



BELLEVEUE
COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting
February 7, 2018

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



A special meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, February 7, 2018. The business session will begin at 1:30 P.M. in room B201. Merisa Heu-Weller, Vice Chair, will preside.

AGENDA

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|----------|---|-------------|
| 12:00 PM | EXECUTIVE SESSION/LUNCH (A201)
The Board will be meeting in executive session to evaluate the performances of public employees and to discuss issues related to collective bargaining. | |
| 1:30 PM | BUSINESS SESSION (B201) | |
| | I. Call to Order | |
| | A. Welcome New Trustee, Richard Leigh | Heu-Weller |
| | II. Roll Call and Introductions | |
| | III. Consent Agenda | |
| | A. Approval of Agenda for February 7, 2018 | |
| | B. Meeting Minutes from January 10, 2018 | |
| 1:40 PM | IV. Constituent Reports | |
| | A. Faculty | Nightingale |
| | B. Classified Staff | Turnbull |
| | C. Foundation | Celis |
| | D. Student | Castaneda |
| 2:15 PM | V. First Read Items | |
| | A. Tenure Recommendations | Bangera |
| 2:20 PM | VI. Information Items | |
| | A. Foundation Annual Report | Barge |
| | B. Student Success – Fulbright Scholar | Bangera |
| 2:45 PM | VII. Quarterly Enrollment Report | Bangera |
| 2:50 PM | VIII. President’s Report | Weber |
| 3:00 PM | IX. Board Reports | Heu-Weller |
| | A. Individual Member Reports | |

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

3:00 PM X. Unscheduled Business/Community Testimony

3:20 PM XI. Business Meeting Adjournment

Please note: Time and order are estimates only and are 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 10, 2018 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Merisa Heu-Weller, Vice Chair, presided.

EXECUTIVE SESSION

Ms. Heu-Weller announced that there would be an executive session for approximately ninety minutes to evaluate the performance of a public employee and discuss collective bargaining. The executive session adjourned at 1:15 p.m.

BUSINESS SESSION

The business session was called to order at 1:31 p.m.

I. **ROLL CALL**

Mr. Cha, Mr. Dietzel, Mr. Fukutaki, Ms. Heu-Weller, Mr. Miller and President Weber were present.

II. **CONSENT AGENDA**

Mr. Miller made a motion to approve the consent agenda and minutes from November 8, 2017. Mr. Fukutaki seconded. The motion passed.

III. **ACTION ITEMS**

A. Grading Policy 3000

Interim Vice President Bangera reported on the policy revision, the following points were discussed.

- a. Satisfactory/Unsatisfactory Pass/Fail must be chosen at registration.
- b. When applying for financial aid, the S/U will calculate as 2.0 GPA. This can have an impact on a student's satisfactory academic progress.
- c. Pass is defined as a 1.0.

Motion 1:18

Mr. Dietzel moved to approve. Mr. Cha seconded. Motion carried with one abstention.

IV. **INFORMATION ITEMS**

A. Energize Eastside

President Weber explained that Puget Sound Energy (PSE) and two community groups were invited to give presentations and testimony.

- a. Andy Wapler, Vice President of Communications and Customer Operations with Puget Sound Energy, presented information about the initiative. It was proposed that Energize Eastside will build a new substation and upgrade existing transmission lines in an

effort to meet growing demands and federal requirements. Key points of discussion following the presentation included:

- i. This work should end by 2020.
- ii. PSE is a privately owned company and maintains all filings as if publicly traded.
- iii. If an accident happens the shareholders bear the brunt of that liability.
- iv. PSE anticipates this will serve well into 2030's and 2040's, but this depends on population and other energy technologies. This should meet the need for the population growth.
- v. All projections are looking at consumption beyond population. The impact of electric cars was discussed.

Two community advocacy groups, Communities United for Reliable Energy (CURE) and Coalition of Eastside Neighborhoods for Sensible Energy (CENSE), followed with their testimony.

- b. Don Marsh, President of CENSE, presented. Key points of discussion following the presentation included:
 - i. Batteries require transmission. PSE has incentive to prefer this, but there is plenty of capacity to recharge and handle peak usage. Batteries can help year round and they benefit the environment by making better use of solar and wind energy. It would be cheaper going forward.
 - ii. Power generation versus power transmission. It was questioned whether there is there an "engineer study" to support what PSE's claims. CENSE is working on that for critical evidence to be presented at the upcoming public hearing. Mr. Marsh noted similar cases in California and Australia.
- c. Bernie Dothnell represented CURE. There was no discussion following the presentation.

