the foundation and the college.

Next Steps

- The foundation will participate in the Seattle Foundation's GiveBig Day May 6th.
- The second BC Quarterly event will take place May 21st and feature Ross Brown's sculpture class pouring a bronze sculpture. The BC Quarterly events are cultivation events designed to deepen patrons relationships with Bellevue College. There is no direct ask associated with these events.
- Scholarship Read Day, when Trustee and Foundation Board members and volunteers review and assess applications for Foundation scholarships, is scheduled for May 22nd.
- Planning is underway for a fundraising dinner benefitting the Veterans' Program. The foundation is assisting Veterans' Program staff with this event scheduled for the evening of May 22nd.
- The foundation is leading the group planning a new campus-wide event, recognizing all Advisory Board or Advisory Council members. Staff is currently compiling a list of all the groups throughout campus. The event is scheduled for Thursday, June 5th from 4:30 p.m. to 6:00 p.m.
- Initial planning is in process for a fundraising event benefitting Interior Design in conjuction with the program's Senior Showcase.
- The foundation will host a reception following commencement for students, families, and faculty on June 20th.

Report by: Rebecca Chawgo, Director of Development
rebecca.chawgo@bellevuecollege.edu

CAPITAL FACILITIES

T-Building Construction – The T-Building construction is progressing and is on schedule for completion in spring 2015. The columns and floor decks are being poured and integrated with the plumbing, electrical, and mechanical work.

The capital projects team is working with vendors to procure the furniture and equipment and coordinating with BC's Health Science departments to establish a transition plan. The team has also engaged the Arts Commission to begin the selection for an artist and project.

B Building Remodel: Completion – Construction began in October 2013 and was completed April 30th. The remodel includes a renovated BC Store and Testing Center for Bellevue College. The BC Bookstore, DRC, and Testing Center will be moving into the new space the first week of May.

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 to a residence campus.

Research is ongoing and includes a series of field trips for the 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. The site plan was approved by the City of Issaquah, February 4, 2014.

Report by: Ray White, VP for Administrative Services
ray.white@bellevuecollege.edu

ENROLLMENT REPORT

TOTAL ENROLLMENT WINTER QUARTER 2014

Description

The college continually monitors and analyzes enrollment statistics and trends, particularly during registration and enrollment periods. Enrollment updates are regularly provided to the entire college during that time. Downward and upward trends are analyzed, and strategies are put into place to address areas of concern.

As part of the strategic enrollment and planning process, each quarter, an enrollment report for all fund sources (state-funded, self-support and other) is compiled for review and discussion. The final winter enrollment report is being presented to the Board of Trustees.

Key Questions

* Was the college's enrollment target for state funded and self-support FTES met for Winter Quarter 2014, and how did that performance compare to Winter Quarter 2013?
* Were there any areas of enrollment that experienced significant differences (increase or decrease for Winter Quarter 2014?

Analysis

The report for winter quarter 2014 shows a slight overall increase in FTES with almost all areas exceeding internal enrollment targets. Assuming this trend continues through the balance of 2013-14, and as Bellevue College continues to maintain significant "over-enrollment" beyond the state allocation, state targets for the year should easily be met or exceeded.

