BELLEVUE COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

February 3, 2016

Vision

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

Core Values

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

Mission

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

Core Themes: *Mission Alignment*

Student Success

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

Teaching and Learning Excellence

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

College Life and Culture

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

Community Engagement and Enrichment

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

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, February 3, 2016. The business session will begin at 3:00 pm in room D106. Steve Miller, Chair, will preside.

<div align="center">

AGENDA

</div>

11:30 AM	Lunch Prep Area Grand Opening Ceremonial Activity		
12:00 PM	WORKING LUNCH AND EXECUTIVE SESSION (A201) To discuss collective bargaining and review the performance of a public employee.		
1:15 PM	BREAK		
1:25 PM	STUDY SESSION (D106) Environmental Scan	James	
1:55 PM	STUDY SESSION (D106) Update on the proposed Governance Model	James	
2:25 PM	STUDY SESSION (D106) Turning Evidence into Action: BC's Program Review Self-study Process	James	
3:00 PM	BUSINESS SESSION (D106)		

I.   Call to Order

II.   Roll Call and Introductions

III. Consent Agenda
    A.   Approval of Agenda for February 3, 2016   3
    B.   Meeting Minutes from January 6, 2016   5

3:05 PM IV. Constituent Reports
    A.   Faculty   Stiehl
    B.   Classified Staff   Turnbull
    C.   Foundation   King
    D.   Student   Mueller

3:45PM V. Monitoring Reports (reports for this meeting in bold)
    A.   **Student Success**   All   9
    B.   **Instruction**   All   11

C. **Economic and Workforce Development**	All	12
D. **Student Affairs**	All	13
E. **Equity and Pluralism**	All	14
F. **Institutional Advancement**	All	15
G. **Information Technology**	Quarterly	16
H. **Capital Facilities**	Quarterly	17
I. Finance	Quarterly	
J. Human Resources	Quarterly	
K. **Enrollment Report**	Quarterly	18
L. Budget and Legislative Developments	As needed	
M. Marketing and Public Relations	As needed	

3:50 PM VI. Information Items
        A. Discussions with Washington State University   Beard
        B. Student Affairs Building   Rule/White/Karim

4:25 PM VII. Action Item
        A. Ratification of addenda and changes to the   Hilliard   22
             collective bargaining agreement with the Bellevue
             College Association of Higher Education.

4:30 PM VIII. Board Reports
        A. ACT Board of Directors
        B. ACT Legislative Committee   Miller
        C. Foundation Liaison   Heu-Weller
        D. Individual Member Reports

4:45 PM IX. President's Report   Rule

5:00 PM X. Unscheduled Business/Community Testimony

5:15 PM XI. Business Meeting Adjournment
        Time and order are estimates only and subject to change.

BOARD OF TRUSTEES

COMMUNITY COLLEGE DISTRICT VIII

BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held on January 6, 2016 at Bellevue College 3000 Landerholm Circle SE, Bellevue, Washington. Mr. Steve Miller, Chair, presided.

STUDY SESSIONS

Student Achievement

Patty James presented materials on Student Success and Student Achievement including an update on the current Washington State Student Achievement Initiative.

Strategic Plan and Legislative Priorities

Tracy Biga MacLean from Effectiveness and Strategic Planning shared the annual report on the strategic plan. The discussion included recommendations to identify one or two priorities instead of so many. There were also discussions of future directions for BC including the talks with WSU.

The board reviewed the SBCTC legislative agenda and the student legislative agenda.

Real Estate, Property Development and Entrepreneurial Efforts

Ray White presented the board with an overview of current Bellevue College real estate holdings and plans for development. The board encourages the college to invest in the infrastructure which will support the student housing.

50th Anniversary

Dr. Gayle Barge, Vice President of Institutional Advancement, provided the board with an update on the planned activities surrounding the Bellevue College 50th Anniversary celebration.

EXECUTIVE SESSION

The executive session was called to order at 12:20 p.m. Steve Miller announced that there would be an executive session for approximately an hour to discuss evaluation of a public employee, collective bargaining and tenure. The executive session was adjourned at 2:15 p.m.

STUDY SESSION

Bachelor of Science in Computer Science

Chris Bell, Director of Applied Baccalaureate Development, outlined the development of the Bachelor of Science in Computer Science degree, the current status of the degree in the authorization process and reviewed the additional steps and resources needed to complete the process. Questions involved experiential learning elements in the degree and the potential for incorporating gaming. The board expressed appreciation for the rapid development of this baccalaureate degree.

BUSINESS SESSION

The business session was called to order at 3:05 p.m.

I. **ROLL CALL**
    Dr. Chin, Mr. Fukutaki, Ms. Heu-Weller, Mr. Hunter, Mr. Kook, Mr. Miller, and President Rule were present.

II. **CONSENT AGENDA**

Merisa made a motion to approve the consent agenda. Lisa seconded the motion.

The motion passed.

III. **CONSTITUENT REPORTS**

Faculty Report

Chace Stiehl, Bellevue College Association of Higher Education, reported on the following items:

- BC Faculty attended SBCTC board meeting in support of faculty regional cost of living variations.
- Faculty are concerned about the time lag in information regarding the WSU documentation.
- Seeking an additional connection to the legislative agenda. BCAHE is planning to contact legislators and push on regional cost of living.
- Concerns about the lack of funding for the baccalaureate degrees.

