



BELLEVUE
COLLEGE



Board of Trustees

Community College District VIII

REGULAR MEETING
December 8, 2021



**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, December 8, 2021. The business session will begin at 2:00 PM. In accordance with Governor Inslee's Proclamation 20-28.15, this meeting will be conducted virtually. The meeting will be accessible to the public via Zoom. A telephone line will also be available. Richard Leigh, Chair, will preside.

MEETING CALL IN DETAILS

Business Session Call-In Details:

Please click the link to join: <https://bellevuecollege.zoom.us/j/87137227795>

Or dial in by telephone: +1 253 215 8782 Webinar ID: 871 3722 7795

Providing a Public Comment:

Students, faculty, staff, and community members may provide remarks to the Board during the "Public Comment" period of the meeting. All public comments are limited to two minutes. It is not the practice of the Board to respond directly to questions or comments during this portion of the meeting. You can provide your two-minute comment to the Board by accessing the meeting via the Zoom link or dialing the phone number listed above. You can indicate you want to provide a public comment by a "raised hand" within the Zoom meeting. To raise your hand when accessing the meeting by computer, click "Raise Hand" in your Zoom control bar. To raise your hand when accessing the meeting by telephone, enter *9. Meeting attendees who indicate they want to provide a public comment will be unmuted one at a time to provide their comment to the Board.

MEETING AGENDA

2:00 PM	BUSINESS SESSION	
	I. Call to Order	Richard Leigh
	II. Agenda and Minutes	
	A. Approval of Agenda for December 8, 2021	
	B. Approval of Minutes from November 10, 2021	
2:05 PM	III. Constituent Reports	
	A. Faculty	Lindsay Haney
	B. Foundation	Lisa Brock
	C. Student	Theint Thu

		D. Classified	Becky Turnbull
		E. College Assembly	Valencio Socia
2:30 PM	IV.	First Read Items	
		A. Revision of Policy 4300: Investigator Significant Financial Disclosure	Brandon Lueken
		B. Policy 6820: Grants and Contracts	Alicia Keating Polson
		C. Revision of Policy 7110: Reserve and Contingency Fund	Dennis Curran
		D. Revision of Policy 3050: Credit Hours and Credit Load	Rae Ellen Reas
		E. Revision of Policy 2200: Admission Rules	Rae Ellen Reas
2:50 PM	V.	Student Success Report	Jennie Mayer, Esteban Maldonado, Zach Morgan, and Melissa Martinez
3:20 PM	VI.	Diversity, Equity, and Inclusion Report	Consuelo Grier
3:30 PM	VII.	President's Report	Gary Locke
3:40 PM	VIII.	Board Report	Richard Leigh
3:50 PM	IX.	Unscheduled Business or Public Comment	
4:00 PM	EXECUTIVE SESSION		
	The Board will be meeting in executive session to evaluate the performances of public employees, to discuss matters with legal counsel regarding potential litigation and collective bargaining, and/or consider real estate for sale or lease.		
5:30 PM	Adjournment		

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



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BELLEVUE, WASHINGTON**

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MINUTES

The business session was called to order at 2:04 PM.

I. **ROLL CALL**

Chair Richard Leigh, Vice Chair Merisa Heu-Weller, Rich Fukutaki, Greg Dietzel, Sascha West, Gary Locke, and Bruce Marvin were present.

II. **AGENDA**

Trustee Dietzel made a motion to approve the agenda (November 10, 2021) and minutes (October 20, 2021). Trustee Fukutaki seconded.

The motion passed unanimously.

III. **CONSTITUENT REPORTS**

A. College Assembly

The College Assembly report was provided by Valencio Socia, Chair of the College Assembly.

- Thank you and congratulations to Human Resources and Payroll for the ctclink rollout this week. Hopefully all the supervisors and employees can show each other grace as the College works through the transition.
- The Exempt Council encourages Bellevue College leadership, including the Board of Trustees, to remain flexible regarding exempt employees' work locations and times. Exempt staff have proven their ability to successfully work remotely through the pandemic and support students with their needs.
- Thank you to the Governance Support staff who have been amazing and extremely helpful to all councils. The process for hiring a new person to take over governance support is currently underway.
- The Chief of Staff position is still being discussed by many of the councils. Councils are discussing what proposal and recommendation they would put forward to the President's Cabinet and College Assembly regarding the issue.

- A new student club, the Entrepreneurship and Personal Development Club, has been doing amazing work. The club believes entrepreneurship is not what you do but how you see the world around you. It is also how you can adapt to changes to make your dreams come true.
- The next College Assembly Meeting is Monday November 15, 2021 at 2:45 PM.

B. Faculty

The Faculty report was provided by Sue Nightingale, President of the Bellevue College Association of Higher Education (BCAHE).

- Faculty are concerned about the impact ctLink may have on enrollment.
- Faculty are pleased that random attestation verifications are happening and hoping the results of those random verifications will indicate that students are being truthful in their attestations, which will help faculty be more comfortable on-campus with students in close proximity.
- Twelve new positions have been granted for full-time tenure-track faculty by the legislature, which means the College will be hiring between 20 and 25 new faculty this year to start next fall. The Board of Trustees has the authority to grant early tenure to a probationary faculty member at any time, after reasonable consideration of the recommendations of the Tenure Review Committee. With the upcoming large wave of new tenure-track faculty, the Board should consider this early grant of tenure to deserving faculty members.

C. Foundation

The Foundation report was provided by Lisa Brock, President of the Bellevue College Foundation (BCF).

- Thank you to everyone who attended the Donor and Scholar Reception. It was wonderful to hear the scholars' perspectives of Bellevue College.
- The Foundation Excellence Award nominations are now open. Excellence Awards recognize outstanding faculty and staff members who demonstrate excellence for their contributions to campus and the community. Awards are \$2,500 each, and they go to recipients in the following categories: full-time faculty, part-time faculty, classified staff, and exempt staff. Nominations can be submitted by faculty, students, administrators, staff, and trustees.

D. Student

The Student report was provided by Theint Thu, President of the Bellevue College Associated Student Government (ASG).

- ASG has approved the ASG constitution and it is moving through the formal approval process.
- An active C-building task force made up of ASG officers, student affinity coordinators, and other additional students at large has gathered a list of needs to make the C-building space more student-friendly.
- ASG would like to see more nighttime lighting outdoors and well-lit indoor hallways. ASG would also like to see the gym open expanded hours for student use.

- Course descriptions on ctclink need to be accurate, transparent, and up to date, including the course format and schedule. A project that ASG may work on is developing a database or website where students can provide course details to their peers so students can have more data when selecting courses.

E. No Classified staff constituency report was provided.

IV. **W Building Project Update**

Dennis Curran, Vice President of Administrative Services and Will Tribble, Executive Director of Campus Operations presented an update on the W building.

The Washington State budget session that concluded in Spring 2021 provided funding to build a new center for learning and innovation on campus, named the W building. Plans call for the building to house business and information technology, art, and engineering, and includes a shared space for interior design and a smaller space for computer science.

The College selected a contractor in October and will begin working with the design build team in November. The project design phase is scheduled to take place from November 2021 to May 2022. Construction of a 50,000 square-foot three-story building is anticipated to begin in Summer 2022. The building will be located just north of the parking garage and aims to be completed in Fall 2024.

V. **QUARTERLY REPORTS**

A. Enrollment Report

Zach Morgan, Executive Director of Effectiveness and Research presented the quarterly enrollment report.

Morgan provided a brief summary of credit enrollment figures from the 2020-2021 academic/fiscal year, Summer 2021, and the interim status of Fall 2021 enrollment. While the number of unique credit students has continued to drop in the 2020-2021 academic/fiscal year, FTE enrollment was largely unchanged due to an increase in the average number of credits taken by students.

For this 2021-2022 academic/fiscal year, Summer credit headcount and FTE were significantly down from the previous years' unexpectedly high figures, and interim Fall 2021 numbers are similarly down from the previous year. However, with new student numbers only 1% shy of the previous year there is a large population of students for whom strong retention efforts may help mitigate further enrollment decline.

VI. **DIVERSITY, EQUITY, AND INCLUSION REPORT**

Consuelo Grier, Vice President of Diversity, Equity, and Inclusion (DEI) provided the monthly DEI report.

- The Office of Diversity, Equity, and Inclusion (ODEI) is focusing on four main areas this year: capacity building, education/skill building, cultural shift, and constituency and community engagement.
- The Equity Education for All Committee is well underway. The second meeting is next week, and the group is working on a plan right now for an all-campus training. The committee utilizes a flattened leadership model with rotating meeting facilitators.
- The Diversity and Equity Campus Climate Survey will be distributed at the end of November. This survey will be conducted every other year and the report of data will be distributed to the entire campus. There will be a series of follow-up Q&A sessions and focus groups to discuss findings, which will inform the next steps for action.
- The Social Justice Center has started programming, including a regular series of workshops.
- ODEI is convening a small workgroup to examine restroom accessibility, signage, and the availability of gender-neutral restrooms across campus.
- Congratulations to Multicultural Services and all those across campus involved in the launch of the Puente and Umoja programs. Puente has 17 participating students this year and Umoja has 11. These two programs support culturally responsive and responsible outreach and programming in a cohort model for students. These two programs were launched with minimal staff and the College looks forward to seeing the growth of these programs over the next several years.
- There are two staffing vacancies in ODEI, the gender-based violence prevention coordinator and the director of restorative practices.
- Finalist interviews are scheduled next week for the Vice President of Human Resources position. This position is integral to the campus leadership team. All employees are encouraged to participate in the open forums and provide feedback on the candidates. Particularly as the College thinks about DEI, culture shift, and restoration, we know that Human Resources is a cornerstone of this work.

VII. **PRESIDENT'S REPORT**

Gary Locke, Interim President of Bellevue College, provided the monthly president report.

- The launch of ctclink over the weekend went extremely well and almost without a glitch. Roger Harrison, Vice President of Information Technology Services, Maria Rivas, ctclink Project Manager, and their entire team deserve fantastic kudos and credit for a job well done. The conversion has gone much more smoothly and exceeded people's expectations. There continues to be a lot of work making the full transition to ctclink, but we are very confident moving forward.
- At the beginning of December, all staff are expected to be back on campus at least two days per week. Some units will come back to work in campus earlier than December and others have been working on campus throughout the pandemic. At the start of the Winter Quarter, all offices who provide support to student and/or employees are expected to offer in-person services five days per week from 8 AM – 5 PM. Faculty are expected to be available on campus to meet with students in Winter Quarter, even if their courses are remote or hybrid.
- Interviews for the Vice President of Human Resources position are next week and the Vice President of Institutional Advancement position was recently posted.

VIII. **BOARD REPORT**

Trustees Dietzel and Heu-Weller shared that the Donor and Scholar Reception and the TRIO Awards were both fantastic and touching events. Further, the College has done a fantastic job implementing ctcLink.

IX. **UNSCHEDULED BUSINESS/COMMUNITY TESTIMONY**

Jim Sisko, faculty member at Bellevue College, provided public comment on student programs funding.

