



BELLEVUE
COLLEGE

Board of Trustees

Community College District VIII

Regular Meeting

June 6, 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, June 6, 2018. The business session will begin at 12:30 P.M. in room B201. Merisa Heu-Weller, Chair, will preside.

AGENDA

- | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 11:30 AM | EXECUTIVE SESSION (A201) The Board will be meeting in executive session to evaluate the performances of public employees and to discuss issues related to collective bargaining. | |
| 12:30 PM | BUSINESS SESSION (B201) | |
| | I. Call to Order | |
| | II. Roll Call and Introductions | |
| | III. Consent Agenda | |
| | A. Approval of Agenda for June 6, 2018 | |
| | B. Meeting Minutes from April 25, 2018 | |
| 12:35 PM | IV. Constituent Reports | |
| | A. Faculty | Nightingale |
| | B. Classified Staff | Turnbull |
| | C. Foundation | Celis |
| | D. Student | Castaneda |
| 1:05 PM | V. Action Items | |
| | A. Tenure Committee Recommendation (off-cycle) | Bangera |
| | B. Policy 1200 Core Values, Mission and Core Themes | Weber |
| | C. Policy 2200 Admission Rules | Karim |
| | D. 2018-19 Meeting Schedule | Weber |
| 1:25 PM | VI. First Read Items | |
| | A. 2018-19 Budget | White |
| | B. Services and Activities Budget | Karim |
| | C. ASBC Constitution Amendments | Karim |
| 1:55 PM | VII. Information Items | |
| | A. Student Success – Welcome Center | Karim |
| | B. Marketing Annual Report | Barge |
| 2:25 PM | VIII. President's Report | Weber |

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

- 2:30 PM IX. Board Reports
 - A. Individual Member Reports
- 2:40 PM X. Unscheduled Business/Community Testimony
- 2:50 PM XI. Business Meeting Adjournment
- 3:00 PM XII. BC Excellence Awards and Year End Event

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 April 25, 2018 at Bellevue College, 3000 Landerholm Circle SE, Bellevue, Washington. Merisa Heu-Weller, Chair, presided.

EXECUTIVE SESSION

Trustee Heu-Weller announced that there would be an executive session for approximately ninety minutes to evaluate the performances of public employees and discuss collective bargaining. The executive session adjourned at 3:00 p.m.

BUSINESS SESSION

The business session was called to order at 3:00 p.m.

I. **ROLL CALL**

Mr. Cha, Dr. Chin, Mr. Dietzel, Mr. Fukutaki, Ms. Heu-Weller, Mr. Leigh, Mr. Marvin, and President Weber were present.

II. **CONSENT AGENDA**

Mr. Fukutaki made a motion to approve the consent agenda. Dr. Chin seconded the motion. The motion passed unanimously.

III. **CONSTITUENT REPORTS**

- A. Sue Nightingale, representing Bellevue College Association of Higher Education, reported on the following items:
- a. The Foundation Luncheon was enjoyable and Sue commended Alec Campbell for his performance as Master of Ceremonies.
 - b. Faculty are positive about bringing Commencement back to Bellevue College. The Commencement Committee and Chris Bell in particular are doing a great job. The efforts are very organized. Sue is still looking for faculty speaker.
 - c. Faculty are enthusiastic about the new Provost coming on board.
 - d. Eric Davis was interviewed on National Public Radio (NPR) on a topic regarding sexual harassment, for which he has consulting expertise.
 - e. Faculty are looking forward to recognizing their colleagues who are recipients in the faculty categories of this year's Excellence Awards.
 - f. Faculty has shared positive feedback about Mary Kay Wegner, in her role as Interim Chief Information Officer. They have observed some positive changes occurring with her leadership.
 - g. Sue attended a Washington Employee Association (WEA) and was pleased with statements of belief. Higher education is becoming more prominent on the radar thanks to faculty from Bellevue College and other colleges being more active in the state organization, raising awareness, and making voices heard.

- h. Faculty are supportive of the work of the Office of Equity and Pluralism and appreciate its prominence at Bellevue College.
 - i. There will be information also from the custodians. Faculty are aware of some issues and they want to voice support for custodial staff and what they are requesting. Faculty has seen decline in level of custodial work and generally do not complain about it because it is not lack of hard work that is leading to this situation. Lack of complaint should not be confused for complicity about how things are being handled. President Weber noted that there is a meeting schedule for this Friday with the custodians and Human Resources.
- B. Becky Turnbull, representing Classified Staff, reported on the following items:
 - a. Classified staff are positive about Commencement being held on campus.
 - b. The Excellence Award in the Classified Staff category went to Sarah Gardner.
 - c. Classified staff are happy with the direction of the College.
 - d. The new way-finding maps are nice and helpful.
 - e. Some taller vegetation was removed in order to help with some of the lighting issues.
 - f. On another positive note, Ms. Turnbull mentioned the new advertising for degree programs and more ads on the college radio station.
 - g. Classified staff are also in support of the work of the Office of Equity and Pluralism.
 - h. There are fewer full time custodians on campus than ten years ago and there are more buildings. They cannot manage to create a clean and safe campus. Doubling the number of custodians and giving them an adequate living wage would be a solution.
- C. Joedy Morrow, Associated Student Government Environmental and Social Responsibility Representative, represented student government and reported on the following items:
 - a. Finished deliberations on Services and Activities fees and will present findings at the June 6, 2018 meeting.
 - b. Associated Student Government (ASG) elections are underway. There were a few mishaps with record keeping and the ASG Constitution. The plan is to complete everything by May.
 - c. There is a meeting planned for next week to provide updates to President Weber.
 - d. ASG voices solidarity with custodial staff and asks that management does not change their schedule for the third time in eighteen months.
 - e. Merisa Heu-Weller reiterated the Board's positive support of custodial staff.

IV. **ACTION ITEMS**

A. Sabbatical Leave

Motion 02:18

It was moved by Mr. Dietzel and seconded by Dr. Chin that:

The Board of Trustees of Community College District VIII hereby grant seven (7) sabbatical leave requests equivalent to 3.67 FTEF, at the cost of \$137,107 for the 2018-19 academic year. The motion passed unanimously.

V. **FIRST READ ITEMS**

A. Policy 1200

- a. President Weber noted that there may be an increased number of policy revisions on upcoming Board agendas as part of preparation for accreditation.
- b. Changes to the institution's mission statement must be submitted to the accrediting body, Northwest Council for Colleges and Universities (NWCCU). Modifications to the language in the mission statement will be included in strategic planning to begin in fall.

B. Policy 2200

Dean Rae Ellen Reas presented along with Vice President Ata Karim.

- a. The policy was revised and now aligns with State Board for Community and Technical Colleges (SBCTC) policies.
- b. The main reason for revising related to strengthening the underage admissions section.
- c. Ms. Heu-Weller asked about "providing a disruptive environment." Dean Reas answered that this exists within the law and those bullet points were pulled verbatim from the Revised Code of Washington (RCW).

C. Meeting Schedule

- a. President Weber asked Trustees to let President's Office know of any conflicts.
- b. It was noted that a date for November should be added.

D. Tenure Recommendations Off Cycle

Interim Vice President Gita Bangera presented.

- a. David Spataro is an off-cycle candidate whose materials will be reviewed and the vote will occur at June 6, 2018 meeting.

VI. **INFORMATION ITEMS**

A. Enrollment Report, Winter 2018

Interim Associate Vice President Alec Campbell presented. Key discussion points included:

- a. There was a slight decline in overall FTE, but overall trends have not changed.
- b. There seems to be a lower yield for students straight out of high school. The reason for this is not entirely clear.
- c. Planning for the strategic enrollment initiative has begun. Technical items are being addressed from the Strategic Enrollment Management plan, meanwhile another

group is putting together a marketing plan. They are using an advisory group to inform this work. Better data capabilities will help make it more targeted to go after certain sectors with various strategies. This is a two year cycle.

- d. Mr. Fukutaki asked whether the College has seen an impact from Central Washington University's (CWU) Running Start enrollments. Dr. Campbell replied that this does not seem to be making a dramatic impact and added that CWU is offering fewer sections of courses than originally planned.
- e. High School Programs Director, Glenn Jackson, is making targeted and concentrated effort to recruit Running Start students differently, highlighting things that CWU cannot offer.
- f. The rate of increase on Running Start has declined over the last several years. Dr. Campbell noted that it is difficult to maintain 25% growth, and this actually should have plateaued sooner.
- g. Mr. Cha asked the reason for the sharp change in international enrollment trends. Vice President Karim replied that international student visas are being denied to students just for not speaking English. There are many competing institutions in Washington, but Bellevue College continues to find new partnerships and focus on J1 visas and countries whose policies are not quite as difficult. The College is also decreasing funds spent on agencies by doing more from within.

B. Office of Equity and Pluralism – Annual Report

Interim Vice President Sayumi Irey presented. The following key points were included:

- a. Dr. Irey asked the Board to remember three important words, which represent the people (both students and staff) served by the Office of Equity and Pluralism (OEP): hopes, dreams, and aspirations.
- b. Dr. Irey noted that Achieving the Dream is an equity-minded framework. OEP strives to assist Bellevue College in becoming an equity-producing institution. Dr. Irey believes that Guided Pathways is one of the ways to accomplish this.
- c. The goal is to be collaborative rather than hierarchical.
- d. OEP is not only working with internal stakeholders, but community organizations including Bellevue Police Department, the Care Assistance Resources and Empowerment team (CARE) and the Muslim advocacy group. The hope is to “disrupt” higher education in a good way.
- e. There has been a steady increase of students of color; however, the number of faculty of color has not changed much, so this does not reflect the student demographics. Dr. Irey noted that practices must change in order to achieve different results in this regard; this requires strong institutional support and collaboration.
- f. Rachel Wellman and Jill Powell presented information about Title IX.

- i. Contrary to what one might think, a greater number of reports equals a healthier campus because students know where to go and they feel comfortable reporting.
 - ii. Title IX office is required to report what is happening on campus, so numbers may not match the Clery report.
 - iii. Faculty have been extraordinarily responsive and supportive.
 - iv. The Autism Spectrum Navigators program is a key partner.
 - v. With new student housing opening in fall, it is reasonable to anticipate that incidents will happen on campus meaning a greater number of reports.
 - vi. Along with students, some staff and faculty are also in need of the services. The focus is to get everyone through the process with dignity and there has been success with responding parties referring others or even self-reporting.
 - vii. Dr. Chin noted that Bellevue College has a great reputation among community colleges. She professed deep respect for the work of the Title IX staff and asked what role they feel this office should play on campus. Ms. Wellman replied that there is a different viewpoint for creating a safer campus. The College is required to have prevention programs in place. Typically, at universities the functions are divided. One office would provide a victim support advocate and a different office would manage prevention and training. LifeWire has been working with Health Sciences, Education and Wellness Institute (HSEWI) as part of the pending Violence Against Women Act (VAWA) grant. Ms. Wellman recommends embedding this into courses where it makes sense.
 - viii. Title IX training is happening Friday, but Ms. Wellman noted that capacity is an issue.
 - ix. Discussion at a future meeting was recommended regarding how Bellevue College can get more creative about safety, which should go far beyond training in order to create a healthy and thriving community.
 - x. Ms. Wellman reiterated that the short-term goal is to see report numbers increase. As students and faculty become more aware, and as a reflection of good work and high impact, the numbers would increase.
 - xi. Title IX office works with Human Resources and responds to both faculty and staff.
 - g. Many more things are happening, including the Social Justice Leadership Institute.
 - h. Dr. Irey ended by stating that OEP works with the state and internationally. It is expandable and fluid.
- C. Dr. Bangera introduced Fulbright Scholar-in-Residence, James Riggall, who has visited at Bellevue College for nine months. Mr. Riggall spoke to his experience here.
- a. Mr. Riggall reported that he was impressed at this diverse and caring college with many dedicated staff.