Classified Staff Report

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

- Reinforced BCAHE concerns regarding lack of funding for salaries.
- Appreciation for grounds crew and lights in courtyard areas, especially during the break. Childcare was open for Costco employees. Departments did shorten open hours and staff were able to take time off or take advantage of professional development.
- Sara Gardner shared the Autism Spectrum Navigators with the Washington State Disability Task Force.
- Bruce Marvin and Ana Blackstad have been providing training to staff on disability laws and academic accommodations.

ASG Report

ASG President Frank Mueller presented on the following items:

- Vanessa Ross is replacing Paul Bell.
- Shared the municipal and state legislative agendas from the students.
- Proud of Historically Black Colleges and Universities trips coming up.

Foundation Report

Dale King reported on the following foundation activities:

- BC Quarterly January 27th at 5:30 p.m. in T Building.
- Working on additional personal touches with donors including making personal phone calls.
- Over 500 holiday thank you cards were sent.
- Mini grants are finishing up and will be announced in the next week. Margin of Excellence nominations are now open as are Lockwood Grant applications.

- 50 scholarships were established to celebrate the 50th celebration. High schools were given the opportunity to select nominees. The Biella Foundation established a $10,000 scholarship at each of the Washington community and technical colleges, including Bellevue.
- Encouraged attendance at the luncheon in April.

IV. **MONITORING REPORTS**.

The board reviewed the monitoring reports. There were some questions on the chart regarding student financial aid.

V. **INFORMATION ITEMS**
   A. Discussions with Washington State University
       The discussions with Washington State University are currently paused as items are being reviewed at WSU.
   B. Coca Cola Promise Scholar Sara Young
       Katherine Oleson introduced Sara Young. Sara, age 14, is a Bellevue College student who was recently named as a Coca-Cola Leaders of Promise Scholar.
   C. BC Transforming Lives Nominee Nina Nesterenko
       Nina Nesternko was not able to attend.

VI. **ACTION ITEMS**
   A. Policy 2400 – Tuition and Fee Waivers
       Ata Karim presented Policy 2400 – Tuition and Fee Waivers.

       Motion 1:16
       Lisa Chin made a motion to approve Policy 2400 – Tuition and Fee waivers. Ross Hunter seconded.

       The motion was approved.

VII. **FIRST READ**
   A. Tenure Recommendations
       Recommendations for tenure were provided as a first read item.

VIII. **BOARD REPORTS**

The board will discuss open liaison assignments at the next meeting.

ACT – No Report

ACT Legislative Committee – No report.

Foundation Liaison – Merisa Heu-Weller encouraged participation in the 50th anniversary events.

Individual Member Reports – No individual member reports.

IX. **PRESIDENT'S REPORT**

President Rule reported on the recent visit from Jeju National University from Korea. President Rule had recently visited Jeju. Following that visit, Jeju was hosted by Bellevue College where a memorandum of understanding was signed in an official ceremony. The two colleges are planning to participate in a faculty exchange this summer.

X. **UNSCHEDULED BUSINESS**

There was no unscheduled business.

XI. **ADJOURNMENT**

There being no further business, the meeting of the Board of Trustees adjourned at 4:30 p.m.

_____
Steve Miller, Chair
Board of Trustees

ATTEST:

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

TITLE III ELIGIBILITY AND SELECTED POPULATIONS

Background

The Title III: Strengthening Institutions Program was one of several grant programs authorized through the Higher Education Act of 1965. The program intends to provide funding to institutions serving high proportions of needy students—defined in terms of federal aid, poverty levels, and academic need. Institutions that do not meet the minimum qualifications may apply for eligibility based on one or more waivers, as defined by the Department of Education (ED). Without eligibility an institution cannot apply for a Title III grant; and eligibility must be requested annually.

Seeking eligibility via waivers requires a highly collaborative effort among multiple offices across the college within a very short time period; eligibility notifications are posted in the Federal Register and applications are due about six weeks later. The process for gathering and developing the information for eligibility became a yearly effort last year under the guidance of BC's Director of Grant Development, Bonnie Berry.

BC was successful in receiving an eligibility waiver last year based in part on selected programs and services "…designed to increase the educational opportunities for the low-income students who were also educationally disadvantaged, from groups underrepresented in higher education, or minority students…" Such programs include those offered through Multicultural Services (MCS), the Disability Resource Center (DRC), TRiO Student Support Services (TRiO), and Workforce Education (WE) programs.

Context

This monitoring report focuses on comparing a historical picture of student retention (as presented in the Title III application) to selected populations within a fall 2014 cohort of students taking their first postsecondary classes at Bellevue College. (Please note that the cohorts for this report differ from those presented at the January 2016 study session.)

Three populations are showcased in the report: (1) all students accessing services through the MCS program, (2) students participating in the MCS Scholars Initiative, and (3) students served by the TRiO Student Support Services program. All three of these programs are housed within Student Affairs.

MCS provides services to multicultural student populations that help them stay on track to stay in college to complete their educational goals. Financial planning assistance, connections to community resources, and tutoring are among the services provided by MCS staff. MCS serves about 500 students annually, about 100 of these are new BC students in the fall term.

The MCS Scholars Initiative is a cohort model program, established in fall 2010, designed to improve achievement gaps of new-to-college students with a focus on Latino/a, African American, and Native students. Students who assess into pre-college English are invited to participate in the program. Each new fall cohort contains about 40 students.