Valencio Socia, staff member at Bellevue College, provided public comment on the W Building.

Teresa Descher, staff member at Bellevue College, provided public comment on the mental health of students, staff, and faculty during these challenging times.

Jewell Evans, staff member at Bellevue College, provided public comment on expanding curriculum at the College to include trade programs.

X. **EXECUTIVE SESSION**

At 4:24 PM, Chair Leigh announced there would be an executive session beginning at 4:30 PM that would last approximately 40 minutes to discuss matters with legal counsel regarding potential litigation, collective bargaining, and the performance of public employees. The Board returned to regular session at 5:07 PM.

XI. **ADJOURNMENT**

There being no further business, Chair Leigh adjourned the Board of Trustees meeting at 5:07 PM.

Richard Leigh, Chair
Board of Trustees

ATTEST:

Alicia Keating Polson
Secretary, Board of Trustees
Community College District VIII



REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 4300: INVESTIGATOR SIGNIFICANT FINANCIAL DISCLOSURE

INFORMATION

FIRST READ

ACTION

Description

Revisions to Policy 4300: Investigator Significant Financial Disclosure are being made in order to comply with requirements from the National Institute of Health (NIH) and broader federal guidelines about financial disclosure. This policy has not been substantially revised since some of the federal guidelines have changed. The updates represent federal requirements and are not intended to present as barriers to investigators pursuing projects.

Revisions to this policy were temporarily approved by President's Cabinet on July 20, 2021 in order to be in compliance with NIH requirements and other federal guidelines. The temporary approval expires January 20, 2022.

The associated procedure 4300P was also temporarily approved in July. The procedure was open for public comment from September 27th to November 11th and was approved on November 23, 2021 by President's Cabinet.

Key Questions

- * Why are updates to the policy necessary?
- * What are lead investigators required to disclose and at what point in the grant application?

Analysis

Bellevue College submits grant applications to the NIH as a lead organization and regularly submits grant applications to the other federal agencies like the National Science Foundation, Department of Justice, Department of Education, and others. All federal agencies require that lead investigators disclose any significant financial conflicts of interest that may affect their participation or research on the project to the college prior to submitting a grant application. This policy was revised to comply with current federal requirements and to update language to better define roles and responsibilities for the campus.

Lead investigators must disclose any significant financial interest in research projects. The disclosure is reviewed by the college and steps may be taken to limit any potential conflicts of interest.

Background/Supplemental Information

[4300P Investigator Significant Financial Disclosure \(Procedures\)](#)

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves Policy 4300: Investigator Significant Financial Disclosure at the January 19, 2022 meeting.

Prepared by: Dennis Curran, dennis.curran@bellevuecollege.edu
Vice President of Administrative Service

4300 INVESTIGATOR SIGNIFICANT FINANCIAL INTEREST DISCLOSURE

Original Date: 3/1/1998 * Last Revision Effective: 7/20/2021
Policy Contact: Vice President, Administrative Services

POLICY

This policy addresses potential conflicts of interest related to projects funded by federal agencies, such as the U.S. National Institute of Health, the U.S. National Science Foundation, and others. This policy and associated procedures are intended to protect the credibility and integrity of faculty and staff members and ensure public trust and confidence in college sponsored activities.

Federal agencies mandate that recipients of their awards (grants, contracts, and cooperative agreements) manage, reduce, or eliminate any actual or potential conflicts of interest that may be presented by a financial interest of an investigator. The college requires investigators to disclose any significant interest that may represent an actual or potential conflict of interest related to research or educational activities.

Summary of Process

Federal regulations and Bellevue College's relevant procedures are designed to reduce complications in the proposal submission and award negotiation processes. A conflict of interest must be disclosed and acknowledged during the Bellevue College proposal review and submission stage. Review of the conflict will be initiated by the vice president of administrative services (VP AS) prior to proposal submission. The review must reach a conclusion for eliminating or managing the conflict before any expenses are incurred under the award. If the VP AS concludes that the conflict cannot be eliminated or managed, the proposal must be modified or it cannot be submitted.

All institutional reports and other formal communications with external investigators or grant sponsors concerning conflicts of interest are handled by the VP AS or their designee.

DEFINITIONS

Conflict of interest

- occurs when there is a divergence between an individual's private interest and their professional obligations to the college such that an independent observer might reasonably question whether the individual's professional actions or decisions are distorted by considerations of personal gain.

Principal Investigator

- means the principal investigator (PI), co-principal investigators, and any other person who is responsible for the design, conduct, or reporting of research or educational activities funded, or proposed for funding, by an external sponsor. The term also includes the investigator's spouse and dependent children.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College #4300P Investigator Significant Financial Interest Disclosure (Procedures)

REVISION HISTORY

Original 3/1/1998

Revisions 5/10/2005; 5/21/2009; 9/11/2012; 4/7/2015

APPROVED BY

Board of Trustees

4300 INVESTIGATOR SIGNIFICANT FINANCIAL INTEREST DISCLOSURE

Original Date: 3/1/1998 * Last Revision Effective: 7/20/2021
Policy Contact: Vice President, Administrative Services

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- means the principal investigator (PI), co-principal investigators, and any other person who is responsible for the design, conduct, or reporting of research or educational activities funded, or proposed for funding, by an external sponsor. The term also includes the iinvestigator's spouse and dependent children.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College Procedure #4300P Investigator Significant Financial Interest Disclosure (Procedures)

REVISION HISTORY

Original 3/1/1998

Revisions 5/10/2005; 5/21/2009; 9/11/2012; 4/7/2015

APPROVED BY

President's Cabinet

Board of Trustees

(temporary approval granted by President's Cabinet - temporary approval expires on 01/20/22)



REGULAR MEETING AGENDA ITEM

POLICY 6820: GRANTS AND CONTRACTS

INFORMATION

FIRST READ

ACTION

Description

Policy 6820: Grants and Contracts outlines that Bellevue College (and not individuals and departments) is the legal recipient of grants and contracts. This policy was last revised in October 2015 and there are no current proposed changes; however, there is no record of this policy begin approved by the Board of Trustees. Instead the only documented approval is by President’s Cabinet.

[Policy 1250: College Policies and Procedures](#) states that the Board of Trustees, in consultation with the college president, establishes policy for Bellevue College; therefore, this agenda item brings Policy 6820 to the Board for approval to be consistent with Policy 1250.

Background/Supplemental Information

[6820P Grants and Contracts \(Procedures\)](#)

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves Policy 6820: Grants and Contracts at their meeting on January 19, 2022.

Prepared by: Alicia Keating Polson, Executive Assistant to the President and Board of Trustees
alicia.keatingpolson@bellevuecollege.edu

6820 GRANTS AND CONTRACTS

Original Date: 9/1/1995 * Last Revision Effective: 10/19/2015
Policy Contact: Vice President, Administrative Services

POLICY

This policy is intended to cover all grants and contractual agreements which place obligations on Bellevue College. In most cases, this involves a formal agreement in which Bellevue College agrees to conduct or perform certain activities and the grantor or contractor provides funds, equipment, materials and/or services that Bellevue College agrees to manage according to its policies.

Bellevue College (rather than individuals or departments) is the legal recipient of grants and contracts. Equipment purchases from grant or contract funds become the property of Bellevue College unless otherwise agreed upon.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College Procedure #6820P Grants and Contracts

REVISION HISTORY

Original 9/1/1995

Revisions 5/10/2005; 5/21/2009; 10/19/2015

APPROVED BY

Board of Trustees

6820 GRANTS AND CONTRACTS

Original Date: 9/1/1995 * Last Revision Effective: 10/19/2015
Policy Contact: Vice President, Administrative Services

POLICY

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Bellevue College (rather than individuals or departments) is the legal recipient of grants and contracts. Equipment purchases from grant or contract funds become the property of Bellevue College unless otherwise agreed upon.

RELEVANT LAWS AND OTHER RESOURCES

- Bellevue College Procedure #6820P Grants and Contracts

REVISION HISTORY

Original 9/1/1995

Revisions 5/10/2005; 5/21/2009; 10/19/2015

APPROVED BY

~~President's Cabinet~~ Board of Trustees



REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 7110: RESERVE AND CONTINGENCY FUND

INFORMATION

FIRST READ

ACTION

Description

Based on discussion with the Board of Trustees, Administrative Services proposes updating Policy 7110: Reserve and Contingency Fund Policy to change the reserve withhold from 15% to 25% of annual operating expenditures.

Key Questions

- * What's the estimated amount of the 25% withhold?
- * How long will it take BC to get to 25%?

Analysis

The College traditionally held 15% of operational funds in an emergency reserve account. This would last less than two months in a financial emergency. There were several discussions with the Board of Trustees in the last few years about increasing the emergency reserve to 25%. That would cover the College for at least three months in a financial emergency. After a lengthy analysis of the reserve accounts, it was determined that we have the 25% available, so those funds have already been set aside in anticipation of this policy change.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves Policy 7110: Reserve and Contingency Fund at the January 19, 2022 meeting.

Prepared by: Dennis Curran, dennis.curran@bellevuecollege.edu
Vice President of Administrative Service

7110 RESERVE AND CONTINGENCY FUND

Original Date: 5/12/2010 * Last Revision Effective: 9/24/2012

Policy Contact: President

POLICY

Adequate fund balance and reserve levels are necessary components of the college's overall financial management strategy and key factors in assessing the college's financial strength and fiduciary integrity. Maintenance of a fund balance for each accounting fund assures adequate resources for cash flow and mitigation of short-term revenue shortages and enables multi-year planning for self-support program improvements.

General Policy

College reserves shall be adopted by resolution by the board of trustees as part of the college's annual budget plan. All expenditures drawn from reserve accounts shall require prior approval from the president, unless previously authorized for expenditure within the college's annual budget, approved by the board of trustees.

Ancillary and Auxiliary Fund Reserves

The college will maintain a reserve for each of its ancillary or auxiliary funds to provide for adequate cash flow, multi-year planning, and operating contingencies. The reserves will be twenty-five (25) percent of each fund's operating expenditures unless a different level is necessary to sustain its operations.

Capital Reserves

The college will maintain, as necessary, a local capital account to manage facilities needs that are not funded or are underfunded by the state.

Contingency Fund

The college will maintain an annual contingency fund equal to three (3) percent of the operating budget expenditures to cover revenue shortfalls, unplanned but necessary expenditures, or operating changes that occur outside of the planned annual budget.

Operating Reserves

The college will maintain an operating reserve to provide for such items as adequate cash flow, emergencies, budget contingencies, multi-year planning or capital commitments. The general fund operating reserves will be based on twenty-five (25) percent of the college's operating budgeted expenditures.

REVISION HISTORY

Original 5/12/2010

Revisions 9/24/2012

APPROVED BY

Board of Trustees

7110 RESERVE AND CONTINGENCY FUND ~~POLICY~~

Original Date: 5/12/2010 * Last Revision Effective: 9/24/2012

Policy Contact: President

POLICY

Adequate fund balance and reserve levels are necessary components of the college's overall financial management strategy and key factors in assessing the college's financial strength and fiduciary integrity. Maintenance of a fund balance for each accounting fund assures adequate resources for cash flow and mitigation of short-term revenue shortages, and enables multi-year planning for self-support program improvements.