B. Washington Technology University (WTU)

Steven Olswang, President, presented information about WTU. Key points of discussion included:

- a. On October 23, 2017 WTU was accredited as a degree granting institution. Classes began January 8, 2018. Currently 50 students are enrolled. A new cohort will begin each month.
- b. WTU is now operating as a partner institution in Bellevue.
- c. WTU is not planning to compete with neighboring community colleges.
- d. This is a completion institution offering upper division courses.
- e. WTU is forming partnerships with businesses, community colleges and universities including University of Washington.
- f. WTU's relationships are developing with partners overseas as well.
- g. Only bachelor's degree courses are being offered at this time. There may be room for graduate degree offerings in four or five years; accreditation pathways are determining this.

- h. The WTU Founders Scholarship pays \$18,000 for 18 months of education to go from Associate of Arts (AA) Degree to Bachelor of Arts (BA) Degree.
- i. WTU is state authorized and applying for candidacy for regional authorization, which is expected June of 2019, and it will be retroactive.
- j. Pipelines of other degrees are being planned. BA of Information Security, for example. WTU may also file for a BA of Science in Computational Management and a Bachelor of Science (BS) in Information Systems.
- k. There is also a property in North Bend and the founders are undergoing conditional use process, but plan for campus there.
- l. Dr. Weber mentioned we are working on Memorandums of Understanding (MOU). Dr. Campbell and Dr. Karim are working on this to determine the impact on Bellevue College's international students.
- m. Discussion on potential partnerships will continue.

V. **UNSCHEDULED BUSINESS**

- A. Ten members of the community provided testimony against the Energize Eastside initiative. One community member provided testimony in support of the initiative.

Meeting adjourned at 3:20 pm.

Merisa Heu-Weller, Vice Chair
Board of Trustees

ATTEST:

Donna Sullivan
Secretary, Board of Trustees
Community College District VIII

DRAFT

REGULAR MEETING AGENDA ITEM



**BELLEVUE
COLLEGE**

TENURE REVIEW COMMITTEE RECOMMENDATIONS

INFORMATION

FIRST READ

ACTION

Description

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

Third Year Candidates Recommended for Tenure

Dianne Caraway	HSEWI (Nursing)
Kurt Friedrich	IBIT (Information Systems)
David Goodwin	HSEWI (Diagnostic Ultrasound)
Liz Hollerman	IBIT (Digital Media)
Jean Irons-Dendy	HSEWI (Nursing)
Danielle Jacobson	Science (Mathematics)
Sheila Lozan	Social Sciences (Bus Tr./Accounting)
Chelsea Murphy	Science (Nutrition)
Wendy “DeeDee” Orcajo	HSEWI (Early Learning Education)
Jono Vaughan	Art & Humanities (Art)

Third Year Candidates Recommended for an Extended Probationary Period

John Lott	HSEWI (Neurodiagnostic Technology)
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Key Questions

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

Analysis

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

TENURE REVIEW COMMITTEE RECOMMENDATIONS

continued

This year, ten tenure candidates will be presented for Board action at the next meeting. The candidates have participated in a rigorous tenure review process as outlined in the college's tenure guidelines. A recommendation has been forwarded to the President by the Tenure Review Committee (TRC) to grant tenure to ten candidates and extend the probationary period for one candidate.

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

- 1) A Tenure Evaluation Subcommittee (TES), composed of members elected within the candidate's division and chosen by the candidate and approved by the Tenure Review Committee (TRC), is formed for each candidate. This group gathers information and data in support of the candidate's tenure, and provides mentoring and assists the candidate throughout the three-year process.
- 2) The Tenure Review Committee, including six members elected by the faculty, reviews the documentation prepared by the TES to ensure that college and program standards and expectations are met across the many disciplines. The TRC provides an objective look at each document to make sure that the case supporting the recommendations of the TES is sound, and provides a recommendation each year to the President.
- 3) During the first two years of a candidate's employment, the President uses the recommendation of the TRC to decide whether or not to continue the probationary period. In the third year, the President considers the recommendation of the TRC in formulating her/his recommendation to the Board of Trustees to grant tenure or to extend the probationary period.

