

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, September 7, 2011. The business session will begin at 1:30 p.m. in room B201. Vicki Orrico, Chair, will preside.

AGENDA

I. EXECUTIVE SESSION – 9:30 AM – A201

There will be an executive session for ninety minutes to review collective bargaining sessions with an employee organization, and to discuss evaluation of state employees.

STUDY SESSION – 11:00 AM – B201

Opportunity for campus to meet presidential search consultants and provide input.

LUNCH – 12:00 PM – A201

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

II. EXECUTIVE SESSION – 12:30 – 1:00 – A201

There will be an executive session for thirty minutes to review collective bargaining sessions with an employee organization, and to discuss evaluation of state employees.

III. STUDY SESSION – 1:00 PM – B201

Student Success	Tom Nielsen	Tab 1
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IV. BUSINESS SESSION – 1:30 PM

V. INTRODUCTIONS

VI. ROLL CALL

VII. CONSENT AGENDA

June 29, 2011 Board Meeting Minutes	Donna Sullivan	Tab 2
July 26, 2011 Board Meeting Minutes	Donna Sullivan	Tab 3
Financial Report for the Period Ending June 30, 2011	Rachel Solemsaas	Tab 4
Total Enrollment, Spring Quarter 2011 and Annual Enrollment Comparison Report	Tom Nielsen	Tab 5

VIII. CONSTITUENT REPORTS – 2:00 PM

Faculty	Doug Brown
Classified	Melissa Sitzenstock
Student	Brandon Anderson

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

BOARD OF TRUSTEES  
 COMMUNITY COLLEGE DISTRICT VIII  
 BELLEVUE, WASHINGTON

- |   |  |                            |        |
|---|--|----------------------------|--------|
| IX. <u>ACTION ITEMS – 2:30 PM</u>                                 |  |                            |        |
|   | Accreditation Report                     | Patty James                | Tab 6  |
| X. <u>FUTURE ACTION ITEMS – 2:50 PM</u>                           |  |                            |        |
|   | 2012 Board Meeting Dates                 | Donna Sullivan             | Tab 7  |
| XI. <u>INFORMATION ITEMS – 3:00 PM</u>                            |  |                            |        |
|   | Budget – Planning for Further Reductions | Rachel Solemsaas           | Tab 8  |
|   | Policy 6420 Weapons and Fireworks        | Rachel Solemsaas           | Tab 9  |
|   | Presidential Search Advisory Committee   | Laura Saunders             | Tab 10 |
| XII. <u>STAFF AND BOARD REPORTS – 3:30 PM</u>                     |  |                            |        |
|   | Capital and Facilities Master Plan       | Paul Chiles                |        |
|   | New Campus Development                   | Vicki Orrico               |        |
|   | Foundation/Campaign                      | Vicki Orrico               |        |
|   | Long Range Finance/Resource Planning     | Steve Miller               |        |
|   | Strategic Plan/Accreditation             | Marie Gunn                 |        |
|   | TACTC Board of Directors                 | Marie Gunn                 |        |
|   | TACTC and BC Legislative Committees      | Steve Miller, Vicki Orrico |        |
|   | Work Plan Oversight                      | Paul Chiles, Marie Gunn    |        |
|   | Interim President                        | Laura Saunders             |        |
| XIII. <u>UNSCHEDULED BUSINESS / COMMUNITY TESTIMONY – 4:00 PM</u> |  |                            |        |
| XIV. <u>ADJOURNMENT – 5:00 PM</u>                                 |  |                            |        |

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

**REGULAR MEETING AGENDA ITEM**

**Tab 1**

**September 7, 2011**

Information     Discussion     Action

**Topic**

Study Session on Student Success

**Description**

One of Bellevue College's Core Themes is Student Success. As described in the Strategic Plan, "*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.*"

This study session will explore the College's efforts to increase student success in the adult basic education programs. Tom Nielsen, Vice President of Instruction and Tonya Estes, Adult Basic Education will guide the discussion.

**Key Questions**

- \* What is Bellevue College doing to assure student success in Adult Basic Education?

**Recommendation/Outcomes**

Increase awareness of the College's efforts to increase student success in Adult Basic Education Programs.

**Prepared by:** Laura Saunders, Interim President  
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**BOARD OF TRUSTEES  
COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE, WASHINGTON**

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held June 29, 2011, 2011 in room B201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Vijay Vashee, Chair, presided.

I. BUSINESS SESSION

The Business Session began at 3:12 p.m.

II. INTRODUCTIONS

Jean Floten, President  
Lucinda Taylor, Sec., Board of Trustees.  
Melissa Sitzenstock, Classified Employee Representative  
Paula Boyum, VP of Workforce Development  
Rachel Solemsaas, VP of Admin Services  
Gaynor Hills, VP of Institutional Advancement  
Russ Beard, Dean of Information Resources  
Jennifer Strother, Executive Director of Finance  
Kelly Paustain, Manager, Finance  
Laura Saunders, Interim President

Cheryl Bateman, Asst. Attorney General  
Shellton Barnes, President, ASG  
Faisal Jaswal, Assistant Dean, Student Programs  
Tom Nielsen, Executive Dean  
Jim Bennett, VP of Equity and Pluralism  
Tom Pritchard, VP of Student Services  
Cesar Portillo, VP of Human Resources  
Patty James, Director of Institutional Effectiveness and Research  
Brandon Anderson, ASG President-Elect

III. ROLL CALL

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

IV. CONSENT AGENDA

Tab 1 June 15, 2011 Board Meeting Minutes

The minutes of the June 15, 2011 board meeting were approved 5-0.

Tab 2 June 26-28 Special Board Meeting Minutes

The minutes of the June 26-28 special board meeting were approved 4-0.

V. INFORMATION ITEMS

Tab 3 Bellevue College 2011-2012 Work Plan

Rachel Solemsaas presented an overview of the 2011-12 institutional work plan. Key points included:

- Vice presidents, in consultation with their units, have prepared a draft institutional work plan for 2011-12;

- The work plan has been reviewed by President's Staff and will be further developed under the guidance of the interim president; and
- The final 2011-12 institutional work plan will be presented to the Board at a future meeting.

Announcement

Jean Floten made a public announcement that in 2006 the Bellevue College Board of Trustees approved additional annual leave for the president as part of her annual compensation. The leave could be used as vacation or paid out for any unused vacation. Accordingly, the president will be paid for an additional 30 days of leave as compensation under the above provision, which will result in charges to the college of approximately \$43,150 in excess compensation.

VI. FUTURE ACTION ITEMS

Tab 4 Policy 6200: Parking and Traffic

Rachel Solemsaas presented proposed changes to policy 6200: Parking and Traffic. This item will be presented for approval at the September 7, 2011 meeting.

VII. ACTION ITEMS

Tab 5 Development of a New Bachelor of Applied Science Degree in Healthcare Technology and Management

Tom Nielsen presented an overview of our proposal to develop a new Bachelor of Applied Science degree in Healthcare Technology and Management.

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

Motion 19:11 The Board of Trustees of Community College District VIII hereby approves the development of a new Bachelor of Applied Science Degree in Healthcare Technology and Management.

The motion was approved 5-0.

Tab 6 Bellevue College Strategic Plan 2011-2020

Rachel Solemsaas presented the 2011-2020 Bellevue College Strategic Plan.

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

Motion 20:11 The Board of Trustees of Community College District VIII approves the 2011-2020 Institutional Strategic Plan that provides a statement of the College's Vision, Core Values, Mission and Core Themes as presented in tab 6.

The motion was approved 5-0.

Tab 7 Local Government Investment Pool

Rachel Solemsaas presented an overview of Bellevue College's participation in the Local Government Investment Pool and the requirements of the State Treasurer's Office for continued participation.

It was moved by Vicki Orrico and seconded by Marie Gunn that:

Motion 21:11        The Board of Trustees of Community College District VIII hereby adopts resolution 298 regarding participation in the Local Government Investment Pool.

The motion was approved 5-0.

Tab 8        Student and Visitor Parking Fees

Rachel Solemsaas presented an overview of proposed student and visitor parking fees.

It was moved by Marie Gunn and seconded by Steve Miller that:

Motion 22:11        The Board of Trustees of Community College District VIII approves student and visitor parking fees as presented.

The motion was approved 5-0.

Tab 9        Tuition and Fee Schedule 2011-12

Rachel Solemsaas presented the proposed tuition and fee schedule for 2011-12. The motion was amended from "The Board of Trustees of Community College District VIII endorses the tuition increases" to, "The Board of Trustees of Community College District VIII accepts the tuition increases."

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

Motion 23:11        The Board of Trustees of Community College District VIII accepts the tuition increases approved by the State Board for Community and Technical Colleges reflected in Attachment 1, 2011-12 Bellevue College Tuition and Fee Schedule.

The motion was approved as amended 5-0.

It was noted that the board would like to address the tuition differential for baccalaureate level credits during the next year.

Tab 10       College Budget 2011-12

Rachel Solemsaas presented the proposed college budget for 2011-12.

It was moved by Steve Miller and seconded by Marie Gunn that:

Motion 24:11        The Board of Trustees of Community College District VIII hereby approves Resolution 299 adopting the 2011-12 College Budget Plan.

The motion was approved 5-0.

Tab 11 Services & Activities Budget 2011-12

Tom Pritchard, Faisal Jaswal, and Shellton Barnes presented the proposed 2011-12 services and activities budget.

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

Motion 25:11        The Board of Trustees of Community College District VIII approves the 2011-2012 Services and Activities (S&A) Fee Budget as recommended by the Service and Activities Fee Budget Committee.

The motion was approved 5-0.

Shellton introduced the ASG President-Elect Brandon Anderson.

Special Presentation: Commendation for Dr. Jim Bennett

Vijay Vashee presented Resolution 301, commending Dr. Jim Bennett for thirty-three years of outstanding service to Bellevue College.

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

Motion 26:11        The Board of Trustees of Community College District VIII hereby adopts Resolution 302: Commendation of Dr. Jim Bennett, for his outstanding service to the citizens of this community.

The motion was approved 5-0.

**COMMENDATION FOR DR. JIM BENNETT**

WHEREAS, DR. JIM BENNETT has served Bellevue College for the past thirty-three years, first as an instructor in English as a Second Language and a counselor in the Minority Affairs Program, then as Program Chair, Assistant Dean, Dean of Instruction and finally as the Vice President of Equity and Pluralism; and

WHEREAS, Dr. Bennett has diligently worked for the improvement of Bellevue College and demonstrated an ongoing commitment to the community college ideals of access, quality, service, pluralism and diversity; and

WHEREAS, Dr. Bennett has provided leadership in the development, coordination and implementation of programs to help make Bellevue College a pluralistic environment where teaching and learning can take place effectively with full respect for the dignity of each individual person; and

WHEREAS, Dr. Bennett helped establish Pluralism Committees at Bellevue College, assisted with the conceptualization and composition of the Bellevue Community College Affirmation of Inclusion, and was a driving force behind

the Pluralism Compact, helping to document the college's commitment to diversity and becoming one of the signatories; and

WHEREAS, Dr. Bennett has been honored by the Diversity Caucus for his ongoing efforts to promote pluralism and diversity on campus, earning the designation of *Living Treasure*; and

WHEREAS, Dr. Bennett has encouraged diversity in our community by recognizing, welcoming, and encouraging people of any ethnicity, ability, religion, age, nationality, gender, sexual orientation or gender identity to participate fully in all aspects of community life; and

WHEREAS, the Bellevue College Board of Trustees wishes to acknowledge the profound impact that Dr. Bennett has had on Bellevue College through his tireless efforts in support of pluralism and diversity;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII, does hereby commend and offer its most sincere appreciation to Dr. Jim Bennett for his outstanding service to the citizens of this community.

Special Presentation: Commendation for Vijay Vashee

Vicki Orrico presented Resolution 302, commending Vijay Vashee for ten years of outstanding service to Bellevue College.

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

Motion 27:11        The Board of Trustees of Community College District VIII hereby adopts Resolution 302: Commendation of Vijay Vashee, for his outstanding service to the citizens of this community.

The motion was approved 4-0 with one abstention.

**COMMENDATION FOR VIJAY VASHEE**

WHEREAS, VIJAY VASHEE has served as a member of the Bellevue College Board of Trustees, faithfully participating in meetings and activities for nearly ten years, from 2002 through 2011, and as Chairman of the Board of Trustees in 2005-2006 and 2010-2011; and

WHEREAS, Vijay takes seriously his charge as a community college trustee to (1) represent the community to the college and the college to the community, (2) provide students with access to high quality, affordable, community-based education, and (3) ensure that the College is a good steward of the public resources with which it is entrusted.



WHEREAS, Vijay has been a solid, reliable, and valued member of the Board of Trustees, providing sound advice and counsel in every situation and serving as a steadying influence throughout his tenure; and

WHEREAS, Vijay has provided inspiration to students and staff alike through his strong commitment to understanding technology as a vehicle for transforming learning and deep-rooted dedication to providing innovative, accessible, technology based alternative learning modalities; and

WHEREAS, Vijay has demonstrated a commitment to economic development, providing insight to the greater economy and how the college can best position itself to meet the new realities; and

WHEREAS, Vijay has been generous in supporting students, particularly single mothers, funding scholarships and endowments that will continue to provide financial support for students into the future; and

WHEREAS, Vijay has strengthened the college commitment to data-driven decision making and accountability, focusing on clear targets and reportable results; and

WHEREAS, Vijay has diligently worked for the improvement of Bellevue College and demonstrated an ongoing commitment to the community college ideals of access, quality and equity;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII does hereby commend and offer its most sincere appreciation to Vijay Vashee for his outstanding service to the citizens of this community.

Tab 12 Commendation for Bellevue College President

Vijay Vashee presented a special commendation for Bellevue College President Jean Floten on the occasion of her retirement after more than twenty-two years of service.

It was moved by Vicki Orrico and seconded by Marie Gunn that:

Motion 28:11        The Board of Trustees of Community College District VIII hereby adopts Resolution 300: Commendation of Jean Floten, for her commitment and dedication to the improvement of educational access in the State of Washington, and naming the Jean Sarto Floten Student Union in her honor.

The motion was approved 5-0.

**COMMENDATION FOR JEAN FLOTEN**

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII hereby commends Jean Floten for her

commitment and dedication to the improvement of educational access in the State of Washington; and

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

Special Presentation: Commendation for Lucinda Taylor

Steve Miller proposed Resolution 303 to formally commend Lucinda Taylor for eight years of service. Each trustee expressed their appreciation for the organization, coordination and support Lucinda has provided as secretary to the Board of Trustees.

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

Motion 29:11           The Board of Trustees of Community College District VIII hereby adopts Resolution 303: Commendation of Lucinda Taylor, for her outstanding service to the citizens of this community.

The motion was approved 5-0.

**COMMENDATION FOR LUCINDA TAYLOR**

WHEREAS, LUCINDA TAYLOR has served Bellevue College for eight years and has supported the Bellevue College Board of Trustees as Secretary for the past five years; and

WHEREAS, Lucinda has shown exceptional organizational skills, preparing for board meetings, proofing and editing background materials, anticipating special needs and providing appropriate support; and

WHEREAS, Lucinda has been a ready resource for information about the college and required processes for compliance with state regulations; and

WHEREAS, Lucinda has consistently demonstrated a cheerful demeanor, meeting each new request with a ready willingness to be of service; and

WHEREAS, Lucinda successfully manages the numerous and complex duties of the Executive Assistant to the President and Secretary to the Board of Trustees with confidence and composure;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Bellevue College, Community College District VIII does hereby commend and offer its most sincere appreciation to Lucinda Taylor for her outstanding service to the citizens of this community.

VIII. ADJOURNMENT

There being no further business, the regular meeting of the Board of Trustees adjourned at 4:05 p.m. The next regular meeting will be held on September 7, 2011.

ATTEST:

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Vijay Vashee, Chair  
Board of Trustees

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Lucinda Taylor  
Secretary, Board of Trustees  
Community College District VIII

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

A special meeting of the Board of Trustees of Community College District VIII, state of Washington, was held July 26, 2011 in room A201, Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Ms. Vicki Orrico, Chair, presided.

I. BUSINESS SESSION

The Business Session began at 11:30 a.m.