General Policy

College reserves shall be adopted by resolution by the board of trustees as part of the college's annual budget plan. All expenditures drawn from reserve accounts shall require prior approval from the president, unless previously authorized for expenditure within the college's annual budget, approved by the board of trustees.

Ancillary and Auxiliary Fund Reserves

The college will maintain a reserve for each of its ancillary or auxiliary funds to provide for adequate cash flow, multi-year planning, and operating contingencies. The reserves will be ~~twenty-five (25)~~ twenty-five (25) percent of each fund's operating expenditures unless a different level is necessary to sustain its operations.

Capital Reserves

The college will maintain, as necessary, a local capital account to manage facilities needs that are not funded or are underfunded by the state.

Contingency Fund

The college will maintain an annual contingency fund equal to three (3) percent of the operating budget expenditures to cover revenue shortfalls, unplanned but necessary expenditures, or operating changes that occur outside of the planned annual budget.

Operating Reserves

The college will maintain an operating reserve to provide for such items as adequate cash flow, emergencies, budget contingencies, multi-year planning or capital commitments. The general fund operating reserves will be based on ~~fifteen (15)~~ twenty-five (25) percent of the college's operating budgeted expenditures.

REVISION HISTORY

Original 5/12/2010

Revisions 9/24/2012

APPROVED BY

Board of Trustees



REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 3050: CREDIT HOURS AND CREDIT LOAD

INFORMATION

FIRST READ

ACTION

Description

The current version of Policy 3050: Credit Hours and Credit Load includes two provisions that conflict with Procedure 2250P2: Credit Limitations, which was approved by the President’s Cabinet in December 2020.

The current policy limits registration to 18 credits, supplies the criteria students must meet if they wish to register for more than 18 credits, and sets up an appeal process if the criteria is not met. Monitoring credit load and handling the appeal process takes place in Enrollment Services, and the new procedure was created based on student enrollment data, and the need to address an issue with students who register for excessive credits that exceed the State Board guidance related to the amount of time students must spend in class and engage in out-of-class activities.

This revision addresses the conflict between 2250P2 Credit Limitations (Procedures) and this policy. It also updates the language to reflect the current version of the State Board for Community and Technical Colleges handbook, which supplies the guidance needed for assigning credit hours to classes.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approves Policy 3050: Credit Hours and Credit Load at their meeting on January 19, 2022.

Prepared by: Brenda Ivelisse, Associate Vice President of Student Affairs’
b.ivelisse@bellevuecollege.edu

3050 CREDIT HOURS AND CREDIT LOAD

Original Date: 9/1/1995 * Last Revision Effective: 4/6/2015
Policy Contact: Associate Vice President, Academic Affairs

POLICY

The State Board for Community and Technical Colleges (SBCTC) has established rules and provided guidance for how the state's community and technical colleges assign credit hours to the courses they offer. Bellevue College uses these rules to determine the number of credit hours assigned to each course, and includes both an in-class and out-of-class component. In considering the time and effort needed to earn a credit hour, the college places limits on the credit load students may take each quarter. Credit loads are determined based on the number of credits for which students are registered.

Assigned Credit Hours based on Type of Instruction

The college uses three types of instruction to assign credit hours to courses:

- Theory – includes lecture/discussion: One credit is generated by one weekly contact hour of instruction or the equivalent amount of work over a different amount of time. Generally requires out-of-class student effort, which is typically two hours for each in-class hour.
- Guided Practice – includes laboratory/applied learning: One credit is generated by two weekly contact hours of instruction or the equivalent amount of work over a different amount of time. Generally requires out-of-class student effort, which is typically one hour for every two in-class hours.
- Field-based Experience – includes working with or under the direction of professional practitioners; internships; and service learning activities: One credit is generated by a minimum of three weekly contact hours of supervised learning experience. Programs may determine that additional hours are needed to meet student learning needs.

Exceptions are noted in the quarterly class schedule.

Credit Load

Students are considered full-time or part-time based on their credit load:

- Full-time credit load: full-time students register for 12 or more credits.
- Part-time credit load: part-time students register for fewer than 12 credits. Some programs further define part-time students by the following criteria:
 - Three-quarter-time students register for 9 – 11 credits
 - Half-time students register for 6 – 8 credits
 - Less-than-half-time students register for fewer than six credits
- Excess credit load: excess credit students register for more than 21 credits per quarter.
 - Students may register for up to 21 credits per quarter and may appeal to register for one additional class beyond 21 credits.
 - Excess credit students may not register for more than 27 credits.

DEFINITIONS

Course Credit Hours: A credit hour is the unit by which the college measures its coursework and is represented in intended learning outcomes and verified by evidence of student achievement.

Course Credit Load: Course credit load is defined as the number of credits students register for each quarter.

RELEVANT LAWS AND RESOURCES

[SBCTC Policy Manual 5.40.10 Class effort: Credit values and credit equivalents](#)

[2250P2 Credit limitations \(Procedures\)](#)

REVISION HISTORY

Original 9/1/1995

Revisions 3/22/2005; 5/21/2009; 9/11/2012; 4/6/2015

APPROVED BY

Board of Trustees

3050 CREDIT HOURS AND CREDIT LOAD

Original Date: 9/1/1995 * Last Revision Effective: 4/6/2015
Policy Contact: [Associate](#) Vice President, [Academic Affairs/Institution](#)

POLICY

~~The State Board for Community and Technical Colleges has established rules for how community and technical colleges determine course credit hours. These rules are based on the type of instructor contact hours and the ratio of those hours to the number of weeks in a quarter. "Credit hours" are defined as the unit by which an institution measures its course work. The number of credit hours assigned to a course is defined by the number of hours per week in class and the number of hours per week in out-of-class preparation. Bellevue College uses these rules to establish credit hours assigned to each course offered by the college. Credit loads are determined based on the credit hours for which a student enrolls. The State Board for Community and Technical Colleges (SBCTC) has established rules and provided guidance for how the state's community and technical colleges assign credit hours to the courses they offer. Bellevue College uses these rules to determine the number of credit hours assigned to each course, and includes both an in-class and out-of-class component. In considering the time and effort needed to earn a credit hour, the college places limits on the credit load students may take each quarter. Credit loads are determined based on the number of credits for which students are registered for.~~

~~Credit ratios for the three basic categories of instruction are: **Assigned Credit Hours based on Type of Instruction**~~

~~The college uses three types of instruction to assign credit hours to courses:~~

- ~~• Lecture/discussion, 1:1—One (1) hour of lecture or classroom discussion per week and approximately two (2) additional hours of out-of-class assignments per classroom contact hour earns one (1) credit hour. For example, a five (5) credit course would equal five (5) classroom hours per week plus substantial out-of-class assignments and study time.~~
- ~~• Laboratory/applied learning, 2:1—Two (2) hours of laboratory work per week and approximately one (1) additional hour for out-of-class assignments earns one (1) credit hour.~~
- ~~• Work site educational experience, 3:1—Three (3) hours of work per week under the intermittent supervision of the instructor or under the direction of professional practitioners earns one (1) credit hour. Theory – includes lecture/discussion: One credit is generated by one weekly contact hour of instruction or the equivalent amount of work over a different amount of time. Generally requires out-of-class student effort, which is typically two hours for each in-class hour.~~
- ~~• Guided Practice – includes laboratory/applied learning: One credit is generated by two weekly contact hours of instruction or the equivalent amount of work over a different amount of time. Generally, requires out-of-class student effort, which is typically one hour for every two in-class hours.~~
- ~~• Field-based Experience – includes working with or under the direction of professional practitioners; internships; and service learning activities: One credit is generated by a minimum of three weekly contact hours of supervised learning experience. Programs may determine that additional hours are needed to meet student learning needs.~~

~~Exceptions are noted in the quarterly schedule (some classes are not scheduled in the usual college class periods.)~~ Exceptions are noted in the quarterly class schedule.

~~Credit loads are defined under three categories as:~~ **Credit Load**

~~Students are considered full-time or part-time based on their credit load: A student's credit load is determined based on three categories:~~

- ~~• Full-time credit load: full-time students register for 12 or more credits.~~

- ~~Full-time credit load. A full-time student credit load is generally defined as twelve (12) or more credit hours. However, students who are enrolled under government sponsored programs (e.g., financial aid, veterans, social security) should check with the appropriate agency's financial services office for specific credit load requirements.~~
- ~~Part-time credit loads. A three-quarter load is defined as nine (9) to eleven (11) credit hours; a half-time load is six (6) to eight (8) credit hours, and a less than half-time load is five (5) or fewer credit hours.~~

~~Overload. To enroll in more than eighteen (18) credit hours, a student must have a 3.0 cumulative grade point average. Students requesting permission to enroll in an overload may appeal to the vice president of student affairs if they do not meet this GPA requirement.~~
~~Full-time credit load: Full-time students register for 12 or more credits.~~

- ~~Part-time credit load: Part-time students register for fewer than 12 credits. Some programs further define part-time students by the following criteria:~~
 - ~~Some programs further define part-time students:~~
 - o ~~three-quarter-time students register for 9 – 11 credits~~
 - o ~~Half-time students register for 6 – 8 credits.~~
 - o ~~Less-than-half-time students register for fewer than six credits.~~
- ~~Excess credit load: Excess credit students register for more than 21 credits per quarter.~~
 - o ~~Students may register for up to 21 credits per quarter and may appeal to register for one additional class beyond 21 credits.~~

~~Students may register for up to 21 credits per quarter and appeal to register for one additional class beyond 21 credits.~~

- o ~~Excess credit students may not register for more than 27 credits.~~

DEFINITIONS

Course Credit Hours: A credit hour is the unit by which the college measures its coursework and is represented in intended learning outcomes and verified by evidence of student achievement.

Course Credit Load: Course credit load is defined as the number of credits students register for each quarter.

RELEVANT LAWS AND RESOURCES

SBCTC Policy Manual 5.40.10 Class effort: Credit values and credit equivalents

2250P2 Credit limitations (Procedures)

REVISION HISTORY

Original 9/1/1995

Revisions 3/22/2005; 5/21/2009; 9/11/2012; 4/6/2015

APPROVED BY

President's Cabinet
Board of Trustees



REGULAR MEETING AGENDA ITEM

REVISION OF POLICY 2200: ADMISSION RULES

INFORMATION

FIRST READ

ACTION

Description

This proposed revision to Policy 2200: Admission Rules applies specifically to all underage high school students registered for classes at the Bellevue College. College programs affected by this change include Running Start, Career Education Options, College in the High School, and Pacific NW College Credit. The focus of this revision centers on the requirement that all underage students submit the general college admission application as part of the entry process to the College and the programs these students take part in.