For Winter 2014, the college exceeded its target by 162.4 FTES or 1.6%

- Arts and Humanities Division exceeded their target by 21.8 FTES or 0.7%
- IBIT (Business) Division was down from their target by 4.7 FTES or 0.4%
- Health Science Division exceeded their target by 6.7 FTES or 0.9%
- Science Division exceeded their target by 22.4 FTES or 0.8%
- Social Science Division exceeded their target by 22.8 FTES or 1.2%
- Other Programs exceeded their target by 93.3 FTES or 13.1%
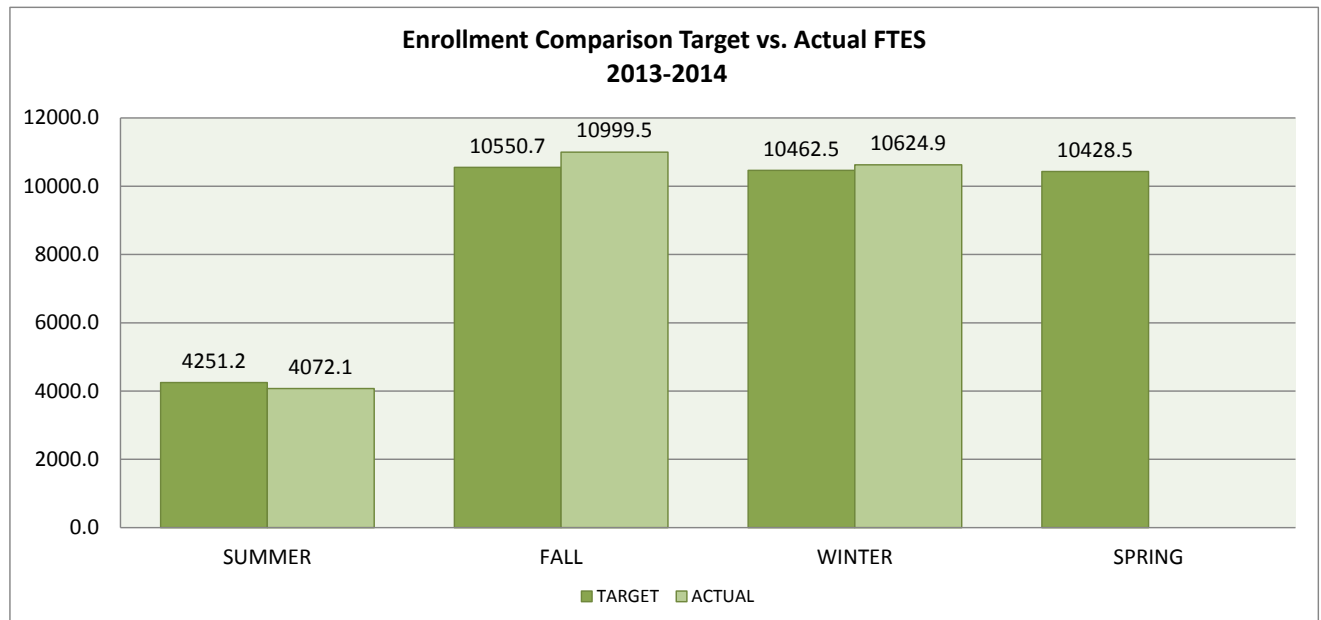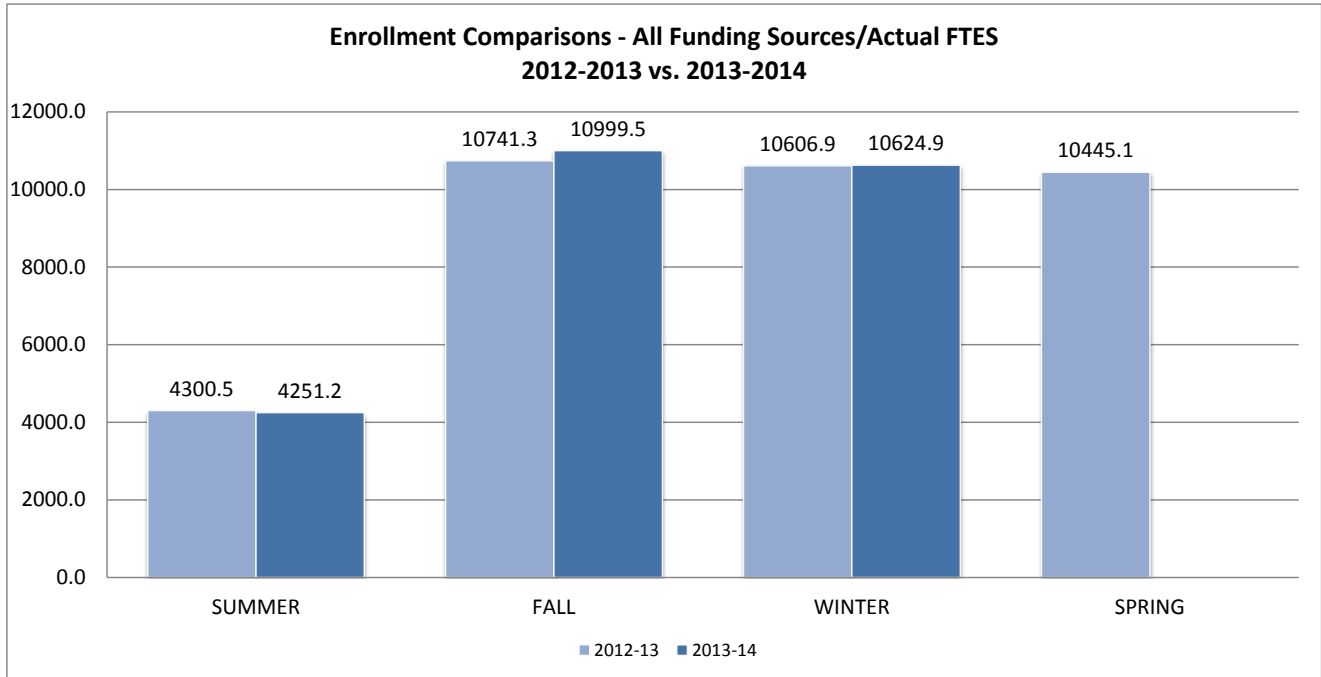
Background/Supplemental Information

