



BELLEVue
COLLEGE

Board of Trustees
Community College District VIII

Regular Meeting

September 5, 2018

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



A regular meeting of the Board of Trustees of Community College District VIII, 3000 Landerholm Circle SE, state of Washington, will be held on Wednesday, September 5, 2018. The business session will begin at 1:30 P.M. in room B201. Merisa Heu-Weller, Chair, will preside.

AGENDA

- | | | |
|----------|---|-------------|
| 12:00 PM | EXECUTIVE SESSION (A201)
The Board will be meeting in executive session to evaluate the performances of public employees, to discuss issues related to collective bargaining, and to discuss with legal counsel matters of potential litigation. | |
| 1:30 PM | BUSINESS SESSION (B201) | |
| | I. Call to Order | |
| | II. Roll Call and Introductions | |
| | III. Consent Agenda | |
| | A. Approval of Agenda for September 5, 2018 | |
| | B. Meeting Minutes from June 20, 2018 | |
| 1:45 PM | IV. Constituent Reports | |
| | A. Faculty | Nightingale |
| | B. Classified | Turnbull |
| | C. Foundation | Chesemore |
| 2:25 PM | V. Action Items | |
| | A. Policy 1440, Discrimination, Harassment and Retaliation | Irey |
| | B. Policy 1450, General Complaints | Irey |
| | C. Tenure Recommendations (off-cycle) | Jones |
| 2:45 PM | VI. Information Items | |
| | A. Student Success, Science and Math Institute (SAMI) | Jones |
| | B. Quarterly Enrollment Report | Campbell |
| | C. Effectiveness and Strategic Planning, Annual Report | Campbell |
| 3:30 PM | VII. President's Report | Weber |

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

- 3:40 PM VIII. Board Reports
 - A. Individual Member Reports
- 3:50 PM IX. Public Comments
- 4:00 PM X. Business Meeting Adjournment

Please note: Time and order are estimates only and are subject to change.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT VIII
BELLEVUE, WASHINGTON

A regular meeting of the Board of Trustees of Community College District VIII, state of Washington, was held on June 20, 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 one hour to evaluate the performances of public employees and discuss collective bargaining. The executive session adjourned at 2:00 pm.

BUSINESS SESSION

The business session was called to order at 2:03 p.m.

I. **ROLL CALL**

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

II. **CONSENT AGENDA**

Greg Dietzel made a motion and Richard Leigh seconded to approve the consent agenda. The motion passed unanimously.

III. **CONSTITUENT REPORTS**

A. Bellevue College Association of Higher Education will present a report at the September meeting.

B. Jim Chesemore, Chair of the Foundation Board will present a report at the September meeting.

C. Amber Castaneda, Associated Student Government (ASG) President, represented student government and reported on the following items:

- a. Despite issues with voting through Canvas, the revised ASBC Constitution has been approved and adopted. More discussion on this topic followed with the first action item.

IV. **ACTION ITEMS**

A. ASG Constitution

Mike Kaptik, Dean of Student Life, represented the students. Key points included:

- a. ASG considered carefully the changes recommended by the Trustees.
- b. Simple majority and student majority means the same thing. Both terms refer to students who vote. It was decided after some discussion that this is acceptable language.
- c. In Article 9, there is ambiguity regarding the process for the vice president to be appointed president by the board of directors if a vacancy occurs.

- d. Students will review, update and clarify the constitution each year.
- e. Since students already voted, they will go through this process prior to the next election period and bring the document back to the Board of Trustees for approval.

Motion 02:18

It was moved by Trustee Leigh and seconded by Trustee Fukutaki that the Board of Trustees of Community College District VIII approve the amendments to the ASBC Constitution.

The motion passed unanimously.

B. Service and Activities Budget

Dean Kaptik presented the information regarding the Service and Activities Budget. Key points included:

- a. There are categories of funds that need to be named more appropriately, in particular the mentoring program.

Motion 03:18

It was moved by Trustee Fukutaki and seconded by Trustee Leigh that the Board of Trustees of Community College District VIII approve the Services and Activities Budget.

The motion was passed unanimously.

C. 2018-19 College Budget

Vice President White presented the 2018-19 budget. Key discussion points included:

Motion 04:18

It was moved by Trustee Dietzel and seconded by Trustee Fukutaki that the Board of Trustees of Community College District VIII approve the proposed 2018-19 College Budget as detailed in the packet.

The motion was passed unanimously.

D. President's Contract

Trustee Heu-Weller presented. Key discussion points included:

- b. The contract will include 2% salary increase.
- c. The contract will be extended for three years.
- d. Trustee Heu-Weller acknowledged the job that President Weber has done and noted that the Board looks forward to working together with him in the year ahead.
- e. Dr. Weber remarked that he appreciates the Board and all the faculty and staff.

Motion 05:18

It was moved by Trustee Fukutaki and seconded by Trustee Leigh to set President Weber's contract at an amount of \$260,100.

Motion passed unanimously.

V. **FIRST READ ITEMS**

A. Policy 1440, Discrimination, Harassment and Retaliation

Interim Vice President of Equity and Pluralism, Sayumi Irey presented revisions to the policy.

Key discussion points included:

- a. Jill Powell, Tracy Maclean, and Megan Kaptik, also contributed to the presentation.
- b. The prior document was not current, not accessible, and lacked clarity.
- c. The revisions are intended to best serve students.
- d. Discussion of scope and definitions. Many factors depend on the membership of the person/s involved and the details of the incident. The College is obligated to respond to anything that happens on campus and may also have a responsibility for incidents occurring off campus, depending on the situation. It could also depend on the impact to the College being able to serve its mission. It was noted that the goal is to have students communicate more so incidents can be addressed case by case.
- e. Having policies like this in place helps reduce liability based on the expectations of the Office of Civil Rights.
- f. Online reporting called *Maxient* is confidential, but not completely anonymous.
- g. It was noted that policy change documents being presented to the Board need to include the comments that help the board understand what was moved and why.

B. Policy 1450, General Complaints

Interim Vice President of Equity and Pluralism, Sayumi Irey presented. Key discussion points included:

- a. Tracy Biga Maclean noted that Policy 1450 includes language about discrimination that has now been clarified to address general complaints separate from this one which addresses complaints involving protected classes.

C. Tenure Recommendations (off-cycle)

President Weber noted that a secure link to the candidate's tenure document will be provided to the Board this week.

VI. **INFORMATION ITEMS**

A. Student Success – Achieving the Dream (ATD)

ATD co-leads, Bonnie Berry and Jennie Mayer presented. Key discussion points included:

- a. Ms. Berry introduced Jennie Mayer, faculty member, who has stepped in to allow Interim Vice President Irey the time to focus on recruiting diverse faculty.
- b. Trustees watched a 3-minute video from the SBCTC on Guided Pathways.
- c. The importance of student advising, particularly for students of color who may not be advised appropriately, was noted. This is an issue nationwide at high schools and colleges.

- d. There are specific measures, a grand measurement to move up the overall student success rate, then drilling down.
- e. The College will look at the top five programs and the bottom five based on what students earn. This will give a clear picture and allow team members to focus on addressing the gaps. Many efforts are already underway and this will help coordinate a consistent approach.
- f. The hiring of a Provost and formation of priority workgroups will help move toward development of the necessary integrated advising. It was noted that faculty are a critical piece. Bellevue College has an external ATD coach who will also help. Further planning and examination of structures and systems will be needed, but President Weber is pleased with the process so far.
- g. Meta-majors can help students who don't know what they want as well as those who do. Students can begin under a broad umbrella and hone it down as they progress.
- h. This will help clarify the role of faculty in terms of advising.