Finally, the Board of Trustees, giving serious consideration to the recommendation of the President and the TRC, decides to grant or not grant tenure.

Background/Supplemental Information

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

Recommendation/Outcomes

This item will be presented for board action at the March 7, 2018 meeting.

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
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BELLEVUE
COLLEGE

Bellevue College
Foundation Overview
FEBRUARY 7, 2018

Bellevue College Foundation

FY18 – FY23

Executive Summary

Introduction

The Bellevue College Foundation (the foundation) is committed to student success and will work together with Bellevue College (the college) to build a culture of philanthropy. The foundation's purpose is to provide scholarships, grants, and programmatic funding to Bellevue College and its students. The foundation's goal over the next five years is to increase its impact on the community by increasing the number and value of scholarships and grants awarded, as well as increasing the amount of programmatic support provided to the college. This Executive Summary includes the goals for FY18 within the context of a strategic overview for FY18 – FY23.

Bellevue College Foundation Mission and Vision

The mission of the Bellevue College Foundation is to raise funds to provide quality education and learning opportunities for all Bellevue College students. The foundation, through a unique blend of cutting-edge, innovative, and exemplary programs, will enable Bellevue College to attract, without financial barriers, the best and brightest students and faculty.

The foundation's strategic plan advances the mission and vision impact through initiatives in three areas:

- Capacity - grow its capacity as a foundation;
- Role - review and expand its role; and
- Relationship -further develop the foundation's relationship with the college.

STRATEGIC DIRECTION

1. Enhance Bellevue College's reputation, visibility and influence.
2. Broaden and deepen constituent engagement with the college, developing meaningful relationships with Bellevue's students, faculty, staff, friends and alumni.
3. Expand philanthropic support to the college, raising \$2 million annually by 2023 for Bellevue College's students, faculty, staff and core institutional priorities.

GOALS FOR FY 18

Strategic Direction 1: Enhance Bellevue College's reputation, visibility and influence.

- Strengthen Bellevue College's visibility and presence as a collaborative, community partner in concert with our commitment to social justice and servant leadership.
- Support the presidential transition plan for Dr. Weber.
- Scholarships - enhance relationships with feeder schools.
- Continue working with the Foundation Board of Directors as advocates and champions for BC.

Strategic Direction 2: Broaden and deepen constituent engagement with the college, developing meaningful relationships with Bellevue's students, faculty, staff, friends and alumni.

- Create an early engagement strategy to strengthen the bond between Bellevue College and its students and young alumni.
- Evaluate and refine events to strategically engage key constituents.

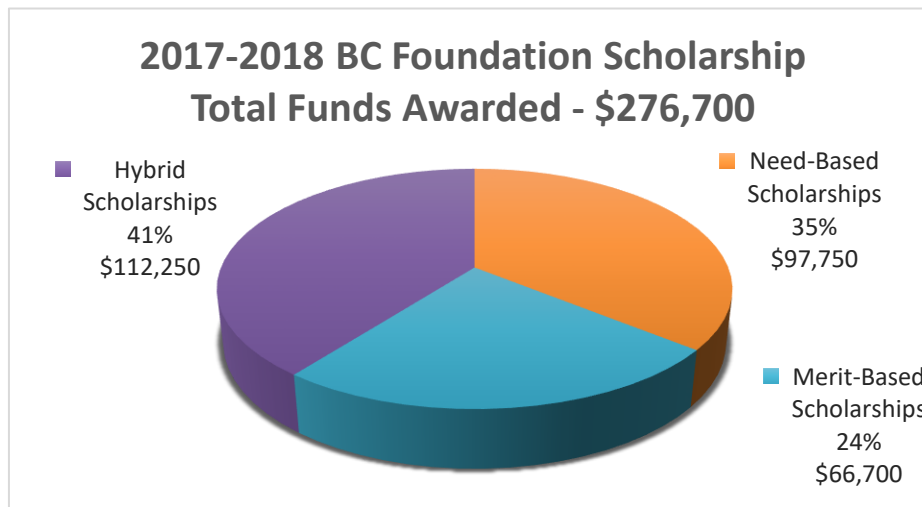
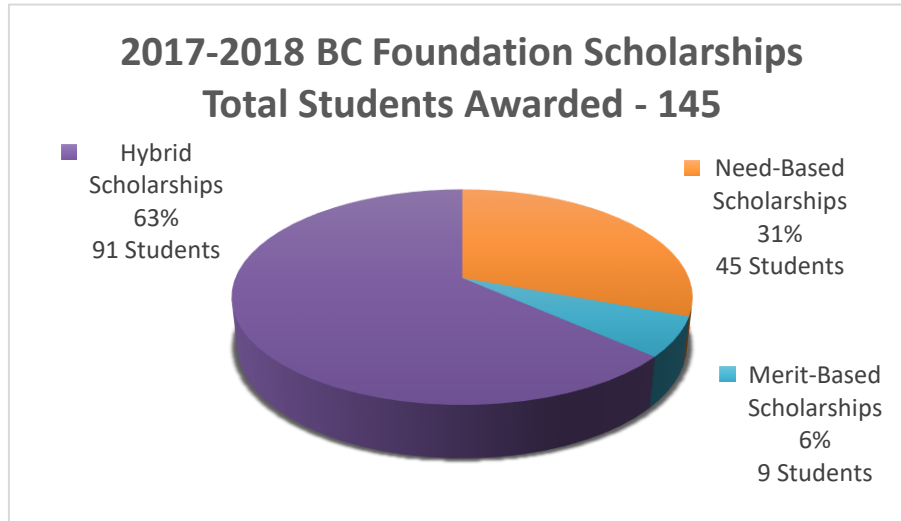
Strategic Direction 3: Expand philanthropic support to the college, raising \$2 million annually by 2023 for Bellevue College's students, faculty, staff and core institutional priorities.