The TRiO Student Support Services program is a federally funded grant program aimed at increasing retention and graduation rates of participating students—two-thirds of which must be either potential first-generation college students from low-income families or disabled; one-third of the disabled participants must also be low-income. While there typically are nearly 200 students annually served through TRiO, an entering fall cohort has just over 30 students.

For the Title III Eligibility Application, research staff identified two of the six possible waivers for submission. For one of the two waivers, retention data by race/ethnicity for multiple cohort years was generated (see **Table 1** below). The retention percentages show an improvement in fall-to-winter retention overall and for selected underrepresented populations.

Table 1. Title III Waiver—Retention Data by Race/Ethnicity

	Fall-to-winter Retention						
	Cohort Starting Fall						
	F08	**F09**	**F10**	**F11**	**F12**	**F13**	**F14**
Race/Ethnicity Categories↓ Cohort Total→	**3537**	**3886**	**3914**	**3673**	**3535**	**3761**	**3712**
All Categories	**73.8%**	**76.9%**	**76.1%**	**76.9%**	**79.0%**	**79.6%**	**81.4%**
African American	59.8%	66.1%	70.6%	73.6%	73.5%	70.9%	78.9%
Alaska Native	75.0%	100.0%	75.0%	80.0%	87.5%	85.7%	75.0%
American Indian	69.2%	81.8%	70.8%	76.2%	71.4%	82.1%	75.0%
Asian	78.3%	79.9%	82.4%	80.6%	83.8%	83.3%	84.6%
Hispanic	69.7%	75.1%	72.3%	75.9%	75.1%	75.5%	78.8%
Multiracial	73.0%	83.5%	82.3%	72.7%	76.7%	84.4%	86.2%
Native Hawaiian or Other Pacific Islander	50.0%	75.0%	50.0%	100.0%	33.3%	40.0%	66.7%
Other Race	77.3%	82.6%	83.8%	84.0%	84.9%	83.2%	81.5%
Pacific Islander	73.9%	83.3%	60.0%	50.0%	75.0%	64.7%	72.2%
White	74.2%	77.6%	75.3%	76.3%	76.9%	79.8%	81.2%
Missing	75.0%	64.8%	72.4%	76.6%	86.2%	77.9%	80.6%

Although the Title III Waiver cohorts exclude international students who could be participants in MCS programs, **Table 2** below illustrates the fall-to-winter retention of the selected MCS and TRiO populations. While these programs are relatively small, these populations are mainly comprised of underrepresented students. For all three programs, the fall-to-winter retention rates outpace that of all new students in the Title III F14 cohort in **Table 1**.

Table 2. Retention of Selected Populations

Population	Fall 14 Cohorts	Fall-to-winter Retention
New MCS Students	95	85.3%
New MCS Scholars	38	92.1%
New TRiO	33	90.9%

Next Steps
A Title III Workgroup convened last year and identified main areas for transformation at Bellevue College. The next step is to begin the comprehensive planning process, expected in any Title III application. This will include a critical analysis of institutional data and identification of specific activities which would benefit from the infusion of Title III funding.

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

INSTRUCTION

APPLIED BACCALAUREATE DEVELOPMENT

Key Points
- Bellevue College received approval for two new applied bachelor degrees in December 2015: Health Promotion Management (HPM) and Healthcare Management and Leadership (HCML)
- The HPM BAS degree will prepare graduates to undertake a wide array of positions in health and wellness, including health educators, health promotion work-life specialists, health and wellness coaches and wellness consultants.
- The HCML BAS degree will prepare graduates for supervisory roles in healthcare systems and facilities.
- The HPM and the HCML degrees differ in whom they serve. The former degree trains graduates for positions in preventive care – working with people to prevent illness. The latter trains graduates to manage healthcare facilities – treating people who are are ill.
- Both the HPM and the HCML degree programs reside within the Health Sciences, Education and Wellness Institute (HSEWI)
- To receive approval, both degrees completed rigorous 18 month evaluation processes, submitting and presenting Statements of Need, Program Proposals and Prospectuses before the BC Curriculum Advisory Committee, the State Board of Community and Technical Colleges and the Northwest Commission on Colleges and Universities.
- These two new degrees raise the total number of bachelor degrees offered by BC to 10. They join: Data Analytics, Applied Accounting, Healthcare Technology and Management, Information Systems & Technology, Interior Design, Nursing, Radiation & Imaging Sciences and Molecular Biosciences.
- Both programs will begin enrolling student in fall 2016.

Next Steps
- Each program will hire 1 FTE faculty and a program manager to help implement the degree.
- Each program will begin advertising and recruiting students for fall 2016 enrollment.
- Each program will refine upper division course outlines to ready curriculum for fall 2016.

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

ECONOMIC AND WORKFORCE DEVELOPMENT

CONTINUING EDUCATION AND WORKFORCE EDUCATION

Continuing Education

The Business Training Institute (BTI) represents Bellevue College's opportunity to leverage existing curriculum to provide employers the most current training relevant for their employees to improve employee productivity, efficiency, leading to greater profitability. One of the most important elements of continuing education is to assist organizations to continually upskill their workforce. In the months of December and January, BTI trained 153 people at the following companies: T-Mobile, King County Library System, BC Finance, Automic, Alaska Airlines, and MG2.