II. INTRODUCTIONS

Jean Floten, President

III. ROLL CALL

Ms. Orrico was present. Ms. Gunn and Mr. Vashee participated via teleconference.

IV. EXECUTIVE SESSION

Vicki Orrico announced that there would be an executive session for approximately ten minutes to discuss the evaluation of a state employee. The executive session began at 11:33 a.m. and ended at 11:38 a.m.

V. INFORMATION ITEMS

Excess Compensation

Jean Floten reported that as discussed at the last meeting, under the rules of the Department of Retirement Services, employers are required to report publicly annual leave cashouts of more than 240 hours for members of PERS Plan 1, TRS Plan 1 and WSPRS.

In 2006 the Bellevue College Board of Trustees awarded President Floten additional leave which along with her regular annual leave could be used or accrued. As President Floten's leave balances are being closed, Bellevue College reports an excess compensation value of \$87,000 to be added to the preliminary estimate disclosed at the last meeting.

VI. ADJOURNMENT

There being no further business, the special meeting of the Board of Trustees adjourned at 11:40 a.m. The next regular meeting will be held on September 7, 2011.

ATTEST:

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Vicki Orrico, Chair  
Board of Trustees

\_\_\_\_\_  
Kathi Hutchins  
Administrative Assistant to the VP of Administrative Services  
Community College District VIII

**REGULAR MEETING AGENDA ITEM**  
**September 7, 2011**

**Tab 4**

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

**Topic**

Financial Report for Period Ending June 30, 2011

**Description**

The college provides periodic written reports to the Board of Trustees that identify budget changes or significant financial conditions for the board's discussion and action when necessary. The following report provides the college's financial status for the fiscal period July 1, 2010 to June 30, 2011. It includes budget adjustments made throughout the year for a variety of reasons, such as state allocation changes, changes in revenue based upon actual collection, new sources or changes in revenue sources, and/or adjustments in expenditures to align with collected revenue. This annual report documents all changes and provides a comparison of budgeted to actual revenue and expenditures to date. It should be noted that although some of the college's smaller funds for agency pass-through funds and endowment funds are not budgeted, their revenue and expenditures have been included in the attached report to provide a complete listing of the college's financial activities.

The purpose of the review is to analyze revenue and expenditure patterns against expectations, to identify emerging trends to see if they will have any bearing on future budgets, and to provide a record of adjustments and changes that differ from the budget plan. A summary of the budget revisions to date is identified immediately after the analysis.

**Key Questions**

- \*      What is the status of the college's financial activities for each fund?
- \*      What are revisions or changes in the college's budgets and why did they occur?

**Analysis**

The following summarizes the financial status of the College's funds as of June 30, 2011:

- State and Local operating funds: Revenue includes the state allocation, tuition and other miscellaneous operating income; in addition one-time funding is budgeted as opening entries. Enrollments continued to exceed targets for spring quarter.
- Dedicated Local funds: These funds include self-support programs, such as continuing education, computer lab fees, and lab and course fee accounts. These programs continue to exceed their projected revenue collections while posting lower expenditures than budgeted. \$8,146,771 excess tuition revenue was transferred in the fourth quarter to the East Campus capital project and Parking Garage COP reserve which reflects as a loss of revenue from budget. Actual revenue collected was \$9,299,778.
- Grants and Contracts: These funds include grants and contract programs, such as running start and international student programs. Expenditures are consistent with revenues and in accordance with planned budget assumptions.
- Proprietary funds: These funds include ancillary and enterprise funds. In this category, revenue exceeded expenditures with the exception of: Other Auxiliary Enterprises which is currently reflecting a loss due to a change in recharges of bank fees to utilize fund balance and a decrease in interest earned.
- Fiduciary funds: This account contains assets held in trust for the state or accounts for assets which are held for eventual disbursement to authorized recipients, including individuals or private organizations. The Grants in Aid fund reflects distributions to students with funding to be collected from source agencies and the prior fiscal year carry over amount. Financial Aid fund utilized fund balance to meet increased student demand.
- Capital projects: The capital funds are budgeted on a biennial basis. All revenue and expenditure activity follows the capital plan.

The following summarizes the budget revisions made for each fund:

- Local operating funds: The College's operating budget changes reflect an increase of \$1,315,627:
  - State allocation: The net increase of \$934,874 is comprised of the following:
    - \$ 63,169 Basic Skills Enhancement;
    - \$ 1,393,290 Worker Retraining – Variable;
    - \$ 36,623 Student Achievement Initiative;
    - \$ 50,000 Center of Excellence Performance funding;
    - \$ <1,281,961>FY11 Supplemental Reduction;
    - \$ <6,068>Retirement Supplemental Reduction;
    - \$ 20,000 Workforce Development Projects;
    - \$ 31,500 Opportunity Grant, one-time;

- \$ 240,427 Revolving Fund charges;
    - \$ 312,612 SBCTC-IT(Bellevue) distribution;
    - \$ 75,282 Reserves distribution;
  - Local Operating: The net increase of \$380,753 reflects;
    - \$ 5,569 ABE/EL civic Grant Increase;
    - \$ 375,184 Fund Balance for Phase I reduction
- Local dedicated funds: The increase of \$285,546 reflects adjustments for:
  - \$285,546 in budget adjustments:
    - \$ 17,508 HPRO 141 Fee addition;
    - \$ 9,000 Dosimetry Self-Support section addition;
    - \$ 51,086 Cont Ed growth plan carry over;
    - \$ 7,000 Radiation Assist section addition;
    - \$ 112,440 Contracts and Special Projects;
    - \$ 250,000 Continuing Ed. relocate to Robinswood;
    - \$ 19,315 Venture program one-time request;
    - \$ 2,083 Science Lab revenue increase;
    - \$ 21,076 Grant Indirect increase;
    - \$<203,962> Net adjustments to opening budget.
- Grants and contracts funds: The \$12,859,894 net increase reflects:
  - \$6,634,785 in new grants;
    - \$ 509,638 NSF – Health IT;
    - \$ 783,135 DOE – 21<sup>st</sup> Century Bookstore;
    - \$ 16,000 SBCTC – Open source Chem. III;
    - \$ 60,420 SBCTC – Basic Food Stamp program;
    - \$ 3,500 SBCTC – Parent Ed Conference;
    - \$ 5,660 SBCTC – Perkins Parent Ed.;
    - \$ 37,451 Bellevue SD – Gifted Program;
    - \$ 19,602 Nuclear Medicine Tech course fee;
    - \$ 180,000 City of Bellevue TV Equip. Replacement;
    - \$ 127,297 City of Bellevue Cable Cast System;
    - \$ 43,297 BC Foundation Mini Grant;
    - \$1,225,506 SBCTC -BFET-DSHS Food Stamp;
    - \$ 97,867 SBCTC – BFET 100% funding;
    - \$ 200,000 Microsoft – Project Succeed;
    - \$ 152,066 WDC – Hopelink;
    - \$ 65,000 DHS – Generator;
    - \$ 250,000 HHS ONC – YR 1 Increase;
    - \$ 4,500 LSTA – Info Literacy grant;
    - \$ 55,383 City of Bellevue – Prep for Work
    - \$2,798,463 HHS-ONC – Medical Informatics Education Program
  - \$6,225,109 adjusted award and carry-over grant balances from 2009-10.



- Proprietary funds:
  - \$ 750,000 Computer Service Fund;
    - \$ 750,000 Phone System;
  - \$ 191,594 Associated Students;
    - \$ 191,594 Budget Opening Entry in reserve budget ;
  - \$ 15,939 Book Store
    - \$ 15,939 Overhead annual adjustment;
  - \$ 8,050 Parking
    - \$ 8,050 Verizon Tower/ Sustainability Staff;
  - \$<68,060> Other Auxiliary Enterprises;
    - \$ 100 Engineering Modular;
    - \$<68,160> KBCS adjust revenue/expenses to expectation;
  
- Fiduciary funds: \$50,000 Financial Aid Fund increased to reflect actual expected revenue.
  
- Capital Projects: Initial budgets are balanced to state appropriations and use of local funds as approved by the board.

**Background Information**

Attachment 1: Cumulative Financial Comparison of Budget versus Actual Revenue and Expenses by Fund

Attachment 2: Quarterly Comparison of FY 10 VS FS 11 Revenue and Expense by Fund.

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII reviews the quarterly financial reports as attached and has an opportunity to have any questions answered.

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

COMMUNITY COLLEGE DISTRICT VIII  
 BELLEVUE COLLEGE  
 2010-11 Quarterly Financial Report  
 For the Period Ending  
 June 30 2011

**COMPARISON OF BUDGETED VS. ACTUAL REVENUE AND EXPENSE BY FUND**

	2010-11 INITIAL BUDGET	CUMMULATIVE BUDGET REVISIONS	2010-11 REVISED BUDGET	2010-11 OPENING ENTRIES	PERIOD ENDING				2010-11 DIFFERENCE ACTUAL LESS BUDGET	2010-11 YTD % BUDGET
					SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE		
<b>OPERATING FUND:</b>										
<b>STATE ALLOCATION</b>										
ALLOCATION	30,947,938	934,874	31,882,812		7,021,734	16,452,322	25,953,501	31,878,077	-4,735	99.99%
EXPENSE	30,947,938	934,874	31,882,812		7,021,734	16,452,322	25,953,501	31,878,077	-4,735	99.99%
<b>TOTAL STATE ALLOCATION</b>	<b>30,947,938</b>	<b>934,874</b>	<b>31,882,812</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>		
<b>LOCAL OPERATING</b>										
REVENUE	17,838,651	5,569	17,844,220		8,937,122	17,586,914	17,945,188	18,740,153	895,933	105.02%
OPENING ENTRIES (Budgeted)	265,885	375,184	641,069	1,352,679				401,661		
EXPENSE	18,104,536	380,753	18,485,289		4,301,993	8,551,388	13,593,572	19,141,814	656,525	103.55%
<b>TOTAL LOCAL OPERATING</b>	<b>18,104,536</b>	<b>380,753</b>	<b>18,485,289</b>		<b>4,635,129</b>	<b>9,035,526</b>	<b>4,351,616</b>	<b>0</b>		
<b>DEDICATED LOCAL FUND</b>										
REVENUE	14,180,334	-56,553	14,123,781		6,031,813	8,513,088	18,829,248	12,061,165	-2,062,616	85.40%
OPENING ENTRIES (Budgeted)	149,100	342,099	491,199	11,297,131						
EXPENSE	14,329,434	285,546	14,614,980		2,613,360	5,001,682	7,423,591	10,500,887	-4,114,093	71.85%
<b>TOTAL DEDICATED LOCAL FUND</b>	<b>14,329,434</b>	<b>285,546</b>	<b>14,614,980</b>		<b>3,418,453</b>	<b>3,511,406</b>	<b>11,405,657</b>	<b>1,560,278</b>		
<b>GRANTS &amp; CONTRACTS</b>										
REVENUE	13,246,643	12,581,585	25,828,228		3,554,931	7,989,894	13,643,720	22,463,112	-3,365,116	86.97%
OPENING ENTRIES (Budgeted)	0	278,309	278,309	9,221,688						
EXPENSE	13,246,643	12,859,894	26,106,537		2,762,072	5,114,881	7,288,003	16,631,912	-9,474,625	63.71%
<b>TOTAL GRANTS &amp; CONTRACTS</b>	<b>13,246,643</b>	<b>12,859,894</b>	<b>26,106,537</b>		<b>792,859</b>	<b>2,875,013</b>	<b>6,355,717</b>	<b>5,831,200</b>		
<b>TOTAL OPERATING FUNDS:</b>	<b>76,628,551</b>	<b>14,461,067</b>	<b>91,089,618</b>		<b>8,846,441</b>	<b>15,421,945</b>	<b>22,112,990</b>	<b>7,391,478</b>		
<b>PROPRIETARY FUNDS:</b>										
<b>STORES FUND</b>										
REVENUE	350,000	0	350,000	291,132	89,310	172,210	264,629	394,040	44,040	112.58%
EXPENSE	350,000	0	350,000		61,104	150,821	226,054	352,421	2,421	100.69%
<b>TOTAL STORES FUND</b>	<b>350,000</b>	<b>0</b>	<b>350,000</b>		<b>28,206</b>	<b>21,389</b>	<b>38,575</b>	<b>41,619</b>		
<b>COMPUTER SERVICE FUND</b>										
REVENUE	467,246	750,000	1,217,246	2,376,041	148,772	174,753	326,011	455,781	-761,465	37.44%
EXPENSE	467,246	750,000	1,217,246		-6,354	51,073	58,998	355,789	-861,457	29.23%
<b>TOTAL COMPUTER SERVICE FUND</b>	<b>467,246</b>	<b>750,000</b>	<b>1,217,246</b>		<b>155,126</b>	<b>123,680</b>	<b>267,013</b>	<b>99,992</b>		
<b>PRINTING FUND</b>										
REVENUE	1,093,124	0	1,093,124	348,863	256,514	498,191	783,010	1,072,978	-20,146	98.16%
EXPENSE	1,093,124	0	1,093,124		247,624	575,727	726,775	1,056,193	-36,931	96.62%
<b>TOTAL PRINTING FUND</b>	<b>1,093,124</b>	<b>0</b>	<b>1,093,124</b>		<b>8,890</b>	<b>-77,536</b>	<b>56,235</b>	<b>16,785</b>		

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					SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE		
<b>MOTOR POOL</b>										
REVENUE	16,000	0	16,000	4,548	3,676	7,001	8,906	14,193	-1,807	88.71%
EXPENSE	16,000	0	16,000		2,067	5,492	8,471	13,758	-2,242	85.99%
<b>TOTAL MOTOR POOL</b>	<b>16,000</b>	<b>0</b>	<b>16,000</b>		<b>1,609</b>	<b>1,509</b>	<b>435</b>	<b>435</b>		
<b>ASSOCIATED STUDENTS</b>										
REVENUE	2,532,268	191,594	2,723,862	3,399,490	1,188,567	2,268,236	2,449,542	2,626,862	-97,000	96.44%
EXPENSE	2,532,268	191,594	2,723,862		345,068	809,939	1,325,733	1,953,346	-770,516	71.71%
<b>TOTAL ASSOCIATED STUDENTS</b>	<b>2,532,268</b>	<b>191,594</b>	<b>2,723,862</b>		<b>843,499</b>	<b>1,458,297</b>	<b>1,123,809</b>	<b>673,516</b>		
<b>BOOKSTORE</b>										
REVENUE	5,316,155	-20,799	5,295,356	3,635,845	1,946,625	2,734,633	4,304,799	5,792,631	497,275	109.39%
EXPENSE	4,621,140	15,939	4,637,079		1,560,209	3,482,632	4,116,944	5,394,495	757,416	116.33%
<b>TOTAL BOOKSTORE</b>	<b>5,316,155</b>	<b>15,939</b>	<b>5,295,356</b>		<b>386,416</b>	<b>-747,999</b>	<b>187,855</b>	<b>398,136</b>		
<b>PARKING</b>										
REVENUE	1,878,870	8,050	1,886,920	2,624,535	933,607	1,207,761	2,077,540	2,475,279	588,359	131.18%
EXPENSE	1,878,870	8,050	1,886,920		92,959	676,460	940,960	1,655,882	-231,038	87.76%
<b>TOTAL PARKING</b>	<b>1,878,870</b>	<b>8,050</b>	<b>1,886,920</b>		<b>840,648</b>	<b>531,301</b>	<b>1,136,580</b>	<b>819,397</b>		
<b>FOOD SERVICES</b>										
REVENUE	1,404,362	0	1,404,362	661,598	243,808	678,877	1,196,298	1,751,404	347,042	124.71%
EXPENSE	1,404,362	0	1,404,362		287,054	758,570	1,240,383	1,737,435	333,073	123.72%
<b>TOTAL FOOD SERVICES</b>	<b>1,404,362</b>	<b>0</b>	<b>1,404,362</b>		<b>-43,246</b>	<b>-79,693</b>	<b>-44,085</b>	<b>13,969</b>		
<b>OTHER AUXILIARY ENTERPRISES</b>										
REVENUE	3,336,886	-68,060	3,268,826	2,543,416	1,026,130	1,793,262	2,687,683	3,408,636	139,810	104.28%
EXPENSE	3,336,886	-68,060	3,268,826		930,678	1,777,139	2,729,506	3,786,393	517,567	115.83%
<b>OTHER AUXILIARY ENTERPRISES</b>	<b>3,336,886</b>	<b>-68,060</b>	<b>3,268,826</b>		<b>95,452</b>	<b>16,123</b>	<b>-41,823</b>	<b>-377,757</b>		
<b>TOTAL PROPRIETARY FUNDS:</b>	<b>16,394,911</b>	<b>897,523</b>	<b>17,255,696</b>		<b>2,316,600</b>	<b>1,247,071</b>	<b>2,724,594</b>	<b>1,686,092</b>		
<b>FIDUCIARY FUNDS:</b>										
<b>GRANTS IN AID</b>										
REVENUE	9,060,800	0	9,060,800	133,835	2,791,699	4,726,807	9,162,953	12,222,347	3,161,547	134.89%
EXPENSE	9,060,800	0	9,060,800		3,377,790	7,315,257	10,846,761	12,364,661	3,303,861	136.46%
<b>TOTAL GRANTS IN AID</b>	<b>9,060,800</b>	<b>0</b>	<b>9,060,800</b>		<b>-586,091</b>	<b>-2,588,450</b>	<b>-1,683,808</b>	<b>-142,314</b>		
<b>STUDENT LOAN</b>										
REVENUE	10,400,000	0	10,400,000	15,274	1,339,325	2,882,664	5,952,804	9,319,967	-1,080,033	89.62%
EXPENSE	10,400,000	0	10,400,000		1,928,528	5,001,479	7,842,962	9,319,411	-1,080,589	89.61%
<b>TOTAL STUDENT LOAN</b>	<b>10,400,000</b>	<b>0</b>	<b>10,400,000</b>		<b>-589,203</b>	<b>-2,118,815</b>	<b>-1,890,158</b>	<b>556</b>		
<b>FINANCIAL AID FUND</b>										
REVENUE	750,000	50,000	800,000	538,768	495,551	788,340	800,997	830,919	30,919	103.86%
EXPENSE	750,000	50,000	800,000		306,244	564,887	805,205	857,362	57,362	107.17%
<b>TOTAL FINANCIAL AID FUND</b>	<b>750,000</b>	<b>50,000</b>	<b>800,000</b>		<b>189,307</b>	<b>223,453</b>	<b>-4,208</b>	<b>-26,443</b>		