B. Centralized Marketing – Annual Report

Vice President Gayle Barge and Director of Marketing, Katherine Hall presented. The following key points were discussed:

- a. Vice President Barge reported that the College is at 111% of goal, not including the house property which brings an additional \$600 thousand.
- b. Marketing staff were recognized, particularly a BC alum and digital marketing student who is handling social media.
- c. Initial impressions when first beginning to develop the plan included opportunities with prospective students and a road map to help reach them. Also identified were opportunities with Running Start students who are already engaging with the College. This will all be coordinated and linked with the Strategic Enrollment Management plan, which is the value of a cross-college advisory committee.
- d. As the strategies are being developed, there are metrics on activity and then there are outcomes. Outcomes would be helpful and interesting. Customer Relations Management (CRM) is an important part of the strategy. Trustee Dietzel encouraged this not to become an implementation project. The need for a program manager to lead was noted. After baseline data is established, the CRM can be used to track it all.
- e. Discussion of BC branding as a place of employment attracting people who can best help serve the mission.
- f. The Board is looking forward to learning more and continuing the work.
- g. Vice President Barge thanked President Weber for his leadership.

C. Accreditation

Interim Associate Vice President of Effectiveness and Strategic Planning (ESP), Alec Campbell, presented along with Accreditation Liaison Officer, Tracy Biga Maclean. Key discussion points included:

- a. ESP office is driving efforts to create the Year Seven Report.
- b. ESP collaborated with Marketing Department to develop Core Themes icons.
- c. Vice President Barge is serving as Chair of the Accreditation Leadership Team.
- d. There will be a mock accreditation visit in October.
- e. A report will go to the Board at the December meeting for a vote in January.
- f. The actual accreditation visit will be March 13-15, 2019.
- g. The Northwest Commission on Community Colleges and Universities (NWCCU) will vote on the College's accreditation status in June 2019.
- h. A Board of Trustees policy review calendar is needed and this is being developed.
- i. Evaluators typically like to meet with board so this will need to be coordinated.
- j. A version of Standard Two is available and can be shared with the Trustees via the new SharePoint site.
- k. A more analytical model began in 2010 and the process has been evolving. Required evidence is mostly policies and procedures. An audit was conducted and now there is a master list. The governance system is also helping this process. There is a policy contact for every policy and those employees are being asked to prioritize policies needing updating.
- l. Accreditors will meet with the Board March 13. There may be a mock interview in February.

VII. **PRESIDENT'S REPORT**

A. President Weber provided a progress report. Key Points included:

- a. President Weber thanked Executive Assistant Donna for support and Dr. Barge for the State of BC Breakfast event.
- b. President Weber also thanked Dr. Gita Bangera for serving as Interim Vice President of Instruction. He has tasked Dr. Bangera with leading the development of the Innovations Transdisciplinary Building.

VIII. **BOARD REPORTS**

- A. Trustee Dietzel went to many of the graduations and commencement ceremonies. These went very well. It was an intimate feeling and very positive.
- B. Access to information is going to be improved by a new SharePoint site to include a calendar for Board's involvement in events and activities.

IX. **UNSCHEDULED BUSINESS**

A. None

Meeting adjourned at 2:40 p.m.

Merisa Heu-Weller, Chair
Board of Trustees

ATTEST:

Donna Sullivan
Secretary, Board of Trustees
Community College District VIII

DRAFT



BELLEVUE
COLLEGE

REGULAR MEETING AGENDA ITEM

REVISIONS TO 1440 DISCRIMINATION, HARASSMENT, AND RETALIATION AND 1450 GENERAL COMPLAINTS

INFORMATION

FIRST READ

ACTION

Description

The Office of Equity and Pluralism (OEP), in order to comply with the state board audit recommendations, has revised policies 1440 and 1450. These revisions have been coordinated with revisions to Policy 2050 Student Conduct Code to ensure consistent definitions. The new versions clarify and separate the issues of discrimination based on a protected class from general complaints and academic disputes. These revisions were presented to the Board of Trustees as a first-read item at the June 20, 2018 Board of Trustees meeting.

Key Questions

- * Why were these policies revised together?
- * How are we defining “discrimination” separate from general complaints?

Analysis

The current versions of 1440 and 1450 are outdated and inconsistent. In order to develop broad consensus on these important policies, the OEP collaborated with policy and subject matter experts: Rachel Wellman and Jill Powell (Title IX); Tracy Biga MacLean (Interim Policy Coordinator); Maryam Jacobs (Systems Internal Auditor, WA State, Office for Civil Rights); Bruce Marvin (Assistant Attorney General [AAG]); Megan Kaptik (Student Conduct Officer); Charles Sims (Interim Vice President of Human Resources); Sayumi Irely (Interim Vice President for Diversity). BC Governance input from the circulation of a prior draft was also incorporated.

The purpose of the 1440 revision was to define “discrimination based on a protected class” more clearly and in keeping with current practice as well as to separate the policy from the procedures designed to remediate violations of the policy. Remedies for violations can now be found in 1440P. Definitions were also updated. The title of this policy and the related procedure were changed to better reflect the purpose of the P&P.

REGULAR MEETING AGENDA ITEM

continued

Policy 1450, previously called “General Complaints,” included language about discrimination, which is covered in policy 1440. That material was moved. The title was changed to “General Complaint Resolution” to better reflect the purpose of the policy. Policy 1450 stands as a broad statement about resolving general complaints. It is related to 1450P, a procedure for resolving general complaints, and 1450P2, a procedure concerned with student academic disputes.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves revisions to policies 1440 and 1450.

Prepared by: Sayumi Irely, Ph.D., Interim Vice President, Office of Equity and Pluralism
sirey@bellevuecollege.edu

1440 Prevention of Discrimination, Harassment and Retaliation

Original Date: 7/22/2008 * Last Revision Effective: 2/5/2015
Policy Contact: Vice President, Human Resources

POLICY

It is the policy of Bellevue College (College) to provide a working and learning environment free from discrimination against and harassment of individuals based on their membership in a protected class, or based on their status as individuals impacted by sexual misconduct, and to investigate and resolve reported violations in an equitable and timely fashion. Retaliation against individuals who file reports or otherwise participate in investigative and disciplinary procedures designed to address violations of this policy is also prohibited, or retaliation. This policy expressly prohibits conduct that discriminates against individuals or groups based on their race or ethnicity, color, national origin, sex, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.

This policy also prohibits retaliation directed at any individual who reports or files a claim of discrimination or harassment, or who participates in an investigation of a claim of discrimination or harassment. Any member of the college community who is found to have engaged in unlawful discrimination, harassment or retaliation is subject to appropriate corrective or disciplinary action in accordance with applicable college policies and collective bargaining agreements.

Scope of Policy

This policy applies to prohibits discriminatory, harassing, or retaliatory conduct whether physical, verbal, or non-verbal, occurring:

- Anywhere on the college's campuses on the college campus, in college facilities (including vehicles);
- and At any college-sponsored event or activity, whether on or off campus (such as social functions, athletic events, celebrations, or conferences, etc.);
- Off-campus, when such conduct adversely affects a member of members of the college community or the pursuit of the college's objectives; or
- Through the college's computer, telephone, or other electronic communication systems. Messages or communications sent or downloaded by an employee or student through the college's electronic or telephone communication systems are also subject to the college's anti-discrimination policies.