- Increase donated revenue by 8% in FY 2018 and 50% overall by FY 2021.
- Develop an overall case statement for the Bellevue College Foundation with a comprehensive fundraising strategy aligned with core institutional properties.
- Enhance planned giving opportunities via partnerships with financial planners and investment networks.
- Increase collaborative opportunities with KBCS to strengthen donor relations and constituency relationships.

SPECIFIC AREAS OF FOCUS

Scholarships

All scholarships funded through the BC Foundation support students enrolled at Bellevue College. Scholarships are awarded based on financial need, academic achievement, or a combination of both. For the 2017-18 school year, the foundation awarded 145 students scholarships totaling \$276,700.



The primary goals for scholarships are to focus on increasing applications and awards. For the next five years, the foundation is committed to increasing completed applications by 20% annually, building to a consistent application pool of 500 or more in FY23. Every year, the foundation will focus on increasing the dollars awarded for scholarships. By FY23, scholarship awards are planned to be more than \$300,000 annually.

Mini-Grants

Investment from donors allows the foundation to foster innovative education enhancements for BC students. Mini-Grants currently provide \$20,000 of support to projects and programs that would otherwise go unfunded. Faculty and staff can apply for grants for pilot programs, equipment, special training, cross-departmental projects, or other opportunities. The foundation will increase total applications submitted by 10% annually for five years.

Lockwood Innovation Grants

The foundation administers the Lockwood Innovation grants annually. This \$10,000 grant is available to faculty in support of new or ongoing projects that illustrate innovation in teaching and/or advance entrepreneurial models at the college. These grants are made possible through a generous endowment from the Lockwood Foundation. The foundation's goals around the Lockwood Innovation grants are to increase the visibility and number of applications. By FY23, the foundation is forecasting an 80% increase in applications for the Lockwood awards.

Faculty and Staff Excellence Awards

Since 1984, the Foundation has been annually recognizing faculty and staff members who go above standard levels of quality in support of educational excellence and BC students. Formerly known as the Margin of Excellence Awards, the Faculty and Staff Excellence Awards include peer recognition and a cash award. The foundation has increased the award amount to \$2,000 per recipient. Goals for these awards include increasing the awards given, streamlining the application process, and expanding the number of nominations. In FY19, the foundation will increase the award to \$2,500 per recipient. The application process has been modified to incorporate the college's core t themes. From FY18 to FY23 the foundation's goal is to increase nominations by 5% annually.

Emergency Support

Foundation "Safety Net" programs enable students to complete or continue their studies without disruption that could defeat educational goals, and also help faculty and staff faced with unforeseen challenges that might create long-term hardship or threaten the ability to continue employment at the college. There are specific "Safety Net" programs for general student populations, veterans, GED students, Early Learning Center students, and faculty and staff members. The foundation's goals for these programs are to continue to refine the application and evaluation process to ensure

equitable and expedient award distribution. The foundation will diversify and expand the funding vehicles for the Student Resource Network (the general Student Safety Net.)