- b. Virtual Reality and Augmented Reality (VR/AR) are booming in this region. Mr. Riggall said, "you can see the future from this part of the world."
- c. He has connected with fourteen guest speakers from local start-ups. Some from Australia, some from the United States.
- d. He has also conducted video conferencing for some courses. This pilot project went very well.
- e. The RISE team have also been very helpful and strong. Office of Instruction, President's Office, and everyone else has been supportive.
- f. Mr. Riggall is looking forward to coming back to Bellevue College and will continue teaching the course and exploring what BC can do with virtual reality on campus.
- g. Mr. Dietzel reported that the Trustees went to the new RISE space and to the Library Media Center to preview the Virtual Reality project. They were very impressed.

VII. **PRESIDENT'S REPORT**

President Weber provided a progress report.

- A. The Foundation Luncheon was successful and President Weber was happy with that event.
- B. President Weber thanked the Foundation Board.
- C. Provost Dr. Kristen Jones will start July 1, 2018. She will also be on campus a few days in May and June.

VIII. **BOARD REPORTS**

- A. Ms. Heu-Weller reported that the Trustees agreed that the Annual Foundation Luncheon was hugely successful, and praised the quality of the program and student speakers.
- B. Mr. Cha attended Asian Pacific American Heritage Association conference with Dr. Irey and others. He enjoyed his experience at the conference and noted that an important take-away for him was that one person of diversity does not necessarily represent an entire population.

IX. **UNSCHEDULED BUSINESS**

- A. Fiona Cofield spoke regarding Energize Eastside. She noted that at a previous meeting, President Weber referenced an additional environmental impact study done by Bellevue College; she requested a copy of that study.
 - a. President Weber clarified that Bellevue College did not conduct an additional environmental study, but he spoke to the City of Bellevue and they gave a positive report to Puget Sound Energy. He then had a phone conversation with someone who teaches at the University of Wisconsin about the issue.
- B. Mike Ortiz reported that Bellevue College custodians wanted to let the Board and President know about shift change that would be disruptive. He presented a packet including a letter of support backed by many advocacy groups along with personal anecdotes.
 - a. President Weber clarified that this item will be impact bargained on Friday of this week.

- b. Hoang Vo reported through an interpreter that he has worked at Bellevue College for five years and enjoys his work. Faculty and students here treat him very well. He would like to keep his three o'clock shift. He supports his family by working at night and if his shift changes, he does not have enough time to sleep.
- c. Sierra Ropati reported that she is a mother of nine. The current schedule fits with her family life. She asked that it not be changed.
- d. Lam Vo reported that he has worked at Bellevue College for eight years and he enjoys working at Bellevue College because it is big and famous and there are a lot of good people here. He lives with his daughter and takes care of grandkids. The shift at three o'clock is very good for him and he asks that it not be changed.
- e. Noy Xaya-Outhone reported that he has worked at Bellevue College for eleven years. He thanked the Board for listening and requested that no shift changes occur. He also noted that more custodial staff are needed to keep the campus clean.
- f. Eseta Robati reported that she has worked at Bellevue College since July 2016. She said that working at Bellevue College is a good experience and it is her first state job. She has critical family issues that make keeping the current schedule very important including a child with special needs and an elderly father. She reported that she works hard for the benefit of students and staff and requested the hiring of more custodial staff so that the campus can be at its best. She thanked the Board for listening.
- g. Ms. Heu-Weller commented that the Trustees are grateful to have the custodial staff share their experience working here. She noted that several strong voices are champions for their cause.
- h. Trustee Leigh also thanked the custodial staff for speaking.
- i. Dr. Chin noted that the Board understands the impact a schedule change has on real lives and thanked those who are parents and grandparents for helping raise this generation and the ones coming up.

Meeting adjourned at 4:35 p.m.

Merisa Hue-Weller, Chair
Board of Trustees

ATTEST:

Donna Sullivan
Secretary, Board of Trustees
Community College District VIII

REGULAR MEETING AGENDA ITEM

TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2018-19 ACADEMIC YEAR



BELLEVUE
C O L L E G E

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

A recommendation from the Tenure Review Committee concerning one off-cycle tenure candidate has been submitted to the Board of Trustees, in accordance with the "Collective Bargaining Agreement By and Between the Board of Trustees of Bellevue College and the Bellevue College Association of Higher Education." On the basis of this recommendation and in accordance with the provisions of the Agreement, it is the recommendation of the President and the Tenure Review Committee that the faculty candidate listed below be granted tenure.

Third-Year Candidate Recommended for Tenure

David Spataro

Social Science (Political Science)

Key Questions

- * Has this third-year probationary tenure candidate fulfilled all the necessary responsibilities as described in Article Twenty-three of the faculty contract as part of the process of receiving tenure?
- * Has the Tenure Review Committee thoroughly reviewed the required documents as described in the tenure guidelines, and deliberated the merits of this probationary candidate?
- * Has the pertinent documentation for this candidate been made available for review by the Board of Trustees?
- * What are the recommendations of the Tenure Review Committee regarding the tenure status for this off-cycle candidate for the 2018-19 year?

Analysis

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

The tenure process at Bellevue College involves four levels:

TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2018-19 ACADEMIC YEAR

continued

- 1) The Tenure Evaluation Subcommittee (TES) gathers information, mentors the candidate, and prepares the tenure document.
- 2) The Tenure Review Committee (TRC), including six faculty members elected by the faculty at large, reviews the documentation prepared by the TES to ensure that similar standards and expectations are met across the many disciplines. The TRC provides an objective look at each document to make sure that the case supporting the recommendation of the TES is sound.
- 3) The College President, after reviewing the recommendations of the TRC, submits those recommendations and accompanying materials, along with his/her own recommendation, to the Board of Trustees.
- 4) Finally, the Board of Trustees, giving serious consideration to the recommendation of the President and the TRC, decides to grant or not grant tenure or extend the probationary period. During the first two years of candidates' employment, the President uses the recommendation of the TRC to decide whether or not to continue the probationary period.

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

Background/Supplemental Information

The tenure timeline for this candidate is "off-cycle" by one quarter due to an approved leave of absence. To facilitate review by members of the Board of Trustees, an electronic notebooks in .pdf format has been assembled for the tenure candidate, and all pertinent documents will be included. Each member of the Board will be able to access the tenure documents via a secure SharePoint site.

Recommendation/Outcomes

Recommendation: that the Board of Trustees of Bellevue College hereby grants tenure, effective Winter Quarter 2019, to David Spataro, Social Science (Political Science).

Prepared by: Dr. Gita Bangera, Interim Vice President, Instruction
gita.bangera@bellevuecollege.edu



BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

REVISION TO POLICY 1200 COLLEGE VISION, CORE VALUES, MISSION AND GOALS

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

The name of this policy and the section referencing nine institutional goals should be updated to reflect current language.

Key Questions

- * Why is this policy being changed?
- * What is the relationship between the nine institutional goals and the four core themes?

Analysis

Bellevue College was most recently affirmed by its regional accrediting body in 2009. Following the comprehensive report and visit, the Northwest Commission on Colleges and Universities (NWCCU) revised its standards, requiring accredited institutions to adopt core themes. These core themes would form the basis to develop objectives and indicators of achievement.

In order to fulfill this requirement, the college converted its previous nine institutional goals based on the following formula:

| Core theme | Related institutional goal(s) |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Student Success | Access, student success |
| Teaching & Learning Excellence | Teaching & learning excellence |
| College Life & Culture | Institutional accountability, financial sustainability, professional & organizational excellence, technology leadership, pluralism |
| Community Engagement & Enrichment | Community leadership & partnership |

These core themes were rolled out to the college on College Issues Day in 2010. However, the policy that included the nine institutional goals was never updated, and they still appear quarterly in the course catalog.

Because planning around the institution's core themes is a requirement for NWCCU accreditation; and because the nine institutional goals have been superseded by the core themes, Policy 1200 should be updated to replace the old system with the current system.

REGULAR MEETING AGENDA ITEM

continued

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves a name change and revision to Policy 1200, which will become effective immediately.

Prepared by: Alec Campbell, Interim Associate Vice President, Effectiveness & Strategic Planning
alec.campbell@bellevuecollege.edu

1200 COLLEGE VISION, CORE VALUES, MISSION AND ~~Core Themes~~GOALS

Original Date: 1/27/1994 * Last Revision Effective: 2/3/2015
Policy Contact: President

POLICY

Bellevue College's statement of vision, core values, mission and goals is as follows:

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.

~~Goals~~

~~Access~~

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

~~Student Success~~

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

~~Teaching & Learning Excellence~~

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

~~Institutional Accountability~~

~~Bellevue College 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~~

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

~~Financial Sustainability~~

~~Bellevue College will remain preeminent by strengthening its financial position.~~

~~Technology Leadership~~

~~Bellevue College will be a leader in administrative and educational technology, including online learning.~~

~~Pluralism~~

~~Bellevue College will advance diversity programs that promote pluralism, inclusion, and global awareness.~~

~~Community Leadership & Partnership~~

~~Bellevue College will be a leader and partner in building a strong and vibrant region.~~

Core Themes

Student Success

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

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.

REVISION HISTORY

Original 1/27/1994

Revisions 10/29/2003; 3/22/2005; 6/11/2008; 5/21/2009; 2/3/2015

APPROVED BY

Board of Trustees
President's Cabinet



BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 2200 ADMISSIONS RULES

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

Student Affairs proposes that Policy 2200 be revised to meet current standards and avoid legal liability, particularly concerning underage students.

Key Questions

- * Why does the admission policy need to address underage students?
- * How is admission addressed generally versus selective admission or other programs?

Analysis

The following changes to Policy 2200 are proposed:

- Updated and revised language, including the “International Admissions (non-immigrant alien)” section.
- Revised the flow of the document related to Selective Admission programs.
- Changed the “Denying Admission” section to a more accurate heading of “Revoking Admission.” As an open admission and access college, Bellevue College does not deny an applicant general admission. The College may revoke admission for the reasons stated in the new sections.
- Added language explaining that Selective Admission programs may deny admission. Incorporates language used in Policy 2050 Student Code.
- Added Underage Admission section to comply with State Board for Community and Technical Colleges (SBCTC) requirements and avoid potential liability associated with underage student admission and participation in instruction and activities. The new language creates standards and proper oversight to address the health and safety concerns of underage students. The policy currently in effect has no proper oversight for underage students other than faculty approval for non-credit classes.