This policy does not alter or modify laws, regulations, or college policies applicable to the legitimate exercise of academic freedom or constitutionally rights protected rights. General complaints unrelated to discrimination or harassment based on membership in a protected class or retaliation are addressed in Policy 1450.

Prohibited Conduct

This policy prohibits discrimination and harassment based on an individual's membership in the following classes that are subject to protection under federal, state, or local law:

- Presence of any sensory, mental, or physical disability
- Use of a trained dog guide or service animal
- HIV/AIDS and hepatitis C status
- Race/color
- Creed/religion
- Sex (including pregnancy)
- Marital status
- Age
- Sexual orientation, including gender identity or expression
- Genetic information
- Honorably discharged veteran or military status
- Parties impacted by sexual misconduct
- Membership in any other group protected by federal, state, or local law

Commented [DS1]: ALO advised that the word "Prevention" should be removed for consistency with the titles of all other policies and procedures, which list only the topic and do not use a verb.

Commented [TBM2]: Moved and revised for clarity and additional protected classes.

Retaliation against any individual who reports, files a claim, or participates in an investigation or disciplinary proceeding involving alleged violations of this policy is also prohibited.

Consequences of Policy Violations. Reports of violations of this policy by employees, students, or visitors will be reviewed according to the procedures described in 1440P to determine what interim measures, investigations, remediation, or other actions are required or recommended.

Students and employees found to have violated this policy may be subject to corrective or disciplinary action, up to and including dismissal from the college or dismissal from employment. Disciplinary action against students violated this policy will be handled by the student conduct officer according to the student conduct code (Policy 2050). Disciplinary action against employees violating this policy will be handed by the responding party's supervisor or appropriate college official according to college policy. Any corrective action taken will be consistent with applicable collective bargaining agreements, college policies and procedures and/or state and federal law.

In some instances, employees who violate state or federal anti-discrimination laws may be subject to personal liability in a civil lawsuit. The college, through the WA State Attorney General's office, is authorized to defend and indemnify a college employee only when the employee acts in good faith and within the scope of their official duties. Employees involved in complaint procedures are entitled to representation consistent with their collective bargaining agreements and in the absence of any such agreement, employees may bring a person of his or her choice to the initial and/or any subsequent meetings regarding the complaint.

Employees who are found to have engaged in discrimination, harassment, or retaliation, including administrators, managers or supervisors who are aware of situations but fail to report and/or mediate the situation may be held liable. The attorney general is authorized to defend state employees only when they are acting in good faith within the scope of their official duties. Discriminatory, harassing, or retaliatory conduct in violation of this policy may be determined to be outside the scope of an employee's official duties. (RCW 28B.10.842, 844; RCW 4.92.060-075)

Commented [TBM3]: Covered in 1440P

Responsibilities

Commented [TBM4]: Moved to previous paragraph.

Reporting Discrimination, Harassment, or Retaliation

Commented [TBM5]: Reporting and investigating procedures covered in 1440P.

All employees and students are responsible for:

- Refraining from conduct that is discriminatory, harassing, or retaliatory;
- Taking discrimination, harassment, and retaliation concerns seriously;
- Reporting suspected discriminatory, harassing, or retaliatory conduct to the appropriate authorities in accordance with procedures 1440P and 1440P2; and
- Cooperating with any resulting investigation and/or disciplinary proceeding.

Administrators, supervisors, and faculty members are responsible for:

- Providing a working and learning environment free from discrimination, harassment, and retaliation;
- Monitoring the work and learning environment for potential discrimination, harassment, and retaliation;
- Collaborating, when appropriate, with the human resources and Title IX offices to address inappropriate behavior of co-workers, students, and non-employees;
- Collaborating, when appropriate, with the human resources and Title IX offices to follow-up on situations that have been addressed through the reporting procedure;
- Monitoring for potential recurrences of discrimination, harassment, or retaliation.

Responsibilities

~~Management: Administrators, managers and supervisors are responsible for providing a working and~~

learning environment free from discrimination, harassment, and retaliation. It is the responsibility of administrators, managers and supervisors to:

- Take appropriate action to stop discriminatory, harassing, or retaliatory behavior by interceding and reporting it immediately to the human resources office (HRO) in accordance with the college discrimination complaint procedure;
- Address inappropriate behavior of co workers, students and non employees;
- Take discrimination, harassment, and retaliation concerns seriously;
- Monitor the work and learning environment for potential discrimination, harassment, and retaliation;
- Follow up on situations that have been addressed and be watchful for potential recurrence or retaliation.

Faculty: Faculty members are responsible to make strong efforts to provide a learning environment free from discrimination, harassment, and retaliation. It is the responsibility of faculty members to:

- Take discrimination, harassment, and retaliation concerns seriously in their learning environment;
- Monitor their learning environment for potential discrimination, harassment, and retaliation and address inappropriate behavior;
- Take appropriate action to stop discriminatory, harassing, or retaliatory behavior in their learning environment by interceding and reporting it immediately to the human resources office (HRO) in accordance with the college discrimination complaint procedure;
- Follow up on situations in their learning environment that have been addressed and be watchful for potential recurrence or retaliation.

All Employees and Students: All employees (administrators, faculty and staff) and students are responsible for their own actions and for not engaging in behavior that is discriminatory, harassing, or retaliatory in nature, whether physical, verbal or non-verbal. It is the responsibility of employees and students to:

- Immediately report incidents of discrimination, harassment, or retaliation, whether directly involved or observed, to appropriate management and/or the human resources office (HRO), in accordance with the college discrimination complaint procedure;
- Cooperate fully with the institution's investigative and corrective procedures;
- Refrain from engaging in behavior that is or could be discriminatory, harassing, or retaliatory in nature, whether physical, verbal or non-verbal.

Non-Retaliation

Retaliation against anyone who makes a complaint or who cooperates with an investigation is prohibited. Any individual, who believes s/he has been retaliated against for reporting harassment or discrimination, or for participating in an investigation into a claim of harassment or discrimination, must report this concern to the human resources office (HRO).

Commented [TBM6]: Addressed in a different section

DEFINITIONS

(If applicable)

The following definitions are used for illustrative purposes only and are not intended either to limit or to expand the legal definition of discrimination. Examples provided are for illustrative purposes and are not meant to be comprehensive.

Discrimination

- **Definition:** Discrimination in the workplace or learning environment involves taking an adverse action against or granting preferential treatment to an individual(s) in education or employment because of his/her protected status, i.e., race, ethnicity, color, national origin, sex, marital or family status, sexual orientation including gender identity or expression, age, religion, creed, disability, veteran status, or any other basis prohibited by federal, state, or local law.
- **Examples:** The following are some examples of discriminatory actions. This is only a partial list, and other behaviors or actions may also constitute discrimination:
 - Denying or granting in whole or in part a promotion or other advancement opportunities based

Commented [TBM7]: These definitions have been revised to be current with federal and state law and consistent with the revised student conduct code. Some definitions have been moved to 1440P (procedures) so updates, if necessary to remain current, can be made more easily.

- on an individual's protected status;
- Granting preference in education or employment based on an individual's protected status;
- Assigning grades based on an individual's protected status;
- Making work assignments based on an individual's protected status;
- Denial of use of facilities or equipment based on an individual's protected status;
- Denial of leave, based on an individual's protected status.