The training provided included courses in the following subjects: Cultural Competency, It's Not What We Say – Part 1: Speaking Spontaneously on Any Topic, It's Not What We Say - Parts 2: Speaking With Your Authentic Voice, PowerPoint 2013: Level 2, Database Design, SQL Level 1, Cultivating Collaboration: Building Strong Teams, Facilitating Meetings for Better Results, and the Art of Negotiations.

Workforce Education

Workforce Education (WE) continues to refine and refocus their approach. Their goal is to place greater emphasis on helping students complete their educational journey at Bellevue College (BC) and find employment. WE is very early in this process of employer identification and matching current students to career opportunities. In the coming months, the process will be formalized to the extent that WE facilitates employment opportunities as the student completes their program. Essential to the plan is a more formalized approach to assessing WE students. That will include an improved career assessment process and work readiness preparation that includes: interviewing skills, resume writing, job search strategies, and soft skills training. To that end, from September to December, WE assisted 14 students secure full and part time employment with the following companies: BC Counseling Center (part-time), T-Mobile, Nordstrom-Retail, Tommy Bahama, Amazon, Premise Health, BC Workforce Education (part-time), LabCorp, Home Depot, and BC Institutional Advancement (part-time).

Report by: Albert Lewis, Vice President of Economic and Workforce Development
albert.lewis@bellevuecollege.edu

STUDENT AFFAIRS

IMPLEMENTATION OF CAMPUS SaVE ACT AT BC

Key Points
- The Campus SaVE Act was signed into law as part of the Violence Against Women Reauthorization Act of 2013, increasing the Annual Security Report crime reporting categories.
- Colleges and universities receiving federal funds are required to provide student and employee awareness training on campus sexual violence.
- To follow the law, schools must:
  - Report the number of domestic violence, dating violence, and stalking incidents that occur on campus every year;
  - Add hate crimes motivated by gender identity bias and national origin bias to their annual statistics;
  - Update their annual security report to include more in-depth data on the steps being taken towards prevention, as well as the procedures and timelines that the institution will follow when one of these crimes is reported;
  - Provide clear options and support to students who report an incident of dating violence, domestic violence, sexual violence, or stalking;
  - Allow students to bring an adviser of their choice to any disciplinary proceedings;
  - Hold ongoing prevention training on campuses.
- All 34 SBCTC members will be using CampusClarity's ***Think About It*** -- an online harm-reduction program aimed at helping schools to reduce sexual violence and substance abuse on their campuses.
- BC has chosen to roll out the ***Think About It: Community College*** program. This is a self-paced online program that can be completed within 90 minutes and generates a certificate of completion. Office of the Vice President, Student Affairs, has taken the responsibility for leading the required student education effort.
- The program is currently being tested with small groups of employees and students.
- Campus-wide roll-out will begin on February 22, 2016.

Next Steps
- Work closely with HR, Title IX officer, as well as faculty, staff, and students to ensure the success of this program;
- Ensure that 100% of Bellevue College students complete the program during their first quarter of enrollment, starting fall quarter 2016;
- Participate in a SBCTC system-wide climate survey in spring quarter 2016, using CampusClarity.

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

EQUITY AND PLURALISM

EDUCATIONAL EQUITY SERIES FOR FACULTY

Under the current collective bargaining agreement for faculty, all the tenure-track faculty must complete thirty-three hours of Educational Equity professional development. Adjunct and full-time faculty can enroll in Educational Equity, however, it is not mandatory. All faculty that complete the series earn a $1000 stipend. Educational Equity outcomes are:

- o Describe your learning preferences or modalities and how your own educational background impacts your work at Bellevue College.
- o Analyze your attitudes and assumptions – about self, colleagues and the college – and how they impact your work.
- o Articulate your social identities and how they have privileged and/or marginalized you.
- o Articulate how your above defined identities impacts your behaviors in the classroom and your relationship with students.
- o Articulate an understanding of how systems of power operate in terms of privilege as well as oppression.
- o Articulate how race, gender, ability and sexual orientation, ability/disability operate in our culture in terms of privilege as well as oppression.

For the purposes of this report the mandatory series is refered to as EEQ 1 and the optional series is refered to as EEQ2.

EEQ 1- 30 tenure-track faculy completed the series (2 cohorts: 2013-14 and 2014-15)
16 tenure-track faculty are scheduled to compete EE1 in 2015-16

EEQ 2- 75 faculty registred for the "opt-in" version. A total of 47 faculty completed the series.
-Of the 47, 34 are adjuncts and 13 are full-time faculty
- all academic divsions are represented

It is worth noting that Bellevue College is the only college in the SBCTC system, of which the Equity and Pluralism Office is aware,to have such a program for faculty. The goal is that all faculty will enroll and complete the series. Additionally, the Office and Equity and Pluralism has held discussions with Human Resources to coordinate a path for current and new full-time professional/exempt and classified employees to go through an educational equity training series.