This policy revision was publically posted from February 7 through March 18 for comments from BC Governance and the college community. In response to comments, references to Basic Adult Transitional Studies (BATS) and the International High School Completion program were added. An

REGULAR MEETING AGENDA ITEM

continued

additional suggestion from BaTS to change the approval process for underage students was rejected. The college would only rarely admit an underage student to take courses below the college level and the “case-by-case” approval process in the revised policy adequately addresses these rare cases.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves the revision of Policy 2200, which will become effective immediately.

Prepared by: Ata Karim, Vice President, Student Affairs
ata.karim@bellevuecollege.edu

2200 ADMISSION RULES

Original Date: 4/18/1973 * Last Revision Effective: 4/6/2015
Policy Contact: Vice President, Student Affairs

POLICY

~~Basic Admissions Policy~~General Admission

The Chief Admissions Officer or designee admits applicants to the college based on meeting the following conditions:

~~Any applicant for admission to Bellevue College shall be admitted when the president or his/her designee determines that the applicant:~~

- Applicants are competent to benefit from the course offerings of the college, and
 - they would not, by their presence or conduct, create a disruptive atmosphere within the college inconsistent with the purposes of the institution, and
 - they are at least eighteen (18) years of age or older, or
 - they have applied for admission under the provisions of the student enrollment options program, such as Running Start, or a successor program, or other local student enrollment options program such as Basic and Transitional Studies (BATS), International High School Completion, other local student enrollment options, or a successor program, or
 - they are a high school graduate, hold a GED, or other equivalent high school credential, and
 - they follow the established admission procedures.
-
- ~~is competent to benefit from the curricular offerings of the college; and would not, by his or her presence or conduct, create a disruptive atmosphere within the college inconsistent with its institutional purposes; and~~
 - ~~is 18 years of age or older; or~~
 - ~~is a high school graduate; or~~
 - ~~has applied for admission under the provisions of a student enrollment options program such as Running Start or a successor program.~~

~~Applicants for programs that are targeted to specific populations, such as Title III Adult Education Programs, may be admitted under the specific guidelines established for each program. Special restricted admission criteria apply to those applicants under the age of 18.~~

Selective Admission ~~s~~Programs

Academic and other programs may require additional criteria for admission based on the following:

~~Departments which require additional criteria for admission into the major will establish guidelines approved by the college. Selective admission may require an additional non-refundable fee and applies to programs which may meet one or more of the following:~~

- Demand exceeds supply of space in the program.
 - Program accreditation requires additional criteria for admission or graduation.
 - The program requires students to complete prerequisites prior to program admission.
 - The International Education program requires its applicants to meet federal, division, and specific program entrance requirements.
-
- ~~Demand exceeds supply of space in the major.~~
 - ~~Accreditation requires additional criteria for admission and/or graduation.~~

- ~~Pre-requisites are required for enrollment into the major.~~

Selective admission programs may charge a fee in addition to the general college admission fee. Applicants must follow the requirements and processes established for the college and each selective admission program. ~~Selective admission programs may deny admission based on the above criteria.~~

Commented [RE1]: With the revision of the Denying Admission section, this statement is now needed.

~~International Admissions (non-immigrant aliens)~~

~~Bellevue College is authorized under federal law to enroll non-immigrant aliens. International students may enroll either in the college's credit programs (provided they meet the selective admissions requirements) or in an intensive English program (if they do not meet English proficiency requirements).~~

Commented [RR2]: Section is now included under Selective Admission Programs.

~~Underage Admission~~

Commented [RR3]: Added this section to meet the State Board requirement that we address underage admission in our policy.

~~Special Programs Admissions for Noncredit Courses~~

~~Programs targeted to underage populations, also referred to as high school student enrollment options programs, such as Running Start, ~~and~~ CEO (Career Education Options), International High School Completion, and programs associated with the Basic and Transitional Studies (BATS) program, or a successor program, may allow admission to applicants under the age of 18. Each program establishes requirements and processes that all applicants must follow.~~

~~The college admits other high school students enrolled in a district or private high school or home-schooled high school students under the age of 18 with exceptional or extenuating circumstances on a case-by-case basis. The college enforces the following minimum requirements:~~

- ~~Applicants must place in college-level English using the established process.~~
- ~~Applicants may only take college-level courses and must meet the course prerequisite or placement requirements using the established process. Under rare circumstances, the Chief Admissions Officer or designee may make an exception on a case-by-case basis.~~
- ~~Applicants must have started high school (9th – 12th grade). Applicants going into the ninth grade are not eligible until the start of the district school year.~~
- ~~Applicants must follow all other requirements and processes as established by the college and pay any established fees.~~

~~The college may allow enrollments for students under 18 years old for non-credit classes, including but not limited to workshops and seminars provided that:~~

- ~~The applicant meets all course-specific requirements.~~
- ~~The faculty or department head has granted permission.~~

Commented [RR4]: Deleted this section due to liability created when underage students are allowed to take classes without proper paperwork and set standards. Non-credit classes are no different than credit classes in terms of liability.

~~Revoking Admission~~

Commented [RR5]: Revised this section to reflect policy 2050 Student Conduct Code, and removed language included in the procedures.

~~Denying Admission~~

~~The college may revoke an admission application under the following circumstances:~~

- ~~Prior to enrollment in classes, an admitted student by their presence or conduct creates a disruptive atmosphere within the college inconsistent with the purposes of the institution.~~
- ~~An admitted student fails to enroll in classes for four or more consecutive quarters.~~

~~Admitted students are subject to Policy 2050 Student Conduct Code. The college may impose disciplinary sanctions against a student who commits, or aids, abets, incites, encourages or assists another person to commit, an act(s) of misconduct as indicated in the policy.~~

~~The college may deny admission to an applicant after reviewing circumstances and determining that the applicant's presence would be disruptive to the educational process per RCW 28B.50.090(3)(b). Each situation will be evaluated, on a case-by-case basis, including information provided by law enforcement agencies. The college may:~~

~~Expel an admitted student who failed to disclose information and/or failed to abide by local, state or federal law.~~

~~Set restrictions on attendance or places where the student may be allowed.~~

Responsibilities

The Dean of Student Central or designee has responsibility for implementation of this policy.

Relevant Laws and Other Resources

- Board of Trustees Resolution 38
- RCW [28B.50.090\(3\)\(b\)](#)
- WAC [132H-160-270](#), [132H-160-280](#)
- Bellevue College Procedure #2200P Admission Rules
- [Bellevue College Policy 2050 Student Conduct Code](#)

REVISION HISTORY

Original 4/18/1973

Revisions 3/18/2003; 3/22/2005; 5/21/2009; 4/6/2015

APPROVED BY

Board of Trustees
President's Cabinet

REVISION HISTORY

Original 4/18/1973

Revisions 3/18/2003; 3/22/2005; 5/21/2009; 4/6/2015

APPROVED BY

Board of Trustees
President's Cabinet

REGULAR MEETING AGENDA ITEM

PROPOSED BOARD OF TRUSTEES MEETING DATES

☐ INFORMATION

☐ FIRST READ

☒ ACTION

Description

The Washington Administrative Code (W.A.C) requires that a list of Board meeting dates be filed with the Code Revisers Office each calendar year so that the appropriate notice of meeting dates can be given to the public.

The following dates are being submitted for the Board's consideration as regular meeting dates for the 2018-19 academic year.

2018-19 Academic Year

Wednesday, September 5, 2018

Wednesday, October 17, 2018

Wednesday, November 7, 2018

Wednesday, December 5, 2018 (tentatively scheduled as an all-day retreat, time and location may vary)

Wednesday, January 9, 2019

Wednesday, February 6, 2019

Wednesday, March 6, 2019

Wednesday, April 24, 2019

Wednesday, June 5, 2019

Wednesday, June 19, 2019 (tentative, pending budget process needs)

Key Questions

- * Were there any changes to the proposed schedule since the first read?
- * 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

Four dates were removed, added or changed from the first read document reviewed at the April 25, 2018 meeting:

- November 7, 2018 was added
- April 3, 2019 was changed to April 24, 2019
- May 7, 2019 was removed
- June 12, 2019 was changed to June 19, 2019

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. None of the proposed dates conflict with school breaks during the 2018-19 academic year for the Bellevue, Issaquah and Mercer Island School District calendars. As requested by the board and president, there are a total of 10 potential meeting dates.

Background/Supplemental Information

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 assumes that a tentative agreement has been reached that may have salary implications.

The December meeting is an ideal time for a retreat to review the college's strategic planning for the coming year. None of the dates conflict with the current Association of College Trustees (ACT) Conference Schedule for 2018-19, although the spring 2019 ACT conference date has yet to be determined.

Other considerations for September and October include the Jewish observance of Sukkot September 23-30, 2018 the Hindu observance of Navaratri October 10-19, 2018, and the Islam observance of Eid al Adha August 22-25. The Interfaith calendar at <http://www.interfaith-calendar.org/2019.htm> was used to determine primary sacred times for world religions.

State law requires that a tenure decision be made before the start of the candidate's 9th consecutive quarter (not counting summer) which necessitates a meeting scheduled for the beginning of 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 9, 2019. Finals are anticipated for March 20-22, 2019.

The April board meeting is usually scheduled to accommodate any tuition recommendations from the SBCTC and any budget information from the legislature. This meeting will also coincide with the Annual Foundation Luncheon. The budget must be approved in June and a second tentative meeting is typically scheduled to accommodate a late decision by the legislature. The year-end event will likely be scheduled for June 5, 2019.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII vote to approve the proposed schedule of meeting dates for 2018-19.

Prepared by: Donna Sullivan, Executive Assistant to the President and Board of Trustees
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REGULAR MEETING AGENDA ITEM

2018 – 19 COLLEGE BUDGET

☐ INFORMATION

☒ FIRST READ

☐ ACTION

Description

The Bellevue College Operating Budget for fiscal year 2018-19 is presented to the Board of Trustees for consideration of approval at their June 20, 2018 meeting. To assist the Board in considering the proposed budget, a comparison of the initial 2017-18 and the 2018-19 budget is provided with the Reserve Report (Attachment #1).

Key Questions

- * What is the 2018-19 budgetary plan for all funds, excluding capital?

Analysis

The fiscal year 2018-19 budget was developed based on the following assumptions:

- State Allocation increase includes funding for annualized 3.02 % COLA/Health benefit pass through, tuition backfill, and enrollment decline.
- Running Start has a projected 1% enrollment growth and reflects a rate increase of 23.8% in accordance with legislation.
- International Programs has a projected revenue decline due to decline in Intensive English Language Institute enrollment.
- Faculty blended increase of 4.55% is included. The increase reflects a blended COLA of 3.06% and 2 additional non-instruction contract days.