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					SEP 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	DEC 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	MAR 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE		
<b>AGENCY</b>										
REVENUE	0	0	0	867,788	774,651	1,180,474	1,597,772	1,762,574	n/a	n/a
EXPENSE		0	0		450,819	863,130	1,268,218	1,568,161	n/a	n/a
<b>TOTAL AGENCY</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>323,832</b>	<b>317,344</b>	<b>329,554</b>	<b>194,413</b>		
<b>TOTAL ENDOWMENT LOCAL REVENUE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>178,106</b>	<b>2,674</b>	<b>3,254</b>	<b>6,943</b>	<b>6,947</b>	n/a	n/a
<b>TOTAL FIDUCIARY FUNDS:</b>	<b>20,210,800</b>	<b>50,000</b>	<b>20,260,800</b>		<b>-659,481</b>	<b>-4,163,214</b>	<b>-3,241,677</b>	<b>33,159</b>		
<b>TOTAL ANNUAL REVENUE:</b>	<b>112,819,277</b>	<b>14,376,260</b>	<b>127,195,537</b>		<b>36,786,509</b>	<b>69,658,681</b>	<b>107,991,544</b>	<b>127,277,065</b>	81,528	100.1%
<b>TOTAL BUDGETED OPENING ENTRIES:</b>	<b>414,985</b>	<b>995,592</b>	<b>1,410,577</b>	<b>39,490,737</b>	<b>0</b>					
<b>TOTAL ANNUAL EXPENSE:</b>	<b>112,539,247</b>	<b>15,408,590</b>	<b>127,947,837</b>		<b>26,282,949</b>	<b>57,152,879</b>	<b>86,395,637</b>	<b>118,567,997</b>	-9,379,840	92.7%
<b>NET GAIN (LOSS) YEAR TO DATE:</b>					<b>10,503,560</b>	<b>12,505,802</b>	<b>21,595,907</b>	<b>9,110,729</b>		
<b>CAPITAL PROJECTS: 2009-2011</b>										
STATE APPROPRIATIONS	5,839,994	0	5,839,994		3,334,956	4,120,286	4,993,778	5,467,237	-372,757	93.6%
LOCAL CAPITAL FUND	34,341,819	0	34,341,819	10,246,348	3,275,710	14,347,289	20,755,919	22,434,782	-11,907,037	65.3%
<b>TOTAL CAPITAL PROJECTS FUNDS:</b>	<b>40,181,813</b>	<b>0</b>	<b>40,181,813</b>		<b>6,610,666</b>	<b>18,467,575</b>	<b>25,749,697</b>	<b>27,902,019</b>		
<b>GRAND TOTAL ALL REVENUE FUNDS :</b>	<b>153,416,075</b>	<b>15,371,852</b>	<b>168,787,927</b>		<b>43,397,175</b>	<b>88,126,256</b>	<b>133,741,241</b>	<b>155,179,084</b>		

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QUARTERLY COMPARISON OF FY 10 VS. FY 11 REVENUE AND EXPENSE BY FUND								
	2009-10 BUDGET	2010-11 BUDGET	PERIOD ENDING		2009-10 YTD % BUDGET	2010-11 YTD % BUDGET	% CHANGE	
			JUN 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE				
<b>OPERATING FUND:</b>								
<b>STATE ALLOCATION</b>								
ALLOCATION	33,675,253	31,882,812	33,668,336	31,878,077	99.98%	99.99%	0.0%	
EXPENSE	33,675,253	31,882,812	33,668,336	31,878,077	99.98%	99.99%	0.0%	
<b>TOTAL STATE ALLOCATION</b>	<b>33,675,253</b>	<b>31,882,812</b>	<b>0</b>	<b>0</b>				
<b>LOCAL OPERATING</b>								
REVENUE	16,842,347	17,844,220	16,841,502	18,740,153	99.99%	105.02%	5.0%	
OPENING ENTRIES (Budgeted)	1,541,533	641,069	319,125	401,661	20.70%	62.65%	42.0%	
EXPENSE	18,383,880	18,485,289	17,160,627	19,141,814	93.35%	103.55%	10.2%	
<b>TOTAL LOCAL OPERATING</b>	<b>18,383,880</b>	<b>18,485,289</b>	<b>0</b>	<b>0</b>				
<b>DEDICATED LOCAL FUND</b>								
REVENUE	13,720,229	14,123,781	15,173,749	12,061,165	110.59%	85.40%	-25.2%	
OPENING ENTRIES (Budgeted)	538,982	491,199					0.0%	
EXPENSE	14,259,211	14,614,980	13,065,513	10,500,887	91.63%	71.85%	-19.8%	
<b>TOTAL DEDICATED LOCAL FUND</b>	<b>14,259,211</b>	<b>14,614,980</b>	<b>2,108,236</b>	<b>1,560,278</b>				
<b>GRANTS &amp; CONTRACTS</b>								
REVENUE	21,582,629	25,828,228	11,959,629	22,463,112	55.41%	86.97%	31.6%	
OPENING ENTRIES (Budgeted)	372,915	278,309					0.0%	
EXPENSE	21,955,544	26,106,537	11,268,049	16,631,912	51.32%	63.71%	12.4%	
<b>TOTAL GRANTS &amp; CONTRACTS</b>	<b>21,955,544</b>	<b>26,106,537</b>	<b>691,580</b>	<b>5,831,200</b>				
<b>TOTAL OPERATING FUNDS:</b>	<b>88,273,888</b>	<b>91,089,618</b>	<b>2,799,816</b>	<b>7,391,478</b>				
<b>PROPRIETARY FUNDS:</b>								
<b>STORES FUND</b>								
REVENUE	350,000	350,000	389,148	394,040	111.19%	112.58%	1.4%	
EXPENSE	350,000	350,000	428,625	352,421	122.46%	100.69%	-21.8%	
<b>TOTAL STORES FUND</b>	<b>350,000</b>	<b>350,000</b>	<b>-39,477</b>	<b>41,619</b>				
<b>COMPUTER SERVICE FUND</b>								
REVENUE	1,125,372	1,217,246	625,647	455,781	55.59%	37.44%	-18.2%	
EXPENSE	1,125,372	1,217,246	411,683	355,789	36.58%	29.23%	-7.4%	
<b>TOTAL COMPUTER SERVICE FUND</b>	<b>1,125,372</b>	<b>1,217,246</b>	<b>213,964</b>	<b>99,992</b>				
<b>PRINTING FUND</b>								
REVENUE	1,159,843	1,093,124	1,097,531	1,072,978	94.63%	98.16%	3.5%	
EXPENSE	1,159,843	1,093,124	1,027,241	1,056,193	88.57%	96.62%	8.1%	
<b>TOTAL PRINTING FUND</b>	<b>1,159,843</b>	<b>1,093,124</b>	<b>70,290</b>	<b>16,785</b>				
<b>MOTOR POOL</b>								
REVENUE	16,000	16,000	10,542	14,193	65.89%	88.71%	22.8%	
EXPENSE	16,000	16,000	11,600	13,758	72.50%	85.99%	13.5%	
<b>TOTAL MOTOR POOL</b>	<b>16,000</b>	<b>16,000</b>	<b>-1,058</b>	<b>435</b>				
<b>ASSOCIATED STUDENTS</b>								
REVENUE	2,299,291	2,723,862	2,407,829	2,626,862	104.72%	96.44%	-8.3%	
EXPENSE	2,299,291	2,723,862	1,790,769	1,953,346	77.88%	71.71%	-6.2%	
<b>TOTAL ASSOCIATED STUDENTS</b>	<b>2,299,291</b>	<b>2,723,862</b>	<b>617,060</b>	<b>673,516</b>				
<b>BOOKSTORE</b>								
REVENUE	5,288,005	5,295,356	6,272,568	5,792,631	118.62%	109.39%	-9.2%	
EXPENSE	4,584,039	4,637,079	5,628,776	5,394,495	122.79%	116.33%	-6.5%	
<b>TOTAL BOOKSTORE</b>	<b>5,288,005</b>	<b>5,295,356</b>	<b>643,792</b>	<b>398,136</b>				
<b>PARKING</b>								
REVENUE	1,749,441	1,886,920	2,018,645	2,475,279	115.39%	131.18%	15.8%	
EXPENSE	1,749,441	1,886,920	1,647,002	1,655,882	94.14%	87.76%	-6.4%	
<b>TOTAL PARKING</b>	<b>1,749,441</b>	<b>1,886,920</b>	<b>371,643</b>	<b>819,397</b>				
<b>FOOD SERVICES</b>								
REVENUE	1,490,182	1,404,362	1,768,379	1,751,404	118.67%	124.71%	6.0%	

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			JUN 2010 CUMULATIVE ACTUAL REVENUE & EXPENSE	JUN 2011 CUMULATIVE ACTUAL REVENUE & EXPENSE			
EXPENSE	1,490,182	1,404,362	1,742,361	1,737,435	116.92%	123.72%	6.8%
<b>TOTAL FOOD SERVICES</b>	<b>1,490,182</b>	<b>1,404,362</b>	<b>26,018</b>	<b>13,969</b>			
<b>OTHER AUXILIARY ENTERPRISES</b>							
REVENUE	3,217,643	3,268,826	3,624,980	3,408,636	112.66%	104.28%	-8.4%
EXPENSE	3,217,643	3,268,826	3,366,672	3,786,393	104.63%	115.83%	11.2%
<b>OTHER AUXILIARY ENTERPRISES</b>	<b>3,217,643</b>	<b>3,268,826</b>	<b>258,308</b>	<b>-377,757</b>			
<b>TOTAL PROPRIETARY FUNDS:</b>	<b>16,695,777</b>	<b>17,255,696</b>	<b>2,160,540</b>	<b>1,686,092</b>			
<b>FIDUCIARY FUNDS:</b>							
<b>GRANTS IN AID</b>							
REVENUE	6,048,800	9,060,800	9,649,549	12,222,347	159.53%	134.89%	-24.6%
EXPENSE	6,048,800	9,060,800	9,645,421	12,364,661	159.46%	136.46%	-23.0%
<b>TOTAL GRANTS IN AID</b>	<b>6,048,800</b>	<b>9,060,800</b>	<b>4,128</b>	<b>-142,314</b>			
<b>STUDENT LOAN</b>							
REVENUE	6,900,000	10,400,000	7,271,620	9,319,967	105.39%	89.62%	-15.8%
EXPENSE	6,900,000	10,400,000	7,271,620	9,319,411	105.39%	89.61%	-15.8%
<b>TOTAL STUDENT LOAN</b>	<b>6,900,000</b>	<b>10,400,000</b>	<b>0</b>	<b>556</b>			
<b>FINANCIAL AID FUND</b>							
REVENUE	750,000	800,000	725,832	830,919	96.78%	103.86%	7.1%
EXPENSE	750,000	800,000	929,284	857,362	123.90%	107.17%	-16.7%
<b>TOTAL FINANCIAL AID FUND</b>	<b>750,000</b>	<b>800,000</b>	<b>-203,452</b>	<b>-26,443</b>			
<b>AGENCY</b>							
REVENUE	0	0	1,275,758	1,762,574	n/a	n/a	n/a
EXPENSE	0	0	1,181,375	1,568,161	n/a	n/a	n/a
<b>TOTAL AGENCY</b>	<b>0</b>	<b>0</b>	<b>94,383</b>	<b>194,413</b>			
<b>TOTAL ENDOWMENT LOCAL REVENUE</b>	<b>0</b>	<b>0</b>	<b>6,550</b>	<b>6,947</b>	n/a	n/a	n/a
<b>TOTAL FIDUCIARY FUNDS:</b>	<b>13,698,800</b>	<b>20,260,800</b>	<b>-98,391</b>	<b>33,159</b>			
<b>TOTAL ANNUAL REVENUE:</b>	<b>116,215,035</b>	<b>127,195,537</b>	<b>114,787,794</b>	<b>127,277,065</b>	<b>98.8%</b>	<b>100.1%</b>	<b>1.3%</b>
<b>TOTAL ANNUAL EXPENSE:</b>	<b>117,964,499</b>	<b>127,947,837</b>	<b>110,244,954</b>	<b>118,567,997</b>	<b>93.5%</b>	<b>92.7%</b>	<b>-0.8%</b>
<b>NET GAIN (LOSS) YEAR TO DATE:</b>			<b>4,861,965</b>	<b>9,110,729</b>			
<b>CAPITAL PROJECTS: 2009-2011</b>							
STATE APPROPRIATIONS (1)	5,839,994	5,839,994	2,467,881	5,467,237	42.3%	93.6%	n/a
LOCAL CAPITAL FUND (1)	34,341,819	34,341,819	3,108,143	22,434,782	9.1%	65.3%	n/a
<b>TOTAL CAPITAL PROJECTS FUNDS:</b>	<b>40,181,813</b>	<b>40,181,813</b>	<b>5,576,024</b>	<b>27,902,019</b>			
<b>GRAND TOTAL ALL REVENUE FUNDS :</b>	<b>158,850,278</b>	<b>168,787,927</b>	<b>120,363,818</b>	<b>155,179,084</b>			
(1) Capital projects are reported on 2 year biennium, increase reflects continued progress toward ongoing projects.							



**REGULAR MEETING AGENDA ITEM**  
**September 7, 2011**

**Tab 5**

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

**Topic**

Total Enrollment, Spring Quarter 2011 and Annual Enrollment Comparison Report

**Description**

The college continuously 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. 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. In addition to the Spring Quarter Final Enrollment report, an annual report is produced that provides an overall enrollment summary for this year as compared to last year.

**Key Questions**

- \* Was the college's enrollment target for state funded and self-support FTES met for Spring Quarter 2011, and how did that performance compare to Spring Quarter 2010?
- \* Were there any areas of enrollment that experienced significant differences (increase or decrease) for Spring Quarter 2011 and what are the reasons for those changes?
- \* How do the final figures for enrollment for academic year 2010-11 compare to the enrollment figures for academic year 2009-10?

**Analysis**

The downturn in the state economy persists and the state job outlook has shown little improvement. As a result, colleges statewide have been experiencing record enrollment numbers. These circumstances are reflected in the Spring quarter and annual total enrollment data.