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

INSTITUTIONAL ADVANCEMENT

Key Points

The Bellevue College Foundation has awarded thirteen Mini-Grants to fully- or partially-fund the following projects:

- BC DECA Instructional Enhancements, Kyle Barber, Marketing Management
- Grant Writing Training, Elisabeth Bothwell, Social Science Division
- Marketing iBIT IT Programs to Students, Shanon Ehmke-Reedy, Institute of Business & Information Technology
- Best Practices: San Jose State Training, Gordon Hom, Library Media Center
- Visualize Health Care, Annalisa Lembo, Biology, Math & Science
- Writing Lab Automated Check-in System, David Lopez-Knopp, Occupational Life Skills
- Positive Psychology Faculty Toolkit & Faculty Training, Steven Martel, Counseling Center & Student Affairs
- Increasing Access to Mental Health Services Through Telemental Health, Steven Martel, Counseling Center & Human Development
- The Watchdog Visual Content Education Project, Lisa Salkind, Student Programs & Watchdog Program
- 3D-Printed Molds & Vacuum-Formed Molds, Anthony Tessandori, Anthropology
- Anthropometric Tools for Forensic Anthropology, Biological Anthropology Lab & Archeology, Anthony Tessandori, Anthropology
- You and Title IX: Using Forum Theater to Bring Awareness, Pavy Thao, Student Affairs
- TEST FEST 2016, Sylvia Unwin, Institute of Business & Information Technology

Next Steps

Lockwood Innovation Grants and Margin of Excellence Award submissions will open February 1st

Report by: Dr. Gayle Colston Barge, Vice President, Institutional Advancement
                      gayle.barge@bellevuecollege.edu

INFORMATION TECHNOLOGY SERVICES

WINTER QUARTER 2015

Key Points
- Case Management Update
- Technology Plan Update
- Smart Printing

Next Steps
- ITS began implementation of a case management system built on Microsoft Dynamics the week Jan 25th. Enrollment Services, Multi-Cultural Services, Career Education Opportunities and Workforce are the first units identified to begin using the tools. Initial implementation will focus on combining case notes with student demographics. Work is started on identifying the next group of units to receive the solution along with what enhancements will be included. Features under consideration are scheduling tools so that students can have greater access to advising and tools to input educational plans. Phase Two is expected to deploy in March of this year with additional phases following in approximately six week intervals. Ultimately this tool will provide a single record of a student experience and journey at Bellevue College and will provide experiential data needed to develop analytical models for prescriptive analytic work.

- ITS has contracted with Sadlouskos Consulting to produce a technology plan that will continue the work of the 2013 plan, "Strategy vs Reaction". Faculty were asked to complete a survey to achieve broader input in early January and ITS is anticipating presentation of the draft plan to president's cabinet in March to be followed by a presentation to the board.

- ITS has been working with HP's Managed Print Services to develop recommendations to president's cabinet regarding the smart printing initiative. The recommendations were presented to cabinet in late January and are the result of 18 months of data collection and device mapping. Some recommendations involve relocating existing printers to areas that better suit their duty cycle along with electronic tools that can reduce the need to print. One of the goals is to reduce the amount BC spends on printing by $20,000 a year.

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

CAPITAL FACILITIES

B Building RISE/Physics Remodel: BC has hired Schacht Aslani Architects to redesign the second floor of the B building to house the RISE Center and physics labs. The project is nearing the end of the design development phase. Construction is scheduled to begin May 2016.

Student Housing: These images show the potential student housing which will be a three phase project. The construction work for phase I will begin late fall 2016. Phase I will provide 350 beds in apartment style units.

The project is in the schematic design phase for phase I. The GCCM contractor selection will happen shortly.

Athletic Field Improvements: BC has selected Zervas Architects and their consultant team to design the soccer/softball field upgrades. The project scope will only include artificial turf and lighting. Construction will begin March 2016. An outreach session was held on January 21st for the neighboring residential community.

Student Lunch Prep Remodel: The student lunch prep area and staff lunch room are complete.

Board Room Remodel: The board room is under construction and will be completed March 2016.

Master Planning: The master planning process will be completed by summer 2016. BC hired Perkins + Will early this summer. They have completed the analysis phase and will soon be proposing alternate designs. They are collaborating with a BC steering committee to establish infrastructure goals and projections based on needs and enrollment. This study will provide BC with a ten-year infrastructure plan and a 30-year vision.

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

ENROLLMENT REPORT

TOTAL ENROLLMENT FALL QUARTER 2015

☒ INFORMATION ☐ FIRST READ ☐ ACTION

Description

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

Key Questions

* Was the college's enrollment target for state funded and self-support FTE students met for fall quarter 2015, and how did that performance compare to Fall Quarter 2014?
* Were there any areas of enrollment that experienced significant differences (increase or decrease) for fall quarter 2015?

Analysis

The fall 2015 enrollment report indicates overall FTES were higher than the previous year, when all fund sources are included. This number reflects the total number of students taught in credit classes. Notable upturns were enrollments in science, with significant increases in biology, college-level math, oceanography and environmental science, and in the Institute for Business and Information Technology, with the most dramatic increases occurring in business intelligence, marketing, and programming enrollments in applied baccalaureate degrees continued to increase.

Although total enrollments are slightly higher than last year, the mix of enrollment types is changing. State support students in state supported classes are down slightly, but the number is still higher than the college's state allocation. Running Start and international student enrollments have increased significantly, as have contract and self-support enrollments, and it is these enrollments that are driving the increase in total enrollments. As has been the case for many years, the college is on track to exceed the reportable enrollment levels required to meet state allocation for the year, and will be able to claim "excess" enrollment for 2015-16.