Background/Supplemental Information

- Attachment 1: Proposed 2018-19 College Budget and Reserve report

REGULAR MEETING AGENDA ITEM

| Budget Increase / Decrease Explanation | |
|---------------------------------------------------------------------------------------------|--|
| • OPERATING FUND | |
| * State allocation increase \$1,609,554: | |
| • <\$520,362> base, performance, and enrollment adjustments; | |
| • \$2,294,370 compensation, benefit, pension increases; | |
| • <\$164,454> tuition backfill worker retraining, & earmarks; | |
| * Local Operating increase \$253,494: | |
| • \$396,756 tuition projection increase; | |
| • <\$143,262> one time funding and agency reimbursements; | |
| * Dedicated Local Fund increase \$665,463: | |
| • \$770,000 increase in projected Continuing Ed revenue; | |
| • <\$104,537> decrease in other program revenue; | |
| * Grant & Contract changes \$1,681,511: | |
| • <\$845,072> state & federal grant reductions; | |
| • \$1,987,634 revenue changes in running start and int'l programs; | |
| • \$750,000 interest on the new Student Services building; | |
| • <\$211,051> decrease in other program revenue and contribution to reserve; | |
| • PROPRIETARY FUNDS | |
| * Adjusted housing work in progress, budget adjustments to reflect department expectations. | |
| • FINANCIAL AID FUNDS | |
| * Adjustments to reflect projected student awards. | |

Recommendation/Outcomes

It is recommended that the Board of Trustees of Community College District VIII approves the following budget plan for the fiscal year July 1, 2018 through June 30, 2019 at their meeting in June or a special meeting.

Annual Budget

| | |
|------------------------------------|------------------------------|
| Operating Funds | \$ 103,413,050 |
| Proprietary Funds | \$ 21,012,041 |
| Financial Aid Funds | <u>\$ 19,990,718</u> |
| Total 2018-19 Annual Budget | <u>\$ 144,415,809</u> |

REGULAR MEETING AGENDA ITEM

Reserve Funds

| | |
|------------------------------------|-----------------------------|
| Contingency Fund | \$ 2,393,183 |
| Operating Reserve | \$ 11,740,913 |
| Proprietary Reserve | \$ <u>3,172,818</u> |
| Total 2018-19 Reserve Funds | \$ <u>17,306,914</u> |

Recommended Motion

That the Board of Trustees of Community College District VIII recommend the college budget plan, as proposed, for fiscal period 2018-2019 be approved at their next meeting. This recommendation of the budget includes the Board of Trustees authorizing:

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

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

2018-19 COLLEGE BUDGET and RESERVE REPORT

Proposed Revenue Plan by Fund

Includes comparison to initial 2017-18 college budget

| | 2017-18 BUDGET | Increase/ (Decrease) | 2018-19 BUDGET |
|-----------------------------------|----------------------|-------------------------|----------------------|
| OPERATING FUND: | | | |
| STATE ALLOCATION | \$35,342,849 | \$1,609,554 | \$36,952,403 |
| LOCAL OPERATING | \$26,876,045 | \$253,494 | \$27,129,539 |
| DEDICATED LOCAL FUND | \$13,525,348 | \$665,463 | \$14,190,811 |
| GRANTS & CONTRACTS | \$23,458,786 | \$1,681,511 | \$25,140,297 |
| TOTAL OPERATING FUNDS: | \$99,203,028 | \$4,210,022 | \$103,413,050 |
| PROPRIETARY FUNDS: | | | |
| COMPUTER SERVICE FUND | \$10,001 | \$0 | 10,001 |
| PRINTING FUND | \$881,330 | -\$135,369 | 745,961 |
| ASSOCIATED STUDENTS | \$3,807,923 | \$230,550 | 4,038,473 |
| BOOKSTORE | \$3,237,600 | -\$100,100 | 3,137,500 |
| PARKING | \$2,903,613 | -\$58,646 | 2,844,967 |
| FOOD SERVICES | \$1,882,540 | \$353,592 | 2,236,132 |
| OTHER AUXILIARY ENTERPRISES | \$4,284,766 | \$129,471 | 4,414,237 |
| HOUSING | 5,208,452 | -\$1,623,682 | 3,584,770 |
| TOTAL PROPRIETARY FUNDS: | \$22,216,225 | -\$1,204,184 | \$21,012,041 |
| FINANCIAL AID FUNDS: | | | |
| GRANTS IN AID | \$12,996,572 | -\$1,765,876 | 11,230,696 |
| STUDENT LOAN | \$10,000,000 | -\$2,500,000 | 7,500,000 |
| STATE WORK STUDY | \$80,621 | \$229,401 | 310,022 |
| FINANCIAL AID FUND | \$963,500 | -\$13,500 | 950,000 |
| TOTAL FINANCIAL AID FUNDS: | \$24,040,693 | -\$4,049,975 | \$19,990,718 |
| TOTAL ANNUAL REVENUE: | \$145,459,946 | -\$1,044,137 | \$144,415,809 |

| 2018-19 COLLEGE RESERVE REPORT | |
|-----------------------------------------|---------------------|
| | Reserve |
| RESERVE PER POLICY 7110 | |
| Contingency Fund (3% State Operating) | \$2,393,183 |
| Operating Reserve 15% | \$11,740,913 |
| Proprietary Reserve 15% | \$3,172,818 |
| TOTAL ANNUAL RESERVE REQUIREMENT | \$17,306,914 |
| RESERVE FUNDS | |
| Debt Reserve | \$13,063,000 |
| Student Housing Reserve | \$2,000,000 |
| Subtotal Reserve | \$15,063,000 |
| TOTAL RESERVED | \$32,369,914 |



BELLEVUE
C O L L E G E

REGULAR MEETING AGENDA ITEM

2018-2019 SERVICES & ACTIVITIES FEE BUDGET

☐ INFORMATION

☒ FIRST READ

☐ ACTION

Description

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

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

Sylvia Huang* - ASG VP of Finance (Chair)

Amber Castaneda* - ASG President

Trygve Vandal* - Student at Large

Emmanuel Tshimanga* - Student at Large

Jennifer Strother* - Administrator

Trevor Gamble* - Faculty

David Mann* - Classified Staff

Michael Kaptik – Dean of Student Life

The committee completed its deliberations and has prepared a recommendation for the 2018-2019 year that will be presented for action at the June 20, 2018 Board of Trustees meeting. The budget was approved unanimously by the committee.

Key Questions

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

Analysis

The proposed services and activities budget recommendations fund \$2,593,228 to student funded programs (2,820,878 with distributions to 3 reserve budgets). The recommended budget model spends from revenues collected during the 2017-18 fiscal period. The proposed 2018-2019 year budget is practically equal (0.08% drop) from the 2017-2018 year budget.

Regular Meeting Agenda Item
2018-19 Services and Activities Fee Budget

Background/Supplemental Information

2018-19 ASG Services and Activities Fee Budget

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII consider the Services and Activities budget for approval at the June 20, 2018 meeting.

Prepared by: Dr. Ata Karim, Vice President of Student Affairs
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2017-18 ASG SERVICES AND ACTIVITIES FEE BUDGET

Recommendation by 2017-18 S&A Committee (4/16/2018);

Approved by ASG (4/20/2018);

Pending approval by BC BOT.

| PROGRAM | Budget Number | 2018-19 Allocation | 2018-19 Request | 2017-18 Allocation | Fund Balance (est. 4/10) | Prog. Income (proj.) |
|-------------------------------------|---------------|--------------------|-----------------|--------------------|--------------------------|----------------------|
| ASSOCIATED STUDENT GOVERNMENT (ASG) | 1900 | 175,529 | 210,786 | 165,958 | 10,000 | 0 |
| STUDENT LEGISLATIVE COMMITTEE | 1901 | 25,786 | 25,786 | 35,000 | 20,000 | 0 |
| CAMPUS ACTIVITIES BOARD | 1902 | 135,000 | 151,025 | 129,000 | 50,000 | 1,000 |
| CULTURAL ACTIVITIES FUND | 1903 | 13,000 | 13,000 | 13,000 | 0 | 0 |
| STUDENT PROGRAMS SUPPORT | 1906 | 395,000 | 395,000 | 300,058 | 5,000 | 0 |
| PHI THETA KAPPA | 1909 | 0 | 0 | 16,250 | 24,900 | 4,500 |
| ASBCC CLUB CONTINGENCY | 1910 | 15,000 | 15,000 | 15,000 | 0 | 0 |
| RADIATION AND IMAGING (BAS) | 1911 | -20,000 | 5,000 | 5,000 | 0 | 0 |
| INTERNATIONAL STUDENT ASSOC. | 1913 | 13,000 | 13,000 | 13,000 | 2,397 | 1,000 |
| LGBTQ CENTER | 1915 | 14,000 | 23,706 | 14,000 | 0 | 520 |
| PALS CENTER | 1916 | 100,000 | 100,000 | 100,000 | 51,000 | 7,859 |
| BSU | 1917 | 14,000 | 20,000 | 14,000 | 0 | 1,500 |
| STUDENT SCIENCE ASSOCIATION | 1918 | 0 | 0 | 0 | 10,584 | 0 |
| EL CENTRO LATINIO | 1919 | 14,000 | 21,594 | 14,000 | 0 | 500 |
| BUSINESS LEADERSHIP CLUB | 1920 | 47,000 | 61,130 | 57,500 | 0 | 0 |
| MCS CULTURAL FUND | 1921 | 28,500 | 42,245 | 28,500 | 1,000 | 0 |
| INTERCOLLEGIATE RENTALS | 1923 | 12,000 | 12,000 | 12,000 | 0 | 180,000 |
| ALUMNI OUTREACH | 1924 | -17,785 | 0 | 1,000 | 0 | 0 |
| CAREER CENTER INTERNSHIP | 1925 | 33,000 | 33,000 | 33,000 | 0 | 0 |
| SP WEBSITE & TECHNOLOGY | 1926 | 69,450 | 69,450 | 69,450 | 6,000 | 0 |
| BCAVETS | 1927 | 5,500 | 5,500 | 5,500 | 3,700 | 0 |
| LIBRARY GALLERY SPACE | 1928 | 10,750 | 10,750 | 10,750 | 0 | 0 |
| SPEECH & DEBATE SOCIETY | 1929 | 10,000 | 19,000 | 19,000 | 13,000 | 2,300 |
| INTERCOLLEGIATE TOURNEY TRAVEL | 1930 | 20,000 | 20,000 | 18,000 | 0 | 0 |
| DISABILITY RESOURCE CENTER | 1931 | 7,000 | 27,000 | 27,000 | 23,151 | 0 |
| MATH LAB | 1932 | 72,000 | 78,300 | 72,000 | 0 | 0 |
| TELOS STUDENT ORGANIZATION (TSO) | 1935 | 0 | 0 | 0 | 0 | 0 |
| BC STUDENT HANDBOOK | 1936 | -13,000 | 14,000 | 22,000 | 0 | 0 |
| MUSICAL PRODUCTIONS CHORAL | 1937 | 78,000 | 98,950 | 78,000 | 0 | 20,000 |