Analysis

The reasoning behind revisions to Policy 2200 includes the following:

- Increase ease of transition for students who have graduated from high school and wish to continue at the college as regular students.
 - Removes a barrier for students who have been taking Bellevue College classes by eliminating the need to apply as a regular student.
 - Ensures that the correct tuition rate is charged based on residency status. The default rate for students who do not complete the application is non-resident, which is significantly higher than resident tuition.
- Ensures that Running Start students who take classes outside those covered by their high schools (approximately 40%), are charged the correct tuition rate.
- Allows the college to count the Running Start credits taken outside of the program in our FTE, thus increasing enrollment.
- Increases ease in transcription of classes for College in the High School students and Pacific NW College Credit students, as the admission application creates a record for the student, which ends the need to manually enter student data in our system. This will become much more difficult with the implementation of ctLink.

A review of Washington State law related to admission and the Running Start program, a review of the policies connected to the State Board for Community and Technical Colleges (SBCTC) and the Washington Student Achievement Council (WSAC), found there was no legal basis that prevented the college from asking high school students to complete the admission application at the time of entry to the college and registration for classes. Furthermore, when students take classes outside their program, the college is legally required to collect residency information and charge students appropriately.

Finally, requiring all underage students to follow the same admission process as all other students creates consistency in messaging and process and reduces confusion for students who take part in multiple high school programs and for those transitioning from high school to the college.

Recommendation/Outcomes

That the Board of Trustees of Community College District VIII approve the revisions to Policy 2200: Admission Rules at their meeting on January 19, 2022.

Prepared by: Brenda Ivelisse, Associate Vice President of Student Affairs
b.ivelisse@bellevuecollege.edu

2200 ADMISSION RULES

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

POLICY

General Admission

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

- 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, 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.

Selective Admission Programs

Academic and other programs may require additional criteria for admission based on 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.

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.

Underage Admission

Underage applicants include those who are under the age of 18 and have not graduated from high school. All underage applicants must complete the general college admission application.

Programs targeted to underage populations, also referred to as high school student enrollment options programs, such as Running Start, CEO (Career Education Options), International High School Completion, and programs associated with Basic and Transitional Studies (BATS), 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 applicants enrolled in a district or private high school or home-schooled high school students under the age of 18 who meet one of the following conditions:

- Must be at least 16 years of age, or have completed their sophomore (10th grade) year in high school, or
- Must have started their freshman (9th grade) year in high school and can demonstrate exceptional or extenuating circumstances that warrants early admission to the college. A decision is made by the Chief Admission's Officer or designee on a case-by-case basis.

Applicants must follow all other requirements and processes as established by the college and pay any established fees.

Revoking 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.

RESPONSIBILITIES

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

RELEVANT LAWS AND RESOURCES

- Board of Trustees Resolution 38
- RCW [28B.50.090\(3\)\(b\)](#)
- WAC [132H-160-270](#), [132H-160-280](#)
- Bellevue College #2200P Admission Rules (Procedures)
- 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; 6/6/18

APPROVED BY

Board of Trustees
President's Cabinet

2200 ADMISSION RULES

Original Date: 4/18/1973 * Last Revision Effective: 6/6/18
Policy Contact: [Associate](#) Vice President, Student Affairs

POLICY

General Admission

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

- 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, 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.

Selective Admission Programs

Academic and other programs may require additional criteria for admission based on 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.

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.

Underage Admission

Underage applicants include those who are under the age of 18 and have not graduated from high school. All underage applicants must complete the general college admission application.

Programs targeted to underage populations, also referred to as high school student enrollment options programs, such as Running Start, CEO (Career Education Options), International High School Completion, and programs associated ~~with Basic~~ with Basic and Transitional Studies (BATS), 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 ~~students-applicants~~ 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 who meet one of the following conditions:~~

- ~~Must be at least 16 years of age, or have completed their sophomore (10th grade) year in high school,~~
~~or~~
- ~~Must have started their freshman (9th grade) year in high school and can demonstrate exceptional or extenuating circumstances that warrants early admission to the college. A decision is made by the Chief Admission's Officer or designee on a case-by-case basis.~~

~~Applicants must follow all other requirements and processes as established by the college and pay any established fees.~~

- ~~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.~~
-

Revoking 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.

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 #2200P Admission Rules (Procedures)
- 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; 6/6/18

APPROVED BY

Board of Trustees
President's Cabinet



REGULAR MEETING AGENDA ITEM

STUDENT SUCCESS REPORT

INFORMATION

FIRST READ

ACTION

Description

Achieving the Dream (ATD)/Guided Pathways provides the framework for Bellevue College's student success initiative with the goal of eliminating achievement gaps by race and ethnicity. Since we joined the ATD network in 2017, we have started on a path of redesigning the student experience with equity in mind. Strategies which have been in development phase are now being piloted and scaled (First Year Seminar, UMOJA/PUENTE, and Math 099/141 corequisite), and others in full implementation mode (such as Early Alert).

We have identified three institutional metrics by which we will measure our success:

- 3-year completion and transfer rates
- Fall to fall retention rates
- Percentage of students completing college-level math in their first year

This presentation will include a review of our institutional metric performance in 2020-21. It is still too early in implementation phase to see effects of some of these strategies on the metrics but some data on the Early Alert Program shows the impact this initiative is having on student success.

Key Questions

1. Which strategies have been implemented and when do we expect to see evidence of their impact?
2. How did we perform on our institutional metrics in 20-21? What is our baseline data?
3. What do the qualitative and quantitative data say about the impact of Early Alert work?

Analysis

The ATD leadership team has established annual institutional metric goals based on current performance and forecasting the progress needed to eliminate equity gaps. Advancements in several key initiatives aim to positively affect these goals, particularly for Black/African American and Latinx students.

Background/Supplemental Information

A PowerPoint presentation will be shared as part of the presentation.

Recommendation/Outcomes

The Board of Trustees will gain a greater understanding about the impact of our ATD/GP initiatives on student success. Although much progress has been made despite the pandemic, ctLink conversion, and leadership gaps and transitions, it is still too early to see the impact of implementation. Celebrating small wins and adopting a “culture of care” are necessary to continue the difficult work of institutional reform. We ask for patience as we work on the most coordinated equity-minded student success effort to date.

Prepared by: Kristen Jones, Provost
kristen.jones@bellevuecollege.edu

Esteban Maldonado, Title III Director, ATD co-lead
esteban.maldonado@bellevuecollege.edu

Jennie Mayer, Faculty, ATD co-lead
jennie.mayer@bellevuecollege.edu

Zach Morgan, Executive Director, Institutional Effectiveness and Research
zach.morgan@bellevuecollege.edu



BC Student Success
Achieving the Dream / Guided Pathways Update

for the BC Board of Trustees

December 8, 2021

Bellevue College
Achieving the Dream

*Implementation Progress &
Expectation-Setting*



Support Services are available for students all along the Bulldog Trail

Explore

- Admission
- New Student Orientation
- Support Services

PRE-ENTRY TO ADMISSION

Connect

- Intake Form
- Register for classes
- Advising

ADMISSION TO READY FOR DAY 1

Engage

- First-Year Seminar/Ed Plan
- Choose a Pathway
- Complete ENGL/MATH

FIRST 3 QUARTERS

Learn

- Equity-minded faculty
- Early Alert
- Peer Educators

4TH QUARTER AND BEYOND

Achieve

- Career Connections
- Transfer / Graduate
- Enter Workforce

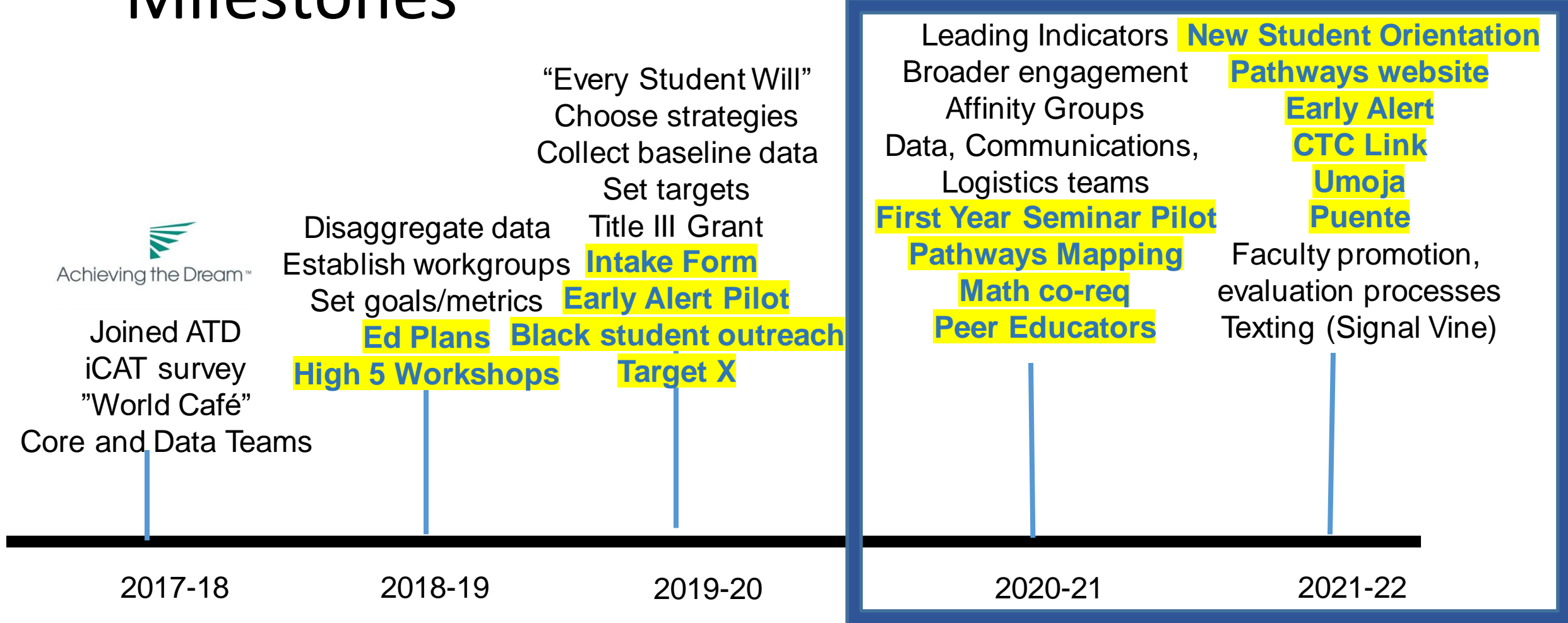
FINAL QUARTER TO GOAL ATTAINMENT

Thrive

- Alumni Connections
- Continuing Education
- Community Engagement

ALUMNI TO LIFELONG CONNECTION

Milestones



Strategies implemented are highlighted

Fall 2021

Course Map template development team formed

Pilot orientation to CRP

Culturally responsive practice lead starts

Information on introductory courses in each pathway that were declared on focus area course maps in each area.