Attachment A:

* Enrollment Comparison: Target vs. Actual FTES – Winter Quarter 2014
* Enrollment Comparison For All Funding Sources: Actual FTES 2013-2014 vs. 2012-2013

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

BELLEVUE COLLEGE
Become Exceptional

TOTAL COLLEGE				
All Divisions & Miscellaneous Programs	**Winter FTES Target**	**Actual FTES**	**# Difference**	**% Difference**
	10463	10625	162.4	1.6%

Division	Winter FTES Target	Actual FTES	# Difference	% Difference	Division	Winter FTES Target	Actual FTES	# Difference	% Difference
Arts & Humanities	**3038**	**3060**	**21.8**	**0.7%**	**Business (IBIT)**	**1054**	**1050**	**-4.7**	**-0.4%**
Humanities	0	0	0.0	0.0%	Accounting-Paraprofessional	129	113	-15.3	-11.9%
Art	199	217	17.5	8.8%	Sustainable Business Practices	2	17	14.9	743.0%
Applied Linguistics	0	0	0.0	0%	Information Tech	35	54	19.1	54.6%
Communications	395	437	41.4	10.5%	Business Management	244	204	-39.6	-16.3%
Dance	34	15	-18.8	-55.9%	Marketing	76	68	-8.0	-10.6%
Drama	57	48	-8.9	-15.5%	Business Tech System	187	176	-10.4	-5.6%
English	1003	1003	-0.8	-0.1%	Business Intelligence	46	71	24.7	53.6%
World Language	331	367	36.4	11.0%	Network Services	50	54	4.0	8.0%
Interdisciplinary	0	0	0.0	0.0%	Programming	78	119	40.7	52.2%
Interior Design	91	81	-9.9	-10.9%	Database Admin	0	0	0.0	0.0%
Music	191	157	-34.4	-18.0%	Technical Support	32	18	-14.3	-44.6%
Philosophy	183	193	10.3	5.6%	Digital Media Arts	177	157	-20.3	-11.5%
ABE/GED	108	124	15.6	14.4%					
DEVED/ID	5	0	-4.5	-100.0%					
Experiential Learning	18	16	-1.9	-10.5%					
ESL	421	401	-20.0	-4.8%					
Health Sciences	**785**	**791**	**6.7**	**0.9%**	**Science**	**2980**	**3002**	**22.4**	**0.8%**
Diagnostic Ultrasound	31	40	9.5	31%	Astronomy	192	191	-0.8	-0.4%
Early Childhood Educ	18	31	12.9	72%	Biology	611	617	6.0	1.0%
Education	24	30	6.0	25%	Botany	22	23	0.8	3.6%
Health	56	49	-6.9	-12%	Chemistry	389	416	26.9	6.9%
Indiv Studies	0	0	0.0	0%	Computer Science	94	102	8.0	8.5%
Imaging	0	0	0.0	0%	Environmental Science	48	55	6.3	13.2%
Nursing	119	100	-19.1	-16%	Engineering	41	41	0.5	1.3%
Nuclear Medicine Tech	11	11	0.1	1%	Geology	62	72	9.6	15%
Parent Ed	0	0	0.0	0%	I.D. Math	477	403	-74.1	-15.5%
Physical Development	109	114	4.9	5%	Math	780	834	54.0	6.9%
Radiologic Technology	61	59	-2.4	-4%	Meteorology	34	35	0.7	1.9%
Radiation Therapy	21	20	-1.0	-5%	Oceanography	40.33	41.2	0.9	2.2%
Recreation Education	0	0	0.0	0%	Physics	189.2	172.8	-16.4	-8.7%
Health Professions	140	146	6.2	4%					
Radiation Mgmt/Tech	28	36	8.6	31%	**Other Programs**	**710**	**803**	**93.3**	**13.1%**
Neuro Diagnostic Tech	16	13	-3.2	-20%	Alcohol/Drug	42	47	4.59	10.9%
Medical Informatics	0	0	0.0	0%	BAA Interior Design (FS5)	76	49	-26.47	-34.9%
Parent Education	152	143	-8.9	-6%	BAS Radiation (FS5)	0	3	3.40	0.0%
Social Science	**1896**	**1919**	**22.8**	**1.2%**	BAS Hlthcr Tech Mng (FS5)	5	18	12.99	243.3%
Criminal Justice	89	84	-4.7	-5.2%	BAS Info Sys/Info Tech	0	9	8.66	0.0%
Anthropology	150	132	-18.3	-12.2%	BSN Nursing (FS5)	0	7	7.07	0.0%
Economics	217	236	19.3	8.9%	Career Education Opt	101	107	5.68	5.6%
Geography	123	128	5.0	4.1%	ELI Internl Bus Prof	44	36	-7.70	-17.5%
History	246	219	-26.6	-10.8%	ELI University Prep	198	272	73.57	37.2%
International Studies	17	25	8.3	50%	Fire Science	17	22	5.27	31.5%
Political Science	96	116	20.2	21%	Human Development	56	48	-7.33	-13.1%
Psychology	379	359	-20.4	-5.4%	Cont Nurs Educ (FS 5)	15	23	8.08	53.3%
Business Admin Trans	195	260	65.0	33.3%	College in the High School	149	157	8.53	5.7%
Sociology	294	263	-31.3	-10.7%	Study Abroad	7	4	-3.00	-42.9%
Cultural and Ethnic Studies	91	97	6.3	6.9%	Tech Prep (Summer only)	0	0	0.00	0.0%