Increases by division or unit:

- Arts and Humanities Division exceeded its target by 129.0 FTES or 4.0%
- Business (IBIT) Division exceeded its target by 41.2 FTES or 3.8%
- Health Science Division exceeded its target by 3.8 FTES or 0.4%
- Science Division exceeded its target by 432.2 FTES or 17.5%
- Social Science Division exceeded its target by 185.1 FTES or 9.3%
- Other Programs exceeded their target by 18.7 FTES or 3.7%

### **Background Information**

Attachment 1: Quarterly Enrollment Report by Program for Spring Quarter 2011

Attachment 3: A graphic representation showing a comparison of the 2010-11 vs. 2009-10 data

### **Recommendation/Outcomes**

The Board will have an opportunity to review and discuss the college's enrollment data and trends for Spring Quarter and an Enrollment Comparison Report for Academic Year 2010-11 vs. 2009-10.

**Prepared by:** Tom Nielsen, Vice President of Instruction  
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COMMUNITY COLLEGE DISTRICT VIII  
 BELLEVUE COLLEGE  
 Spring Quarter 2011

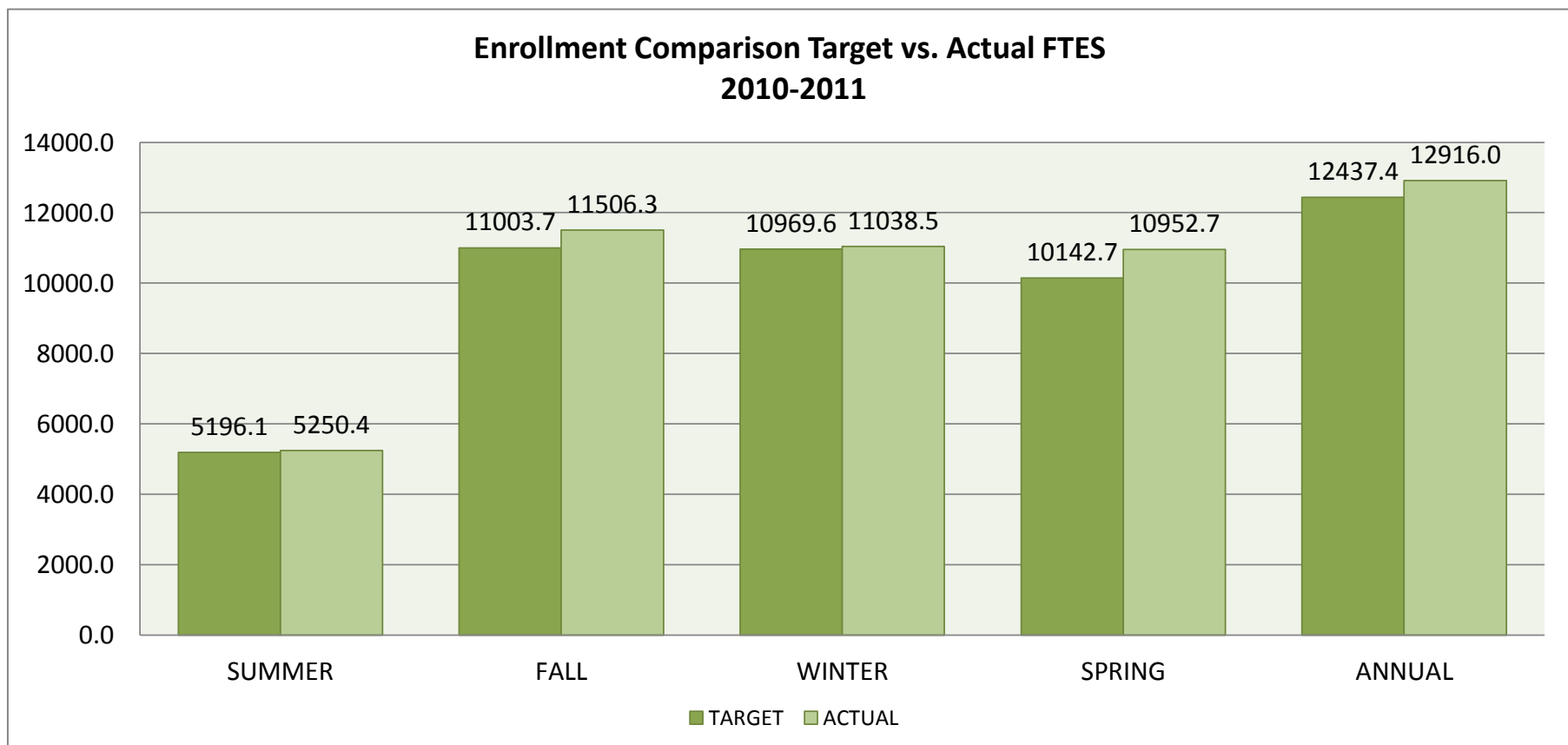
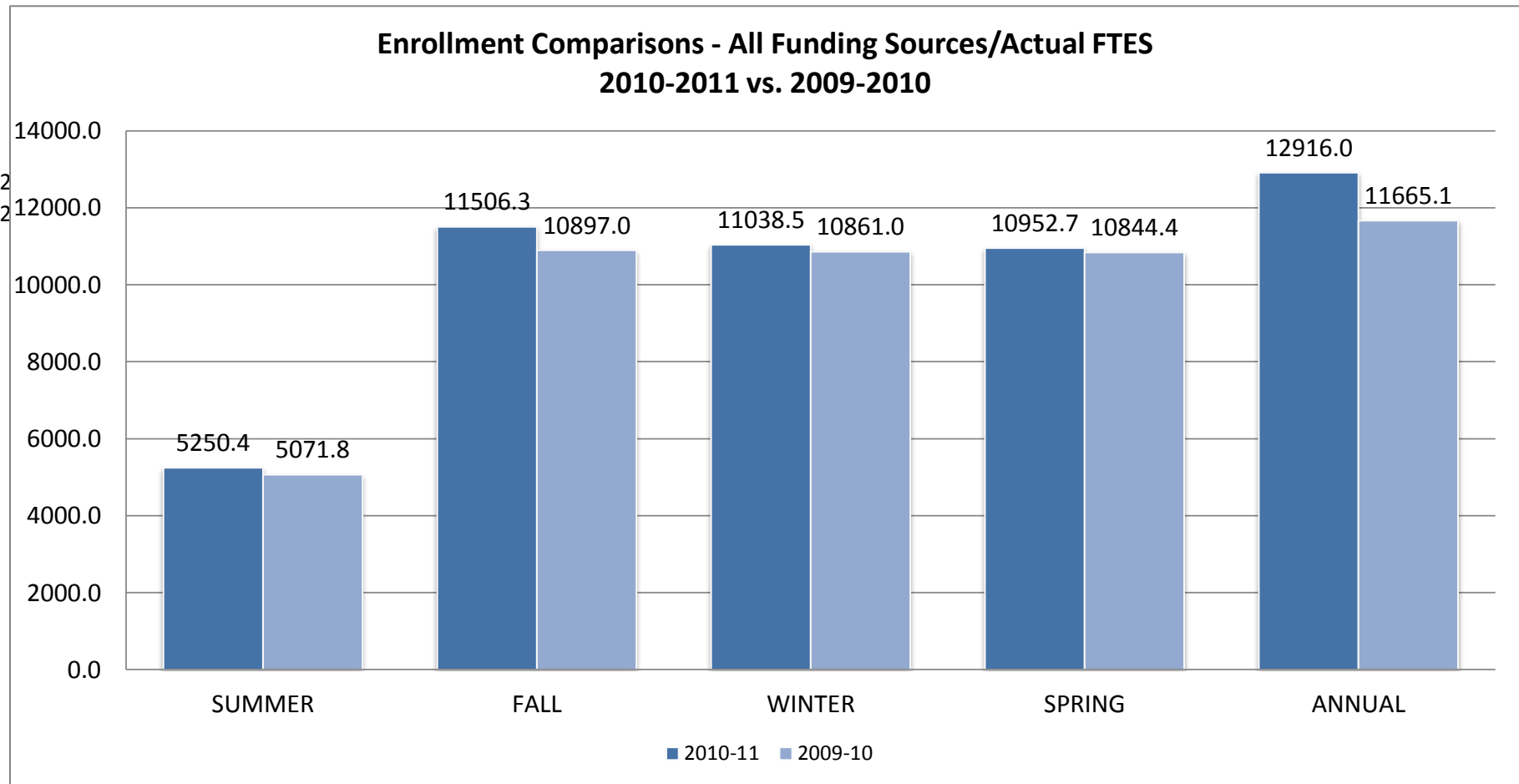


TOTAL COLLEGE				
All Divisions & Miscellaneous Programs	FALL 2010 FTES Target	Actual FTES	# Change	% Change
	10143	10953	810.0	8.0%

Division	SPRING 2011 FTES Target	Actual FTES	# Change	% Change
<b>Arts &amp; Humanities</b>	<b>3242</b>	<b>3371</b>	<b>129.0</b>	<b>4.0%</b>
Humanities	1	1	0.6	90.0%
Art	231	249	18.4	8.0%
Applied Linguistics	0	0	0.0	0%
Communications	363	486	122.3	33.6%
Dance	16	15	-0.9	-5.6%
Drama	30	49	19.1	63.5%
English	1038	1076	38.5	3.7%
World Language	459	397	-62.6	-13.6%
Interior Design	0	0	0.0	0.0%
Music	201	135	-65.9	-32.7%
Philosophy	150	171	21.2	14.1%
Speech	215	242	27.8	13.0%
ABE/GED	69	121	51.7	74.6%
DEVED/ID	17	15	-2.6	-15.3%
Experiential Learning	14	11	-3.2	-22.4%
ESL	438	403	-35.3	-8.1%
<b>Health Sciences</b>	<b>849</b>	<b>853</b>	<b>3.8</b>	<b>0.4%</b>
Diagnostic Ultrasound	39	41	2.6	7%
Early Childhood Educ	24	31	6.9	28%
Education	12	14	1.8	14%
Health	50	36	-14.7	-29%
Indiv Studies	0	0	0.2	0%
Imaging	12	15	2.8	23%
Nursing	99	109	9.8	10%
Nuclear Medicine Tech	11	6	-4.6	-42%
Parent Ed	0	3	3.4	0%
Physical Development	143	137	-6.5	-5%
Radiologic Technology	50	43	-7.0	-14%
Radiation Therapy	21	17	-3.2	-15%
Recreation Education	0	3	2.5	0%
Health Professions	125	155	29.6	24%
Radiation Mgmt/Tech	41	38	-2.6	-6%
Neuro Diagnostic Tech	12	10	-1.1	-10%
Parent Education	210	194	-16.1	-8%
<b>Social Science</b>	<b>1998</b>	<b>2183</b>	<b>185.1</b>	<b>9.3%</b>
Criminal Justice	71	111	40.3	57.0%
Anthropology	118	191	72.3	61.0%
Economics	224	219	-5.3	-2.4%
Geography	135	159	24.0	17.8%
History	247	231	-15.6	-6.3%
International Studies	43	22	-21.2	-50%
Political Science	115	117	2.3	2%
Psychology	367	414	47.3	12.9%
Business Admin Trans	302	306	3.6	1.2%
Sociology	210	270	60.0	28.5%
Ethnic Studies	166	143	-22.6	-13.6%

Division	SPRING 2011 FTES Target	Actual FTES	# Change	% Change
<b>Business (IBIT)</b>	<b>1071</b>	<b>1112</b>	<b>41.2</b>	<b>3.8%</b>
Accounting	102	106	4.5	4.4%
Business Admin	0	17	17.0	0.0%
Information Tech	15	14	-0.7	-4.5%
Business Management	215	230	15.1	7.0%
Marketing	58	65	6.4	10.9%
Business Tech System	260	246	-14.9	-5.7%
Business Intelligence	50	36	-13.7	-27.3%
Computer Science	66	62	-3.9	-5.8%
Network Services	104	112	8.2	7.9%
Programming	9	7	-1.9	-20.3%
Medical Informatics	0	0	0.0	0.0%
Technical Support	31	42	10.4	33.2%
Media Theory	27	48	21.7	80.9%
Animation Technology	76	60	-16.4	-21.6%
Digital Video Prod	32	31	-1.4	-4.3%
Gaming	16	19	3.0	18.9%
Web Multimedia	10	18	7.7	76.7%
<b>Science</b>	<b>2470</b>	<b>2902</b>	<b>432.2</b>	<b>17.5%</b>
Astronomy	138	184	46.0	33.4%
Biology	534	649	115.9	21.7%
Botany	22	20	-2.0	-8.9%
Chemistry	369	477	108.5	29.4%
Computer Science	77	86	9.6	12.6%
Environmental Science	43	46	3.6	8.5%
Engineering	39	38	-0.7	-1.9%
Geology	62	59	-3.3	-5%
I.D. Math	378	422	44.2	11.7%
Math	588	659	71.1	12.1%
Meteorology	37	48	11.2	30.4%
Oceanography	46	52	6.5	14.2%
Physics	139	161	21.6	15.5%
<b>Other Programs</b>	<b>512</b>	<b>531</b>	<b>18.7</b>	<b>3.7%</b>
Alcohol/Drug	43	47	4.70	11.0%
BAA Interior Design (FS5)	35	47	12.15	34.8%
Career Education Opt	54	66	11.33	20.8%
CE-Computers	13	0	-12.80	-100.0%
CE-Work Related Progs	7.5	0	-7.50	-100.0%
ELI Internl Bus Prof	40	39	-1.03	-2.6%
ELI University Prep	244	226	-18.33	-7.5%
Fire Science	22	18	-3.73	-17.0%
Human Development	39	66	26.45	67.1%
Tech Prep	0	0	0.00	0.0%
Cont Nurs Educ (FS 5)	15	22	7.45	50.7%

**COMMUNITY COLLEGE DISTRICT VIII  
BELLEVUE COMMUNITY COLLEGE  
SUMMER/FALL 2010, WINTER/SPRING 2011 and ANNUAL 2010-2011**



**REGULAR MEETING AGENDA ITEM**

**Tab 6**

**September 7, 2011**

Information     Discussion     Action

**Topic**

Northwest Commission on Colleges and Universities Year One Report and Articulation of an acceptable threshold of mission fulfillment

**Description**

The Year One Report is due to the NWCCU and evaluators on September 15, 2011. The content of the report complete. The report is provided in Attachment 1.

Standard 1 of the Year One report requires institutions to establish acceptable thresholds for articulating the fulfillment of the institutional mission.

Members of President's Staff reviewed methods used by other colleges and agreed to use three threshold levels:

- Exceeds expectations - 90% or more of the target has been met
- Meets expectations - 75% to 90% of the target has been met
- Does not meet expectations - less than 75% of the target has been met

Attachment 2 provides a more detailed description of the process that will be used for determining mission fulfillment.

The college will report to NWCCU the outcomes of its measurements in subsequent reports during the septennial accreditation cycle.

**Key Questions**

- \* Is 75% an acceptable minimum threshold for measuring mission fulfillment?
- \* How will targets be established?

**Analysis**

President's Staff agreed that at the institutional level a minimum threshold no lower than 75% would be acceptable for this first cycle of measurement. Mission fulfillment will be measured against the Core Themes, Commitments, Expected Effects, and Indicators of Achievement established in the Year One report. The key performance indicators process that was introduced in 2009 will serve as a model for determining the extent to

which the college is fulfilling its mission. Baseline data have been compiled for selected indicators. These data will provide a framework for President's Staff to determine targets. Data will be compiled at appropriate times throughout the year and monitored regularly by the Council for Effectiveness and Research. Multiple stakeholders throughout the college will be asked to participate in review of the data and the process. The data will be used for developing objectives for annual work plans.

### **Background Information**

Attachment 1 - NWCCU Year One Report

Attachment 2 - Articulation of an Acceptable Threshold for Mission Fulfillment.

### **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII approves the NWCCU Year One Report and the proposed Articulation of an Acceptable Threshold of Mission Fulfillment as described in the report.