Harassment

- *Definition:* Harassment in the working or learning environment consists of unwelcome and objectively offensive conduct (including verbal conduct) that unreasonably interferes with an individual's work or educational activities or that creates an intimidating, hostile, or offensive working or learning environment. Specifically, such conduct is unlawful if it is directed at an individual because of his or her protected status. Objectively offensive conduct means that it must be offensive both to the recipient of the conduct and to a "reasonable person" in the recipient's circumstances. Usually, the conduct must also be either severe or pervasive in order to be unlawful.
- *Examples:* The following are examples of some behaviors that could constitute unlawful harassment. This is only a partial list, and other behaviors may also constitute unlawful harassment:
 - Verbal threats, offensive jokes, epithets, derogatory comments, name calling, ridicule or mockery, or slurs;
 - Gratuitous visual displays such as derogatory posters, photographs, cartoons, drawings, or gestures;
 - Unwanted physical contact or conduct such as touching, intimidation, or blocking normal movement;
 - Retaliatory actions against an individual who reports harassment or threatens to report harassment.

Sexual Harassment

- *Definition:* Sexual harassment is a form of sex discrimination that involves the inappropriate introduction of sexual activities or sexual comments in the working or learning environment. Applicable state and federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, or visual, verbal or physical conduct of a sexual nature when:
 - Submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
 - Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual;
 - Such conduct has the purpose or effect of unreasonably interfering with the individual's professional or educational performance or creating an intimidating, hostile, or offensive employment or educational environment.

Sexual harassment may involve relationships of unequal power and contains elements of coercion—as when compliance with requests for sexual favors becomes a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances or demeaning verbal behavior of a sexual nature have a harmful effect on an individual's ability to work or study. Sexual harassment in the workplace or in the classroom is unlawful whether it involves harassment between co-workers, harassment between individuals of the same gender, harassment between a manager and an employee, between a faculty member and a student, between students, or harassment between an employee and a vendor or a customer.

- *Examples:* The following are some examples of behaviors that could constitute sexual harassment. This is only a partial list, and there are numerous other behaviors that may also be considered sexual harassment:
 - Making unwanted sexual advances;
 - Offering employment or academic benefits in exchange for sexual favors;
 - Making or threatening reprisals after a negative response to sexual advances;
 - Visual conduct such as leering, making sexual gestures;
 - Gratuitous displays of sexually suggestive objects, pictures, cartoons, or posters;
 - Engaging in verbal abuse of a sexual nature, graphic verbal commentary about an individual's body, the use of sexually degrading words to describe an individual, suggestive or obscene letters, notes or invitations.

Retaliation

- *Definition:* Retaliation is taking an adverse action against an individual because of an individual's

participation in a protected activity, such as reporting concerns formally or informally regarding potential discrimination, harassment, or retaliation; or filing a formal or informal complaint regarding discrimination or harassment; or participating in an investigation of discrimination or harassment.

- *Examples:* The following are examples of some actions or behaviors that could constitute retaliation if the actions are found to be motivated wholly or in part because of an individual's participation in a protected activity as described above. This is only a partial list and other actions or behaviors may also constitute retaliation:
 - Poor performance review or grade because of an individual's having participated in a protected activity;
 - Termination or expulsion from class because of an individual's having participated in a protected activity;
 - Demotion or lack of promotion because of an individual's having participated in a protected activity;

Withholding of special assignment or critical information because of an individual's having participated in a protected activity

RELEVANT LAWS AND OTHER RESOURCES

- [BC procedures 1440/1440P2](#)
- [BC Policy 1450](#)
- Title [VI](#) and [VII](#) of the Civil Rights Act of 1964
- [Equal Pay Act of 1963](#)
- [Age Discrimination in Employment Act of 1967 \(ADEA\)](#)
- [Age Discrimination Act of 1975](#)
- [Americans with Disabilities Act of 1990 \(ADA\), as amended](#)
- [Section 504 of the Rehabilitation Act of 1973](#)
- [Title IX of the Educational Amendments of 1972](#)
- [Washington Law Against Discrimination \(WLAD\) chapter 49.60 RCW](#)
- [U.S. Department of Justice Executive Order 13160](#)
- [Violence Against Women Act \(VAWA\) Reauthorization 2013](#)
- [RCW 28B.10.842, 844; RCW 4.92.060-075](#)
- [Chapter RCW 28B.030 Gender Equity in Higher Education](#)
- [Chapter RCW 28B.112 Campus Sexual Violence](#)
- [Chapter 132H-125 WAC \(BC Policy 2050 Student Conduct Code\)](#)
- [Washington State Human Rights Commission](#)
- [Equal Employment Opportunity Commission](#)
- [U.S. Department of Education's Office for Civil Rights](#)
- [Bellevue College Association of Higher Education Collective Bargaining Agreement](#)
- [Washington Public Employees Association Higher Education Collective Bargaining Agreement](#)
- [Washington Federation of State Employees Higher Education Community College coalition Collective Bargaining Agreement](#)

REVISION HISTORY

Original 7/22/2008 - replaced original policy 4200 General Policy on Sexual Harassment
Revisions 3/4/2009; 5/21/2009; 9/11/2012; 2/5/2015

APPROVED BY

Board of Trustees
President's Cabinet

1450 GENERAL COMPLAINT RESOLUTION

Original Date: 9/30/2003 [Symbol] Last Revision Effective: 2/5/2015
Policy Contact: President

POLICY

Bellevue College recognizes that disputes may sometimes arise and that students, employees, and visitors who feel they have been treated unfairly have the right to be heard fairly and promptly. The purpose of this policy and associated procedures is to provide a systematic, fair, and timely way in which to express and resolve misunderstandings, complaints, or dissatisfaction. The college encourages parties involved in a complaint to resolve the conflict or matter informally whenever possible. If resolution cannot be reached, a formal process provides an impartial and equitable way to resolve those conflicts.

This policy applies to general complaints, which are addressed in 1450P, and student academic disputes, which are addressed in 1450P2. Complaints or concerns regarding discrimination, harassment, or retaliation related to a protected class should refer to Policy 1440/1440P. Contract violations are addressed through the appropriate grievance process. Concerns regarding student conduct are addressed through the student conduct code (WAC 132H-125).

RELEVANT LAWS AND OTHER RESOURCES

- WAC 132H-155-010-070
- #1440 Discrimination, Harassment, Retaliation
- #1440P Discrimination, Harassment, Retaliation (Procedures)
- #1450P General Complaint Resolution (Procedures)
- #1450P2 Student Dispute Resolution (Procedures)

REVISION HISTORY

Original 1/15/1996
Revisions 9/30/2003; 3/22/2005; 4/18/2006; 5/21/2009; 9/11/2012; 10/10/2014; 2/5/2015

APPROVED BY

President's Cabinet

~~1450 Complaint Policy~~

~~Original Date: 9/30/2003 * Last Revision Effective: 2/5/2015~~
~~Policy Contact: President~~

~~Policy~~

~~It is the policy of Bellevue College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and staff members. The purpose of this policy and procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances~~

~~about dissatisfaction with college personnel, services, processes or facilities, discrimination or academic issues.~~

~~Bellevue College, through its affirmative action policy and general policy on sexual harassment, and in accordance with state and federal regulations, prohibits discrimination against students and employees on the basis of race or ethnicity, creed, color, national origin, sex, marital status, sexual orientation including gender identity, age, religion, the presence of sensory, mental or physical disability, or status as a disabled or Vietnam-era veteran.~~