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

Term	2012-13	2013-14
SUMMER	4300.5	4251.2
FALL	10741.3	10999.5
WINTER	10606.9	10624.9
SPRING	10445.1	

**Enrollment Comparison Target vs. Actual FTES
2013-2014**

Term	TARGET	ACTUAL
SUMMER	4251.2	4072.1
FALL	10550.7	10999.5
WINTER	10462.5	10624.9
SPRING	10428.5	

REGULAR MEETING AGENDA ITEM

ALL USA/ALL WASHINGTON ACADEMIC TEAM

☒ INFORMATION   ☐ FIRST READ   ☐ ACTION

Description

Phi Theta Kappa, the International Honor Society for Two Year Colleges, began the All USA Academic Team to recognize and honor two-year college students for their scholastic achievement and community and college service. Nominations to the All USA Academic Team are automatically named to All Washington Academic Team. A student's ranking on the state team is determined by the student's score in the national competition. In addition to the All USA Academic Team, scholars who apply for the All USA Team are automatically nominated for the Coca Cola Community College Academic Team administered by Phi Theta Kappa.

Key Questions

  ∗   What is the All USA/All Washington Academic Team?
  ∗   Which Bellevue College students are being recognized in 2014?

Analysis

This year two Bellevue College students were nominated for the All USA/All Washington Academic Team.

Jessica Zistatsis plans to major in Mechanical Engineering and work in the prosthetics industry. She's served as a tutor for physics and math, and is described as "an extremely capable and highly motivated student." Jessica is active in the Physics Club at Bellevue College, her church and 4-H in her community. Jessica will attend UW in the fall and plans to pursue a career in the medical field through prosthetics engineering or medical instrumentation.

Michael Stewart plans to major in Finance. He is Co-President of the Business Leadership Community, contributes to the Student Alliance, and is highly active in the Asian Pacific Islander Student Association. He has coordinated guest speakers, planned cultural gatherings and encouraged community-building. Michael is described as a "servant leader." Michael will graduate this spring and plans to attend a university in the fall, majoring in finance.

Both Jessica and Michael were selected as 2014 Coca Cola Community College Academic Scholars and were recognized at the Phi Theta Kappa International Convention in Orlando, FL and received additional scholarships at the event.

Background/Supplemental Information
Phi Theta Kappa Honor Society – www.ptk.org
All Washington Academic Team – www.spscc.ctc.edu/allwa

Prepared by: Lisa Corcoran, Executive Assistant to the President
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REGULAR MEETING AGENDA ITEM

ACCREDITATION

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

Description

Bellevue College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In 2009, NWCCU replaced the decennial self-study process with a septennial multi-report process with reports due in Year 1, Year 3, Year 5 (rescinded in 2012), and Year 7. This report is an update on the process and the status of the process and reporting requirements.

Key Questions

∗   What changes have been introduced over the past few months?

∗   What new information has been released that influences the content and structure of the report?

∗   What are the expectations for the report and visit scheduled for fall 2014?

Analysis

BC submitted a Year 1 report, "Mission and Core Themes," in fall 2011. BC's Year 3 report, "Resources and Capacity," was originally scheduled for fall 2013, however, NWCCU extended the due date to fall 2014.

In February 2014, with much of the Year 3 report completed, NWCCU announced that the Year 3 report content and structure was under revision for those colleges with fall 2014 due dates. At the end of March, NWCCU released the new requirements for the "Mid-cycle Evaluation," which replaces the Year 3 report. The requirements for the Mid-cycle Evaluation are substantially different from the original Year 3 report, with the addition of an on-site visit.