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**BELLEVUE  
COLLEGE**

**NWCCU Revised Standards**

**Year One Report**

**September 15, 2011**

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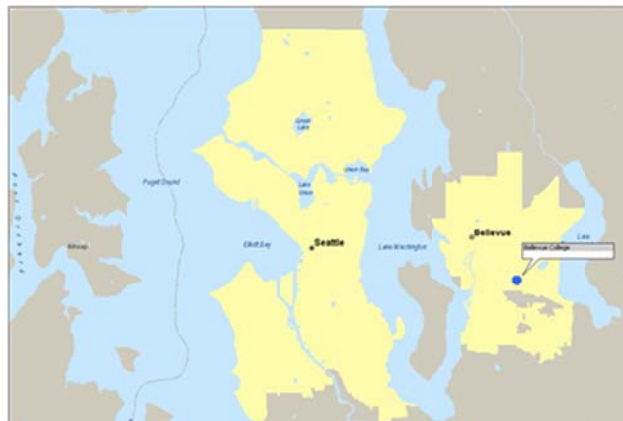
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## Institutional Overview

In 1957, a group of Bellevue business and educational leaders envisioned a community college to serve the higher education needs of the small but growing communities east of Lake Washington. Bellevue Community College became a public, comprehensive community college in 1966, serving nearly 500 students on the Newport High School campus. In 1968, the college moved to its permanent location near the crossroads of I-90 and I-405. In the intervening years it has grown to fully occupy its 100-acre campus, serving over 38,000 students through its academic transfer, professional-technical, basic skills, and continuing education programs. Today, BC also offers two baccalaureate programs. The college owns a facility in north Bellevue where its Continuing Education program is housed as well as property in the city of Issaquah for a future campus.



Bellevue College is located in the city of Bellevue, Washington. Its geographic district encompasses the cities of Bellevue, Issaquah, Sammamish, Skykomish, Snoqualmie, Mercer Island and Newport. Once a bedroom community to the city of Seattle, the Eastside is now a prominent urban center recognized for such major employers as Microsoft, Costco Wholesale, Expedia, and Paccar.

Bellevue College is governed by the Washington State Board for Community and Technical Colleges (SBCTC). The statutory mission defined in Revised Code of Washington (RCW) 28B.50 establishes community colleges as open-access institutions that provides instruction in the areas of university transfer; workforce education; educational, cultural, and recreational community services; and adult education in basic skills and literacy.

The college is governed by a five-member citizen Board of Trustees appointed by the Governor. The Board employs the president, who hires faculty and staff. The college operates under shared governance that engages all the constituencies on the campus.

Bellevue's vision is to be "the region's college of choice, based on its excellence, innovation, and national recognition for exemplary programs." Toward this vision, the college has always sought to provide programs that support the region's economic, social and cultural well-being while encouraging the success of its students. BC offers 57 major-ready programs, including strong STEM options. It transfers more students to the University of Washington than any other Washington community and technical college. Data on Bellevue transfer students indicate that post-transfer, Bellevue students do as well or better than students who began their studies at the University.

In 1995, the college received one of the first National Science Foundation (NSF) grants given to community colleges to become a regional advanced technology education center. From this grew the college's National Workforce Center for Emerging Technologies which has been designated as a Center of Excellence for Information and Computing Technology. The college continues to receive grants from NSF, the

Department of Labor (DOL) and other federal and state agencies for innovative programs such as health information technology.

To serve the changing workforce needs of its community, the college, in 2006, was granted permission to develop one of the first four community college applied baccalaureate degrees in Washington State. The Bachelor of Applied Sciences degree in Radiation and Imaging Sciences began serving students in fall 2007, and the college changed its name to Bellevue College (BC) to acknowledge the expanded nature of its offerings. In 2009, a Bachelor of Applied Arts degree in Interior Design was added. At the same time, BC also underwent its full-scale accreditation site visit and was subsequently awarded accreditation as a baccalaureate institution.

To meet its students' educational needs, the college now offers 2 baccalaureate degree programs; 5 transfer associate degrees; 91 professional-technical degrees and certificates in areas of health science, information technology, business, and design; and an associate-degree program for students with learning, cognitive, and intellectual disabilities. In addition, the college provides developmental programs in Adult Basic Education/GED and English as a Second Language (ESL); programs for high school students; and, through its Continuing Education division, a wide array of personal interest courses and career-training certificate programs in computing technology, business, health professions, technical communication, translation and interpretation, and art.

State funding represents less than one-half of BC's annual operating budget. The diversity of its funding streams is generated through program expansion, tuition, and grants and contracts. In AY 2010-11, 80 percent of enrollments at BC were in courses related to a degree, representing nearly 12,000 annualized full-time equivalent students. Over two-thirds of these students were pursuing a BC baccalaureate or associate credential, one-half of these degree-seeking students were enrolled full-time (taking 12 or more quarter credits). The balance of the students are enrolled in Basic Skills, GED, ESL, and community service course offerings.

<b>AY 2010-11 Profile</b>	
<b>STUDENT DATA</b>	
<b>Total Headcount</b> (unduplicated)	<b>38,142</b>
Students in Degree-credit courses (unduplicated)	25,946
# in transfer or professional-technical programs	12,344
% full-time pursuing a degree	69.2%
% attending full-time (>=12 credits)	51.9%
<b>EMPLOYEE DATA</b>	
<b>Total Employee Count</b> (unduplicated)	<b>1,532</b>
Staff (all categories)	663
Faculty (full- and part-time)	869

Annually, BC's workforce includes about 1,500 individuals who are employed as exempt, classified, or hourly staff and as full-time and part-time faculty.

Bellevue College guides its future by promoting student success while serving the needs of its community. This report provides a response to the one recommendation made by the 2009 Visiting Committee and describes how the college's core themes will direct the institution as it moves forward.

## Preface

### **Update on institutional changes since last report**

Following its re-affirmation of accreditation at the associate degree level in January 2006, Bellevue College entered candidacy status for baccalaureate level accreditation. The college prepared its self-study for a fall 2009 site visit. In January 2010, the NWCCU informed the college president that the college had been re-affirmed at the associate degree level and granted baccalaureate accreditation status. Significant changes have occurred within the college since that time and are discussed below.

### Reductions in Funding

The ongoing severe economic downturn has caused the college's state allocation for operations to shrink by one-fourth of its pre-recession total. Since December 2008, BC's state allocation has been reduced by \$8 million. Student tuition increases and reductions in college expenditures were made to deal with these cuts. In addition to annual reductions in funding beginning in 2008, travel, purchases, and hiring were restricted.

BC utilizes a set of guiding principles for budgeting recommendations that are developed through its constituency-based Planning Council. The college was able to manage the first year of reductions without direct effects on students or personnel. However, for the second and third years, the college reduced its workforce by 24 exempt and classified employees, shifted 1.8 positions to other revenue sources, and limited the number of sections offered. This workforce reduction affected both students and part-time faculty.

The college maintains its commitment to preserve its core values while continuing to serve the region's educational needs through prudent fiscal policies, aggressive searches for alternative funding, and continued adherence to its guiding principles. For instance, as part of BC's commitment to improve the full-time/part-time faculty ratio, funding was continued to fill ten full-time faculty vacancies for AY 2011-12.

In light of recent information from the governor's office regarding the state's economy, the college is preparing for another 5 percent cut in its state allocation in fall 2011. If this is enacted, nearly \$13 million will have been cut from the state budget—a 37 percent reduction since 2008.

### Legislative Action Expanding Baccalaureate Authority

The 2011 Washington Legislature included language in the operating budget bill authorizing Bellevue College to offer applied baccalaureates in information technology, health care services and management, biotechnology, and pre-professional preparation for medical fields. The legislation requires the college to provide a two-year plan for offering the degrees to the Legislature by June 30, 2012, and has begun preparing the plan. Prior to the passage of the legislation, the college had begun planning its third baccalaureate degree in the area of health information technology, an emerging field with high job growth.

### Property Acquisition

Two changes regarding physical property have occurred over the past two years:

1. In early 2011, the college purchased an existing building in north Bellevue for housing its continuing education programs. Prior to fall 2010, the college had leased a facility in northwest Bellevue for these offerings. However, as the lease expiration date neared, the college determined that purchasing a facility for these programs was a more prudent use of funds than another lease.

2. The continued population growth in East King County also prompted the college to consider opportunities for future program expansion in that area. In 2010, BC acquired 20 acres of land in the Issaquah Highlands Community for future development of college facilities and program offerings, tapping its reserves to make the purchase. The college has begun a master planning effort to determine the types of facilities and programs that will be offered on the site within the next five years.

### Information Systems Conversion

All Washington community and technical colleges utilize a common information system for managing administrative services—admissions and registration, finance, and personnel. Unlike enterprise resource systems (ERPs) typically found at most higher education institutions (e.g., Datatel Colleague, Banner, and PeopleSoft), the Washington community and technical college system is unique. The system, known by its users as “the HP,” was developed in the 1980s and operated on a Hewlett-Packard HP3000 platform.

For many years, the vendor has not supported the HP3000, leaving it vulnerable to failure. The most recent unsuccessful attempt to convert to a more modern system, coupled with concerns for the continued functionality of the platform, prompted an effort—known as “Lift and Shift”—to migrate existing data and processes to a newer HP platform until a new ERP could be purchased. Key employees throughout the college were involved in all stages of the Lift and Shift project, which included redistributing duties once conducted by staff in BC’s Information Resources to staff in Instruction and Student Services. The transition occurred at the end of May 2011 with relatively few mishaps. The search for a new ERP, being led by the SBCTC, is underway.

### Leadership Transitions

Beginning in 2009, the college entered a period of major personnel changes in senior leadership positions. The positions of VP for Human Resources, VP for Instruction, and VP for Information Resources were vacated and subsequently filled with highly qualified individuals.

The VP for Equity and Pluralism position is now vacant as a result of a June 2011 retirement; and the VP for Institutional Advancement position was vacated in August 2011. In May 2011 B. Jean Floten, who had served as the college’s president since 1989, announced she was leaving the college effective August 2011.

The Board of Trustees hired Dr. Laura Saunders, former Bellevue College VP for Administrative Services, to serve as interim president while it conducts a national search process for a new president.

In addition to these significant changes in the college leadership, the college continues to review its organizational structure for efficiency and effectiveness in light of the loss of employees and revenues resulting from the budget reductions.

## Response to topics previously requested by the Commission

In October 2009, Bellevue College received one recommendation stating that BC's "academic assessment plan be fully implemented with all courses being assessed (2.B.1)." It further recommended that "all faculty engage fully in the assessment process (2.B.1 and Policy 2.2)."

BC's goal is for assessment to occur on the institutional, degree (general education and professional-technical degree outcomes), and course levels by the end of the 2011-12 academic year and for the first full cycle of assessments to be accomplished by the end of 2012-13. Each assessment level has a protocol for monitoring and acting on results. The results are then incorporated into the institutional key performance indicators. The following describes each level and its associated elements:

- **Course:** Programs assess key course outcomes in all currently offered courses on a two- or three-year cycle that engages all faculty in designing and administering assessments and taking action based on the results.
- **Degree:** Key course outcomes are tied to general education outcomes and professional-technical degree outcomes. A report is generated every three years describing aggregated performance on general education outcomes and next steps based on those results.
- **Institution:** Three-year administration cycle of nationally-normed assessments.  
*Year 1:* Collegiate Assessment of Academic Proficiency (CAAP) Math and Science administered in 200-level courses; Survey of Entering Student Engagement (SENSE) administered in developmental English and math, English 101 and first college-level math classes  
*Year 2:* Community College Learning Assessment (CCLA) pre/post assessment of critical thinking, analytic reasoning, written communication, problem-solving  
*Year 3:* Community College Survey of Student Engagement (CCSSE)

The table that follows describes the actions BC has taken to date and planned for the future to meet the assessment goal and respond to the commission's recommendation.

<b>Student Learning Outcomes Assessment Plan</b>				
	<b>AY 2009-10</b>	<b>AY 2010-11</b>	<b>AY 2011-12</b>	<b>AY 2012-13</b>
<b>Course</b>	<ul style="list-style-type: none"> <li>▶ Placed responsibility for assessing courses with each department or program under the supervision of Division Deans.</li> <li>▶ Convened an Assessment Task Force to develop mechanisms for assessing all courses and engaging all faculty.</li> </ul>	<p>Implemented the Assessment Task Force plan:</p> <ul style="list-style-type: none"> <li>▶ Every academic department or program has scheduled assessment of all currently offered courses on a two- to three-year cycle. Over the course of three years all faculty will be engaged in assessment as the courses they teach come up for assessment.</li> <li>▶ Every academic department or program assessed key course outcomes of the year-one courses.</li> </ul>	<p>Continue implementation of Assessment Task Force Plan:</p> <ul style="list-style-type: none"> <li>▶ Every academic department or program assesses key course outcomes of the year-two courses, adjusting cycle if needed.</li> </ul>	<p>Continue implementation of Assessment Task Force Plan:</p> <ul style="list-style-type: none"> <li>▶ Every academic department or program assesses key course outcomes of the year-three courses, adjusting cycle if needed.</li> </ul>
<b>Degree</b>	<ul style="list-style-type: none"> <li>▶ Convened a General Education Task Force to revise the general education outcomes, with an aim of reducing the number of outcomes from the current 18.</li> </ul>	<p>General Education Task Force recommended:</p> <ul style="list-style-type: none"> <li>▶ Consolidate 18 general education outcomes into 3— Reasoning, Communication, Connections.</li> <li>▶ Cross-walk the levels claimed by each course from the original outcomes to the consolidated outcomes.</li> <li>▶ House responsibility for confirming department or program claim to be addressing a general education outcome with Division Dean.</li> </ul>	<p>Implement the General Education Task Force plan:</p> <ul style="list-style-type: none"> <li>▶ Departments/programs connect courses to general education outcomes.</li> <li>▶ Develop method to aggregate course assessment results for a clear picture of degree-level performance on general education outcomes. Analysis of/use of results is “local”: by program or department.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Year-three course assessment results address performance on relevant general education and degree outcomes.</li> <li>▶ Analysis of/use of results is “local”: by program/department. Year-three results also aggregated for a clear picture of degree-level performance on general education outcomes.</li> </ul>
<b>Institution</b>	Implemented CCLA.	Administered CCSSE in 49 classes.	Fall: Administer SENSE. Spring: Administer CAAP.	Administer CCLA.

# Chapter One – Standard One

## Mission, Core Themes, and Expectations

### Executive Summary of Eligibility Requirements 2 and 3

#### Eligibility Requirement 2: Authority

BC was created and authorized by the Community College Act of 1967 (revised as the Community and Technical College Act of 1991), Revised Code of Washington (RCW) chapter 28B, Section 50.150. BC has been continuously accredited by NWCCU since 1970.

#### Eligibility Requirement 3: Mission and Core Themes

The BC Board of Trustees, appointed by the governor of the state of Washington, approved and adopted the mission, core themes, and related indicators. All institutional resources are committed to the support of BC's educational mission and core themes.

### Section I: 1.A Mission

#### 1.A.1 Mission Statement

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. (The BC Mission was approved by the BC Board of Trustees, June 11, 2008.)

#### 1.A.2 Interpretation of Mission Fulfillment

In 2002-03, the college conducted a planning process to guide the college for the period 2004-2011. At that time, the college adopted the college mission statement above and the following nine institutional goals:

<i>Access</i>	<i>Financial Sustainability</i>
<i>Student Success</i>	<i>Technology Leadership</i>
<i>Teaching and Learning Excellence</i>	<i>Pluralism</i>
<i>Institutional Accountability</i>	<i>Community Leadership and Partnership</i>
<i>Professional and Organizational Excellence</i>	

These goals and the college mission statement are reviewed routinely by President's Staff and updated as appropriate. The most recent review was in summer 2009. At that time, no revisions were recommended. (See Appendix A.1.)

The college's decision-making processes are further informed through the BC *Affirmation of Inclusion*, which was adopted in 1992 by the All College Council and the President. (See Appendix A.2)

Following the adoption of the 2004-2011 Strategic Plan, college leaders targeted specific annual initiatives to meet the goals. In 2006, the president began a college-wide initiative for engaging stakeholders in evidence-based decision making which resulted in focusing on two primary areas: Student Success and Institutional Development. These key concepts, which crossed multiple goals, resulted from internal

analyses of data related both to improving student learning outcomes and to positioning the college for the future. President’s Staff developed two-year focused initiatives, with measurable outcomes, around these areas. Baseline data were developed against which targets were set for measuring the progress and success of each initiative.