| | | | | | | |
|------------------------------------------|------|---------|---------|---------|---------|---------|
| DIGITAL MEDIA DESIGN | 1938 | -9,000 | 0 | 4,500 | 0 | 0 |
| ACADEMIC SUCCESS CENTER | 1939 | 144,000 | 141,614 | 133,158 | 0 | 0 |
| WATCHDOG (Formerly JIBSHEET) | 1940 | 75,500 | 75,500 | 75,500 | 26,000 | 41,500 |
| RADIO STATION KBCS | 1941 | 32,000 | 35,000 | 32,000 | 0 | 0 |
| DRAMA PRODUCTIONS | 1943 | 23,000 | 23,000 | 22,500 | 1,000 | 0 |
| MUSIC PROD-INSTRUMENTAL | 1944 | 41,000 | 55,000 | 39,000 | 2,000 | 16,400 |
| BC DANCE PRODUCTION | 1945 | 3,000 | 7,000 | 10,000 | 9,000 | 2,500 |
| BELLETRIST LITERARY JOURNAL | 1946 | 4,577 | 4,577 | 5,494 | 3,000 | 35 |
| CENTER FOR CAREER CONNECTIONS | 1947 | 53,500 | 53,500 | 53,500 | 0 | 156,576 |
| STAGEFRIGHT DRAMA CLUB | 1948 | 13,000 | 14,000 | 13,000 | 2,000 | 3,000 |
| ASIAN-PACIFIC ISLANDERS S A | 1953 | 14,000 | 14,000 | 14,000 | 6,000 | 500 |
| ARABIC CULTURE STUDENT ASSOC. | 1954 | 14,000 | 14,000 | 14,000 | 0 | 500 |
| DECA | 1955 | 76,000 | 83,000 | 26,000 | 0 | 12,000 |
| CIVIL RIGHTS PILGRIMAGE | 1956 | 9,000 | 20,050 | 9,000 | 0 | 31,800 |
| BC INFO SYSTEMS & TECHNOLOGY ASSOCIATION | 1957 | 1,000 | 4,000 | 3,000 | 2,000 | 0 |
| HEALTHCARE TECHNOLOGY AND MANAGEMENT (| 1958 | -5,000 | 0 | 4,500 | 4,608 | 0 |
| BC AMBASSADORS | 1959 | 33,000 | 92,156 | 30,000 | 0 | 0 |
| INTERCOLLEGIATE ATHLETICS | 1962 | 75,000 | 75,000 | 70,000 | 0 | 0 |
| WOMEN'S GOLF | 1963 | 8,500 | 8,500 | 7,750 | 0 | 0 |
| MEN'S BASKETBALL | 1964 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| MEN'S BASEBALL | 1965 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| MEN'S (AND WOMEN'S) GOLF | 1966 | 8,500 | 8,500 | 7,750 | 0 | 0 |
| WOMEN'S BASKETBALL | 1971 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| WOMEN'S VOLLEYBALL | 1972 | 10,000 | 10,000 | 9,000 | 0 | 0 |
| WOMEN'S SOFTBALL | 1973 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| MEN'S SOCCER | 1974 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| STUDENT TRAVEL COORD. | 1975 | 79,196 | 79,196 | 77,300 | 0 | 0 |
| WELLNESS CENTER | 1976 | 33,000 | 33,000 | 33,000 | 2,200 | 1,000 |
| WOMEN'S SOCCER | 1977 | 11,000 | 11,000 | 10,000 | 0 | 0 |
| WOMEN'S TENNIS | 1978 | 5,500 | 5,500 | 4,700 | 0 | 0 |
| MEN'S TENNIS | 1979 | 5,500 | 5,500 | 4,700 | 0 | 0 |
| PEER-TO-PEER MENTORING | 1980 | 60,000 | 110,000 | 110,000 | 37,000 | 0 |
| LEADERSHIP INSTITUTE | 1981 | 77,000 | 75,000 | 75,000 | 0 | 0 |
| STUDENT CHILDCARE CTR. | 1982 | 275,000 | 275,000 | 275,000 | 0 | 0 |
| STUDENT PROGRAMS REMODEL | 1983 | 50,000 | | 50,000 | 196,310 | 0 |
| ASG RESERVE | 1984 | 127,650 | | 127,650 | 13,000 | 0 |
| INTERIOR DESIGN STU. ASSOC. | 1985 | 7,000 | 12,100 | 12,000 | 5,750 | 250 |

| | | | | | | |
|--------------------------------|------|------------------|------------------|------------------|----------------|----------------|
| ONE-TIME GRANTS | 1986 | 50,000 | | 50,000 | 48,671 | 0 |
| OPEN HOUSE | 1987 | 10,000 | 12,000 | 12,000 | 0 | 0 |
| AMERICAN SIGN LANGUAGE | 1988 | 4,500 | 4,500 | 4,500 | 2,300 | 1,000 |
| CHEER SQUAD | 1989 | 14,500 | 14,500 | 14,500 | 170 | 1,650 |
| MODEL UNITED NATIONS | 1992 | 33,000 | 37,012 | 33,000 | 1,000 | 11,000 |
| NURSING STUDENT ASSOCIATION | 1993 | 13,000 | 13,000 | 13,000 | 1,000 | 2,000 |
| BAS DATA ANALYTICS | 19xx | 3,000 | 3,000 | 0 | 0 | 0 |
| RISE Learning Inst. Makerspace | 19yy | 25,725 | 25,725 | 0 | 0 | 0 |
| TOTAL | | 2,820,878 | 2,994,652 | 2,827,968 | 583,741 | 500,890 |



BELLEVUE
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REGULAR MEETING AGENDA ITEM

ASSOCIATED STUDENTS OF BELLEVUE COLLEGE CONSTITUTION

☐ INFORMATION

☒ FIRST READ

☐ ACTION

Description

The Associated Students of Bellevue College (ASBC) requests approval of its revised Constitution.

Key Questions

- * What are the reasons for the revisions?
- * What are the proposed amendments?

Analysis

The Associated Students of Bellevue College (ASBC) has revised its Bylaws and Constitution to ensure consistency in titles, duties and functions. With these amendments being an operational matter impacting the positions for which the ASBC needed to hold elections, President Weber notified the Board of Trustees in April about the request and provided initial consent necessary for elections to proceed. He instructed ASBC to include the item for first read at the June 6, 2018 meeting.

The proposed revisions are as follows:

- * Amendment 1.1 proposes a change in the Board of Director positional makeup.
- * Amendment 1.2 proposes a simplification in the ASG structure and processes.
- * Amendment 1.3 proposes a change in Article 7:Finances which was proposed in Amendment 1.2

Background/Supplemental Information

ASBC Constitution (Current Approved Version)

Proposed Amendment 1.1

Proposed Amendment 1.2

Proposed Amendment 1.3

Recommendation/Outcomes

ASBC asks that the Board of Trustees of Community College District VIII approves the proposed changes to the ASBC Constitution at their June 20, 2018 meeting.

Prepared by: Michael Kaptik, Dean of Student Life
michael.kaptik@bellevuecollege.edu

ASSOCIATED STUDENTS OF BELLEVUE COLLEGE CONSTITUTION

COMMUNITY COLLEGE DISTRICT VIII

Bellevue College

Bellevue, Washington 98007

PREAMBLE

We, the Associated Students of Bellevue College do ordain and establish the Constitution stated below to insure that we as students of Bellevue College are suitably represented and exercise our rights to participate in decisions concerning our education Bellevue College; to represent the students' needs and desires under this Constitution and within its jurisdiction.

ARTICLE 1: NAME

The name of the Association under this Constitution shall be Associated Students of Bellevue College.

ARTICLE 2: AUTHORITY AND POWERS

Under Washington State law, the Board of Trustees of Bellevue College District VIII is charged with the ultimate authority and responsibility for all programs and services at Bellevue College. The programs and services that are offered by the Associated Students of Bellevue College have been delegated by the District VIII Board of Trustees to the student body government to administer under the direction of the college administration. In acceptance of this authority and responsibility, the Associated Student Board of Directors recognize its

responsibility to administer its programs and funds in compliance with the rules and regulations prescribed by the College and the laws of the State of Washington.

ARTICLE 3: MEMBERSHIP

All students of Bellevue College, upon paying tuition fees, shall be members of this organization and subject to the Student Code of Bellevue College.

ARTICLE 4: EXECUTIVE DIRECTORS

Section 1: Membership

The Executive Directors of the Associated Students of Bellevue College shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the President and the Vice President.

Section 2: Authority

The Executive Directors shall have the authority and be responsible for implementing all matters of legislation enacted by the Board of Directors.

ARTICLE 5: BOARD OF DIRECTORS

Section 1: Membership

The membership of the Associated Students of Bellevue College Board of Directors shall

consist of the Executive Directors, and at least four (4) Representatives/Members.

Section 2: Authority

All legislative powers herein granted shall be vested in the Board of Directors of the Associated Students of Bellevue College. Such powers include the direction and regulation of all activities and policies of the Associated Students of Bellevue College and the enactment of measures for the general welfare of the Associated Students of Bellevue College. The Board of Directors shall be responsible for ensuring student membership on Bellevue College policy-recommending councils and for determining the student membership on Activity Boards which allocate student funds for programs on campus.

The Board of Directors shall have the authority to and be responsible for the charter of ASBC clubs and programs.

ARTICLE 6: JUDICIAL OVERSIGHT COMMITTEE

The Judicial Oversight of the ASBC shall be held in accordance with conditions set forth in the ASBC By-Laws.

ARTICLE 7: FINANCES

Section 1: S&A Committee

The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large.

Section 2: Raising Fees

Associated Students of Bellevue College Board of Directors cannot levy or raise any student fees other than the Service and

Activity Fee without a majority vote by the student body in a general or special election.

Section 3: S&A Fund Allocation

Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a comprehensive request for funds to the Services and Activities Fee Budget Committee for the next academic year before any funds can be allocated.

Section 4: S&A Fee Budget Committee Recommendations

The Services and Activities Fee Budget Committee recommendations shall be reviewed by the Board of Directors. Upon concurrence by the Board of Directors with the Services and Activities Fee Budget Committee recommendations, these recommendations shall be submitted to the College President.

ARTICLE 8: ELECTIONS

Elections and/or hiring shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws.

ARTICLE 9: VACANCIES

Section 1: Officer Vacancy

Should a vacancy occur on the ASBC Board of Directors, the Election Committee shall select and present a potential candidate to the remaining Board of Directors for confirmation of their appointment.

Section 2: Presidential Vacancy

If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint the Vice President as President.

ARTICLE 10: REMOVAL

Removal proceedings may be initiated against a member of the ASBC Board Directors in accordance with conditions set forth in the ASBC By-Laws.

ARTICLE 11: BY-LAWS

The By-Laws of the Associated Students of Bellevue College shall be the lawful means by which the provisions of the Constitution shall be implemented.

ARTICLE 12: AMENDMENT

Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

ARTICLE 13: IMPLEMENTATION

This Constitution shall be implemented upon its adoption by a majority vote of the students voting in a regular or special election and upon approval of the Bellevue College District VIII Board of Trustees.