BC staff shifted direction to address the new report, which emphasizes linking and aligning mission with mission fulfillment and sustainability and closing the loop with outcomes assessment. A draft of the report will be available at the June Board meeting.

Prepared by: Patty James, Associate Vice President, Effectiveness & Strategic Planning
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REGULAR MEETING AGENDA ITEM

2014-15 INTERNATIONAL STUDENT CONTRACT

☐ INFORMATION ☒ FIRST READ ☐ ACTION

Description

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

Key Questions

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

Analysis

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

Recommendation/Outcomes

That the contractual relationship with the Bellevue College Foundation for International Student Programs for FY 2014-15 will be presented for action at the June 11, 2014 meeting.

Prepared by: Ray White, Vice President of Administrative Services
                 ray.white@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM

2014-2015 PRELIMINARY STATE OPERATING BUDGET PLAN

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

In consultation with the Planning Council and President's Staff, a preliminary balanced budget plan for 2014-15 has been prepared and will be presented for approval at the Board of Trustees June 11, 2014 meeting. Although the college does not yet have the final distribution of the state allocation, the financial outlook is clear enough to suggest appropriate funding levels for planning purposes.

Key Questions

- What will be the impacts of expected changes to Bellevue's financial environment - tuition, enrollment, allocation, and program costs?
- How will existing local resources be reallocated to meet the challenges of the prolonged financial crisis?
- What commitment of college reserves is appropriate to supplement the operating program?
- How will the college prioritize funds to continue addressing its core mission?

Analysis

While there were no cuts to higher education proposed, efficiency reduction are anticipated, Bellevue College's share is estimated in the proposed revenue estimates. What modest improvements are proposed are targeted funds and will not come close to off-setting the natural escalation of Bellevue's base operating cost. The budget plan incorporates the following assumptions and noteworthy changes in the financial landscape.

- No enrollment decline;
- .5% State Allocation Efficiency reduction;
- No tuition rate increase;
- $464k escalation of operating base.

After extensive analysis (including a review of state allocation, expected enrollment levels, revenue estimations, and adjustments to Bellevue's base budget for escalating obligations), it is estimated that $464k is available to be committed toward ongoing obligations (operating base budget) of the college.

Further analysis of current year performance suggests that overall revenues will moderately exceed expenses due primarily to savings realized during the year. As a result, this budget proposal also recommends that $1.199m be included in the operating budget to fund one-time expense items.

A comprehensive and inclusive process has been used to identify college needs, study the financial environment, and consider recommendations for allocating funds effectively across campus.

Background/Supplemental Information
With these modifications, the proposed balanced budget for fiscal year 2014-2015 is summarized below.
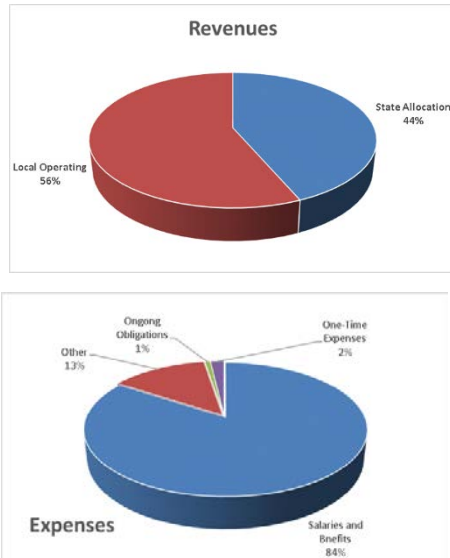

	Table 1
2014-15 Preliminary Balanced Budget Proposal	
State Operating Revenues	
State Allocation	$27,175,845
Local Operating	$35,233,117
TOTAL	**$62,408,962**
State Operating Expenditures	
Salaries and Benefits	$52,528,239
Other	$ 8,218,592
Addl. Ongoing Obligation	$ 463,540
Addl. One-Time Expenses	$ 1,198,591
TOTAL	**$62,408,962**

Table 2 shows the recommended allocation of available resources **($464k)** for specific measures across campus. These will become part of the college's base budget as **ongoing obligations**.

	Table 2
2014-2015 State Operating Budget - Ongoing Obligations	
Classified Wage Improvements	$150,000
Exempt Wage Improvements	$150,000
Web Editor/Producer - Institutional Advancement	$98,700
Clinical Coordinator - HSEWI	$64,840
	$463,540

Table 3 shows the recommended distribution of **one-time funds ($1,198,591m)** to address the most critical needs across campus. Funding authorization for these measures will sunset at the end of the fiscal year, June 30, 2015.