Programmatic Support

The foundation raises funds for a wide range of BC programs, activities, and departments fostering academic innovation and excellence. Some of these programs include Radiation Therapy, Early Learning Center, KBCS, International Student Programs, Athletics, Autism Spectrum Navigators, Science and Math Institute, and Nursing.

In FY17, the foundation added a development officer assigned to KBCS in order to increase contributed revenue. This has proven to be a successful model. By FY23, the goal is to have at least two additional development officers assigned to specific programs where the funding potential would warrant a solely-dedicated staff member.

The foundation annually looks to increase collaborative opportunities with various BC programs to strengthen relations and constituency relationships. For example in FY18, the foundation is working with the Athletics department to engage key stakeholders and form a committee for an Athletics Hall of Fame.

Foundation Marketing and Branding

The college's four core themes, student success, teaching and learning excellence, college life and culture, and community engagement and enrichment, emphasize the enduring strengths of the college and inform decisions about its strategic objectives and tactics. The foundation has adapted the college's four themes into three primary marketing themes to better articulate and illustrate a case for support to donors.

All foundation communications, appeals, and messaging will be funneled through: Student Success, Academic Innovation, and Community Building.

These three marketing themes summarize the primary reasons donors have interest in and will invest in the college. These themes anchor positive, consistent messaging and are vital to our efforts to engage and empower stakeholders as advocates for increasing contributions and building capacity. The foundation is focusing on cohesive branding and a strong overall case statement revision in FY18. In FY19, new collateral materials will be produced once the comprehensive case is finalized.

Development Goals for FY18 – FY 23

The foundation strategic plan supports the college's work and the foundation's mission and vision through actions by staff and the Foundation Board of Directors with guidance from the Executive and Development Committees to increase gift income and build capacity. The development goals are comprehensive and include refining and expanding current giving campaigns and appeals, increasing volunteer activity, and increasing the donor base by 13% by FY20 and increasing donated revenue by 8% in FY18 and 50% (over FY17 results) by FY21. Contributed revenue and endowment value are increasing exponentially as outlined below.

Fiscal Year	Contributed Revenue	Endowment Value
FY 14	\$1,330,049	\$6,808,403
FY15	\$1,557,947	\$6,992,712
FY16	\$1,655,615	\$7,010,883
FY17	\$2,934,704	\$8,363,099
FY18 YTD	\$1,386,250	\$9,015,820

Individual Support

Currently, individual support is the largest source of support to the Foundation, and a prime opportunity to build capacity while increasing contributed income. The current pool of donors is small for an institution of the college's size and stature. It is heavily populated by luncheon attendees, program donors, and a limited number of major gift prospects. Increasing the pool of individual prospects and donors is a critical priority. Increasing the number of smaller annual supporters will provide more stability to the overall capacity of the Foundation. Individual giving is solicited through annual campaign (We Are BC) appeals, major gifts work, planned giving requests, the luncheon, and additional fundraising events. Comprehensive goals are targeted to increase individual support.

Planned Giving Support

Planned Giving efforts are integrated into individual solicitations and development communications without a specific budgeted target. Planned Giving relationships are often long without designated gift dates. A significant pool of planned gifts must be in place before budgeting gifts received would be prudent. Without a high-volume of potential gifts, gift maturity is sporadic. For example, two planned gifts matured in the current and past fiscal year resulting in a total of more than 1.5 million added to the Bellevue College Endowment Fund. Planned giving goals include by FY20, evaluate the viability of creating a Planned Giving Society or group (potentially called the Landerholm Society). Integrating planned giving messaging into development collateral materials and the website by FY21.

Institutional Support

As the 2017 tax reform may have an adverse effect on individual giving, institutional donors present to the foundation a large, potentially stable, supply of private source income. We have a large, relatively untapped pool of corporate and foundation support. In FY17 corporations and foundations only provided approximately four percent of the total contributed income to the college.

Corporate support at the college has come primarily via the annual luncheon and a small number of restricted gifts. A focus of activity going forward will be engaging with potential corporate supporters through connections with internal stakeholders and connections of leadership volunteers. The foundation has evaluated vast opportunities and has built a series of goals to increase support in this area.