~~Bellevue College employees are responsible for ensuring that their conduct does not discriminate against anyone; they are expected to treat people conducting business at Bellevue College with respect and may expect the same consideration, in return.~~

~~The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal process provides an impartial and equitable way to resolve those conflicts.~~

~~Relevant Laws And Other Resources~~

- ~~• [WAC 132H 155 010 070](#)~~
- ~~• [Bellevue College Procedure #1450P General Complaint Resolution Procedures](#)~~
- ~~• [Bellevue College Procedure #1450P2 Student Dispute Procedure](#)~~

~~Revision History~~

~~Original 1/15/1996~~

~~Revisions 9/30/2003; 3/22/2005; 4/18/2006; 5/21/2009; 9/11/2012; 10/10/2014; 2/5/2015~~

~~Approved By~~

~~President's Cabinet~~

~~Last Updated February 5, 2015~~

REGULAR MEETING AGENDA ITEM



TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2018–19 ACADEMIC YEAR

BELLEVUE
COLLEGE

INFORMATION

FIRST READ

ACTION

Description

A recommendation from the Tenure Review Committee regarding the off-cycle tenure candidate listed below 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.” 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

Dana Vukajlovich Science (Geology/Oceanography)

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

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

In addition to the ten candidates granted tenure and the one candidate granted an extended probationary period at the March 7, 2018 meeting, as well as the one off-cycle candidate granted tenure at the June 6, 2018 meeting of the Board of Trustees, there is one final off-cycle candidate for the

TENURE REVIEW COMMITTEE RECOMMENDATIONS FOR THE 2018–19 ACADEMIC YEAR

continued

2018–19 academic year. This candidate was presented to the Board of Trustees for first-read at the June 20, 2018 meeting. The candidate has participated in a rigorous tenure process as outlined in the college’s tenure guidelines. A recommendation has been forwarded to the Board of Trustees and the President by the Tenure Review Committee (TRC) to grant tenure to the candidate listed above.

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

- 1) The Tenure Evaluation Subcommittee (TES) gathers information, mentors the candidate, and prepares the tenure document.
- 2) The Tenure Review Committee, including six members elected by the faculty, reviews the documentation prepared by the TES to ensure that similar standards and expectations are met across the many disciplines. The TRC takes an objective look at each document to make sure that the case supporting the recommendations of the TES is sound. The TRC then provides a recommendation to the President.
- 3) During the first two years of a candidate’s employment, the President uses the recommendation of the TRC to decide whether or not to continue the probationary period. In the third year, the President considers the recommendation of the TRC in formulating her/his recommendation to the Board of Trustees to grant tenure or to extend the probationary period.

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

Background/Supplemental Information

The tenure timeline for this candidate is “off-cycle” due to an approved leave of absence. An electronic notebook in .pdf format has been assembled for the tenure candidate, and all pertinent documents have been provided to members of the Board of Trustees via a secure link on a SharePoint site.

Recommendation/Outcomes

Recommendation: that the Board of Trustees of Bellevue College hereby grants tenure, effective Winter Quarter 2019, to Dana Vukajlovich, Science (Geology/Oceanography).

Prepared by: Dr. Kristen Jones, Provost, Academic and Student Affairs
kristen.jones@bellevuecollege.edu

REGULAR MEETING AGENDA ITEM



BELLEVUE
COLLEGE

STUDENT SUCCESS POWERPOINT PRESENTATION

INFORMATION

FIRST READ

ACTION

Description

The Science and Math Institute (SAMI) at Bellevue College seeks to serve our community's diverse population through engaging and innovative science and math programs.

Key Points

- By creating opportunities to inspire scientific discovery and think critically, we encourage our community to connect to science in their everyday lives and consider the importance and impact of science- and math-related careers.
- SAMI Director Jennifer Pang will share some of the programs recent work to promote the BC STEM pipeline, support the success of our students, interact with the local community and increase diversity in STEM.

Prepared by: Dr. Kristen Jones, Provost, Academic and Student Affairs
kristen.jones@bellevuecollege.edu



**BELLEVUE
COLLEGE**

EFFECTIVENESS AND STRATEGIC PLANNING

ENROLLMENT SUMMARY (2017-18)

Key Points

- The overall trend of increased non-state supported enrollment and decreased state supported enrollment is continuing.
- These two trends no longer balance one another and overall for-credit enrollment dropped by 2% in the past year.
- International enrollment dropped by 9% largely as a result of declines in English Language Institute enrollments. Early evidence indicates that international enrollment will decline in the coming year.
- Running Start enrollments increased by 3%.
- BAS enrollments increased by 32% largely as a result of new BAS programs.

	SUMMER		FALL		WINTER		SPRING		ANNUAL	
	2016	2017	2016	2017	2017	2018	2017	2018	16-17	17-18
TOTAL STATE	3312	3279	10129	10239	9638	9883	9344	9700	10808	11034
ALLOCATION ELIGIBLE	2809	2805	7146	7117	6634	6755	6675	6606	7755	7761
BASE ALLOCATION	2676	2660	6951	6612	6416	6233	6115	6134	7386	7213
WORKER RETRAINING	114	76	170	134	178	150	160	142	207	167
HEET	0	9	0	9	10	9	7	5	6	11
BACHELORS (STATE SUPPORT)	18	59	25	362	30	363	28	326	34	370
INTERNATIONAL (CONVERTED)*	0	0	0	0	0	0	364	0	121	0
ALLOCATION INELIGIBLE	503	474	2983	3122	3004	3129	2669	3094	3053	3273
INTERNL SHARED FUNDING*	475	450	829	849	814	829	507	874	875	1000
RUNNING START	0	0	1969	2061	1977	2087	1936	1984	1961	2044
CEO	3	0	133	143	149	155	176	183	154	160
OTHER FTES**(Sr Citz/State Emp/etc)	25	24	52	69	64	58	50	52	64	68
TOTAL CONTRACT AND SELF_SUPPORT (CREDIT)	384	249	1071	654	980	573	1047	654	1161	710
GENERAL	99	32	230	103	122	87	102	57	184	93
ELI: UP/IBP	241	198	373	288	303	190	320	177	412	284
BACHELORS SELF SUPPORT*	31	0	261	26	260	24	244	22	265	24
INTERNATIONAL OTHER	7	7	24	22	21	12	14	15	22	19
RUNNING START	0	0	44	26	45	19	31	28	40	24
COLLEGE IN THE HIGH SCHOOL	0	0	7	14	103	115	220	246	110	125
CEO	7	12	132	175	126	127	116	109	127	141
GRAND TOTAL	3696	3527	11200	10893	10618	10456	10391	10354	11969	11743

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



EFFECTIVENESS AND STRATEGIC PLANNING

2017-18 Annual Report

Abstract

Effectiveness and Strategic Planning is the source of official college information in support of institutional knowledge management and effectiveness. This report highlights accomplishments in 2017-18 and documents goals and objectives for 2018-19.

Alec Campbell

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Overview

The Office of Effectiveness and Strategic Planning (ESP) is the source of official college information in support of institutional knowledge management and effectiveness. We accomplish this by:

Data Stewardship – Consistent coding of information is essential to the production of accurate data. ESP works through the Data Governance Committee to anticipate coding difficulties and implement coding changes. In addition, our office continuously checks college data for accuracy and is responsible for reporting enrollment data to the State.