For fall 2015 overall enrollments were exceeded by 182.5 FTES or 1.7%
- Arts and Humanities Division were down from their target by 110.4 FTES or 3.5%
- IBIT Division exceeded their target by 12.5 FTES or 1.1%
- Health Science Division (non-self-support) were down from their target by 4.1 FTES or 0.5%
- Science Division exceeded their target by 124.6 FTES or 4.2%
- Social Science Division exceeded their target by 54.6 FTES or 2.8%
- Other programs exceeded their target by 104.2 FTES or 11.8%

Note: 2015-16 targets were set using the final actual values from 2014-15

Background/Supplemental Information

Attachments:
- Enrollment Comparison: Target vs. Actual FTES – Fall Quarter 2015
- Enrollment Comparison For All Funding Sources: Actual FTES 2015-2016 vs. 2014-2015
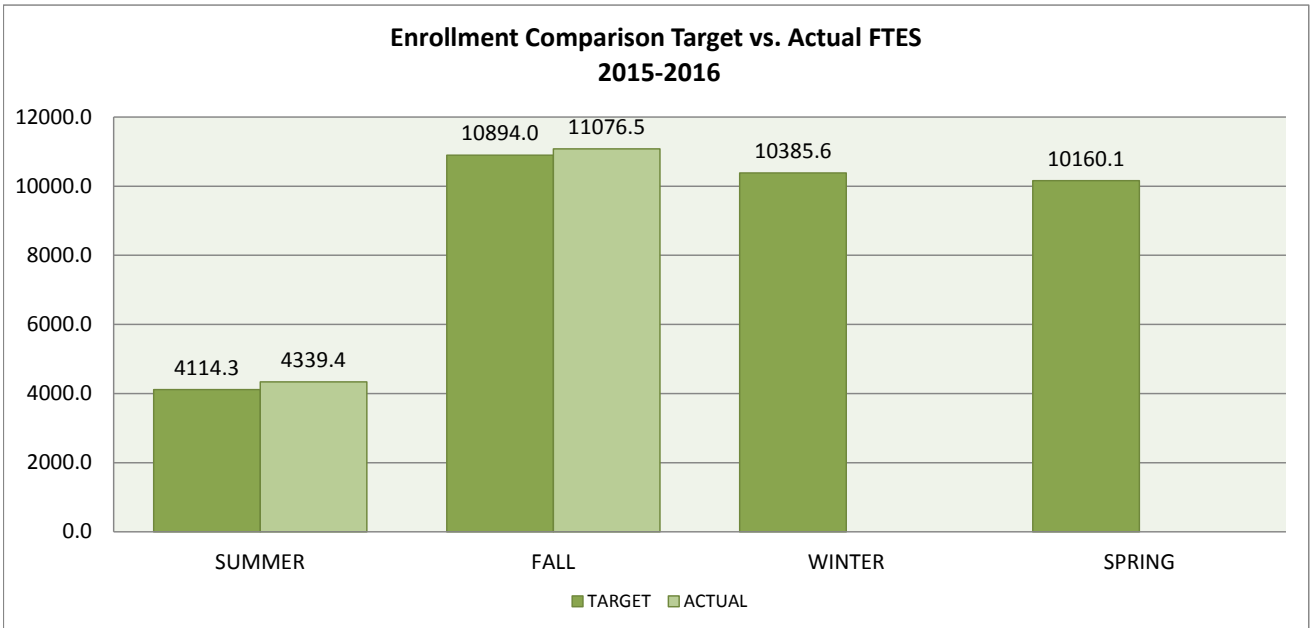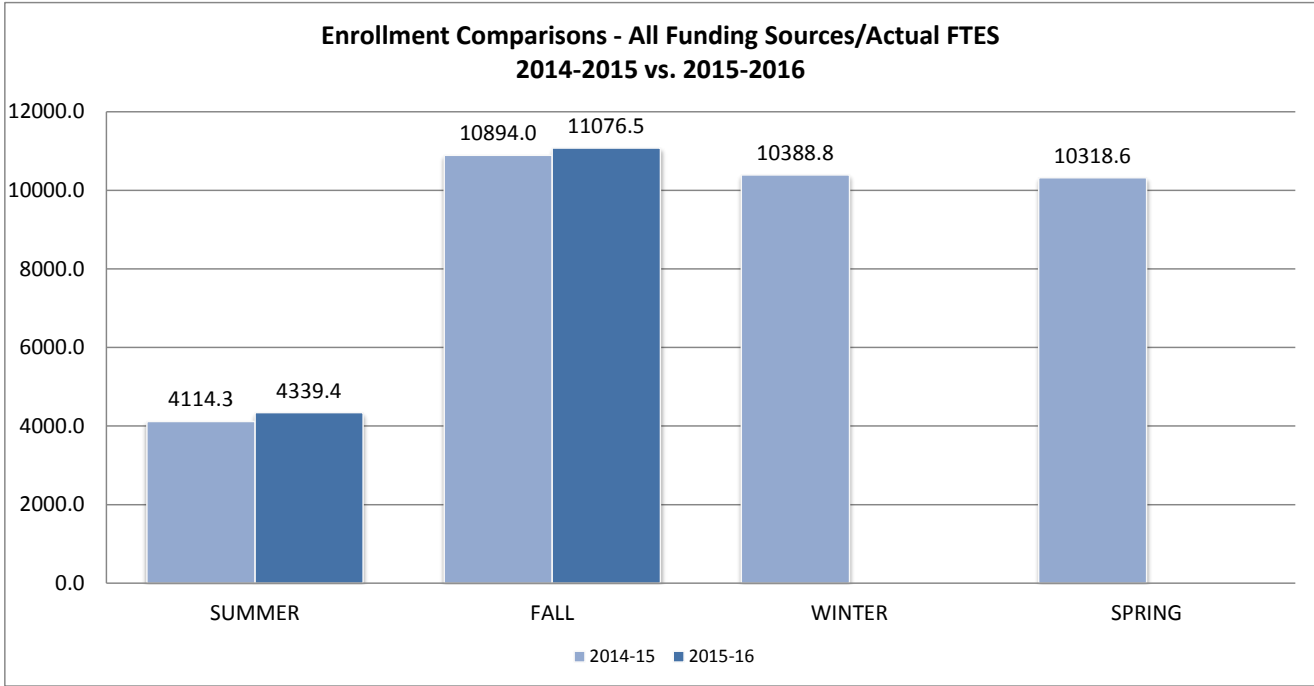
Recommendation/Outcomes