Integrate with the faculty evaluation workgroup - continue piloting different survey items/types

Data/PD Liaison starts supporting Outcomes Assessments (Starting with FACT)

Create Transitional Studies teams [EAC & FYS]

EAC working in fall (smaller committee) with stipends: Met with EAC (Ivan Breen) to develop teams, will be working with them to finalize proposal and deliverables, work will begin late Fall 2021 or Winter 2022

Early Alert (ongoing) with the prioritization of outreach to Black & African American students starting fall '21

Create teams for each Pathway to develop Structured Exploratory Experiences [SEEs]

Developing a plan for shortening pre-college math sequence (In progress) & begin mapping for math courses and math courses for other pathways

cTcLink implemented mid-Fall, leading to annual calendar

Winter 2022

FYS modification for Transitional Studies students

Tie predictive courses to scheduling

Exploratory Teams identify Predictive Courses

Monitor & assess STEM pathway (Track enrollment & progression)

Flags in Target X for students who do not have an ed plan on file (flags are already in place in TX). As we evaluate FYS ed plan completion from fall & the addition of new advisors along with possible FYS expansion, we'll know whether we need the addition of blocks for ed plan completion

Work with faculty evaluations group/data team on 4th pillar assessment

Start training on new Bridge tracking system for PD

Complete recommendations for PD Planning System

Transitional Studies Team work on placement of students into college level courses -- EAC work

Work with Deans to determine HR/Division/FC responsibilities for orienting new faculty

Spring 2022

Umoja/Puente/MCS/T RiO - start with maps?

ID predictive courses that may affect maps, revisit 2 quarters later

Start planning for additional college level co-requisites

Transitional Studies FYS focus for each Pathway for Predictive Courses

Transitional Studies Draft Plan for student in pre-college English to meet goal to complete within one year

Implement holds for mandatory Orientation, which includes Intake form completion

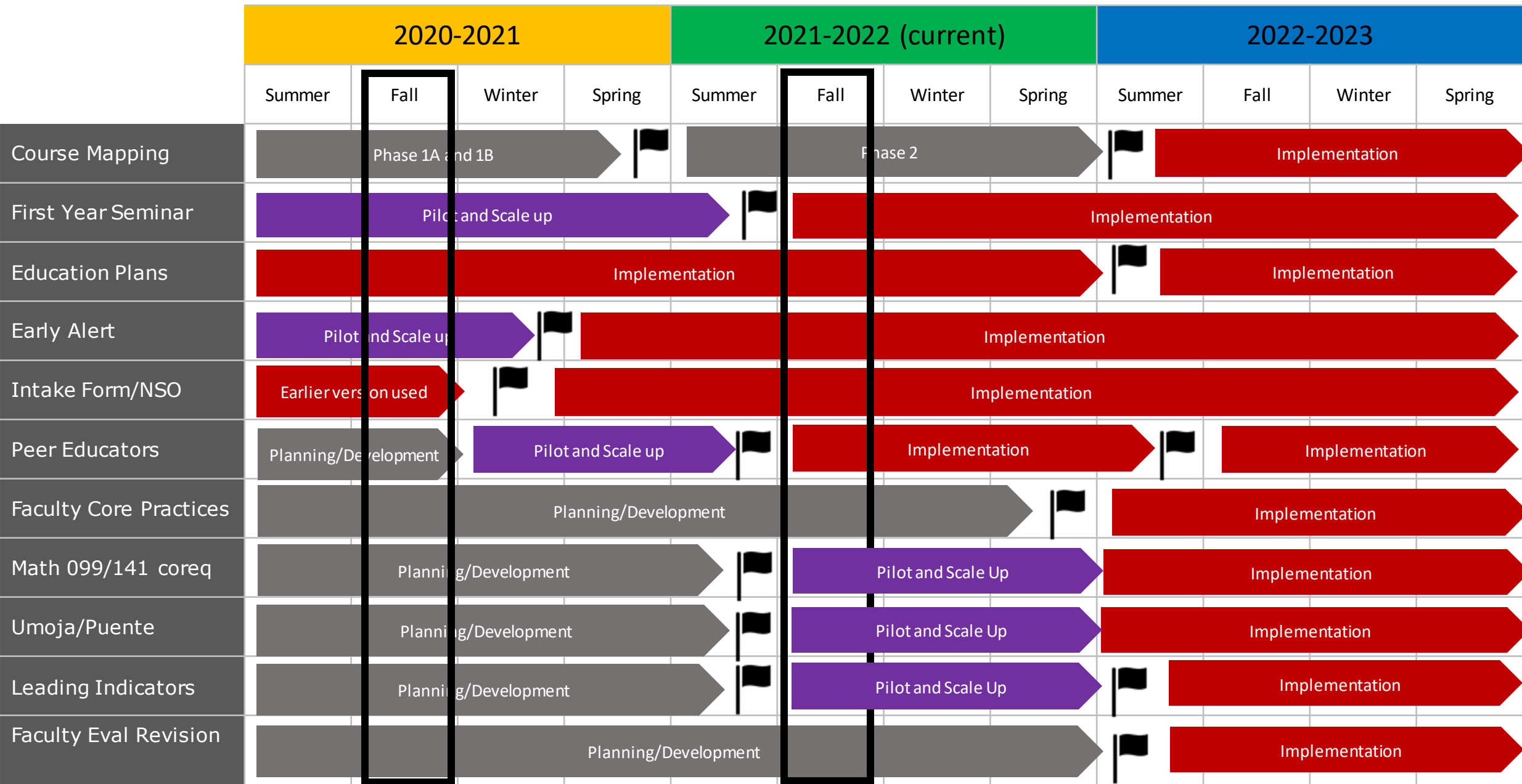
Faculty evaluation work: student eval + self-eval completed

Create initial reports in cTcLink to get starter point on which courses may be predictive for comparison two quarters later

Initial training (stipend or increase in salary) Decided

Provide Union with negotiable items

New "Bridge" training management system in full swing



Guided Pathways Implementation

What does the literature say?

- Implementation is a process
- Professional development opportunities are important
- Requires comprehensive collaboration across departments & offices
- Students (62%) find value in meta major groupings to help them select a major
- Promising results such as improved academic performance and retention rates

Best practices in Guided Pathways (Hanover Research, 2020)

- American Association of Community Colleges
- Community College Research Center
- UW Community College Research Initiatives
- Brookings Institute
- National Center for Inquiry & Improvement
- Inside Higher Ed and Education Dive text

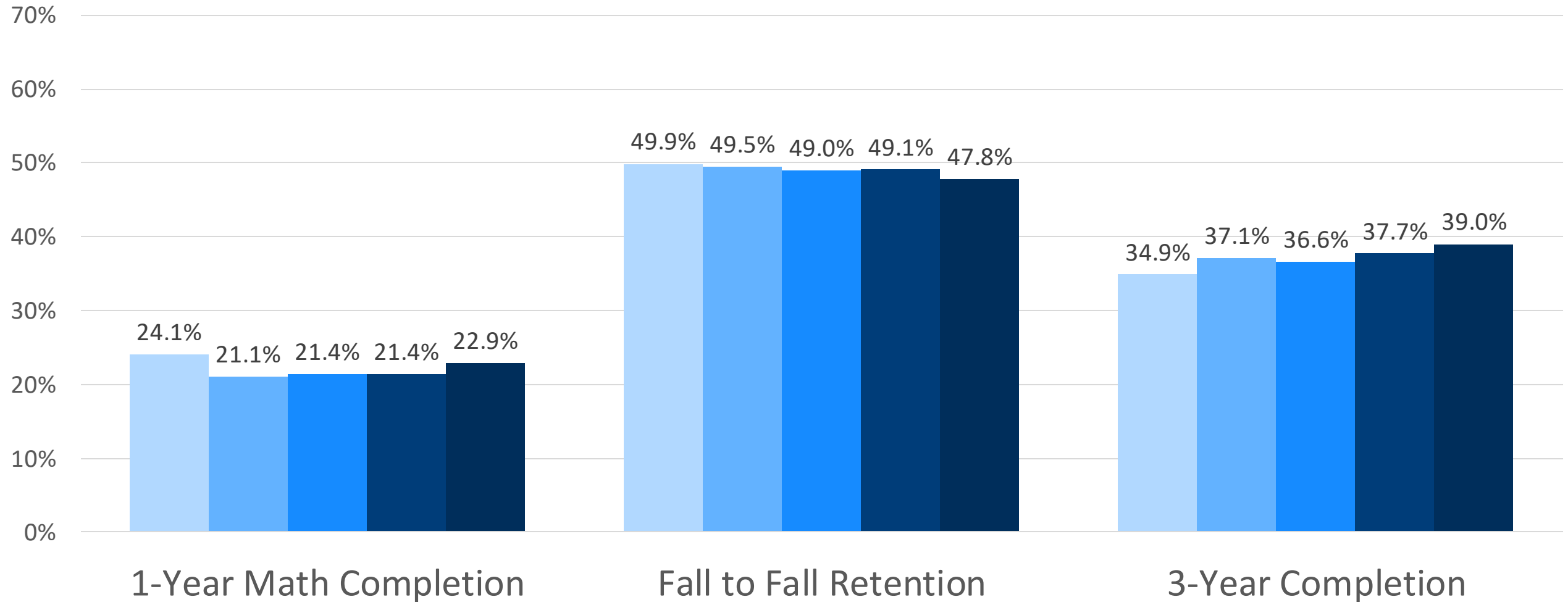
Bellevue College
Achieving the Dream
Institutional & Supplemental Metrics