Over the following year and a half a cultural shift began within the college, characterized by intentional efforts to revise practices, processes, and behaviors in its operations, and use evidence as the basis for planning and decision-making. Multiple efforts occurred simultaneously converging to produce:

- revision of the college’s KPIs,
- introduction of the statewide Student Achievement Initiative (an accountability and performance-based funding mechanism), and
- creation of an Evidence Team to review student academic data.

The revised KPIs were designed to tie directly to BC’s nine goals. Although the previous KPI model had connected indicators to goals at fairly high summary levels, the new model—adapted from Richland College, a 2005 Baldrige Award recipient—uses a weighting system to determine progress toward a goal within each layer of the model, providing more granular levels of analysis. The new KPI report was designed to facilitate drill-down capability from indicators to metrics. These metrics then roll up to scores based on targets and actual results.

Given the college’s internal focus on student success and the new statewide Student Achievement Initiative, establishing key performance indicators, measures, and metrics (with baseline data) for the *Access* and *Student Success* goals became a priority.

The Evidence Team, comprised of stakeholders from all levels of the institution, became the model of how data could be used to effect improvement. The team was formed from concerns regarding the performance of historically underserved students at BC. Its function is to review academic performance data to discern patterns of inequality, if and where those patterns exist.

At the same time the Evidence Team needed student data, longitudinal data were being generated for the KPIs and the development of a college Diversity Scorecard. Members of the Evidence Team as well as instructional and support units were trained in data review techniques as well as in the use of software that display the data. Giving people the software skill and the ability to understand the appropriate use of data meant they could conduct their own analyses. Making data available in greater detail proved beneficial in helping stakeholders understand the potential dangers of basing decisions on highly aggregated data. For example, viewing *all* course completion rates in the aggregate could conceal higher or lower performance in pre-college versus college-level courses. Basing decisions solely on highly aggregated data could produce unintended consequences.

The first indicators report under the new model—with longitudinal baseline data only and no weights assigned—was presented at the summer 2009 Leadership Retreat. This unveiling coincided with the publication of the proposed NWCCU revised accreditation standards, also introduced at the retreat. The accreditation presentation motivated a discussion of the college mission statement, resulting in BC’s four core themes (an illustration of the derivation of the core themes is included in Appendix A.3):

Student Success

Teaching and Learning Excellence

College Life and Culture

Community Engagement and Enrichment



From this point forward, the core themes became the foundation for institutional planning—both strategic and operational—and annual focused initiatives. The nine goals, which the college acknowledged were more reflective of its values, and related performance indicators were also cross-walked to the core themes. (See Appendix A.4.)

Implementing the KPI weighting structure was postponed in order to more fully develop the core themes, commitments, expected effects, indicators of achievement, and rationale. A Core Theme Task Force was charged with defining each core theme, including possible measures. Then, the task force reports were published on the college portal site for comment. Those comments were compiled for review and incorporated into subsequent drafts.

All elements of each core theme were reviewed and updated by the Council for Institutional Effectiveness and Research (CIER), the Planning Council, the Evidence Team, and President’s Staff; posted for comment a second time on the portal site; and then submitted to the BC Board of Trustees for review.

During this process, the college adopted its own accreditation nomenclature to differentiate between the terms used in common by NWCCU and BC’s internal planning process:

<u>NWCCU Term</u>	<u>Equivalent BC Term</u>
Core Themes	Core Themes
Objectives	Commitments
Outcomes	Expected Effects
Indicators of Achievement	Indicators of Achievement

Although the Core Theme Task Force reports contained suggested measures that might be used for determining mission fulfillment, the CIER recommended deferring measure development until the indicators of achievement had been reviewed and adopted. During summer 2011, the CIER began developing the structure and content of the data dictionary for use in developing the evidence for each core theme. (See Appendix A.5.)

An acceptable threshold of mission fulfillment will be established in terms of the KPI weighting and scoring system structured as follows.

*Weighting*

Each core theme, commitment, expected effect, indicator of achievement, and measure will be assigned a weight, with the sum of all weights in a given category equal to 100% (e.g., the sum of weights for all core themes equals 100%).

*Scoring*

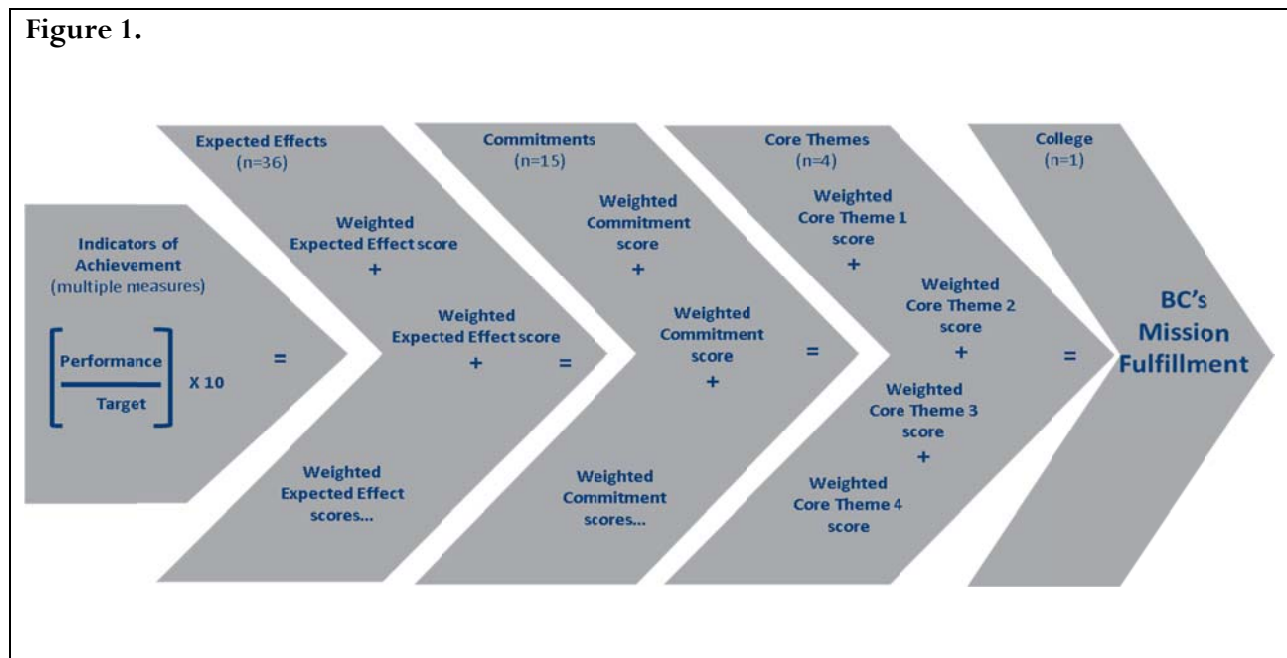
- Targets are *only* set at the measure level. The target is set against baseline data and supported by rationale using comparative data from national, state, institutions, and other sources.
- Actual performance will be compared to the target and translated to a score. All scores will be based on a maximum score of 10. Any score that exceeds 10 will be adjusted to 10.
- Weights will be applied against scores and summed upward:
  - All measure scores sum to the related indicator producing a score for that indicator.
  - All indicator scores sum to the related expected effect producing a score for the expected effect.
  - All expected effect scores sum to the related commitment producing a score for the commitment.

- All commitment scores sum to the related core theme producing a score for the core theme.
- All core theme scores sum to produce a view of total institutional performance.

*Thresholds*

- Scores that reach 90% or more of the target reflect optimal performance (exceed expectations for mission fulfillment).
- Scores between 75% and 89.99% of the target reflect expected performance (meet expectations for mission fulfillment).
- Scores less than 75% of the target reflect substandard performance (below expectations for mission fulfillment).

Figure 1 illustrates the process for determining BC’s thresholds for mission fulfillment.



## Section II: 1.B Core Themes

### 1.B.1 Mission to Core Themes

The four core themes are embedded within the BC mission—Student Success, Teaching and Learning Excellence, College Life and Culture, and Community Engagement and Enrichment. BC’s terms—Commitments, Expected Effects, and Indicators of Achievement—further define the mission of Bellevue College.

In each of the core theme narratives below, the underlined phrases in “Mission Alignment” indicate how the core theme was derived from the mission.

### 1.B.2 Core Themes, Commitments, Expected Effects, Indicators of Achievement, Rationale

In constructing the core themes, commitments, expected effects, and indicators of achievement, BC intentionally ensured that measurements would be defined within the appropriate context. Indicators of achievement were compared to existing institutional indicators, and the issue of data availability was explored. Suggestions for metrics that emerged during core theme development were captured and are

being considered alongside newly developed concepts through an intensive inclusive process currently underway.

And, while selected indicators of achievement may appear to repeat across multiple core themes, in each case where this seems to be true, the measurement focus relates directly to specific areas of interest and focus within the college. For example, Student Success and Teaching and Learning Excellence both have indicators related to persistence and retention.

## Core Theme 1: Student Success

**Mission Alignment:** 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.

**Description:** Student success is the reason for the college’s existence. Student success occurs through a coordinated and cooperative effort across every work group on campus and resonates throughout the college – from admissions through graduation to continuing education.

Student success at BC is supported not only through its extensive inventory of high quality, flexible, and accessible educational programs but also through support programs that offer advising, financial planning assistance, and other resources to an increasingly diverse student body. BC welcomes and serves (1) degree-seeking students, both at the associate and bachelor levels; (2) students pursuing credentials leading to employment or advancement; (3) students gaining a basic skills education or a command of the English language; (4) students honing their academic skills to enable them to further their educational attainment; and (5) lifelong learners. Throughout the educational process the college promotes excellence in students and encourages them to challenge themselves to not only meet their goals but reach their potential.

### Commitments, Expected Effects, Indicators of Achievement, and Rationale

#### Commitment 1: BC commits to being an open access institution.

##### Rationale

BC is committed to ensuring education is provided, available, and accessed by populations that historically have been underserved. Open access to lifelong learning plays a central and strategic role in improving the educational attainment levels and economic competitiveness of the citizenry of the United States, as well as those who come here from other countries to study. BC attracts and serves students with varying backgrounds and levels of educational need both from within and outside the region. The college is continuously adapting to the ever-changing needs of the communities it serves, providing opportunities for

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 Students of varying demographics and educational needs are increasingly attracted to BC.	1.1.1 Enrollment equitably reflects the communities served.
	1.1.2 All populations are adequately served.
1.2 Students of varying demographics and educational needs have access to economic assistance and support services.	1.2.1 Economic assistance is available to students who need it.
	1.2.2 Students receive appropriate enrollment support services

learning at multiple entry points. Within the context of this Commitment, the definition of “communities served” takes into account areas that extend beyond BC’s legislatively mandated service district.

Maintaining service levels at affordable costs to students is paramount to ensuring those who need access to education have it. In doing so, BC is mindful of the value in removing or ameliorating barriers to educational opportunities by offering support services such as financial aid programs, access to child care facilities, transportation agreements to reduce costs, technology services, and academic support in multiple forms.

**Commitment 2: BC offers a diverse portfolio of programs and support.**

**Rationale**

Educational planning, goal-setting, and linkages between schooling and career opportunities vary among cultures.

Providing students with services and learning opportunities that support their educational goals contribute to

academic achievement. Innovative education links knowledge building with occupational development in ways conventional higher education has not. Faculty who are involved in co-curricular programming provide a link between schooling and campus involvement that demonstrates to students the value and relationship of co-curricular participation and curricular achievement.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 Curricular programs and support services are accessible and relevant and provide meaningful support for academic achievement.	2.1.1 The college maintains a broad and diverse portfolio of programs and services.
2.2 Students engage with faculty, staff, campus life and the community.	2.2.1 Students are actively engaged in their learning.
2.3 Provide advising, training, or assistance in establishing and progressing in learning, career, and continuing educational plans and goals.	2.3.1 Students work with faculty and staff as appropriate to access and utilize services and establish educational plans and goals.

**Commitment 3: BC pledges to help students reach their educational goals.**

**Rationale**

Selective admissions institutions typically measure graduation rates as an indicator of student success. Open access colleges have a greater challenge in describing the success of their students because many students attend college part-time and frequently “stop out” to take care of personal matters or for work-related reasons.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 Students make progress toward meeting academic and career goals.	3.1.1 Students persist toward their educational goals.
3.2 Students succeed in gatekeeper and gateway courses and course sequences.	3.2.1 Students successfully complete gatekeeper and gateway courses.
	3.2.2 Based on student goals, students successfully complete course sequences within disciplines, achieve level gains from pre-college to college level, and transition from basic skills to pre-college and college-level.
3.3 Degree- and certificate-seeking students complete a program of general education or related instruction.	3.3.1 Students complete general education and related instruction requirements.

Consequently, measuring progress toward a stated educational goal better describes academic achievement for these students than traditionally used graduation rates. Reviewing classroom success rates aids the college in improving the classroom experience for all students.

- BC defines *gatekeeper* courses as the essential pre-college courses required for entering college-level coursework (primarily English and math).
- BC defines *gateway* courses as the foundational college-level courses that form the basis for success in all disciplines as well as those courses within selected programs identified as essential to successful program completion.
- BC defines *persistence* as a measure of student progress toward attainment of educational goal.
- BC defines *retention* as an institutional measure of students who remain at the college quarter-to-quarter and year-to-year.

The general education program provides students with a broad foundation of skills and knowledge beyond the subject matter of their curriculum. This program prepares students to succeed in society and contributes to professional success. BC students who complete a degree or certificate have received instruction that contributes to the development of well-rounded individuals.

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## Core Theme 2: Teaching and Learning Excellence

**Mission Alignment:** 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.

**Description:** Bellevue College's campus, instruction, curriculum, and community display a culture of inquiry, global consciousness, assessment, and ongoing improvement. BC asserts the potential of all people to learn and benefit from access to learning in holistic settings. It develops and sustains educational programs that serve diverse populations and are both local and worldwide in scope, reach, and application. BC promotes the values of pluralism and equity, understanding their influence upon teaching and learning, and dedicates itself to the achievement of student success.

Teaching and learning excellence exists in the relevance, responsiveness, and inclusiveness of curriculum; the teaching and professional achievement of all faculty; the accessibility of quality learning support services to all instructional areas; and the academic and professional success of all students.

Teaching and learning excellence derives from a commitment to currency in disciplines and pedagogy. It results in curricula that build critical, creative, experiential, and reflective knowledge and skills informed by intercultural understanding and communication. Excellence develops from and is developed by individuals with an active sense of personal, social, professional, and civic responsibility and engagement, as well as an intellectual and creative curiosity about the world and the confidence to contribute, innovate and lead, applying critical habits of mind and skills to complex problems faced by individuals and groups.

## Commitments, Expected Effects, Indicators of Achievement, and Rationale

### Commitment 1: BC maintains high quality course, curriculum, and program design.

#### Rationale

Well-designed curricula reflect humanity's diverse experience, thinking, imagination, and skills across time, regions, disciplines, nationalities, races, cultures, languages, and abilities. Providing all the opportunity to learn both within and across disciplinary boundaries prepares a

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 Curricula are relevant, responsive, and inclusive.	1.1.1 Accrediting bodies deem BC programs to be valid and meeting all standards.
	1.1.2 The college maintains a breadth and diversity of general education offerings.
	1.1.3 Workforce programs align with the needs of industry.
	1.1.4 Transfer program aligns with transfer requirements for receiving institutions.
	1.1.5 General education student learning outcomes reflect the institution's commitment to pluralism.
1.2 Programs engage in a continuous improvement process and respond to feedback.	1.2.1 Data are used to inform course curriculum and program decisions.
	1.2.2 Programs take actions based on recommendations from assessments of student learning and program review.
	1.2.3 Programs successfully meet program review benchmarks.

diverse student body to be adaptive, resilient, innovative, and productive citizens now and in the future. Monitoring program relevance and adapting programs and curricula based on research and feedback ensures that students learn what will serve them well as they move through their educational pathways.