	Table 3
2014-2015 Operating Budget - One-Time Funding	
Faculty Commencement Regalia	$8,000
Faculty Commons	$125,574
Replace Voyager Online Catalog	$22,000
2014-15 Sabbaticals	$166,340
I-Best Program Staff	$19,878
Academic Success Center Tutor Training	$24,000

2014-2015 Operating Budget - One-Time Funding	
Debate Coach Funding	$4,678
Grand Piano – Carlson Theater	$42,000
Event – College Sponsorship	$53,000
Classified Scholarship Funding	$6,000
Desktop Computer Replacement	$200,000
Classroom Technology Replacement	$150,000
Media Producer Position	$65,000
50th Anniversary Planning & Event Planner	$153,600
Exceptional Magazine	$15,000
Accreditation/Strategic Planning Coordinator	$81,070
Nationally-normed Reporting Instruments	$20,000
ADA Testing Room Proctors - Hourly	$42,451
	$1,198,591

The ongoing **Minor Capital Program** at Bellevue represents a 'snap shot' of the rolling four-year schedule of work necessary to repair, improve, and maintain the physical campus and infrastructure. The work plan, while confirmed annually, is presented as a biennial budget to be consistent with state capital funding appropriations. For the **2013-2015 biennium**, it is expected that state funds will continue to finance only about one third of Bellevue's required capital program - the remainder is paid from locally generated funds. The work plan includes measures such as repairing worn metal staircases, remodeling a bathroom for ADA & gender neutral compliance, repaving roadways, and consultation and design of residential facility.

Table 4
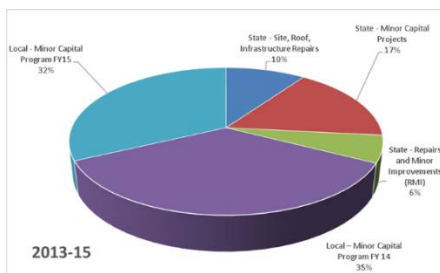
2013-15 Capital Budget Schedule Summary	
State - Site, Roof, Infrastructure Repairs	$1.556,464
State - Minor Capital Projects	$2,669,513
State - Repairs and Minor Improvements (RMI)	$941,478
Local – Minor Capital Program FY 14	$5,617,190
Local - Minor Capital Program FY15	$5,090,000
Total Program	$ 15,874,645

Recommendation/Outcomes

It is recommended that the college's budget plan for fiscal period 2014-2015 be presented for action at the June 11, 2014 meeting. At that meeting it will be recommended that the college's budget plan for fiscal period 2014-2015 be approved and, in approving the budget, the Board of Trustees will authorize:

- the College President to proceed with the execution of the planned program;

- the College President to transfer funds within the General Fund, or from local and other funds, to eliminate any cash deficit as required by RCW 43.88.2601, to provide working capital, and to support approved projects and activities;
- the tuition and fee schedule as established by law, by the State Board for Community and Technical Colleges, as implemented by the College President, and as listed in the College catalog;
- the College President to accept allocation amendments from the State Board for Community and Technical Colleges, to accept such grants and contracts as may be acquired during the budget period, and to report on such changes, at least quarterly, to the Board of Trustees;
- the addition of staff and faculty positions necessary to carry out the College's programs; and
- the College President to determine the fee schedule for contract courses and programs.

Prepared by: Ray White, VP Administrative Services
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REGULAR MEETING AGENDA ITEM

2014-2015 SERVICES & ACTIVITIES FEE BUDGET

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

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

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

Leslie Mayo*- ASG VP of Finance (Chair)
Francisco Enriquez* - Student at Large
Stephanie Rowe* - Student at Large
Komalpreet Kaur* - ASG Representative
Jennifer Strother* - Administrative
James Torrence* - Faculty
Pamela Badger*- Classified Staff
Faisal Jaswal – Assistant Dean Student Programs

The committee completed its deliberations and has prepared a recommendation for the 2014-2015 year that will be presented for action at the June Board of Trustees meeting. The budget was approved unanimously by the committee.

Key Questions
- Is the services and activities fee budget proposal equitable and does it address the needs of student funded programs?
- How does the services and activities fee budget plan reflect a sustainable balanced budget?
- What are some key considerations/strategies to maintain the growth and continued integrity of the services and activities budget and the programs it supports?

Analysis

The proposed services and activities budget recommendations fund $2,157,750 to student funded programs. No programs will experience any budgetary cuts during this fiscal period. The recommended

Regular Meeting Agenda Item
2014-15 Services and Activities Fee Budget

budget model spends from revenues collected during the 2013-14 fiscal period and allows for growth of 9%.