ASSOCIATED STUDENTS OF BELLEVUE COLLEGE CONSTITUTION
COMMUNITY COLLEGE DISTRICT VIII
Bellevue College
Bellevue, Washington 98007

Overview

We, the Associated Students of Bellevue College do ordain and establish the Constitution stated below to insure that we as students of Bellevue College are suitably represented and exercise our rights to participate in decisions concerning our education at Bellevue College; to represent the students' needs and desires under this Constitution and within its jurisdiction.

All students of Bellevue College, upon paying tuition fees, shall be members of this organization and subject to the Student Code of Bellevue College (ASBC).

Constitutional Changes

During the Summer and Fall quarters of the 2017-18 academic year, we, the current ASBC Board of Director/ASG, discovered that there was not a good system in place for ensuring the success of our student government in making and implementing change on behalf of our constituency, the Associated Students of Bellevue College. There was a lot of ambiguity about our positions and a student government's place on the Bellevue College campus. We then decided to dedicate our term to implementing internal changes and processes that would ensure the success of future ASBC Board members and teams. What this meant for us is that we needed to dive deep in analyzing our own positions and what a Student Government should have the power to do at any institution.

During this process we discovered that due to past record keeping challenges and Constitutional changes not being taken through the proper channels and documented properly, we had to revert back to an ASBC Constitution that was more than a decade old, after which there had been 2 revisions; the newest of which we had previously been operating under.

The changes that we are now asking the ASBC to vote on are a combination of revisions that previous teams had made and what we found are the most appropriate for our students, campus and institution in 2018 and going forward.

Please Vote **Yes** or **No** on the following proposed seven (7) amendments as a whole.

Proposed Amendment #1

ARTICLE 4: EXECUTIVE DIRECTORS

Section 1: Membership

Current: *The Executive Directors of the Associated Students of Bellevue College shall consist of the President, Vice President for Student Affairs and Pluralism, and Vice President for Finance and Communication.*

Revision: The Executive Directors of the Associated Students of Bellevue College shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the President and the Vice President.

Rationale: This change is being proposed in order to simplify the structure of ASG, and streamline processes. The function of the Vice President of Finance and Communication shall be served by the introduction of a Treasurer.

After attending many conferences for Student Governments and researching the effectiveness of our current organizational structure, we found that it was not functional to have more than one VP, as the VP of Finance and Communication essentially operated as a Treasurer and the VP of Student Affairs and Pluralism shared responsibilities with our Environmental and Social Responsibility Rep. We have emphasized pluralism and student affairs responsibilities in our new Social Responsibility Representative position, changed the VP of Finance and Communication to Treasurer and created a more comprehensive VP position that operates as more of a liaison between the President and the Representatives to ensure the success of the Board of Directors by assisting in managing team projects and responsibilities.

Proposed Amendment #2

ARTICLE 5: BOARD OF DIRECTORS

a)

Section 1: Membership

Current: *The membership of the Associated Students of Bellevue College Board of Directors shall be elected by a simple majority of the Associated Students of Bellevue College and shall consist of the Executive Directors, four Representatives.*

Revised: The membership of the Associated Students of Bellevue College Board of Directors shall consist of the Executive Directors, and at least four (4) Representatives/Members.

Rationale: This change is being proposed in order to reflect the current position makeup of the Associated Student Government, which has **five** representative positions and a non-representative member, not four representatives. The wording *at least four* has been chosen in order to provide flexibility for future ASG administrations to change the structure of ASG, while providing a basis of stability a minimum number of position provides.

The change that removes “shall be elected by a simple majority of the Associated Students of Bellevue College and” was a revision that was attempted in 2016 that ensures that there are positions like the representative positions that can be hired, rather than elected, which allows for an interview process to ensure candidates are qualified for the specific duties their positions is required to accomplish.

The Treasurer has been added to take over the responsibilities of the Vice President of Finance and Communications.

b)

Section 2: Authority

Addition: The Board of Directors shall have the authority to and be responsible for the charter of ASBC clubs and programs.

Rationale: This paragraph was under Judicial authorities when it has been functioning as a responsibility of the Events Representative (previously Campus Life and Events Representative) the Board of Directors. This was also a revision that was attempted in 2016.

Proposed Amendment #3

Current:

ARTICLE 6: JUDICIAL BOARD

Section 1: Membership The Judicial Board of the Associated Students of Bellevue College shall consist of the Chief Justice who will be elected by a simple majority of the Associated Students of Bellevue College; And two Associate Justices. The Chief Justice will serve as Chairman of the Judicial Board.

Section 2: Authority The Judicial Board has the authority to veto/suspend any act passed or procedure by the Board of Directors that appears to be in conflict with the ASBC By-laws, constitution or policies and procedures that govern student rights. The Judicial Board must return their veto with noted objections by the next regularly scheduled meeting of the Board of Directors who shall proceed to reconsider it. If after such consideration, two-thirds of the Board of Directors agrees to pass the legislation, it shall be enacted.

The Judicial Board shall have the authority to and be responsible for the charter of ASBC clubs, organizations or associations.

Revision:

ARTICLE 6: JUDICIAL OVERSIGHT COMMITTEE

The Judicial Oversight of the ASBC shall be held in accordance with conditions set forth in the ASBC By-Laws.

Rationale: This is another revision that was made in 2016 and had been operated until this year's Board realized that we needed to revert back to the 2007 version of the ASBC Constitution due to lack of proper documentation and follow of processes of previous teams, back in February. We decided to also change the title to a Judicial Oversight Committee, as we have adjusted our bylaws to create a committee that allows for the participation of students who are not on the Board, as students-at-large, in order to ensure that our constituency is not only informed, but represented in all matter concerning them.

Proposed Amendment #4

a)

ARTICLE 7: FINANCES

Section 1: S&A Committee

Current: *The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Vice President for Finance and Communication, the ASBC President and two (2) students-at-large.*

Revision: The student members of the Services and Activities Fee Budget Committee shall be composed of the ASBC Treasurer, the ASBC President, and two (2) students-at-large.

Rationale: This change is being proposed to reflect the position changes being proposed in previous amendments.

b)

Section 3: S&A Fund Allocation

Current: *Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a request for contingency funds to the Services and Activities Fee Budget Committee before any funds can be allocated.*

Revision: Any program that has been previously funded as part of the Services and Activities Fee Budget is required to submit a comprehensive request for funds to the Services and Activities Fee Budget Committee for the next academic year before any funds can be allocated.

Rationale: The revisions here are simply to ensure the comprehension of this section by not only the institution, the Board of Directors and the ASBC by making clear what said programs must accomplish in order to be considered for S&A allocations.

Proposed Amendment #5

ARTICLE 8: ELECTIONS

Current: Elections shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws.

Revisions: Elections and/or hiring shall be held in accordance with conditions set forth in the Associated Students of Bellevue College By-Laws

Rationale: This revision is intended to allow for the option of hiring, as well as elections, as set forth by the bylaws that have been voting on and ratified by the ASBC Board of Directors and can be changed and ratified by future ASG's.

Proposed Amendment #6

ARTICLE 9: VACANCIES

Section 2: Presidential Vacancy

Current: If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint one of the remaining Executive Directors, in order of succession as stated in the ASBC By-laws, as President.

Revision: If a Presidential vacancy occurs, the Board of Directors shall have the power to appoint the Vice President as President.

Rationale: This section is updated in accordance with the changes in the Executive Board as outlined in previous amendments.

Proposed Amendment #7

ARTICLE 12: AMENDMENT

Current: Amendments to the Constitution may be proposed by the Justice Board and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

Revisions: Amendments to the Constitution may be proposed by any board member(s) and initiated by a two-thirds (2/3) vote of the Board of Directors and ratified by a majority vote of the students voting in a regular or special election.

Rationale: This revision reflects the elimination of the Justice Board and ensure that any member of the Board of Directors, who are also members of the newly formed Judicial Oversight Committee, may propose changes to the Constitution to the Board of Directors for a vote.



BELLEVUE
COLLEGE

Institutional Advancement
Marketing and Communications Overview
JUNE 6, 2018

I. Executive Summary

Bellevue College (BC), has an outstanding reputation within the region as an innovative educator for the workforce of the future. Situated within a growing economy and surrounded by major employers in the high demand fields of information technology and healthcare, BC develops educational programs that contribute to community growth, respond to employer needs, and open the doors of opportunity for students from diverse backgrounds.

For the past eight years, external factors have affected the College, including the national decline in college enrollments, a state-mandated tuition reduction, state-funding reductions, and uncertainty around Federal policy changes. Yet the need for people with post-secondary degrees has never been greater.

Growth in the technology sector, how people use technology, and changing U.S. demographics have altered the marketing landscape in ways that are impossible to ignore. Institutions of higher learning have become increasingly competitive in their efforts to attract students and earn mindshare.

In the past two years, the BC marketing and communications team has focused on introducing digital marketing strategies that respond to changes in the marketplace and lay claim to the value that BC offers. Moving forward, a centralized approach to marketing allows the College to build a cohesive, sustainable brand infrastructure that delivers tools to staff and faculty, creates momentum for the brand and strengthens its reach. Externally, a clear, consistent brand message reflecting BC's strengths and values delivered through defined, trackable experiences and using best practices technology will better guide prospective students through communications channels that lead to the "apply" button.

II. The Marketing Environment

BC's marketing environment is complex. A decrease in the high school graduate population has led to declines in college enrollment nationwide. In Washington state, reduced government support for primary and secondary education has contributed to a lack of preparedness and, in some cases, even encouragement, to attend college. While state agency efforts are in place, they are just beginning. Washington colleges and universities have become increasingly competitive for the fewer students who are applying to post-secondary institutions.

Compounding the situation, state-operating appropriations for education have decreased since 2009, which has slowed growth at BC. In addition, student strain from increased education debt load nationally has influenced a state-mandated tuition reduction of five percent through the Affordable Education Act in 2016. The current volatile political environment has potential to impact previous legislation supporting underrepresented minorities.

These factors, and other variables, create a dynamic with impacts that are experienced, but not fully understood. However, Bellevue College is situated within a growing economy and opportunities to grow with it are available with a focused plan.

Economic Overview

More than 740,000 jobs will open in the state of Washington over the next five years. Most of those jobs, mainly in the professional and business sectors, will be filled by workers with a post-secondary credential (i.e. technical certification or license, apprenticeship, associate degree or bachelor's degree). The occupational projections for total nonfarm employment in Washington state for 2015-2025 indicates that one of the major occupational groups with projected increases is computer and mathematical occupations.

The major driver for the economic performance and outlook in the BC region is information and communications technology industries. Continued growth for the Bellevue College region is expected, but is currently slowing. Other industries, such as biotech, healthcare, international trade and manufacturing provide economic diversification.

In East King County, the median household income is \$96,000; more than 150 percent of the national average. Unemployment in King County is 3.7 percent and while still considered low, is inching upward from a low of 3.1 percent in April 2017. Due to the slow recovery, many workers are not able to move out of part-time positions and fewer people are relocating to pursue opportunities, which is considered a national indicator of economic growth.