### Commitment 2: BC is committed to providing effective teaching.

#### Rationale

Academic achievement emerges from the dynamics of the learning process, whether in conventional, technology-mediated or virtual classrooms. Engaged, qualified, and prepared faculty face the complex demands of delivering instruction to a student body of diverse ages, backgrounds, languages, and levels of academic preparation. Faculty preparation, practice, aptitude, and on-going learning is

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 The college maintains well-qualified and diverse faculty.	2.1.1 Faculty are appropriately credentialed in their discipline.
	2.1.2 Faculty are evaluated by students, peers and academic deans.
	2.1.3 Faculty (full-time and part-time) and staff demographics reflect the ethnic, racial and cultural makeup of the service area.
2.2 Faculty maintain discipline currency.	2.2.1 Faculty participate in professional development.
2.3 Faculty apply best practices and current thinking in their teaching.	2.3.1 Faculty revise syllabi and course delivery to reflect best practices and current thinking.
2.4 Faculty are available to students outside the classroom.	2.4.1 Faculty are available to students through multiple modes.
2.5 Faculty promote the ongoing learning of their students.	2.5.1 Faculty support student learning beyond the classroom.
2.6 Faculty actively engage in the assessment of student learning and program review.	2.6.1 Course assessment and program review occurs on a regular schedule with full participation of all faculty.

essential to keep pace and effectively reach all students. BC supports their efforts through allocation of resources and the availability of professional development, on-going education, and opportunities for collegial dialogue and collaboration. Formal and informal interactions among students and faculty strengthen the learning experience. Beyond the classroom, faculty interact with students in person and through technology, providing advice, support, and references for students who pursue further education, scholarships, and employment. BC has focused its recruitment efforts to improve the diversity of talented individuals in its applicant pools for open positions. Over time, the college intends for its employee population to more closely reflect the ethnic, racial, and cultural diversity of the communities it serves.

**Commitment 3: BC’s learning support services are accessible.**

**Rationale**

Effective, successful learning occurs when explicit challenge or rigor is met with intentional and accessible learning support structures both in and outside of the classroom. Measuring the impact of learning support systems links the curriculum and co-curriculum. Reviewing data regarding the number of requests for services, the use of those services, and the benefit of those services provides evidence for the value-added for student support services. BC considers both the extent to which formal accommodation requests are honored as well as alternative forms of instructional delivery that accommodate multiple learning styles of students.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 Instructional support services enhance student learning.	3.1.1 Students receiving support services benefit from those services.
3.2 Learning environments are available and accessible for all students.	3.2.1 Faculty honor requested and reasonable requests for accommodations and services.
	3.2.2 Faculty adapt instructional delivery modes, methodologies, alternatives for textbooks, and information literacy as appropriate.
	3.2.3 Faculty incorporate student feedback toward continuous improvement.

**Commitment 4: BC students are engaged in learning.**

**Rationale**

This commitment reflects the college’s efforts to ensure students are provided the appropriate instruction and attention in the classroom to ensure success in courses. Engagement is a mutual effort on the part of faculty and students. When teaching is successful and learning engaged, students make progress in their studies and the achievement of

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
4.1 Students are retained in courses.	4.1.1 Students start a course and complete the course.
4.2 Students persist in a program of study.	4.2.1 Students progress in a program of study from quarter to quarter, year to year, and make measureable gains.
4.3 Students complete basic skills, professional technical or academic degree, and certification programs.	4.3.1 Students progress through basic skills levels.
	4.3.2 Students in basic skills and developmental education transition to academic or professional-technical pathways based on their goal.
	4.3.3 Students complete degree and certificate programs.
	4.3.4 Students transfer to colleges and universities.

their learning goals. (This assumes that other mitigating factors are being met via additional college resources, such as finances, family care, or employment.)

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### Core Theme 3: College Life and Culture

**Mission Alignment:** 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.

**Description:** People are the heart of Bellevue College’s educational enterprise. The college values a workplace that is open, transparent, inclusive, and recognizes and appreciates everyone’s individual contributions. Shared values unite the college and its important missions of developing human potential and finding joy in helping students to achieve. The college strives to sustain the community’s strength, health, and energy by providing essential support to students and employees alike who are engaged in demanding work and may at times deal with difficult situations. The community’s vitality depends on a support structure, through which trained and competent employees ensure a safe and well-maintained campus, provide for a healthy campus life, manage human resource needs and programs, maintain a strong connection to our external community, and provide effective management of resources.

#### Commitments, Expected Effects, Indicators of Achievement, and Rationale

##### Commitment 1: BC supports a diverse and inclusive campus environment.

##### Rationale

To succeed in the global community, BC must attract and retain both students and employees who bring varied perspectives to the learning environment. In order to support student success and cultivate a rich pool of employees who collectively engage in ensuring the success of the college, BC provides multiple opportunities for students and employees to achieve their educational and professional goals. These opportunities exist in an environment that values equity and inclusion.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 The college community is diverse.	1.1.1 Employees and students reflect the demographics of our community.
	1.1.2 The college designs employee search and hiring practices to attract applicants from diverse populations.
	1.1.3 Programs meet the needs of diverse student populations.
	1.1.4 Employee diversity reflects equity across employee groups and programs.
	1.1.5 Marketing and outreach efforts are designed to attract students from diverse populations.
1.2 Students and employees are aware of, appreciate, and actively support the importance of inclusion and pluralism.	1.2.1 The college offers programs and activities related to pluralism that are attended and valued.
	1.2.2 Course curricula incorporate pluralism.



**Commitment 2: BC maintains an open, safe and accessible learning and working environment.**

**Rationale**

In adopting its *Affirmation of Inclusion*, BC committed to valuing the welfare of all members of its community so that individuals may pursue their college-related goals safely in an environment that respects, protects, and supports their individual needs, perspectives, and physical and emotional well-being.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 The college environment is considered safe.	2.1.1 All populations of students, employees, visitors, and surrounding community consider the campus safe.
	2.1.2 Campus crime rate is lower than or comparable to that of the city of Bellevue.
	2.1.3 College maintains accident prevention/mitigation, data and personal information security, and disaster preparedness programs to comply with all applicable regulations.
2.2 The college is accessible.	2.2.1 The college facilities are ADA compliant.
	2.2.2 Learning and working environments are accessible.
	2.2.3 The college provides access to academic and student support services.
2.3 Opportunities for rich, timely, open, and safe communication and dialogue are available.	2.3.1 Employees and students participate in community dialogues.
	2.3.2 The college community encourages freedom of expression and fosters the open exchange of ideas.
	2.3.3 The college community routinely solicits input to inform decision-making.

**Commitment 3: BC provides a sustainable, creative and innovative learning and working environment.**

**Rationale**

The college culture applies sustainable practices to promote institutional and global health. The college utilizes a transparent and public process that analyzes social and environmental impacts of decisions on the use and application of fiscal resources, as well as the intended and unintended consequences of those decisions on sustaining and upholding its core values and fiscal health.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 Sustainable practices guide institutional decision making.	3.1.1 The college makes progress toward its sustainability goals.
	3.1.2 Sustainability considerations influence business processes and services.
	3.1.3 Responsibility and sustainability are reflected in all campus operations.
	3.1.4 Curriculum content and design incorporate environmental, economic, and social sustainability practices.
3.2 Students and employees value sustainability, creativity and innovation.	3.2.1 Students and employees participate in endeavors that foster sustainability, creativity and innovation.
	3.2.2 The college invests in innovative and creative endeavors in order to remain nimble and sustainable.

**Commitment 4: BC is a supportive and enriching learning and working environment.**

**Rationale**

A supportive learning and working environment that considers the needs of the members of the college community is a primary ingredient for professional and personal success. Employees who are satisfied with their work contribute to student success and reflect a positive image not only to those with whom they have direct contact but also to the community at large. Toward this end, the college monitors and aligns the development of the infrastructure and allocation of

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
4.1 Facilities, equipment, and services support people, jobs, functions, and studies.	4.1.1 The campus master plan is developed to align with the learning and working needs of the college community.
	4.1.2 Employees have the tools, training, equipment and materials essential for learning and working.
4.2 Employees thrive in their professions.	4.2.1 Employees express satisfaction in their work.
	4.2.2 Employee and student training, personal enrichment, and lifelong learning opportunities are offered, enrolled, and valued.
4.3 Employees contribute to the success of the college.	4.3.1 Employees understand their roles and responsibilities.
	4.3.2 Employees contribute to fulfillment of the college mission.

resources to meet programmatic needs and invest in its personnel. It provides opportunities to improve skills and wellness and to pursue new activities.

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**Core Theme 4: Community Engagement and Enrichment**

**Mission Alignment:** 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.

**Description:** Since its establishment, Bellevue College has served as a catalyst for new ideas and a collaborator with the economic, cultural and service engines of the community. The college’s commitment to the region’s economic health and vitality drives connections with business and industry, government and non-profit social service agencies, local school districts and postsecondary institutions. The college is noted for developing and refining academic programs to develop a work-ready and competitive employment base that addresses the community’s civic, cultural, social, and educational needs. The Bellevue College Foundation supports students as well as forms partnerships to support student learning.

The college is a conduit for lifelong learning, encouraging K-12 students to pursue postsecondary education, preparing BC students to succeed at their next institution. It offers educational, cultural, and recreational experiences for area residents of all ages who can then stay current, adapt to change, and pursue their interests. The college creates programs to bring students and the community together, provides its facilities and services to external groups, and offers its professional expertise in the form of customized and contract training, speaking engagements, newspaper articles, and involvement in community organizations.

## Commitments, Expected Effects, Indicators of Achievement, and Rationale

### Commitment 1: BC maintains a productive collaboration with community and business partners and primary transfer institutions.

#### Rationale

BC collaborates with primary transfer institutions and community and business partners in order to maintain program relevance and promote students' success when they leave the college. Students planning to continue their education at transfer institutions are exposed to up-to-date knowledge and skills which form the foundation for their further studies. Students preparing for direct entry into the workforce also engage a robust, state-of-the-art training curriculum that readies them for hiring, workplace achievement, taking advantage of future educational opportunities, and active community participation.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
1.1 Programs offered reflect involvement with regional business, industry and transfer institutions.	1.1.1 BC programs monitor, adapt, and respond to trends in business and industry, and primary transfer institution programs.
	1.1.2 Advisory committees and relationships with primary transfer institutions contribute to continuous program development and improvement.
	1.1.3 BC partners with business and industry and primary transfer institutions to sponsor events, to provide student internship experiences, and to support scholarships for students in need of financial assistance.
	1.1.4 BC provides contract and customized training for regional business and industry needs.
1.2 BC provides effective and relevant curriculum and pathways.	1.2.1 BC graduates evaluate their preparedness and success to validate curriculum and pathways efficacy.
	1.2.2 BC evaluates graduate input and revises its program mix to reflect economic demand.

### Commitment 2: The BC Foundation generates support for the college through donor sponsorship.

#### Rationale

As federal and state funding streams continue to decline, students need other forms of support to reach their educational goals. The Bellevue College Foundation's activities raise funds to support college programs and activities. Through its activities, the Foundation also creates awareness and a community sense of involvement and investment in the College.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
2.1 Business, industry, and the community support Bellevue College.	2.1.1 The BC Foundation is successful in its campaigns and development activities.
	2.1.2 BC creates and maintains alumni relationships.
	2.1.3 The BC Foundation Board membership reflects the community.
	2.1.4 The BC Foundation Board members give and leverage other gifts.

**Commitment 3: BC partners with local school districts to strengthen the educational pipeline.**

**Rationale**

In order to provide for a well-educated society, educational institutions must work together to foster a culture that values academic preparation and

success. This begins by linking pre-school, K-12, and higher education around the common goal of educational attainment. By building strong ties with local school districts, BC is a strong presence in developing appropriate, well-designed, and progressive learning experiences. These individuals are well-prepared to succeed in postsecondary education and the workforce.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
3.1 BC designs pathways to educational attainment for future students.	3.1.1 BC develops programs that encourage young learners to achieve their full potential.
	3.1.1 BC develops programs that complement those of local school districts.

**Commitment 4: BC enhances the quality of life within the community at large.**

**Rationale**

Acknowledging the role the college plays within its community is vital to the success both of the college and of the region’s citizens. The college maintains high levels of visibility through multiple avenues of engagement to ensure that it is well-positioned to add value to the communities it serves.

<u>Expected Effects</u>	<u>Indicators of Achievement</u>
4.1 BC engages the community at large.	4.1.1 BC reaches out and engages its diverse community by offering lifelong learning and enrichment activities.
	4.1.2 BC collaborates with other educational institutions, social service agencies, business, and city and county governments.
	4.1.3 BC employees and students are represented on community boards and committees.
	4.1.4 BC student programs partner with the community.

## Conclusion

The new accreditation standards were introduced just as the college was preparing for a full-scale site visit for accreditation as a baccalaureate institution. Since summer 2009, presentations on the new standards have been made across the college, often in conjunction with budget and planning discussions. The full impact of the new standards is becoming more evident as the college continues efforts to link effectiveness, planning, and budgeting.

The timing of the Year One Report coincides with multiple efforts within the college to move closer to evidence-based decision-making:

- the creation of the Evidence Team and its intensive review of student performance data through inquiry,
- the introduction of the new key performance indicators methodology,
- the launch of a college-wide institutional effectiveness effort to build engagement within and across units regarding the contributions each unit (down to the individual) makes to mission fulfillment, and
- multi-year deliberations and actions required as a result of budget reductions.

The new accreditation standards provide an impetus for developing a discipline to bring these seemingly disparate activities together under a common goal—ensuring the success of all students.

The Year One Report for Bellevue College provides the overall perspective that shows the alignment of the college's mission, vision, values, and core themes. The process for developing the report facilitated broad engagement from the campus community across disciplines, departments, and units. The rich discussions and conversations that occurred while developing the narrative for each core theme brought together members of the college community around common interests and goals. The process also moved the college towards an understanding of all the ways it fulfills its mission.

The previous work accomplished by the Evidence Team was utilized in developing the Indicators of Achievement for the core themes. The Council for Institutional Effectiveness and Research is reviewing and recommending metrics for each of the indicators to President's Staff. This process supports the transition of the culture from one of "working in silos" to a more cross-functional perspective. The new key performance indicators framework is the foundation for monitoring mission fulfillment. Nearly all units have formed a unit purpose statement relative to mission fulfillment. These units established goals to quantify the contributions of the unit, and measures and targets to guide continuous improvement activities or the development of new initiatives. The difficult process of multiple years of budget reductions helped focus attention on how the college might do things differently and continue to serve students. Throughout all of these processes, the core themes were key references.

With submission of the Year One report, the Standard Two Task Force, created shortly after the 2009 site visit, is now positioned to convene and focus on the college's resources and capacities for the Year Three report. The ongoing effects of the state's economic condition and the significant changes in leadership at the college will contribute to those deliberations.

**APPENDICES**



## VISION

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

## CORE VALUES

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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

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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
- Acting as a catalyst and collaborator for a vibrant region

*Revised vision and mission approved by the Bellevue College Board of Trustees June 11, 2008*

## GOALS

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### Access

BC will provide access to educational programs and services that strengthen the economic, social, and cultural life of its diverse community.

### Student Success

BC will support students' lifelong educational development by offering programs and services consistent with their needs, interests, and abilities.

### Teaching & Learning Excellence

BC will offer educational programs and services that are responsive, flexible, and of the highest quality.

### Institutional Accountability

BC will maintain a viable and supportive system of organizational review that verifies and improves college effectiveness and ensures the integrity of programs.

### Professional & Organizational Excellence

BC will foster creativity and innovation, high standards of professional excellence, a developed sense of community, and continuous organizational renewal.

### Financial Sustainability

BC will remain preeminent by strengthening its financial position.

### Technology Leadership

BC will be a leader in administrative and educational technology, including online learning.

### Pluralism

BC will advance diversity programs that promote pluralism, inclusion, and global awareness.

### Community Leadership & Partnership

BC will be a leader and partner in building a strong and vibrant region.