Background/Supplemental Information
2014-15 ASG Services and Activities Fee Budget
Services and Activities Allocations

Recommendation/Outcomes
That the Board of Trustees of Community College District VIII consider the Services and Activities budget for approval at the June 11, 2014 meeting.

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

2013-14 ASG SERVICES AND ACTIVITIES FEE BUDGET

REVENUE

LOCAL FUNDS:	Initial Budgeted Revenue	One-time Budgeted Reserves (522.264.1986)	Total Budgeted Rev. & Res.
Allocations to Student Programs	1,892,500	82500	1,975,000
Student Programs Remodel Budget Allocation	77,064		77,064
ASG Reserve Budget Allocation	118,800		118,800
One-Time Grant Budget Allocation	165,586	-82500	83,086
Program Income	273,784		273,784
Program Fund Balances (projected)	487,917		487,917
Radiology BAS	5,000		5,000
TOTAL LOCAL FUNDS	**$ 3,020,651**		**$ 3,020,651**
TOTAL AVAILABLE FOR EXPENDITURE	**$ 3,020,651**		**$ 3,020,651**

2014 S&A FUNDING REQUEST SUMMARY

PROGRAM	Budget Number	One time Grant	2014-15 Allocation	2014-15 Request
ASG	1900		190,000	196,976
STUDENT LEGISLATIVE COMMITTEE	1901		28,968	40,924
CAMPUS ACTIVITIES BOARD	1902	2,000	80,000	89,900
CULTURAL ACTIVITIES FUND	1903		13,000	13,000
SERVICE LEARNING	1905		-	-
STUDENT PROGRAMS SUPPORT	1906	25,000	299,000	327,152
PHI THETA KAPPA	1909		16,250	16,250
ASBCC CLUB CONTINGENCY	1910		15,000	15,000
RADIATION AND IMAGING (BAS)	1911		*10000*	*10000*
MULTICULTURAL FESTIVAL	1912		-	-
INTERNATIONAL STUDENT ASSOC.	1913		12,000	12,000
FIRST YEAR EXPERIENCE	1914		-	-
LGBTQ	1915		12,000	13,000
PALS CENTER	1916	10,000	43,900	76,504
BSU	1917		12,000	14,424
STUDENT SCIENCE ASSOCIATION	1918		3,000	3,000
EL CENTRO LATINIO	1919		12,000	23,785
BUSINESS LEADERSHIP CLUB	1920		40,000	39,707
MCS CULTURAL FUND	1921		27,800	38,604
INTERCOLLEGIATE RENTALS	1923		11,000	12,000
ALUMNI OUTREACH	1924		500	500
CAREER CENTER INTERNSHIP	1925		41,500	41,500
STUDENT PROGRAMS HOMEPAGE	1926		12,000	11,000
BCAVETS	1927	500	4,500	9,000
LIBRARY GALLERY SPACE	1928		10,750	10,750
SPEECH & DEBATE SOCIETY	1929	8,000	18,800	31,640
INTERCOLLEGIATE TOURNEY TRAVEL	1930		17,000	19,000
DISABILITY RESOURCE CENTER	1931		22,750	22,750
TELOS	1935		4,500	-
BCC STUDENT HANDBOOK	1936		22,000	19,879
MUSICAL PRODUCTIONS CHORAL	1937		76,756	84,500
DIGITAL MEDIA DESIGN	1938		-	-
ACADEMIC SUCCESS CENTER	1939		148,000	147,572
WATCHDOG (Formerly JIBSHEET)	1940	2,000	67,791	71,050
RADIO STATION KBCS	1941		26,000	26,000
DRAMA PRODUCTIONS	1943	1,000	21,500	28,970
MUSIC PROD-INSTRUMENTAL	1944	2,000	35,225	41,100
EASTSIDE DANCE PRODUCTION	1945		11,150	13,300
CENTER FOR CAREER CONNECTIONS	1947		50,000	50,000
STAGEFRIGHT DRAMA CLUB	1948		10,000	12,000
ASIAN-PACIFIC ISLANDERS S A	1953		12,000	13,000
INTERCOLLEGIATE ATHLETICS	1962		68,000	68,594
MEN'S BASKETBALL	1964		9,900	10,650
MEN'S BASEBALL	1965		9,700	9,200
MEN'S AND WOMEN'S GOLF	1966		7,750	8,500
WOMEN'S BASKETBALL	1971		9,900	10,650
WOMEN'S VOLLEYBALL	1972		7,750	8,500