Establishing Our Baseline

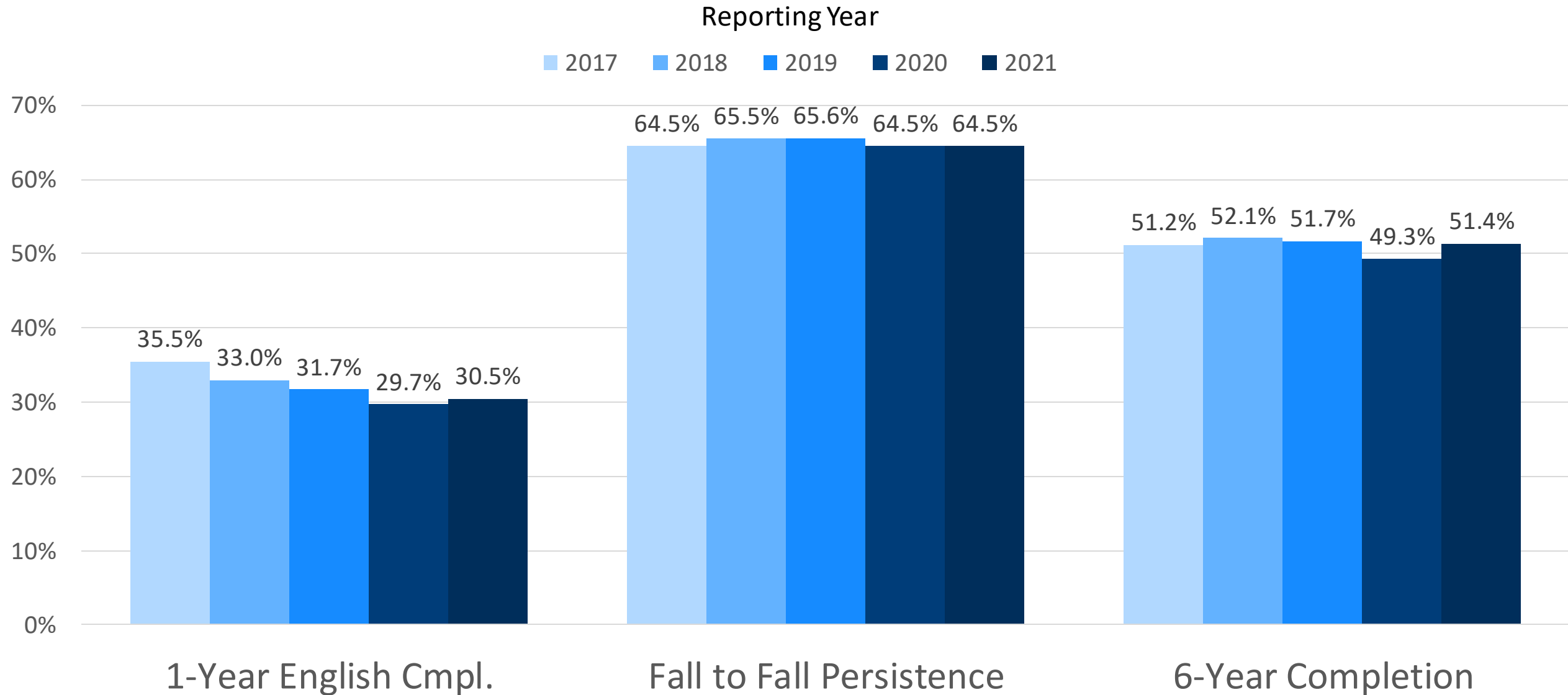
Institutional Metrics

Reporting Year

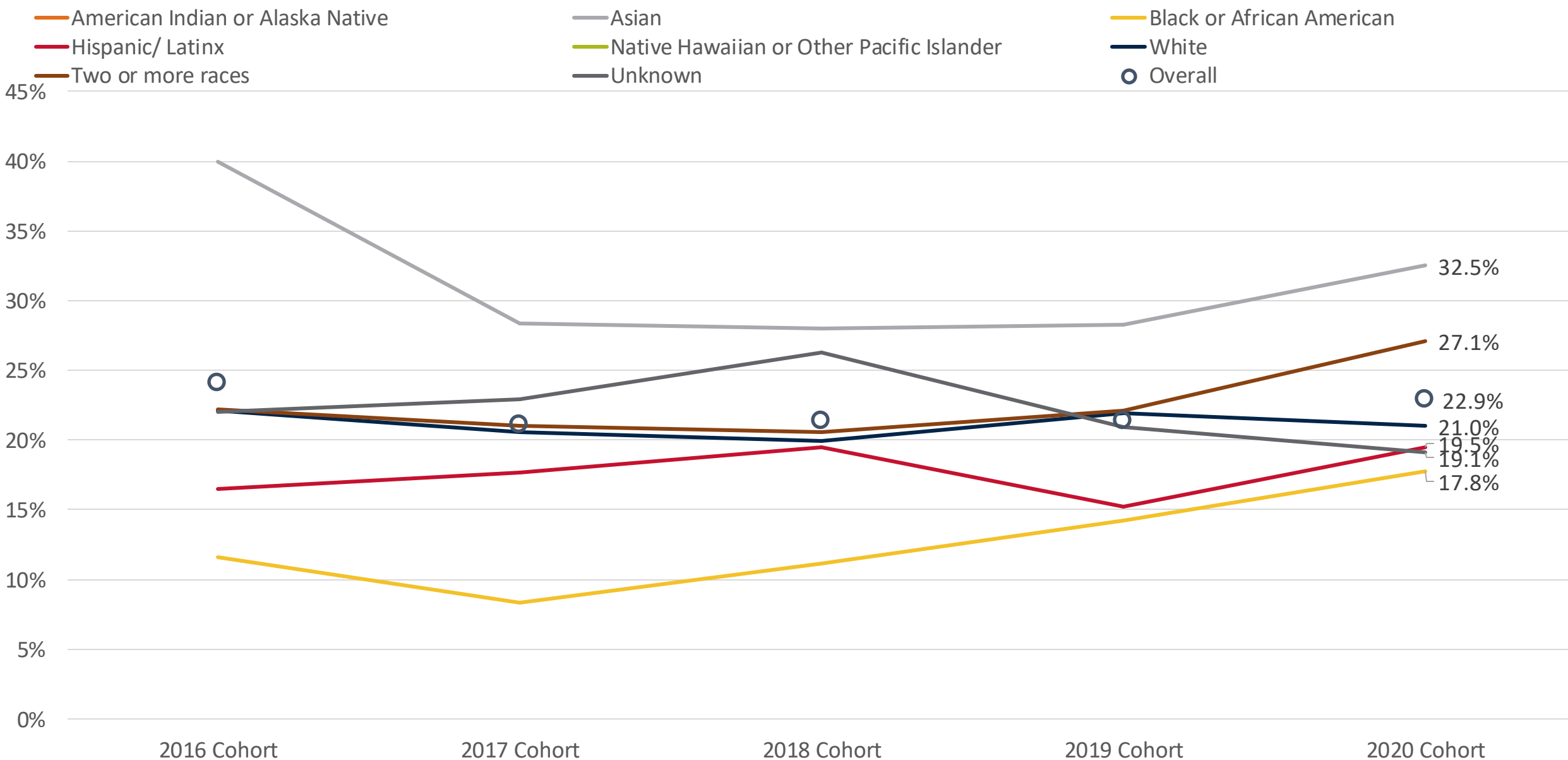
2017 2018 2019 2020 2021



Supplemental Metrics

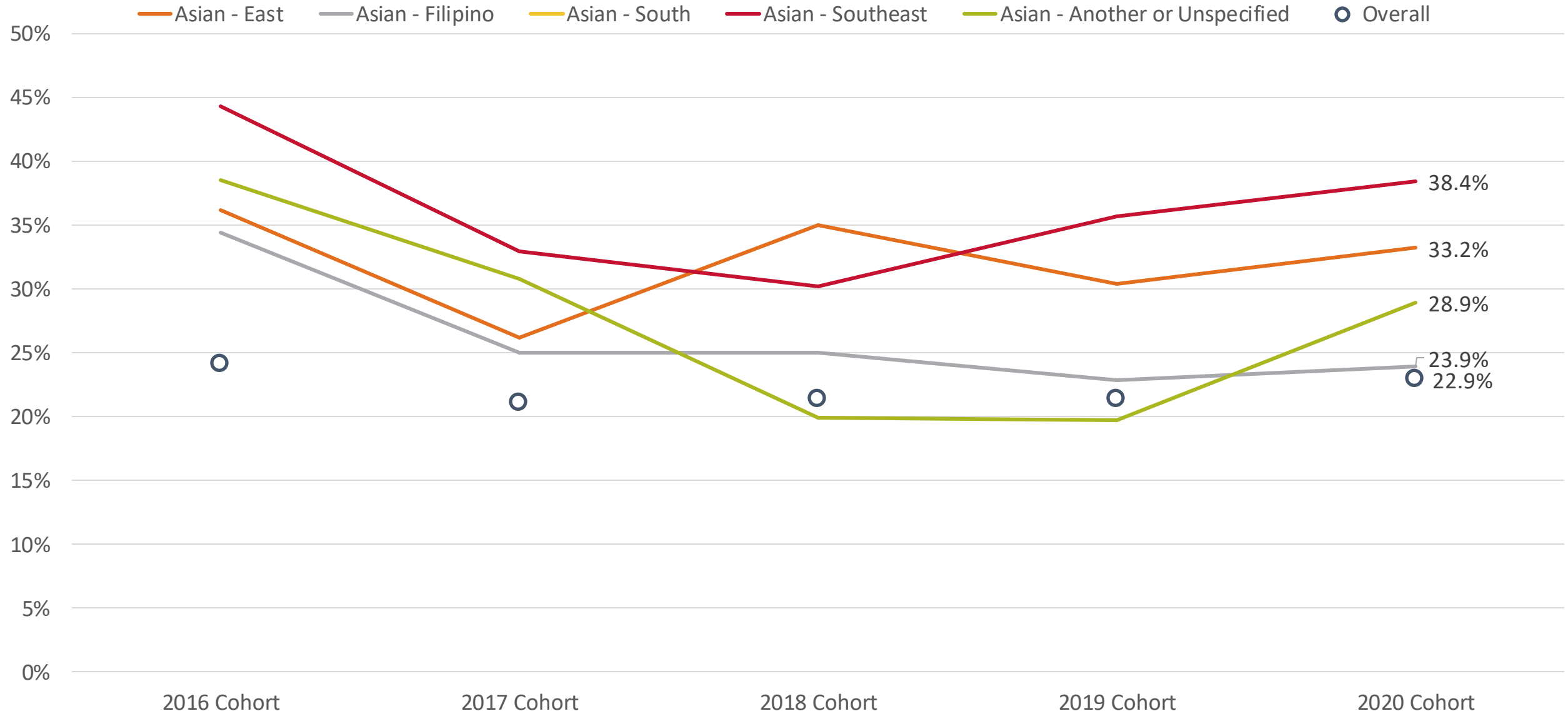


1-Year College Level Math Completion

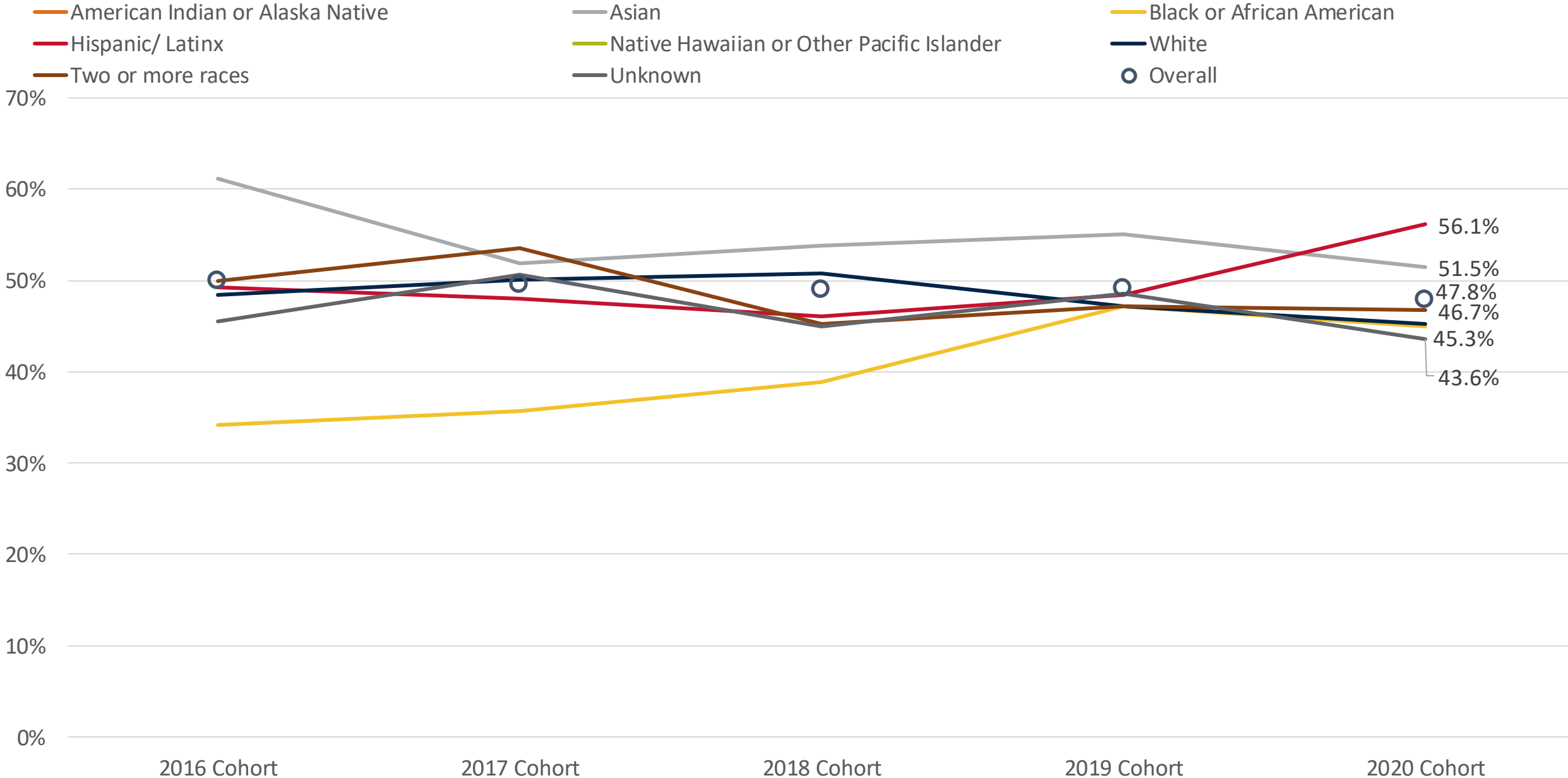


1-Year College Level Math Completion

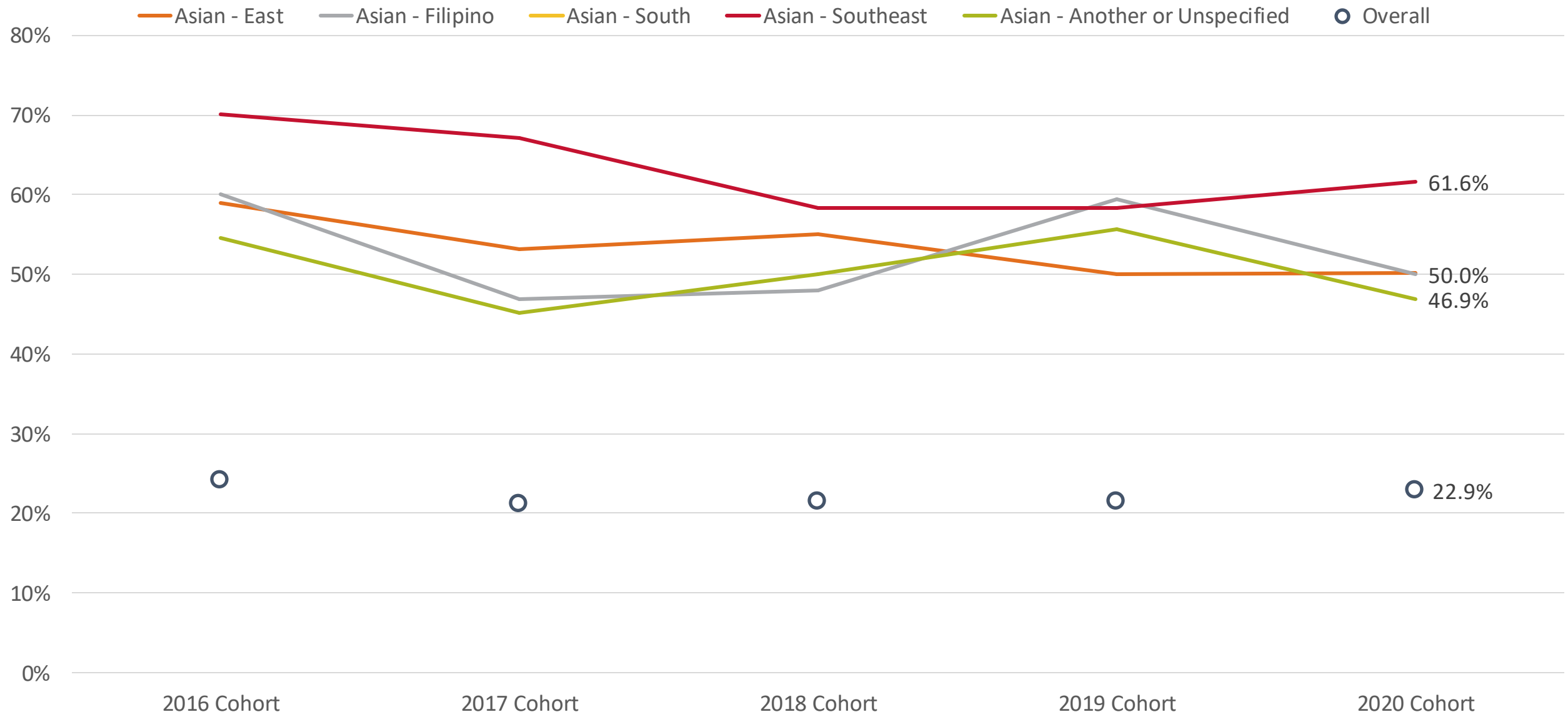
Asian Disaggregation



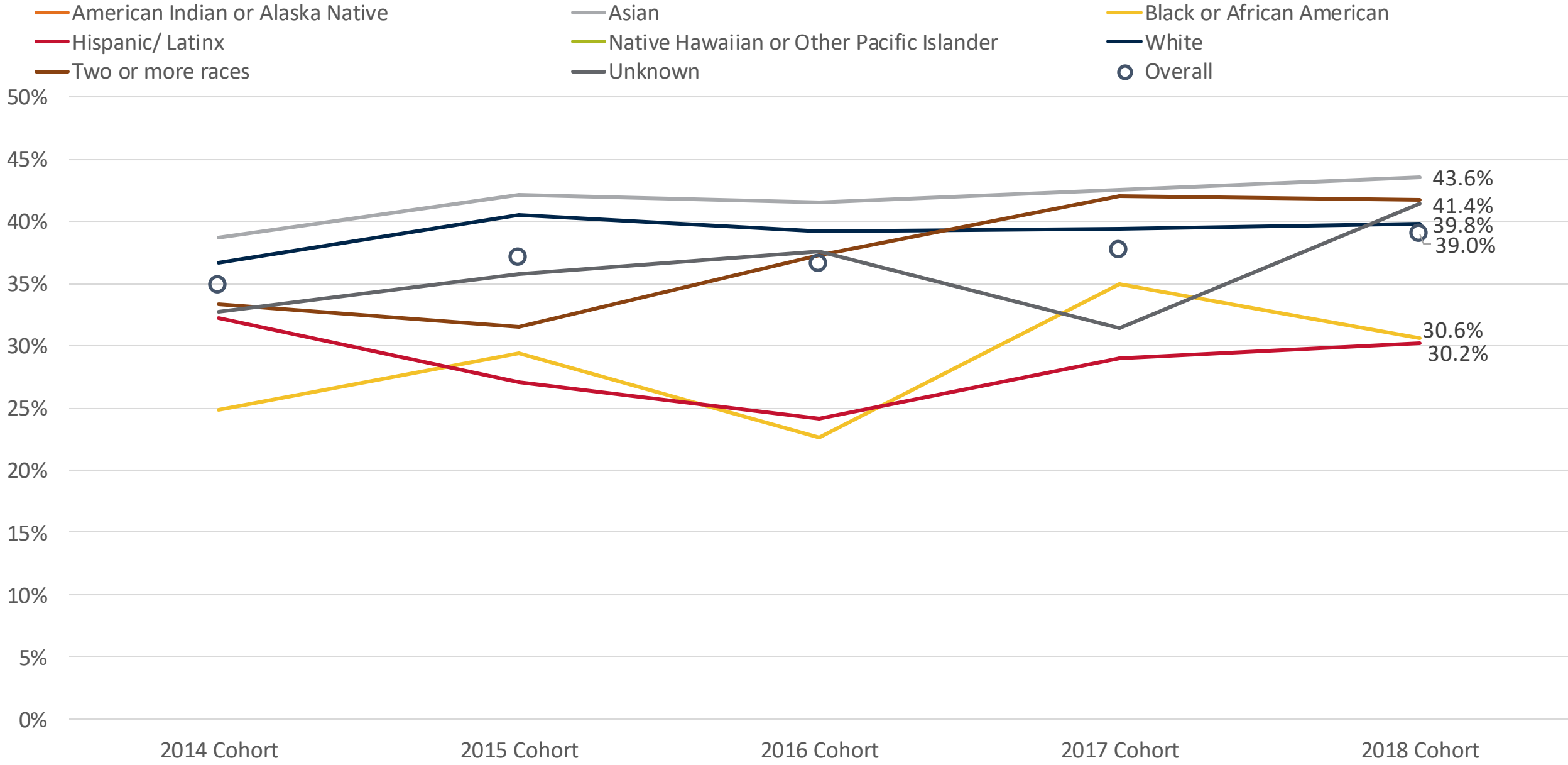
Fall to Fall Retention



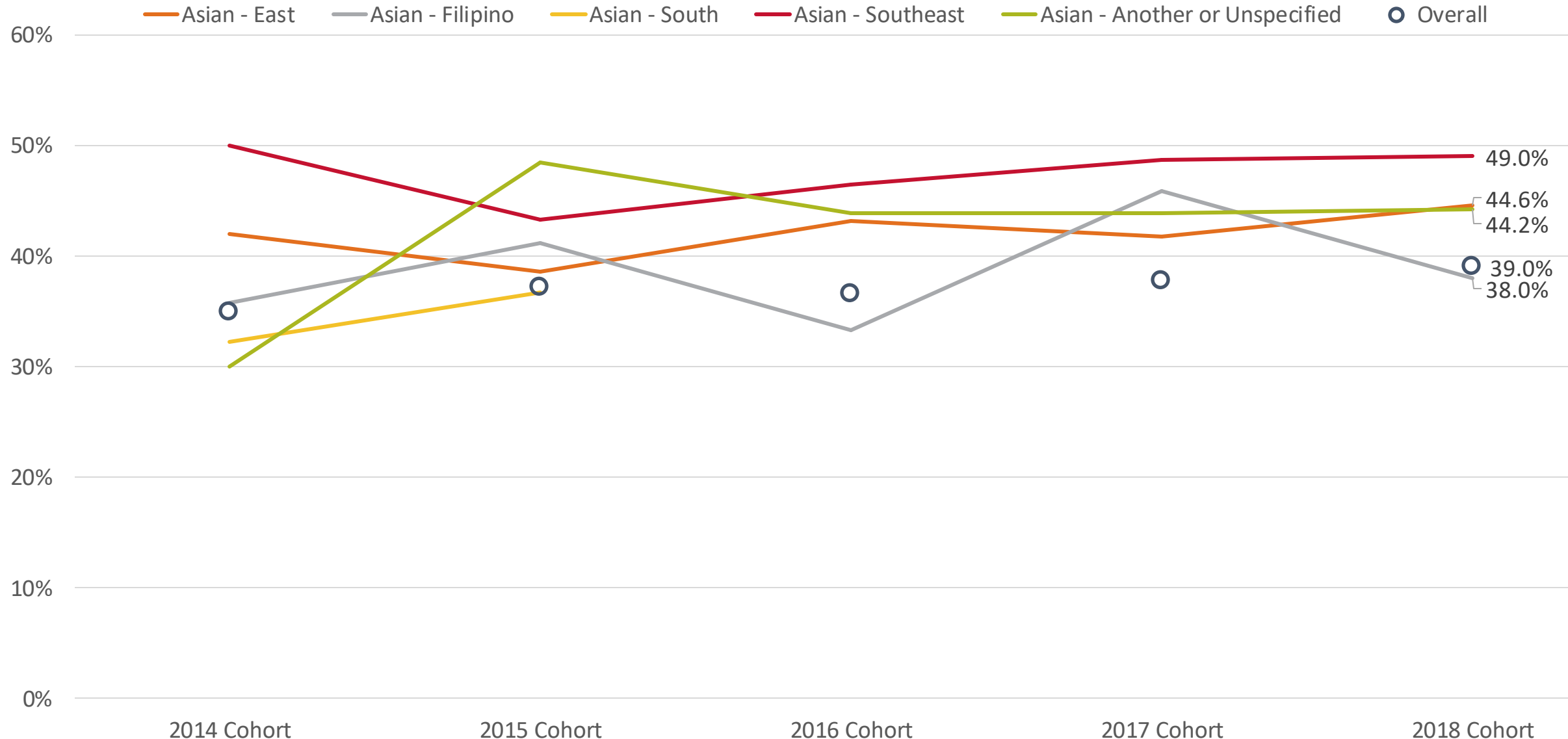
Fall to Fall Retention Asian Disaggregation

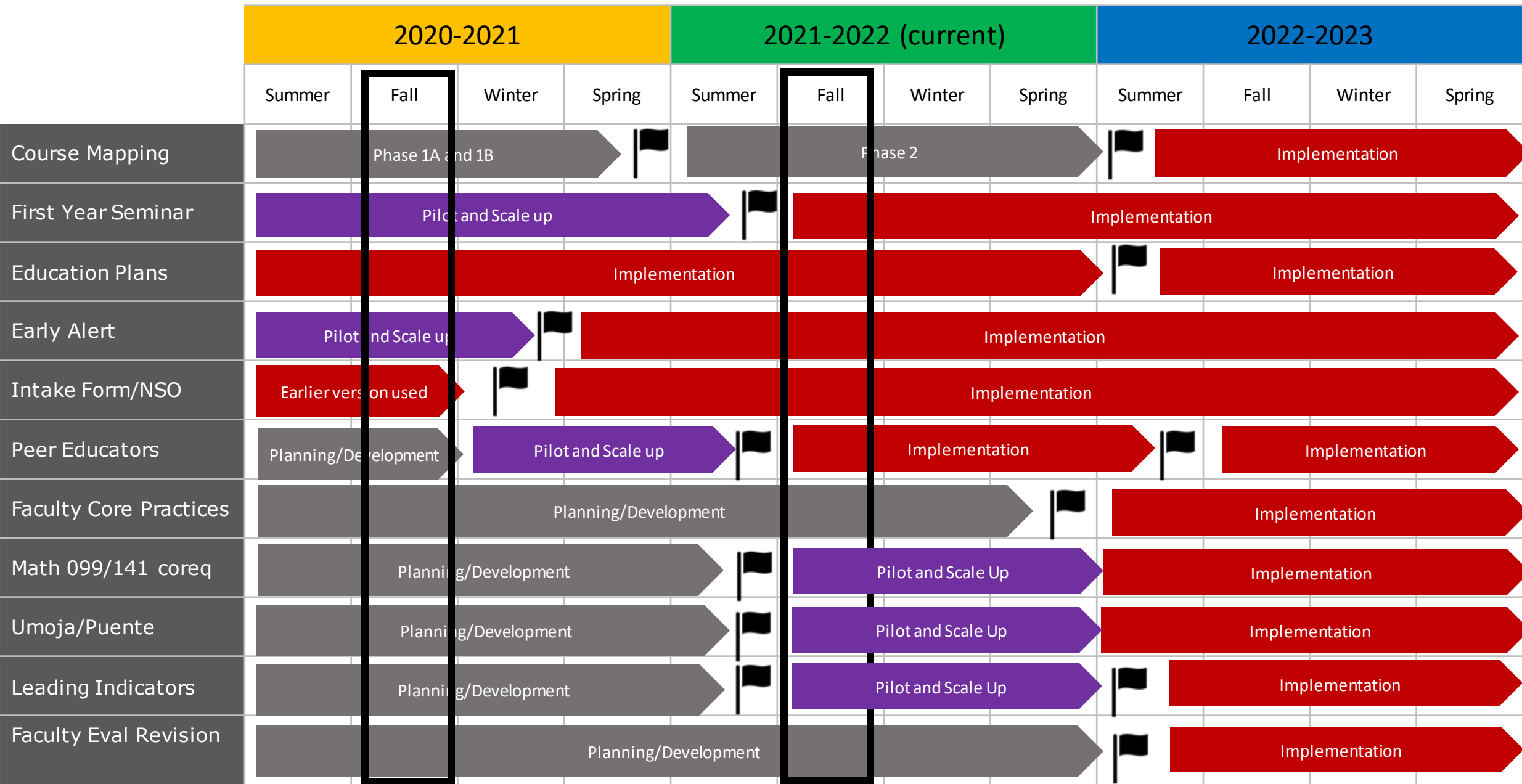


3-Year Completion



3-Year Completion Asian Disaggregation





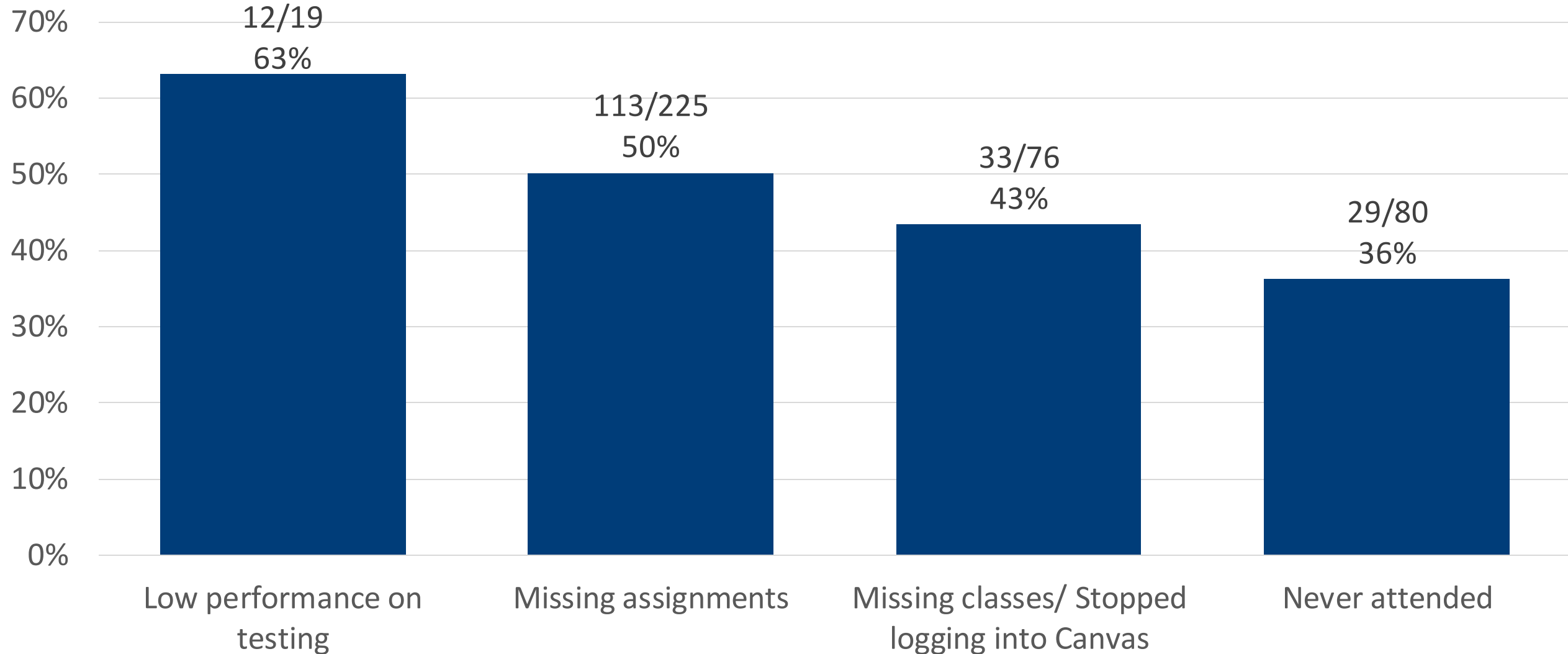
Bellevue College
Achieving the Dream

*Early Alert's Early Impacts
In Numbers & Stories*

Strategies Implemented: Early Alert

- Student Success & Retention Office