The board will have an opportunity to review and discuss the college's enrollment data and trends for fall quarter 2015.

Prepared by: Tom Nielsen, Vice President of Instruction
                tom.nielsen@bellevuecollege.edu
                425-564-2305

BELLEVUE COLLEGE
Become Exceptional

TOTAL COLLEGE			
All Divisions & Miscellaneous Programs	**Fall FTES Target**	**Fall 2015 FTES**	**# Difference**	**% Difference**
	10894	**11077**	**182.5**	**1.7%**

Division	Fall FTES Target	Fall 2015 FTES	# Difference	% Difference
Arts & Humanities	**3159**	**3049**	**-110.4**	**-3.5%**
Humanities	0	0	0.0	0.0%
Art	226	218	-8.0	-3.5%
Applied Linguistics	0	0	0.0	0%
Communications	453	452	-1.0	-0.2%
Dance	10	9	-1.5	-14.3%
Drama	46	52	6.4	13.9%
English	1102	937	-164.8	-15.0%
World Language	356	388	32.4	9.1%
Interior Design	86	100	14.0	16.3%
Music	163	152	-11.6	-7.1%
Philosophy	196	218	22.7	11.6%
ABE/GED	109	125	16.1	14.8%
DEVED/ID	0	0	0.0	0.0%
ESL	414	399	7.5	10.5%
Health Sciences	**784**	**780**	**-4.1**	**-0.5%**
Diagnostic Ultrasound	61	66	4.9	8%
Early Childhood Educ	41	37	-3.6	-9%
Education	22	25	2.3	10%
Health	61	60	-1.4	-2%
Indiv Studies	0	0	0.0	0%
Imaging	0	0	0.0	0%
Nursing	104	93	-11.0	-11%
Nuclear Medicine Tech	10	7	-2.3	-24%
Parent Ed	0	0	0.0	0%
Physical Development	110	130	19.1	17%
Radiologic Technology	55	58	3.1	6%
Radiation Therapy	21	20	-1.3	-6%
Recreation Education	0	0	0.0	0%
Health Professions	113	96	-17.1	-15%
Radiation Mgmt/Tech	29	27	-1.9	-7%
Neuro Diagnostic Tech	19	19	-0.3	-2%
Medical Informatics	0	0	0.0	0%
Parent Education	137	143	5.4	4%
Social Science	**1960**	**2014**	**54.6**	**2.8%**
Criminal Justice	83	84	1.0	1.2%
Anthropology	150	116	-33.9	-22.6%
Economics	206	216	9.7	4.7%
Geography	119	119	-0.3	-0.3%
History	234	210	-23.7	-10.1%
International Studies	40	39	-1.3	-3%
Political Science	132	176	44.1	33%
Psychology	342	375	33.0	9.6%
Business Admin Trans	218	232	13.3	6.1%
Sociology	336	335	-1.0	-0.3%
Cultural and Ethnic Studi	99	100	1.2	1.2%
Interdisciplinary Studies	0	13	12.7	0.0%