Education Trends

Increasingly, more job openings require candidates to have a bachelor's degree to demonstrate competencies in hard and soft skills. Yet, only 41 percent of high school graduates in Puget Sound received a bachelor's or a transfer degree within six years of graduation. Efforts are underway by Washington education agencies to increase the number of students that earn a postsecondary degree to 70 percent by 2030 as well as helping students graduate in four years.

Nationally, college enrollments have declined over the past six years. In 2017, four-year programs experienced a 1.5 percent decrease compared to a 10.7 percent drop in students pursuing certificates and 2.3 percent decrease for associate degree seekers. Overall, only 34 percent of colleges nationally met enrollment targets by May 1.

Changing Federal policies may increase volatility within higher education. Policies and funding affecting students who immigrated to the U.S. as minors with their undocumented parents, H1B visa holders who work in technology and the education industry as a whole are being challenged in the political arena and may have downstream impacts on college enrollments.

Impact of Technology

As noted above, many jobs today and in the future will require technological skills. Rapidly changing markets, high demand and a short supply of workers with tech skills has translated into thousands of open, unfilled positions. Local employers such as Microsoft, Amazon and Google, representing a large segment of the Puget Sound workforce, must look for talent outside the region to meet their needs. Innovations in automation, artificial intelligence and virtual reality will affect the jobs of the future, many of which do not currently exist.

Technology has shaped the lives and the worldview of Generation Z, our prospective students born after 1998, and they do not know a life without the internet. Gen Z uses five screens on average (smartphone, TV, laptop, desktop, tablet.) Eighty-eight percent of teens ages 13-17 have or have access to a cellphone. According to two recent studies, Gen Zs prefer streaming content as a television source and as small bites of information. They consume it on their mobile phones and computers.

Companies like Apple, Amazon and Nordstrom's have raised the bar with well-designed digital and in-person customer experiences so much that perceptive consumers now come to expect them. According to Ruffalo Noel Levitz (RNL), when researching a college, students and their families prefer "micro moments" rather than single transactional encounters. These micro moments aggregate into a customized experience guiding them to the right information at the right time. A 2017 RNL survey of college-bound families identified the latest trends in how high school students and their parents use the internet to research colleges:

- 31 percent use search engines more often than site navigation to find specific information within a college's website
- High school sophomores, juniors and seniors often click on paid digital ads with sophomores leading the way
- 60 percent of students use college planning websites as do 40 percent of parents
- About 2/3 of students and parents are receptive to text messaging

Whether they are in high school or midcareer, prospective students begin their search for an educational program (and then the college) that meets their specific needs on the internet. To compete, colleges and universities are using big data and digital marketing tools to target their best-fit students and expand their geographic reach.

Population and Cultural Considerations

The U.S. population is becoming more diverse with the increase in Hispanic, African-American, Asian and multiracial youth. East King County reflects the growing heterogeneity with the Asian population in the highest concentration. In Bellevue alone, more than 30 percent of the population is foreign born and speaks a language other than English. These underserved populations must navigate a variety of challenges to get an education, from language barriers, lack of a role model, economic issues, and legal status, to lack of preparedness for the rigor of college.

Competitive Landscape

With the population shifts and decreased funding, Washington four-year universities are becoming strategic in communicating their value and prestige locally. Universities actively seek and attract more applicants each year to meet enrollment targets. The number of in-state students and students from underrepresented populations enrolled is a specific focus for admissions departments statewide and is typically publicized to maintain public goodwill and support for state funding. To reach more students, the use of digital tools is an imperative. Currently, according to a 2017 Interact Media Preferences Survey, the top three most impactful means to reach a potential student are:

1. Visits to campus/tours
2. College website
3. Through the high school

Digital marketing tools, such as hosted sites for high schools like Naviance, virtual tours, search engine optimization (SEO), conversion optimization, website tracking pixels, email marketing, digital advertising and texting platforms allow colleges to create a dedicated, cohesive experience for students and parents to direct them to the next encounter while tracking where they've been. Analysis of the tracking data offers opportunities to improve systems and processes that more effectively meet the student's needs.

BC's competitors can be defined, for marketing purposes only, as the colleges students in our service area attend instead of BC. While there are many options, students using the online research tool Naviance indicate a preference for other four-year schools in Washington state. Considering that BC is the third largest college in Washington by overall enrollment, we have focused on schools that high school students compare to BC and one major online school.

University of Washington (UW), is located on three campuses (Seattle, Bothell, Tacoma) and offers 579 degree options across 306 programs. With an undergraduate enrollment of 40,832, admissions are highly competitive as UW builds its *Be Boundless* brand as a major research university. This year marked the largest in-state freshman class ever at 4,450 students. The most popular majors are computer science, psychology, business administration, biochemistry and electrical engineering. UW has undergone a major brand overhaul recently and expanded its marketing reach across the West Coast and into Asia. Admission deadline is 12/01. Accepts 41 percent of applicants. Staff in marketing department: 20+.

Washington State University (WSU), located in Pullman, also a research university with global impact, offers more than 95 undergraduate degree programs and 12 online degree programs with an enrollment of 30,614 students. Small class sizes (15:1) offer added value and demonstrate WSU's tagline: *World Class, Face to Face* (although not in use much lately). Enrollment was up 1.6 percent in 2017. The most popular majors are business, management and marketing, social sciences; engineering; health professions; and communication and journalism. Admission deadline is 01/31. Accepts 73 percent of applicants. Staff in marketing department: 20+.

Western Washington University (WWU), located in Bellingham, enrolled 15,915 students in fall 2017. WWU offers a customized approach to education with more than 160 academic programs. Most students earn degrees in humanities and social sciences, business and economics, and sciences and technology. The average class size is 28 students and faculty teaches 99 percent of classes. The WWU tagline is *Active Minds, Changing Lives* and the brand position centers on the college being not too big/not too small. WWU touts that it is the third largest four-year college in the state. Admission deadline is 01/31. Accepts 83 percent of applicants. Staff in marketing department: 9.

Western Governors University (WGU), an accredited online college, enrolled 10,717 students from Washington through its rolling admissions as of November 2017. Students are encouraged to “earn a career-focused college degree from a respected university, at an accelerated pace, for an affordable price. All online.” Degrees are offered in four high demand fields: business, education, and information technology and health professions. Admission deadline is monthly. Staff in marketing department: Not available.

Target Markets in the BC Service Area

- High school students and their parents
 - Issaquah High School, Newport High School, Sammamish High School, Skyline High School, Bellevue Senior High, Mount Si High School, Interlake High School, Liberty High School
- First generation and minority communities: Asian, Hispanic, African-American, Pacific Islander, Native American
- Entry-level and midcareer working adults looking for advancement opportunities
- Local employers and business communities

2017 Degree-seeking Student Demographic

- 43 percent are male / 57 percent are female
- Average age is 27.5; median age is 23.7
- 55.6 percent are full-time students
- 54.7 percent are employed while enrolled
- 33.6 percent received grants and scholarships
- 21 percent have dependents
- Geographic Origin
 - 40 percent of students originate from the BC service area (Bellevue, Issaquah, Mercer Island, Sammamish)
 - 42 percent of students originate from within the region, but outside the service area (Seattle, Redmond, Renton, Kirkland, Bothell)
 - 12 percent of students originate from other areas in Washington/US
 - 6 percent of BC students are international, representing 74 countries including China, Japan, South Korea, Vietnam, Taiwan, Hong Kong, Indonesia, Saudi Arabia and the Congo

Current Marketing Objectives and Results

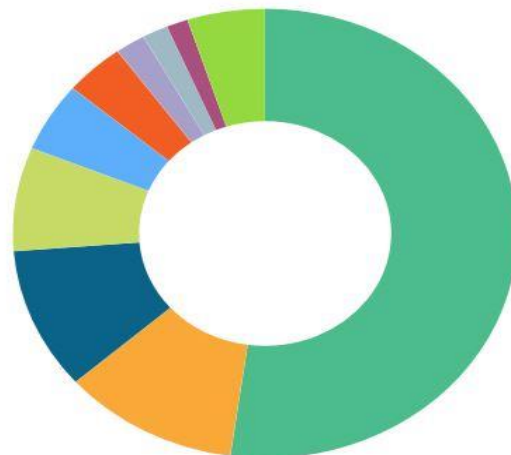
Goal 1: Enhance Bellevue College's reputation, visibility and influence. Increase awareness of BC as a leader in higher education that is accessible to all, provides quality instruction, offering students the best value and opportunity for their educational dollar.

Results:

Public Relations:

- 389 mentions reaching 367M. Value: \$728K
- 36 mentions in placed stories reaching 22M. Value: \$86K

SHARE OF COVERAGE BY MEDIA TYPE



| | | |
|---------------------------|-----|-------|
| Online, consumer | 189 | 52.2% |
| Online, news and business | 41 | 11.3% |
| Newspaper, community | 37 | 10.2% |
| Online, trade/industry | 27 | 7.5% |
| Television program | 18 | 5% |
| Newspaper | 14 | 3.9% |
| Magazine, trade/industry | 7 | 1.9% |
| Blog, consumer | 6 | 1.7% |
| Radio program | 5 | 1.4% |
| Other | 18 | 5% |

Social Media:

- 4.8M impressions across Facebook, Twitter, LinkedIn and Instagram.
Increase: 8 percent
 - 13K Facebook fans,
 - 5K Twitter followers
 - 1.3K Instagram followers
 - 42K LinkedIn followers

Group Activity Overview



Government Relations:

- Support DACA news conference held at BC with Sen. Patty Murray, Sen. Maria Cantwell, Rep. Adam Smith and Rep. Pramila Jayapal
- Town Hall on Climate Change with Gov. Jay Inslee held at BC
- Seattle Council Member Lorena Gonzalez spoke at Homecoming event

Goal 2: Increase student enrollments and retention. Create a predictable funnel of prospective students, applicants and enrollments that can be targeted, nurtured and measured and that help the college achieve its overall target for a diverse and vibrant student body.

Results:

- Developed enrollment campaign calendar to support fall enrollment
- Begin creation of the marketing technology stack:
 - YouVisit virtual tour for prospective students: 4,463 visitors with conversion of 16 percent
 - Targeted display advertising: 312K impressions with click-through rate (CTR) of 0.09 percent
 - YouTube video advertising: 126K impressions with CTR of 0.24 percent; video played to 50 percent: 48 percent
 - Profile on Naviance for high school students in December 2017: Results TBD
- Service Area High School poster advertising: 570,976 impressions

Goal 3: Build relationships and strategic engagement with community organizations that demonstrate BC's commitment to social justice, recruiting underrepresented students and support building a pipeline of prospective students. Increase student retention, engagement, and alumni participation by improving the student experience.