Research – ESP conducts ad hoc research on areas of interest to the college community as a whole and especially to college leadership. We increasingly provide survey research services to the college community. We also present and interpret research to non-technical audiences.

Data Products – ESP produces a number of standard data products/reports which are made available to the college community. These include:

- Enrollment summaries
- Registration and enrollment monitoring
- Student Success Measures
- Survey results
- BC Facts at a Glance

Monitoring institutional performance measures – In conjunction with various college partners ESP aids in the creation, measurement and monitoring of institutional performance measures. These include instructional and non-instructional program reviews, student learning outcomes assessment, participation in the Voluntary Framework of Accountability and *ad hoc* evaluations of college initiatives.

Compliance Reporting – ESP is primarily responsible for several pieces of required federal reporting including reporting to the Integrated Postsecondary Education Data System (IPEDS) and to the Department of Education in compliance with gainful employment rules. We also contribute substantially to data reporting requirements of the State Board for Technical and Community Colleges.

Grant Development – The grants office coordinates grant development and submission for the college. Its primary functions are 1) to ensure all grants align with the mission and strategic direction of the college 2) to provide technical grant writing expertise to subject matter experts interested in grant funding 3) to coordinate input to grant proposals from all stakeholders, particularly for large federal grants 4) To ensure that those college areas involved with or affected by grant funded projects are aware of the implications and responsibilities for commitments made in grant proposals.

Governance support – ESP provides support to the BC Governance system. We hire and train the support staff, manage elections, oversee the use of the college's governance software, and manage paperwork and budgets related to governance

Lean Initiatives – Moving forward ESP will provide oversight and coordination to the college’s Lean initiatives. Our primary responsibilities include arranging for training and connecting individuals with Lean knowledge skills and abilities with potential process improvement projects.

Accreditation – ESP is primarily responsible for all aspects of regional accreditation. The college accreditation liaison officer reporting to ESP oversees regular accreditation activities (annual reports and substantive change) as well as the coordination of college-wide efforts to produce self-evaluation reports and prepare for evaluation visits, such as the upcoming March 2019 Year Seven visit.

Summary of the previous year's accomplishments with reference to previous year's unit plan.

Achievement 1: Increased Use of Tableau Software

In late 2015 ESP purchased a license for Tableau software which is primarily used to create data visualizations and interactive dashboards. Since that time ESP staff have been increasing skill at creating tableau dashboards, and working with partners to create dashboards that can be used not merely as infographics but for standard college business. Program review is a major undertaking in Instruction and in the past year ESP has moved the data used in program review from a static word document to an interactive format. This has increased the usability and availability of these data while simultaneously reducing production time dramatically. Figure 1 shows a static example of these data.

Figure 1: Snapshot of Program review Dashboard

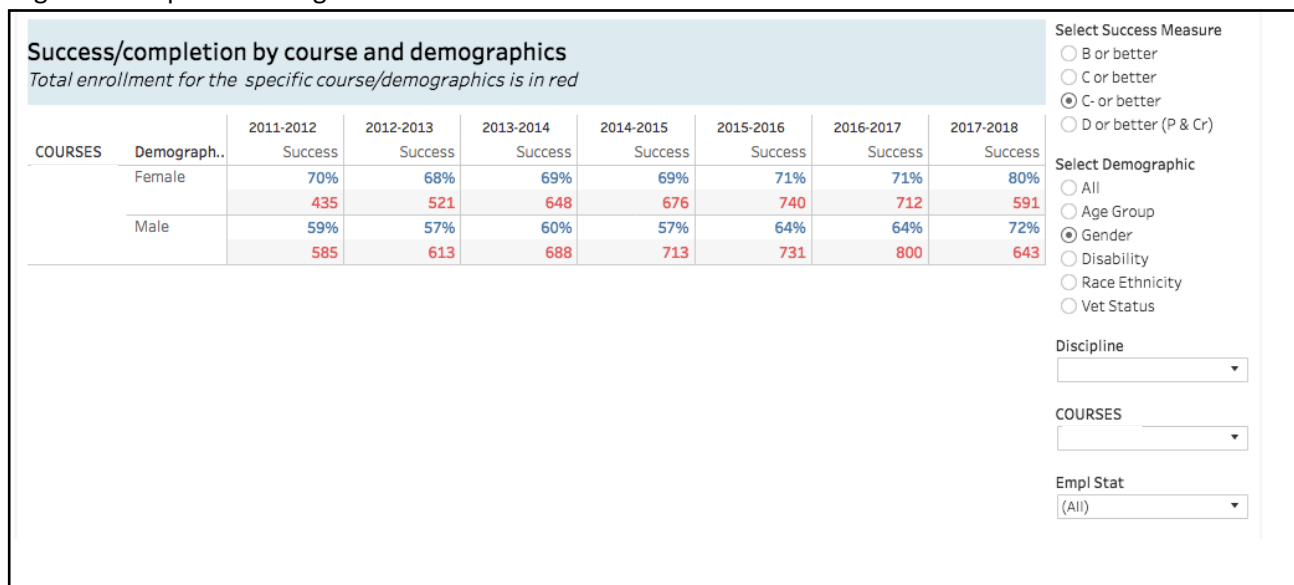


Tableau is particularly good at data visualization. Figure 2 shows an example of one of our student success dashboards. Tableau allows us to present a great deal of information in a compact space and, allows the user to control the visualizations using the filters on the right side of the page.¹

Figure 2: fall to fall persistence



Achievement 2: Increased Use of Survey Services

ESP has dramatically increased the number of surveys which our office supports. In the period 2015 – 2016 ESP supported 13 surveys with 2251 responses. In the 2017 to present we have supported 145 surveys with more than 7400 respondents. Figures 3 and 4 show the monthly numbers of surveys and respondents.

¹ In this case the top half of the dashboard shows the Fall to Fall persistence rates for who first entered BC at different ages. Each panel shows data on a particular age group, the line within the panel shows change over time for successive cohorts of entering students. Upward sloping lines show that more recent cohorts are more likely to persist. The relative height of each line shows that older students are less likely to persist. The bottom half of the dashboard shows equity gaps across several dimensions. Each panel represents a dimension of equity, each dot within a panel represents a category within that dimension (e.g., Disabled and not disabled). In the live dashboard placing a cursor on the dot produces a popup box with information about the category.

Figure 3: Number of Responses by Month

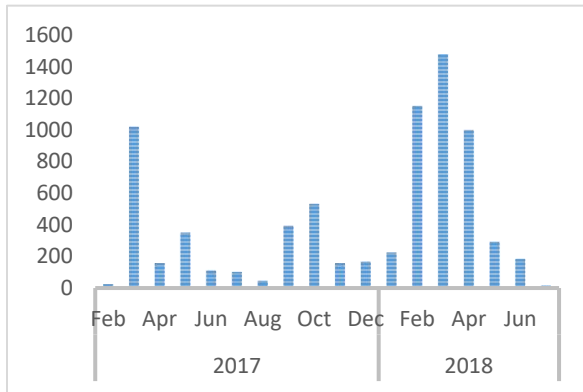
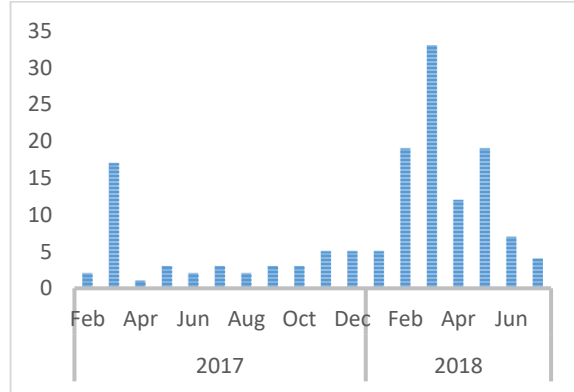


Figure 4: Number of Surveys by month



Increasing the number of surveys is not, in itself a significant benefit to the college but we are confident that the kinds of surveys we are conducting do provide a benefit to the college. Surveys that ESP has supported include:

College Operations Survey – The College has committed to an annual operations survey in which feedback on college operations will be solicited from the college community. Survey results are shared with managers with the expectation that these results will be used to drive improvement.