- Website
- Hired three Early Alert Coordinators/Peer Educators

Fall To Spring Retention by Early Alert Type



What do students say about receiving an Early Alert?

“Once again, I greatly appreciate you reaching out to me and sharing my professor's concerns, as well as these resources. It is a tremendous help and gives me satisfaction in my choice of Bellevue College to pursue my academic goals.”

“...I was extremely overwhelmed despite my Instructor, Mrs. C, being incredibly having organized, patient and available office hours. I just took too big a leap the first quarter. I'm stepping back, continuing my FYS class to help me feel more comfortable and narrow my areas of interest.”

What do students say about receiving an Early Alert?

"I'm doing okay, disappointed that I completely put school to the side this quarter, but I'm going to do my best to stay focused next quarter. To be honest, I kind of gave up on this quarter as it feels basically impossible to climb my way back to a respectable grade. Thank you again for reaching out, it means a lot to me. "

"I'm sorry to miss you call earlier this morning. Yes, I'm good! Thanks for reminding me the missed assignment. I will contact instructor this week so that I can make up those assignments ASAP. "

Bellevue College
Achieving the Dream

Final Thoughts

Patience – Transformational change takes time, and our expectations should be set with that in mind.

Stability – Temporary and vacant leadership positions increase challenges and setbacks for the effective coordination and implementation of our efforts.

Balance – Efforts to implement strategic initiatives compete with responding to immediate needs, such as the COVID-19 pandemic and ctcLink implementation; we need to address both while acknowledging our capacity.