Results:

- Boys & Girls Club of Bellevue
- The BOOM Experience, December 2017
- Bellevue Rotary Club
- Greater Seattle Business Association
- Greater Seattle Chapter, The Links, Incorporated
- Delta Sigma Theta Sorority, Incorporated, Seattle Alumnae Chapter

Goal 4: Build operationally effective centralized marketing organization to drive “one BC” across the organization resulting in increased efficiencies, economies of scale and communication effectiveness.

Result:

- Shift design services from self-support to central marketing budget

III. SWOT

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Strengths</p> <ul style="list-style-type: none"> - Bellevue College reputation and community support - Support network for students – meet students where they are - Affordability / less expensive than other state schools - Focus on accessibility, diversity and sustainability - Location and proximity to major employers - Innovative programs: healthcare, interior design - International student recruitment, <i>Running Start</i> - Small class sizes - Beautiful campus - Many options / pathways for students | <p>Weaknesses</p> <ul style="list-style-type: none"> - Barriers to student application and enrollment - Limited use of technology for student recruitment: no CRM, email marketing, difficult web navigation - Limited community understanding of workforce development - Perception as a two-year college |
| <p>Opportunities</p> <ul style="list-style-type: none"> - International enrollments - <i>Running Start</i> – potential matriculation - Applied Science degree versus others - Future jobs require technical training - Responsive to workforce changes - Demographic changes / more diversity - Respond to needs of adult students - New student housing | <p>Threats</p> <ul style="list-style-type: none"> - Enrollment trends shifting downward nationwide - Changes in Federal policies - Decreased state operating appropriation - Rapidly changing technology / updates to equipment/staffing |

Matching Opportunities to Strengths

Demographic changes /more diversity: With a history of welcoming students from all walks of life, BC is uniquely positioned to focus messaging around our values of accessibility and diversity to these growing populations.

Future jobs require technical training /value of applied science degrees: The Bachelor of Applied Science (BAS) degrees exemplify BC's innovations in response to the changing workforce and helps define the BC of the future.

Responsiveness to workforce changes: BC's reputation as an economic engine for the service area sets the stage for messaging around how we are preparing for the workforce of the future.

Responds to the needs of adult students: The combination of affordability, innovation and proximity to employers with flexible class options (pending).

New student housing: The introduction of student housing allows BC to offer a 24-hour student experience unique to BC, helps support our international population, builds student engagement and signals growth to the community.

Matriculation of Running Start students: BC has untapped access to students within the Running Start program. With the right messaging, BC can present itself as a desirable alternative.

Converting Threats and Weaknesses

Declining enrollment / local competition: Create a digital communications experience to guide students to application. Develop messaging in context of the marketplace to better differentiate BC and help students understand the value of attending. Improve website user experience (UX).

Changes in Federal policies: Continue to communicate and demonstrate BC values of diversity and inclusion to the community. Develop a strategy to respond to issues of concern/interest based on previous actions.

Decreased state funding: Focus value message to external audiences.

Rapidly changing technology / limited use of technology: Embrace technology to engage students in ways they expect and that demonstrate BC's leadership in preparing the workforce of the future.

Marketing and communications staffing: Garner leadership support for the centralized marketing plan. Approve additional resources to ramp up use of marketing technology.

IV. Marketing Objectives

1. Support strategic enrollment management and student success
2. Provide leadership/direction for marketing within BC
3. Build/mature a sustainable BC brand
4. Enhance BC's reputation as an innovative leader

V. Marketing Strategies

Target Markets

1. Local targets
 - High school students and their parents
 - Issaquah High School, Newport High School, Sammamish High School, Skyline High School, Bellevue Senior High, Mount Si High School, Interlake High School, Liberty High School
 - First generation and minority communities: Asian, Hispanic, African-American, Pacific Islander, Native American
 - Entry-level and midcareer working adults looking for advancement opportunities
 - Local employers and business communities
 - Media
 - General Public
 - BC staff and faculty
2. Regional targets
 - Business leaders and community
 - General Public
3. International targets
 - Prospective students, parents and communities Identified by International Programs and Global Initiatives (OIEGI)

Strategies

Strategy 1: Clearly define and articulate a sustainable brand message for marketing purposes based on BC core themes: student success, teaching and learning excellence, college life and culture, and community engagement and enrichment.

Tactics:

1. Develop a brand message platform and articulated value proposition to be used as a framework across all campus communications.

2. Establish a cohesive brand architecture and integrate the visual identity with other divisions such as athletics, student housing, etc.
3. Refresh and modernize the visual identity to simplify and streamline for use across divisions/departments.
4. Build an internal, routinized communications plan to deliver brand tools (brand guidelines, logos, PowerPoints, etc.) and support programs/departments in their communications.
5. Orient official publications such as *Exceptional* magazine, the catalog and the credit schedule to support the sustainable brand message.
6. Develop a rollout plan to the service area community.

Strategy 2: Increase BC's visibility and relevance as an innovative leader in higher education with local, regional and national media and other external audiences.

Tactics:

1. Continue to proactively reach out to, build and maintain relationships with top local/regional/national education journalists/bloggers/influencers/ to pitch articles and/or for inclusion in college rankings (i.e., Collegechoice.net, Barron's, etc.)
2. Continue to update an editorial strategy that includes topics/key trends that may impact the College. Ensure pitches are timely and relevant. Research and compile student stories for use in various marketing and communications.
3. Continue to cultivate and promote staff and faculty as thought leaders supporting BC's communications goals.
4. Plan and pitch a second TEDx event with attention to sustainability and other BC values.

Strategy 3: Leverage marketing technology to reinforce BC's position as an innovative leader and automate lead generation.

Tactics:

1. Create a seamless digital communications experience for prospective student and parents based on the recruitment funnel that integrates with BC admissions and outreach efforts. Utilize search engine marketing tools (keyword research, pay-per-click advertising), email marketing for lead nurturing, social media and customer relations management (CRM) for data warehousing and analysis.
 - a. Map critical communication touchpoints in the prospective student recruitment cycle.
 - i. Incorporate existing hosted experiences (YouVisit virtual tour, Naviance profile, Glacier high school advertising).
 - b. Develop student personas to inform understanding of wants/needs.
2. Implement best practices in UX, webpage design and conversion optimization for identified program landing pages.

3. Offload procedural content from identified program webpages into digital formats to provide packaged information delivered electronically at specific just-in-time stages of the digital experience based on the touchpoint mapping.

Strategy 4: Create program-specific marketing campaigns to build awareness and generate leads for innovative and self-support programs.

Tactics:

1. Develop repeatable, transferable campaigns for Bachelor of Applied Science (BAS) programs. Programs identified for spring 2018 are healthcare informatics, healthcare management and promotion, digital marketing, and computer science degrees.
 - a. Schedule regular meetings to provide marketing leadership/direction to program managers for campaign execution.
 - b. Develop an overarching value proposition for the BAS degree: theory + practice.
 - c. Optimize program landing pages for lead generation. Develop WordPress UX-designed templates to maximize lead generation.
 - d. Rework program webpage content. Offload procedural content for just-in-time delivery. Develop visual content for prospect engagement/information.
 - i. Identify innovation and student stories for use across marketing channels (website, social media, digital and print advertising, BC official communications).
 - ii. Create original visual content (images, video) to better express the program experience.
 - e. Utilize search engine marketing for identified programs (keyword research, pay-per-click and digital display advertising).
 - f. Develop Metro bus advertising to raise community awareness about BC innovation and specific BAS programs.
2. Develop marketing support initiatives for self-support programs: Office of International Education and Global Initiatives (OIEGI) and Center for High School Programs.
 - a. Develop video content and other marketing communications featuring international students to support community introductions.
 - b. Provide relationship-building and promotional items to assist staff introductions into international communities.
 - c. Create marketing collateral to promote Running Start to help students understand educational options available.

Strategy 5: Build a marketing network across campus to reinforce a consistent, cohesive brand.

Tactics:

1. Continuing Education: Develop a close partnership with the Continuing Education marketing director to optimize marketing opportunities and provide campus leadership for BC marketing initiatives.
2. BCTV and KBCS: Identify reach opportunities and maximize exposure on owned media.
3. Faculty Commons: Create a new internal communication channel to better connect with faculty.
4. Athletics: Collaborate to present a consistent, cohesive visual identity compatible with the unique needs of BC sports teams.
5. Support Programs: Strengthen communication of the strategic value of support programs as part of the BC brand to prospective students and parents.
6. Establish a Marketing Roundtable, a monthly meeting for staff with marketing responsibilities across campus, to provide leadership and marketing tools and synchronize marketing efforts.

Strategy 6: Improve marketing and communications operations.

Tactics:

1. Develop and automate a communications plan to support quarterly enrollment via the home page, social media and other channels.
2. Implement best practice systems (project management, file management, digital asset management, etc.) to provide a customized shared creative work space and establish reliable institutional memory.
3. Implement an ongoing marketing communications audit. Review marketing collateral and website pages to determine productive use and contribution to overall brand strategy.
 - a. Determine if content is accurate and up-to-date. Develop an update schedule for high-touch recruitment pieces used by BC outreach.
 - b. Consider converting to digital formats as appropriate.

VI. Marketing Implementation

Organizational Structure

A review of marketing staff provided by the SBCTC shows that of the four colleges serving 7,000 or more students (Clark, Spokane, Edmonds, and Everett), the average number of marketing staff is 8.5. Marketing staff numbers for four-year competitors are generally higher as noted in the Competitive Landscape section above.

To be nimble and responsive in the digital age and to support the marketing of BC programs now and in the future, a centralized marketing structure will provide marketing leadership to

programs in the form of cross-functional teams. A networked approach delivers a brand connection without creating a massive culture shift. In a decentralized environment such as BC and many other institutions of higher learning, the networked approach offers opportunities for collaboration across divisions that will improve communications and breakdown existing silos. As an example, a similar process is currently in progress at BC in the form of the CRM Steering Committee. To meet the marketing demands of the future and compete with other institutions of higher learning today, new resources are required:

Marketing manager: This position adds depth to the BC marketing function. The manager will be responsible for developing, implementing and executing annual marketing activities to attract students to specific BC programs.

Multimedia producer: This position adds a much-needed and necessary component to the marketing and communications function. The multimedia producer is charged with telling stories using video and still photography, video and audio editing, graphic arts and animation, scriptwriting and interactive media.

Digital communications specialist, digital marketing specialist and graphic designer (full time): These positions add capacity to existing functional areas and allow routine projects to be completed with more efficiency. As we move away from the self-support model, demand for marketing and communications services by campus partners is increasing. With the proliferation of digital marketing and communications tools, good communications skills as well as technical expertise are required to routinize and maintain communications projects and marketing campaigns.

Publications manager shifts to content manager: As long-form publications like the credit schedule and catalog are transitioned into the digital space, capacity will be created that can focus on the creation of content to educate, inspire, entertain and convince prospective students. Types of content might include the management of a variety of tactics, including guides, infographics, branded videos, interactive demonstrations, videos, quizzes and various other tactics that increase engagement and interest.

Special Events Coordinator: Full-time, temporary staff person to coordinate a potential TEDx event. Average hourly rate: \$15.33.

Marketing and Communications Organizational Chart