Bellevue College Alumni Association

At the request of the college the Bellevue College Foundation Board of Directors adopted by-laws and formed the Bellevue College Alumni Association (BCAA) at the end of FY15. While there has been a slower recruitment rate than initially projected, the membership is growing. With current resources, the foundation is focusing on four groups of alumni. The focus will be on former foundation scholarship recipients, former athletes, specialized program alumni, and self-identified individuals.

A key program partner that the foundation is working with in FY18 is the Athletics department. We are collaborating to form a committee of key stakeholders and alumni who will prepare for the Athletics Hall of Fame to be launched in FY19.

The foundation is working to build more trust on campus so that other programs who have strong ties to their alumni will be willing to share their databases with the BCAA to invite their program alumni to join. The BCAA potentially comprises significant numbers of advocates and supporters. Available resources will be used to build relationships with the college's alumni.

STUDENT SUCCESS



ACTIVITIES OF FULBRIGHT SCHOLAR — JAMES RIGGALL

During the past two quarters, James Riggall, a scholar from Launceston, Tasmania, has been working with faculty, staff, and students at Bellevue College as a Fulbright Visiting Scholar. During his time at BC, James has been undertaking a range of activities, including:

- Designing and delivering an innovative new course focusing on virtual and augmented reality;
- Working with the RISE team to support the ongoing growth of the RISE makerspace;
- Engaging with the community by working as a mentor for students at Tesla STEM School;
- Running events for Bellevue College students, such as the panel discussion with four early-career technologists attended by over 100 Bellevue College students in October; and
- Building connections for Bellevue College faculty and students with the tech industry in the greater Seattle area, especially local AR/VR companies.

The VR/AR course that James is teaching has been developed in collaboration with Bruce Wolcott (Communications/e-Learning Center) as an evolution of work that Bruce and James did together in 2008–12 when James was working at the University of Tasmania.

The course *Virtual Reality Design and Communications* is essentially a VR design theory course, where students learn about the history of virtual reality and augmented reality, about different interaction methods, about the human perception system (and how it relates to VR), and about the social and ethical implications associated with mixed reality technologies. It's designed as a VR 101 course — an entry point for students who are interested in this new and exciting technology, but don't necessarily have any technical background or expertise at this point in their education.

The course that James and Bruce are running includes a variety innovative ideas:

- Each week, Bruce and James host a guest lecturer from the industry. The panel of industry guests includes visitors from Microsoft, Google and Valve, as well as startup founders, VR community leaders who run co-working spaces/hackathons and meetups, and people from the not-for-profit sector.
- The course includes a substantial component which is student-directed, with students selecting missions each week from a range of options as well as undertaking a major project of their own design.
- Perhaps most importantly, the course is video-conferenced live to five other sites around the world, including UW: Bothell and King County Library in Washington State, and three sites in Australia. Across these six sites, including Bellevue College, over 60 participants share in these lectures and guest lectures each week.

When James returns to Australia at the end of Winter quarter, he will have left a strong legacy at Bellevue College. In addition, he and Bruce have also expressed an interest in teaching this class again when the Fulbright project concludes, with James in Australia and Bruce here in Bellevue, an approach made possible by the international approach that the course already embodies.

The work James has been doing at Bellevue College wouldn't have been possible without the contribution of BC staff working hard to create the conditions in which this innovative new course can be delivered. The management of the Office of Instruction, RISE, the Library and e-Learning Center, and Communications have all had important roles to play in this work.

STUDENT SUCCESS

continued

SELECTED IMAGES



Bruce Wolcott and James Riggall in the BC Collaboratory.



James running an intro to VR session for BC faculty.



One of the lectures in the VR/AR course.



James and Bruce using a HTC Vive VR headset.



The RISE STEM careers panel had 100+ attendees.



A BC student works with Evie Powell, founder of a local VR startup.

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
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ENROLLMENT REPORT



BELLEVUE
COLLEGE

TOTAL ENROLLMENT FALL QUARTER 2017

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 campus community 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 2017, and how did that performance compare to Fall Quarter 2016?
- * Were there any areas of enrollment that experienced significant differences (increase or decrease) for Fall Quarter 2017?

Analysis

Total enrollment (including international and Running Start students) in state supported classes showed a slight increase (1.1%) but there was a decrease in the number of FTEs that could be included in the state allocation (-0.4%). In addition our state allocation increased by 4.6%. This resulted in an overall deficit of 4.9% relative to our state allocation.