Division	Fall FTES Target	Fall 2015 FTES	# Difference	% Difference
Business (IBIT)	**1129**	**1142**	**12.5**	**1.1%**
Accounting	114	108	-5.7	-5.0%
Sustainable Business Practices	5	0	-4.7	-100.0%
Information Tech	62	62	0.2	0.4%
Business Management	276	258	-18.0	-6.5%
Marketing	66	84	17.7	26.9%
Business Tech System	172	183	10.7	6.2%
Business Intelligence	51	67	16.3	32.3%
Network Services	50	36	-13.9	-27.9%
Programming	115	137	22.4	19.4%
Technical Support	68	76	-14.3	-9.1%
Digital Media Arts	151	131	-23.3	-35.0%
Science	**2967**	**3092**	**124.6**	**4.2%**
Astronomy	180	171	-9.7	-5.4%
Biology	610	661	50.4	8.3%
Botany	37	34	-2.5	-6.9%
Chemistry	404	414	9.9	2.5%
Computer Science	106	101	-4.7	-4.4%
Environmental Science	47	53	6.3	13.5%
Engineering	33	32	-1.3	-3.8%
Geology	60	51	-9.0	-15%
I.D. Math	357	376	18.8	5.3%
Math	897	947	50.0	5.6%
Meteorology	34	37	2.3	6.8%
Oceanography	32	41	8.8	27.5%
Physics	171	176	5.2	3.0%
Other Programs	**895**	**1000**	**105.2**	**11.8%**
Alcohol/Drug	50	35	-14.94	-30.0%
BAA Interior Design (FS5)	56	60	3.19	5.7%
BSN Nursing (FS5)	15	18	7.13	100.8%
BAS Radiation (FS5)	6	6	2.74	80.6%
BAS Hlthcr Tech Mng (FS5)	28	42	26.32	143.6%
BAS Accounting (FS5)**	0	11	11.33	0.0%
Business Management (FS5)***	0	7	7.00	0.0%
BAS Info Sys/Info Tech	18	29	11.33	62.9%
AA Info Sys/Info Tech****	0	10	9.67	0.0%
BAS Data Analytics*	0	14	14.00	0.0%
Career Education Opt	117	132	14.86	12.7%
ELI University Prep	346	383	36.30	10.5%
ELI Internl Bus Prof	55	41	-13.5	-24.6%
Experiential Learning	39	47	7.9	20.4%
Human Development	138	135	-3.26	-2.4%
Cont Nurs Educ (FS 5)	2	8	5.83	347.0%
Cert Nurs Assistant (FS 5)	7	8	0.93	12.4%
College in the High School	9	8	-0.66	-7.6%
Study Abroad	8	7	-1.03	-13.4%
Tech Prep (Summer only)	0	0	0.00	0.0%

Enrollment Comparisons - All Funding Sources/Actual FTES
2014-2015 vs. 2015-2016

	SUMMER	FALL	WINTER	SPRING
2014-15	4114.3	10894.0	10388.8	10318.6
2015-16	4339.4	11076.5		

Enrollment Comparison Target vs. Actual FTES
2015-2016

	SUMMER	FALL	WINTER	SPRING
TARGET	4114.3	10894.0	10385.6	10160.1
ACTUAL	4339.4	11076.5		

REGULAR MEETING AGENDA ITEM

UPDATES TO THE 2014-2017 COLLECTIVE BARGAINING AGREEMENT WITH BCAHE

☐ INFORMATION   ☐ FIRST READ   ☒ ACTION

Description

Representatives of the College and the Bellevue College Association of Higher Education have bargained updates to the 2014-2017 Agreement between the Board of Trustees of Bellevue College District VIII and the Bellevue College Association of Higher Education. Most of the Tentative Agreements presented will:

- Update language to include recent changes,
- Clarify language so the contract reflects practice, and
- Incorporate language to specifically cover additional employee groups.

Key Questions

∗ Do the Tentative Agreements reflect the will of the Board of Trustees?

Analysis

The changes presented includes updates to eight (8) Articles of the CBA and two Memorandums of Understanding. All agreements presented have been ratified by the BCAHE Representatives and are being presented to the Board of Trustees for ratification.

Background/Supplemental Information

- Summary Revisions to the BCAHE Collective Bargaining Agreement
- Tentative Agreements
- Draft CBA

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves the Collective Bargaining Agreement by and between the Board of Trustees of Community College District VIII and the Bellevue College Association of Higher Education.

Prepared by: Aaron Hilliard, Vice-President of Human Resources
                 Aaron.hilliard@bellevuecollege.edu

Summary Revisions to the BCAHE Collective Bargaining Agreement

Article #	Article Title	Summary of Tentative Agreement
11.3	Promotion to Rank	Agreed to allow English Language Institute (ELI) Faculty to participate in the rank promotion plan. In addition, criteria for promotional responsibilities were added for both FT Faculty and ELI faculty upon achieving Promotional Rank.
12.5.1	Program Chair Compensation	Recognized the Librarian Program Chair and identified the Supplemental/Summer stipend.
12.9	Program Chair Applicability	Clarified contract language to outline how Program Chair positions added or deleted.
13.1.1	Maintenance – Affiliated Adjunct Status	Replaced the word "equivalent" with 378 hours to identify how Librarians or other "non-teaching" faculty will maintain their affiliated status.
14.1.1	Annual Contract Year	Updated contract to reflect the actual instruction and non-instruction days.
16.1	Full-Time Faculty Salaries	Updated the Salary schedule to include Temporary Full-Time (ELI) Faculty and to also apply the 3% COLA.
16.2.4	Special Cases (Compensation for Under-Enrolled classes	Corrected error to refer to the appropriate section of the contract.
16.3	Specific Rates of Pay	Applied the 3% COLA to prior rates.
16.7	Performance Stipend	Replaced the language referring to "1/9 fraction of load" with an appropriate ratio of Full-Time Equivalent.
18.1	Personal Leave	Clarified language by referencing guidelines outlined in another section of the contract.
22.4	Tenure Review Committee	Formatting correction
23 -23.6	Tenured and Temporary Full-Time Evaluation	Incorporated ELI Faculty into the Article Heading and the Evaluation process.
23.8	Procedures for Unsatisfactory Evaluation	Applied the contractual process to Temporary Full-Time and ELI Faculty.
MOU	Evaluation Forms E & H	Clarifies when the original forms are to be used and when the revised forms are to be used for the evaluation process.
MOU	Lecturer II Eligibility	Opens the Adjunct process for promotion to ELI faculty.