PROGRAM	Budget Number	One time Grant	2014-15 Allocation	2014-15 Request
WOMEN'S SOFTBALL	1973		9,700	10,450
MEN'S SOCCER	1974		9,500	10,250
PERFORMING ARTS COORD.	1975		31,205	32,795
WELLNESS CENTER	1976		31,900	32,635
WOMEN'S SOCCER	1977		9,500	10,250
WOMEN'S TENNIS	1978		4,635	4,635
PEER-TO-PEER MENTORING	1980		110,000	119,286
LEADERSHIP INSTITUTE	1981		60,000	72,100
STUDENT CHILDCARE CTR.	1982	20,000	200,000	220,000
INTERIOR DESIGN STU. ASSOC.	1985		10,400	10,400
OPEN HOUSE	1987		12,000	12,000
AMERICAN SIGN LANGUAGE	1988		4,500	4,170
CHEER SQUAD	1989	2,250	6,250	8,500
MODEL UNITED NATIONS	1992		32,370	32,370
NURSING STUDENT ASSOCIATION	1993		1,400	1,400
IAAP (INTRNT'L ASSOC OF ADMIN PROF)	1994		-	-
OUTREACH SERVICES	19xx	10,000	-	73,150
TOTAL		**82,750**	**2,075,000**	**2,356,222**
TOTAL base and one-time			**2,157,750**	

REGULAR MEETING AGENDA ITEM

ELECTION OF BOARD CHAIR AND VICE CHAIR

☐ INFORMATION   ☒ FIRST READ   ☐ ACTION

Description

The terms of the current chair and vice chair end on June 30, 2014. Bellevue College bylaws and Washington state RCW require that a new chair and vice chair be elected.

> **Key Questions**
> - Who shall serve as Chair and Vice Chair of the Board of Trustees for the 2014-15 academic year?

Analysis

As per the Bellevue College bylaws for the Board of Trustees (WAC 132H-106-040), the board annually elects from its membership a chair and vice-chair to serve for the ensuing year. RCW 28B.50.130 mandates that "…it shall elect from among its members a chair and vice chair, each to serve for one year, and annually thereafter shall elect such officers to serve until their successors are appointed or qualified."

Recommendation/Outcomes

Chair and Vice Chair elections will be presented for action at the June 11, 2014 meeting.

Prepared by: Lisa Corcoran, Executive Assistant to the President
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REGULAR MEETING AGENDA ITEM

SABBATICAL LEAVE AUTHORIZATION FOR THE 2014-15 ACADEMIC YEAR

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

Description

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

Key Questions
* What is the purpose of sabbatical leave?
* How many faculty have applied for sabbatical leave for the 2014-15 year?
* What is the Board of Trustees role in the sabbatical leave process?
* How have sabbatical leaves been affected by ongoing budget constraints?

Analysis

The Sabbatical Leave Committee received requests from nine (9) faculty for sabbatical leave, to occur during the 2014-15 academic year. The Sabbatical Leave Committee met in March to review and rank the proposals, and is recommending leaves for eight individuals totaling 4.99 FTEF. The Office of Human Resources has provided the committee with FTE replacement cost for the requested sabbaticals. This information, along with the committee's recommendation, has been forwarded to the President. The President's recommendation will be presented to the Board of Trustees as an action item in June.

The Board of Trustees has committed, through the Negotiated Agreement, to make "every reasonable effort to grant at least 5.0 FTE leaves annually, provided that at least that number of applicants have applied and are ranked by the Sabbatical Leave Committee..." (Article IX, Section IV, C). The number of leaves granted is subject to fiscal and budget constraints and also the calculation of potential cost of replacement.

Last year seven (7) faculty submitted applications for sabbatical leaves totaling 4.01 FTEF. The President recommended that the Board of Trustees grant sabbatical leave for seven (7) faculty members totaling 4.01 FTEF. The replacement cost for last year was $94,808. The cost of this expense was covered by one-time-only funds.

The President will make a recommendation for consideration and action at the June meeting.

Regular Meeting Agenda Item
Sabbatical Leave Authorization for the 2014-2015 Academic Year

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII receives information about sabbatical leave requests as a future action item.

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

TENURE RECOMMENDATIONS FOR 2014-2015

☐ 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

Anne-Mary Nash-Haruna   Institute for Business and Information Technology (Accounting
                               Paraprofessional)

Megan Hansen   Arts & Humanities (English)

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.

In addition to the eight candidates recommended for tenure at the March 5, 2014 meeting of the Board of Trustees, two tenure candidates will be presented for board action at the June 11, 2014 meeting. 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 both 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 June 11, 2014 meeting.

Prepared by: Tom Nielsen, Vice President of Instruction
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