Most Bachelors FTES were moved from self-support in 16–17 to state support in 17–18 and in fall quarter, contributed 5% to state support FTES (hashed boxes in bar graph).

Across the board, most divisions showed a slight decline with no significant outliers.

FTES for all fund sources for Fall 2017 were lower than Fall 2016 by 281.9 FTES or 2.5%

- Arts and Humanities Division FTES were lower by 24.5 FTES or 0.8%
- IBIT Division were lower by 55.1 FTES or 4.7%
- Health Science Division (non-self-support) were lower by 18.5 FTES or 2.1%
- Science Division were lower by 57.8 FTES or 1.9%
- Social Science Division were lower by 79.1 FTES or 3.8%
- Other Programs (excluding Continuing Ed) were down by 46.7 FTES or 6.3%

ENROLLMENT REPORT

continued

Background/Supplemental Information

Attached Charts:

- Enrollment Comparison: State allocation target vs. actual FTES for Fall Quarter 2017
- Enrollment comparison: State funded enrollment 2016-17 vs 2017-18
- Enrollment comparison: State funded enrollment (including international and Running Start) 2016-17 vs 2017-18

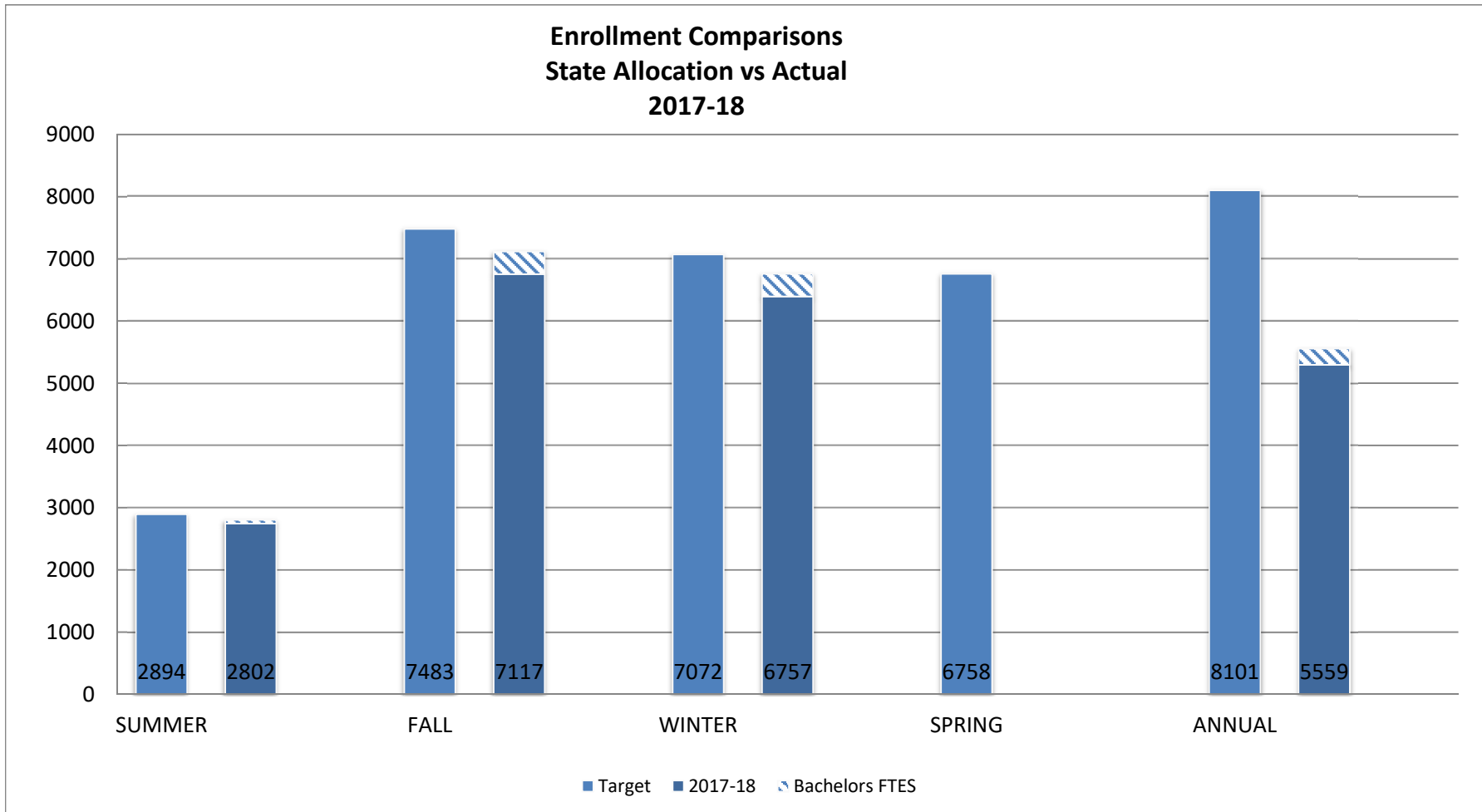
Recommendation/Outcomes

The Board will have an opportunity to review and discuss the college's enrollment data and trends for Fall Quarter 2017.

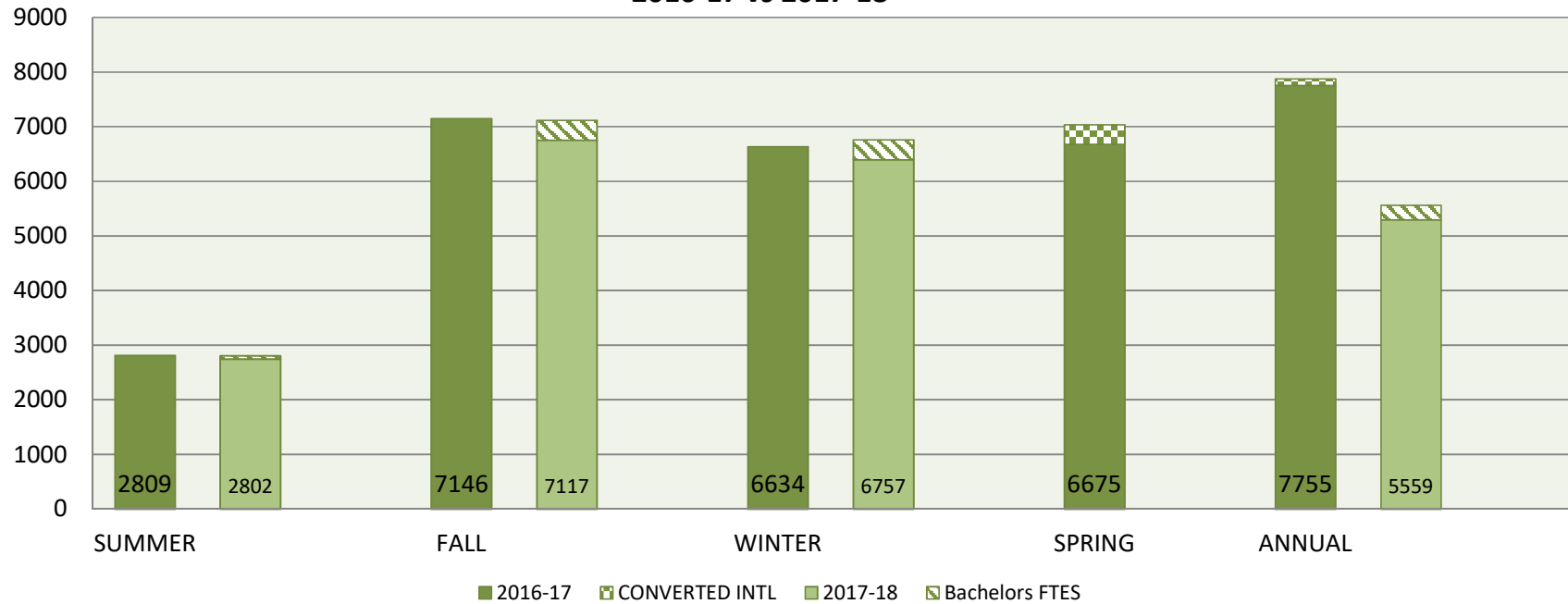
Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
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**COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE COLLEGE
Fall 2017**

Winter 2018 FTES included through January 16, 2018. Since these are not final they will likely change. Past years have changed by about ±1% from this date.



Enrollment Comparison State-funded FTES
 (state-funded enrollments)
2016-17 vs 2017-18



Enrollment Comparison ALL FTES in State-funded Classes
 (includes Running Start/International)
2016-17 vs 2017-18