Governance Elections – Although not strictly a survey the BC governance elections are run as a survey using our standard survey software and with support from ESP

Event follow ups – In the past eighteen months the college has been much more consistent at soliciting feedback from participants in all college events such as opening day and college issues days as well as participation in trainings and seminars.

Hiring feedback surveys – Surveys soliciting input after open fora have also become a standard part of the hiring process for executive level positions.

Exit interview – The college exit interview process has been moved to a survey format

Satisfaction Surveys – Several areas of the college have developed satisfaction surveys that are used to drive continuous improvement. Additional surveys of this kind are planned for the future.

Achievement 3: Development of the Guided Pathways Grant

BC did not receive the Guided Pathways grant, the work that went into the proposal had the following important and positive consequences:

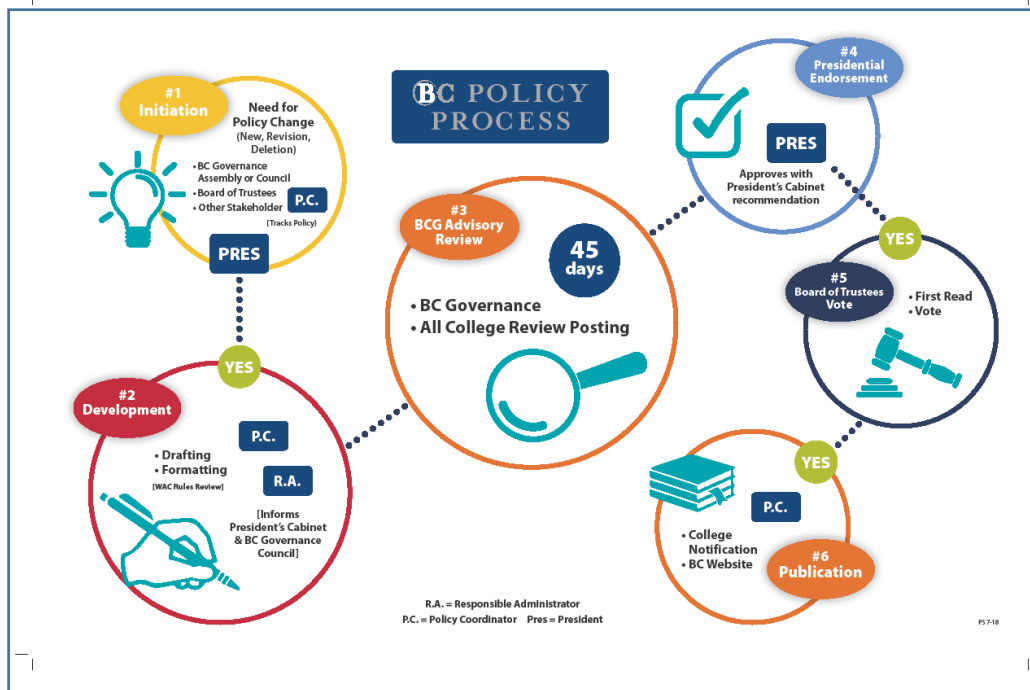
1. It breathed new life into guided pathways planning.
2. In the context of proposal development, we assessed our current state of readiness for adoption of Guided Pathways at BC.
3. It contributed to the commitment to adoption of guided pathways as part of our Achieving the Dream Student Success Action Plan.
4. The planning and information gathered will be useful for other grant proposals.

In ESP we commit to leveraging and recognizing valuable work even when we fall short of our desired outcome.

Achievement 4: Development of a Policy and Procedure development and review process.

In order to incorporate the new BC governance system and to create a more consistent and efficient process, the college has adopted a new system for policy formation and revision. Indeed a central function and benefit of the new governance system is the development of a clearly defined, widely shared policy process that gives the entire college community an opportunity to participate. Figure 5 shows a schematic diagram of the policy process which has been used successfully for the past year and which is allowing the college to make progress on much needed policy review and rationalization.

Figure 5: Bellevue College Policy Process.



Achievement 5: Development of Achieving the Dream student success indicators

In conjunction with the achieving the dream (ATD) data team ESP created a set of student success indicators with which to evaluate progress on ATD initiatives. Those indicators include

Equity: Equity is central to BC's values and mission, and closing equity gaps is a priority initiative in our current strategic plan. Too often student success initiatives are successful in aggregate while failing to reduce equity gaps. We will routinely provide data on achievement gaps by race, gender, age, veteran's

status, health limitations, and student type (international, Running Start, general) for each of our aggregate measures of student success.

Persistence: Very few students can achieve their goals in a single term. This implies that the first step to student success is continued enrollment. Retention measures students returning to a given institution while persistence measures students returning to any institution. At BC a significant number of students transfer to other institutions, primarily four year colleges, after only a short time. This makes persistence a better measure of student success than retention at BC. We will measure **fall to winter and fall to fall persistence**.

Momentum: Continued enrollment is necessary but not sufficient for student achievement. While enrolled students need to be moving forward. We will measure this momentum in several ways. First, because college level English and math are required for most degrees and many certificates, we will measure the proportion of students who **attempt and complete college level English and/or math** in their first year of enrollment. Noting the results of recent research we will also be measuring the proportions of students that **complete 15, 30 and 45 credits in their first year**.

Basic Skills transitions: Adult basic education and ESL are core to the mission of community colleges in Washington State. In the past few years there has been increasing attention given to the transition from basic skills to college level course taking. As a result, we will be measuring **the proportion of basic skills students who transition from BATS to college level courses** using a dashboard produced by the State Board for Community and Technical Colleges.

Completion: Postsecondary education is increasingly required in the labor market. We will measure our success by examining the **proportion of our students who have either completed a credential or transferred to a four year institution in three and six years**. The three year period is standard for two year institutions. We have chosen to include six-year graduation rates because so many of our students intend to transfer and the six-year window allows us to more accurately measure BA completion rates.

Excess Credits: So called excess credits are a frequent cause of concern and the focus of much research in community college circles. However, not all credits over the minimum required are “excess.” For example, BC has several degrees with college level prerequisites. We will use **average number of credits earned by completers** as a measure once we have settled on an appropriate definition of “excess credits.”

Objectives and Key Results for 2018-2019

ESP has seven objectives for the coming year. Two are in support of the president's goals, two are primarily internal unit objectives, one is a Lean goal and the final two are collaborative objectives one led by ESP. For each goal key results are identified and partners specified.

Objectives in support of the President's Goals

The college is committing to creating a culture of continuous improvement and increase efficiency. ESP will coordinate continuous improvement (Lean) efforts across the campus by providing training and connecting people to resources.