## Affirmation of Inclusion

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Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

*As adopted by the All College Council and President, June 9, 1992*



### A.3. Core Themes Derived from Mission

## BC: From Mission to Core Themes

**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.
- Acting as a catalyst and collaborator for a vibrant region.

## FOUR CORE THEMES



## BC's Nine Goals Relate to Core Themes

♥ Access

♥ Student  
Success

♥ Student  
Success

◆ Teaching & Learning Excellence

◆ Teaching &  
Learning

▲ Institutional

▲ Financial

Accountability

Sustainability

▲ Professional &  
Organizational  
Excellence

▲ Technology  
Leadership

▲ College Life  
& Culture

Excellence

▲ Pluralism

▼ Community  
Engagement  
& Enrichment

▼ Community Leadership &  
Partnership

## A.5. Core Themes Data Dictionary

Field	Definition
Core Theme	One of four major focus areas derived from the BC mission: Student Success, Teaching and Learning Excellence, College Life and Culture, Community Engagement and Enrichment.
Commitment	A concrete statement that specifies what the college is intending to provide or what the college provides within the scope of a Core Theme.
Expected Effect	A statement(s) describing intended impacts under each Commitment.
Indicator of Success	A gauge(s) for determining progress toward or achievement of an Expected Effect.
Measure(s)	Single or multiple metrics, either quantitative or qualitative, for an Indicator of Success.
Rationale--measure	A description of the reason the Measure is a valid and useful evaluative assessment.
Data Provider	The individual responsible for providing the data for the Measure.
Data Source	The source for the Measure data.
Source Data Available	The determination of whether the data required for the Measure are available. If not, when we would expect it to be.
Compiled Data Available	The point in time that data will be expected to be published.
Update Frequency	The rate data will be refreshed for reporting.
Data Table	The name of the file containing the data.
Baseline	An initial value against which progress will be measured.
Target	A future value to be achieved.
Rationale--target	The reasons the Target is set both at an expected value and for the expected timeframe it will take to achieve the Target value.
KPI?	This is a code that indicates whether the Measure or Indicator exists in the current institutional KPI data.
Interpreter(s)	The position title(s) of the individual(s) who are designated for being responsible for interpreting the data. Interpreters develop summaries of their interpretations and share with Recommending Bodies.
Recommending Bodies	The entity that would suggest a next step based on the summaries provided by Interpreters.
Recommendation	The suggestion(s) put forth by the Recommending Body.
Achievement status	The status of the Measure relative to the Target in terms of performance levels. Status options include: <i>Improve</i> : Additional resources will need to be focused in this area to achieve the target. <i>Maintain</i> : Existing resources are sufficient to maintain current levels of performance. <i>Monitor</i> : There may be more than sufficient resources to maintain current performance levels. If revising resources reduces performance levels, the data will reflect this. <i>Alter</i> : Indicator, Measure, or Target should be revised based on new rationale.

# Bellevue College

## Articulation of an Acceptable Threshold for Mission Fulfillment

### Articulation of an Acceptable Threshold of Mission Fulfillment

An acceptable threshold of mission fulfillment will be established in terms of the KPI weighting and scoring system structured as follows

#### *Weighting*

Each Core Theme, Commitment, Expected Effect, Indicator of Achievement, and Measure will be assigned a weight with the sum of all weights in a given category equal to 100% (e.g., the sum of weights for all Measures equals 100%; the sum of weights for all Indicators equals 100%, and so forth rolling up to an institutional score).

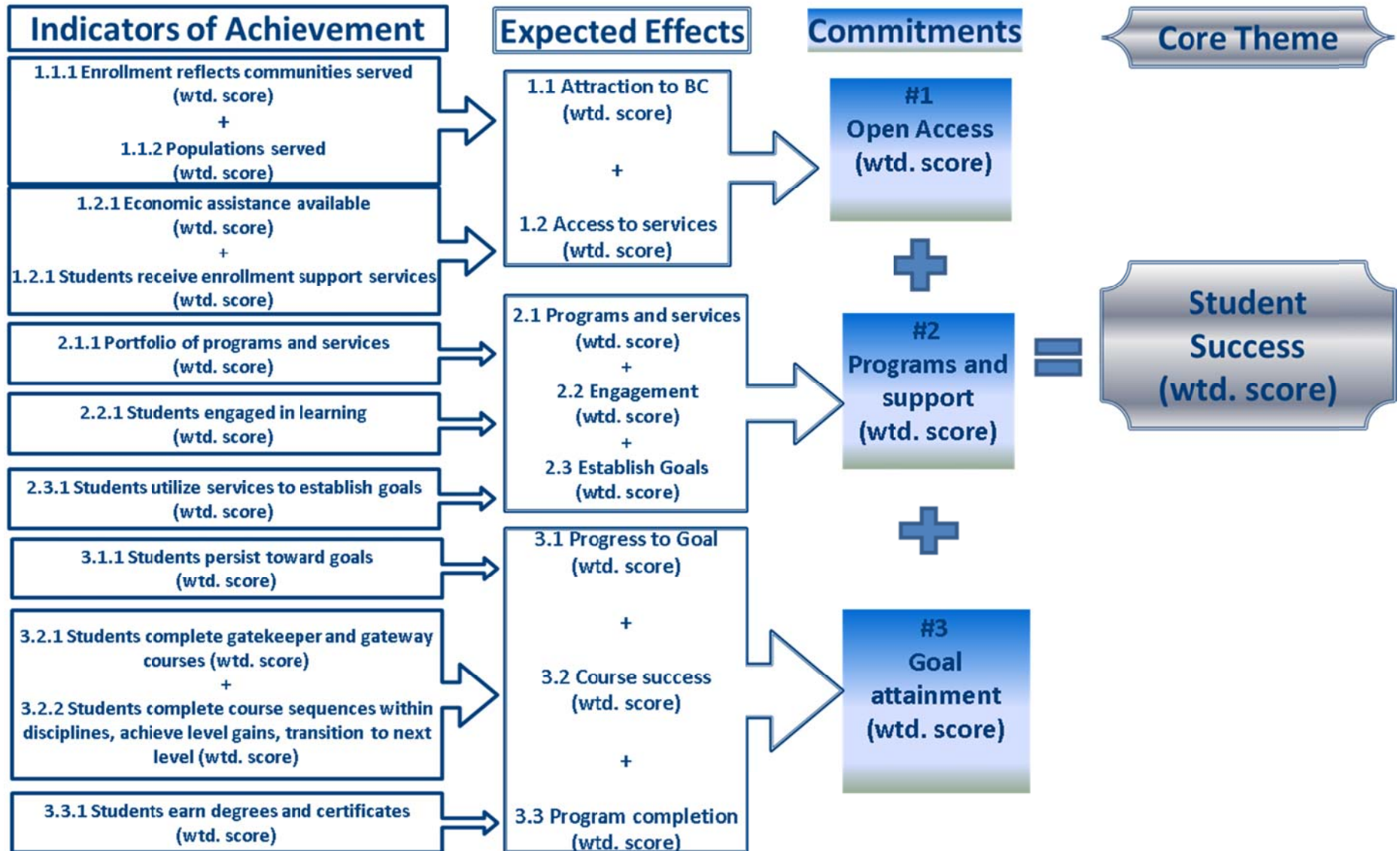
#### *Scoring*

- Targets are *only* set at the Measure level. The target is set against baseline data and supported by rationale.
- Actual performance will be compared to the target and translated to a score. All scores will be based on a maximum score of 10. Any score that exceeds 10 will be adjusted to 10.
- Weights will be applied against Scores and summed upward:
  - All Measure scores sum to the related Indicator producing a score for that Indicator.
  - All Indicator scores sum to the related Expected Effect producing a score for the Expected Effect.
  - All Expected Effect scores sum to the related Commitment producing a score for the Commitment.
  - All Commitment scores sum to the related Core Theme producing a score for the Core Theme.
  - All Core Theme scores sum to produce a view of total Institutional Performance.

#### *Thresholds*

- Scores that reach 90% or more of the target reflect optimal performance (exceed expectations for mission fulfillment).
- Scores between 75% and 89.99% of the target reflect expected performance (meet expectations for mission fulfillment).
- Scores less than 75% of the target reflect substandard performance (below expectations for mission fulfillment)

## Bellevue College Articulation of an Acceptable Threshold for Mission Fulfillment Example for Student Success





**REGULAR MEETING AGENDA ITEM**  
**September 7, 2011**

**Tab 7**

Information     Discussion     Action

**Topic**

Proposed 2012 Board of Trustees Meeting Dates

**Description**

The Code Reviser (Washington Administrative Code) requires that a list of Board meeting dates be filed with their office each calendar year so that appropriate notice can be given to the public.

The following dates are being submitted for the Board's consideration as regular meeting dates for the year 2012.

Wednesday, January 18

Wednesday, March 7

Wednesday, May 16 (Coincides with Margin of Excellence Awards)

Wednesday, June 13 or 20

Wednesday, June 27 (Tentative, pending budget process needs)

Wednesday, September 5

Wednesday, October 10 (Tentatively scheduled as an all-day retreat)

Wednesday, November 7 or 14

**Key Questions**

- \* Do the proposed dates meet the needs of the college in maintaining its administrative and contractual obligations?
- \* Do the proposed dates conflict with any major religious or secular holidays or other dates that might cause key personnel to be unavailable?
- \* Do the proposed dates meet the needs of the individual trustees?

## **Analysis**

The proposed dates meet the needs of the college in maintaining its administrative and contractual obligations and do not conflict with any major religious or secular holidays. The Bellevue School District (BSD) calendar has also been taken into consideration and none of the proposed dates conflict with BSD breaks.

## **Background Information**

The first meeting of the year should be scheduled as late as possible in January or early February to allow the Tenure Review Committee (TRC) as much time as possible to complete their recommendations. The BC Foundation Board of Directors (BCF) meets January 25, 2012.

State law requires that a tenure decision be made before the start of the candidate's 9<sup>th</sup> consecutive quarter (not counting summer) and the timing is such that we need to schedule a meeting in March. In addition, the BCAHE negotiated contract requires that, if the Board disagrees with the recommendations of the TRC, this disagreement must be determined in open session and that the Board must then meet with the TRC at least five days before they make their final decision. In order to allow for this possibility and to avoid meeting during finals week, the March meeting should occur prior to March 11, 2012. Finals are scheduled for March 20-22, 2012 and the BCF is scheduled to meet on March 28, 2012.

The Margin of Excellence Awards ceremony is scheduled for May 16, 2012 and we ask that the Trustees attend the ceremony as a study session. The BCF is scheduled to meet on May 23, 2012.

The budget needs to be approved in June and we typically schedule a second, tentative meeting to accommodate a late decision by the legislature. Our year-end event is scheduled for June 6, 2012 and the BCF is scheduled to meet on June 20, 2012.

The September meeting should be scheduled for the first or second Wednesday of the month to allow any negotiated changes in faculty salary to be implemented by the September 25 paycheck. (This is assuming that we have reached tentative agreement and that there is a salary change to implement.)

The October meeting is typically the first meeting for any newly appointed trustee and is an ideal time for a retreat to review the college's strategic planning for the coming year. Other considerations for October include the Jewish observance of Sukkot October 1-7, 2012 the Hindu observance of Navaratri October 16 – 23, 2012, and the Islam observance of Eid al Adha October 26-29, 2012. I used the Interfaith calendar at <http://www.interfaithcalendar.org/2011.htm> to determine primary sacred times for world religions.

### **Recommendation/Outcomes**

The proposed schedule of regular meeting dates for 2012 will be presented for approval at the October 5, 2011 meeting.

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

**Tab 8**

**September 7, 2011**

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

**Topic**

2011-2012 Supplemental Budget Reduction

**Description**

In anticipation of further decline in state revenues, the Governor asked each state agency to plan for budget reductions of 5 percent and 10 percent. Agencies have been asked as they prepare this plan to think in terms of service outcomes, not just dollar amounts. The State Board of Community and Technical Colleges (SBCTC) is coordinating this planning process in behalf of all community colleges. Each college will be responding to a survey that emphasized the programmatic impacts of the 5 or 10 percent reduction scenarios.

**Key Questions**

- \*      What is the Bellevue College share for each of the reduction scenarios?
  
- \*      What process will the College undertake to meet the next level of reductions?

**Analysis**

Bellevue College estimated target reduction at 5 percent is \$1.2 million and \$2.4 million for 10 percent. In planning for this reduction, the recently adopted 2011-2012 budget for the College banked \$1.6 million in reserves in anticipation of further revenue declines. The reserved amount would meet reduction target at 5 percent. However, if reductions are mandated at 10 percent, the College would need to reduce an additional \$842K.

Members of President's Staff met to review additional reduction strategies that have been identified last Spring 2011 but were not implemented. The list will be used to respond to the SBCTC survey that is due September 6. Thereafter, the campus community through members of the Planning Council and program leadership (deans and directors) will be engaged to develop the next budget strategies if deeper cuts are required than what the College has set aside with reserves.

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII supports efforts by the College to respond to SBCTC in planning for further reduction in state allocation.

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

**REGULAR MEETING AGENDA ITEM**

**Tab 9**

**September 7, 2011**

Information     Discussion     Action

**Topic**

CHANGE IN 6420 WEAPONS POLICY

**Description**

Bellevue College Policy 6420 prohibits carrying weapons on campus. Bank security personnel, including armored car personnel are required to carry weapons in performance of their duties. It is recommended that the policy be amended to allow for bank personnel to carry weapons on campus.

“It shall be the policy of the college that carrying, exhibiting, displaying, or drawing any firearm, dagger, sword, knife, or any other cutting or stabbing instrument or club or incendiary device, or explosive, or any facsimile weapons, or any other weapon apparently capable of producing bodily harm and/or property damage, is prohibited on college property; provided, however that this regulation shall not apply to law enforcement or bank-related security personnel required by their office to carry such weapons or devices. Possession of fireworks and/or use of fireworks anywhere on campus are not permitted per City of Bellevue ordinance. Possession of a concealed weapons permit is not an exemption from this policy.”

**Key Questions**

- \*      Should college policy 6420 be changed to specifically allow bank personnel to carry weapons on campus in performance of their duties?

**Analysis**

The college has contracted with Garda Security to pick-up deposits and to deliver currency and coin to the cashier’s office. Garda security personnel are required to carry weapons in performance of their duties. If the college contracts with a financial institution to operate a branch on campus, financial institution security personnel may be required to carry weapons in performance of their duties. The college policy should be changed to specifically permit weapons to be carried on campus for this purpose.

## **Background Information**

### **RELEVANT LAWS AND OTHER RESOURCES**

[City of Bellevue – Fire Code: 23.11.780 Fireworks – Discharge Prohibited.](#)

## **Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII hereby amends Policy 6420.

**Prepared by:** Rachel Solemsaas, Vice President of Administrative Services  
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## 6420 WEAPONS AND FIREWORKS

Original Date: 7/7/1970 \* Last Revision Effective: 5/21/2009  
Policy Contact: Vice President, Administrative Services

### POLICY

It shall be the policy of the college that carrying, exhibiting, displaying, or drawing any firearm, dagger, sword, knife, or any other cutting or stabbing instrument or club or incendiary device, or explosive, or any facsimile weapons, or any other weapon apparently capable of producing bodily harm and/or property damage, is prohibited on college property; provided, however that this regulation shall not apply to law enforcement [or bank-related security](#) personnel required by their office to carry such weapons or devices. Possession of fireworks and/or use of fireworks anywhere on campus are not permitted per City of Bellevue ordinance. [Possession of a concealed weapons permit is not an exemption from this policy.](#)

### RELEVANT LAWS AND OTHER RESOURCES

- [City of Bellevue – Fire Code: 23.11.780 Fireworks – Discharge Prohibited.](#)

### REVISION HISTORY

Original 7/7/1990  
Revisions 5/10/2005; 5/21/2009

### APPROVED BY

Board of Trustees  
President's Staff

**REGULAR MEETING AGENDA ITEM**

**Tab 10**

**September 7, 2011**

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

**Topic**

Presidential Search Advisory Committee

The Board of Trustees of Bellevue College will be conducting a search for a new president. They are anxious to obtain the advice and consultation of a committee representing the college faculty, staff, students and administrators, and including individuals outside the college who can provide insight into the desirable qualities in a president for the College.

While not all the individuals on the Search Advisory Committee have been identified, as complete a list as possible will be presented at the Board Meeting.

**Key Questions**

\*Do the individuals so far identified for the Search Advisory Committee meet the Board's approval?

**Analysis**

The Search Advisory Committee membership reflects a variety of points of view as indicated in the list to be distributed.

**Background Information**

Attachment 1 to be distributed at the meeting.

**Recommendation/Outcomes**

That the Board of Trustees of Community College District VIII approves has discussed the membership of the Search Advisory Committee.

**Prepared by:** Laura Saunders, Interim President  
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