OBJECTIVE 1
Enable a culture of innovation, excellence and continuous improvement
KEY RESULTS
1. Provide Lean training to all administrators by 12/31/2018
2. Begin 10 and complete 5 Lean projects by 6/30/2019.
3. Deliver quarterly Lean Newsletter starting Fall 2018.
4. Develop Lean component for onboarding of new employees by 06/30/2019
PARTNERS
1. Administrators
2. Economic and Workforce Development

Student Success is central to our mission. In the coming year ESP will aid the president by creating a clear and widely accepted measure of diversity and by facilitating discussions leading to the setting of aggressive targets for all student success measures.

OBJECTIVE 2
Make Student Success a Guiding Principle for BC.
KEY RESULTS
1. Create a simple visual presentation of success measures for opening day presentation.
2. Define a diversity measure for setting targets by 11/01/2019
3. Establish and adopt aggressive targets for all student success measures by 06/30/2019
PARTNERS

Objectives for Effectiveness and Strategic Planning

A primary piece of feedback from last year's operations survey was that people in the college feel that data is not readily available. We believe that a part of the problem is that available data are not widely accessed. In the coming year we will focus on increasing awareness and use of available data.

OBJECTIVE 3
Data on will be more visible and more often and easily used.
KEY RESULTS
1. ESP newsletter will appear quarterly and will have 200 views by Spring
2. We will assess the visual construction of our dashboards by 12/31/2018
3. We will double the number of page views on our existing dashboards by 06/30/2019
3. Members of the ESP data group will make 15 presentations through the year.
4. We will resolve access issues related to tableau data by 06/30/2019.
PARTNERS
1. ITS.

Our immediate objectives are related to the upcoming reaccreditation visit in spring 2019. However, we have learned a great deal about how we should manage the accreditation process in the future and a key objective for ESP is to embed those lessons learned in institutional practices.

OBJECTIVE 4
Create an ongoing accreditation process by the time of our mission and core themes evaluation (Expected in Fall 2020)
KEY RESULTS
1. Conduct Mock Visit October 4-5 2018
2. Conduct a successful year seven visit March 13-15 2019
3. Determine a method for tracking committee activity and policy review by 12/31/2018
4. Develop a standing accreditation team by 4/30/2019
PARTNERS
1. President's Cabinet to build team and determine tracking methods
2. Campus wide collaboration on both visits

Objectives in support of continuous improvement.

ESP has changed a number of data production procedures in response to changing data needs and changing technology (e.g., tableau). This has created inefficiencies in our production process and we will benefit from improved documentation about processes and schedules.

LEAN OBJECTIVE Systematize data production for major data products by 06/31/2019
KEY RESULTS
1. Document existing data production for existing reports by 11/30/2018
2. Establish update schedule for data products by 12/31/2018
3. Use documentation and schedule for updates beginning 01/01/2019
PARTNERS
None

Objectives in collaboration with other units.

Most objectives require partnerships with other units on campus, however the following two objectives will require a more fundamental collaboration.

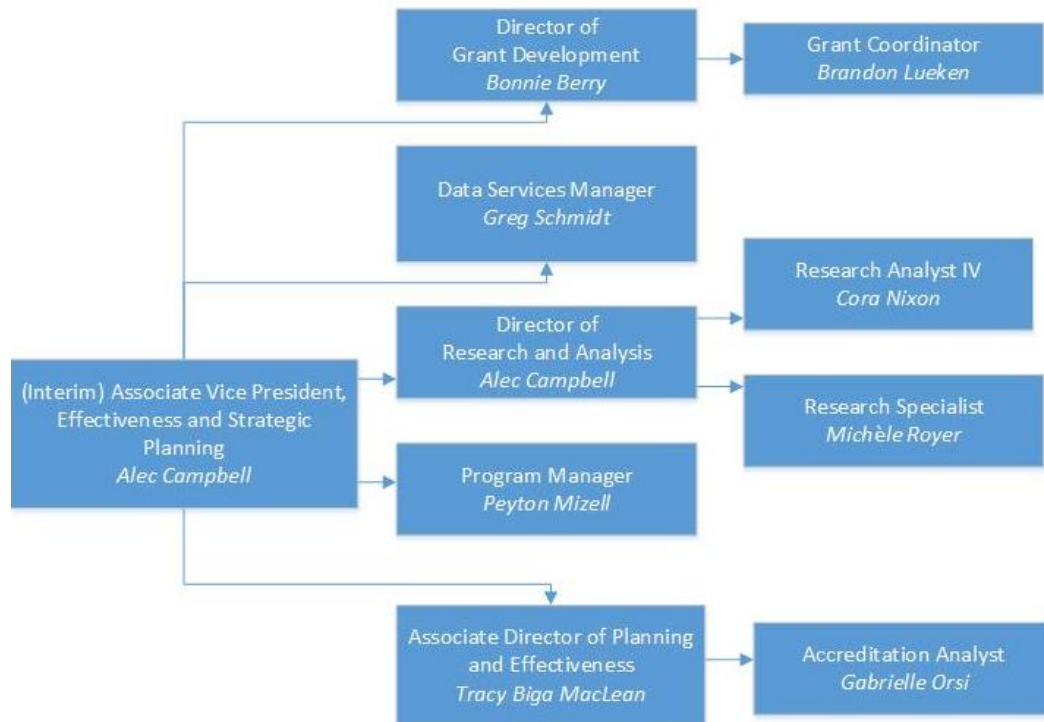
COLLABORATIVE OBJECTIVE
Begin collecting relevant historical data
KEY RESULTS
1. Develop a list of needed data by 08/31/2018.
2. Prioritize list in conjunction with ITS by 09/30/2018
3. Produce one working dataset per quarter
PARTNERS
1. ITS

COLLABORATIVE OBJECTIVE
Develop a Non-Instructional Program Review with Student Affairs
KEY RESULTS
1. Use key dimensions for measurement identified by Student Affairs (summer 2018) to develop dashboards/reports to support program review by 03/31/2019
2. Create a student use and satisfaction with services survey in Fall 2018 and deploy survey in Winter 2019
PARTNERS
1. Student Affairs

Appendix A

Org Chart

Effectiveness and Strategic Planning Organizational Chart



Appendix B- Policy and Procedure review schedules

Policy review schedule

Number	Title	Notes	2018	2019	2020	2021	2022
3655	Use of Human Subjects in Instructional Activities	Policy and Procedure reviewed annually	July 27, 2018	x	x	x	x

Procedure review schedule

Number	Title	Notes	2018	2019	2020	2021	2022
3655P	Use of Human Subjects in Instructional Activities	Policy and Procedure reviewed annually	July 27, 2018	x	x	x	x

Appendix C Committees reporting to AVPESP

Data Governance Committee – The data governance committee brings together data experts from many areas of the college to make decisions on data while considering and attempting to mitigate any adverse impact on students. The topics addressed by the data governance committee in the past year included:

- Establishing a standard protocol for assigning program codes from the application.
- Procedures for meeting gainful employment disclosure requirements. F
- Modifying the “credits” assigned to continuing education courses
- Procedures for using the new “preferred name” field for students
- Creating a list of essential HP reports for required reporting

Institutional Review Board (IRB) – The IRB is tasked with protecting the human subjects involved in scholarly research. Over the course of the year the IRB has reviewed about a dozen research proposals and responded to a number of inquiries that did not lead to proposals.