# Board of Trustees
## Community College District VIII

REGULAR MEETING
### April 20, 2022

## 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, April 20, 2022. The business session will begin at 9:30 AM. This meeting will be conducted in-person in B201 for a limited number of attendees and remotely 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/85170071445

Or dial in by telephone: +1 253 215 8782     Webinar ID: 851 7007 1445

**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

9:30 AM    BUSINESS SESSION

    I.    Call to Order    Richard Leigh

    II.    Agenda and Minutes
- A.  Approval of Agenda for April 20, 2022
- B.  Approval of Minutes from March 16, 2022

9:35 AM    III.    Constituent Reports
- A.  Classified    Becky Turnbull
- B.  College Assembly    Valencio Socia
- C.  Faculty    Chace Stiehl
- D.  Foundation    Lisa Brock

|         |      | E.  Student | Theint Thu |
|---------|------|-------------|------------|
| 10:00 AM | IV. | Program Highlight: Bachelor of Applied Science (BAS) in Cybersecurity and BAS in Artificial Intelligence | Alysa Dobrowolski (Kelsey), Diane Walser, and Dena Laney |
| 10:25 AM | V. | First Read Items<br>A.  Sabbatical Leave Requests<br>B.  2022-2023 Board Meeting Dates | Rob Viens<br>Alicia Keating Polson |
| 10:35 AM | VI. | Student Success Report | Jennie Mayer, Esteban Maldonado, and Zach Morgan |
| 11:00 AM | VII. | President's Report | Gary Locke |
| 11:10 AM | VIII. | Diversity, Equity, and Inclusion Report | Consuelo Grier |
| 11:20 AM | IX. | Board Report | Richard Leigh |
| 11:25 AM | X. | Unscheduled Business or Public Comment | |

11:35 AM  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.

12:00 PM  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, 3000 Landerholm Circle SE, state of Washington, was held on Wednesday, March 16, 2022. This meeting was conducted virtually. The meeting was accessible to the public via Zoom. A telephone line was also available. Merisa Heu-Weller, Vice Chair, presided.

**MINUTES**

The business session was called to order at 2:05 PM.

I.    **ROLL CALL**

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

II.   **AGENDA**

Trustee Dietzel made a motion to approve the agenda (March 16, 2022) and the minutes (February 16, 2022). Trustee West seconded.

The motion passed unanimously.

**Announcement**
Assistant Attorney General (AAG) Bruce Marvin made an announcement welcoming Tricia Boerger who is the new AAG assigned to work with Bellevue College. The trustees thanked AAG Marvin for his commitment and work with Bellevue College and welcomed AAG Boerger to the College.

III.  **ACTION ITEMS**

A.   Tenure Candidates
Motion 7.22

Trustee Fukutaki moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Alicia Dehart, Science (Mathematics). Trustee Dietzel seconded.

The motion passed unanimously.

Motion 8.22

Trustee Dietzel moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Betty Torrell, Arts and Humanities (Interior Design). Trustee Fukutaki seconded.

The motion passed unanimously.

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Motion 9.22

Trustee Heu-Weller moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Charlene Cheng, Institute for Business and Information Technology (Data Analytics). Trustee Fukutaki seconded.

The motion passed unanimously.

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Motion 10.22

Trustee Fukutaki moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Eric Stewart, Health Sciences, Education and Wellness Institute (Healthcare Informatics). Trustee Dietzel seconded.

The motion passed unanimously.

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Motion 11.22

Trustee Dietzel moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Evan Drake, Institute for Business and Information Technology (NSCOM). Trustee Fukutaki seconded.

The motion passed unanimously.

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Motion 12.22

Trustee Heu-Weller moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Jacqueline Miller, Science (MBS/Life Science). Trustee Dietzel seconded.

The motion passed unanimously.

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Motion 13.22

Trustee Fukutaki moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Jennifer Parada, Social Science (Psychology). Trustee Dietzel seconded.

The motion passed unanimously.

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Motion 14.22

Trustee Dietzel moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Liangmin Zhou, Science (Mathematics). Trustee Fukutaki seconded.

The motion passed unanimously.

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Motion 15.22

Trustee Heu-Weller moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Marilu Bumgardner, Health Sciences, Education and Wellness Institute (Nursing). Trustee Fukutaki seconded.

The motion passed unanimously.

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Motion 16.22

Trustee Fukutaki moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Minnat Hamada, Health Sciences, Education and Wellness Institute (Nursing). Trustee Dietzel seconded.

The motion passed unanimously.

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Motion 17.22

Trustee Dietzel moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Patrick Torres, Science (Mathematics). Trustee Heu-Weller seconded.

The motion passed unanimously.

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Motion 18.22

Trustee Heu-Weller moved that the Board of Trustees of Community College District VII hereby grants tenure for the 2022–23 academic year to Tyler Saxon, Social Science (Economics). Trustee Dietzel seconded.

The motion passed unanimously.

IV.    **CONSTITUENT REPORTS**

A.  Student

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

- Thu congratulated the newly awarded tenured faculty.
- Student Council will meet beginning in Spring Quarter and ASG is recruiting students for the council.
- The C-Building Task Force has opened up again for more students to participate in the process. Three million dollars have been allocated to the C-Building Task Force.
- Thu provided an update on S&A Fee Committee allocations, which will be communicated to campus soon.

B.  Classified

The Classified report was provided by Becky Turnbull, Chief Shop Steward for the Washington Public Employees Association (WPEA).

- Turnbull began her report by sharing many examples of how classified staff are making positive contributions to Bellevue College.
- Classified are concerned about the budget, mental health of employees, and reclassification issues.

C.  College Assembly

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

- Governance is excited to welcome the new Associate Director of Policies and Special Projects, Lori Keller, who will oversee and support the governance system.
- The College Assembly meeting on March 21 will be a closed meeting. A recent meeting included several guests, including Amanda Morris, Megan Kaptik, and Justyce Wright, to learn about different services and resources the college offers to students.
- May 11 is professional development day for faculty, classified, and exempt employees.
- Thanks to college leadership and the BC Foundation for the $10 gift card that was provided to employees as a thank you for their service.

D.  Faculty

The Faculty report was provided by Chace Stiehl, Acting President of the Bellevue College Association of Higher Education (BCAHE).

- Stiehl congratulated the newly awarded tenured faculty and the Board for reviewing the extensive candidate materials.
- Stiehl provided his thoughts on the changing landscape of higher education.

E.   Foundation

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

- Brock announced the three recipients of the Lockwood grant: Sonya Doucette, Expanding Student Air Quality Research in General Chemistry; Jun Xu, Writing Across the Curriculum Program; and Marie Koole, OLS Creating an Online Cohort – Phase Two.
- Scholarship applications have closed for this year. Six hundred students applied and over $500,000 will be awarded.
- KBCS will host an on-air pledge drive next week.
- The Foundation breakfast will be an in-person event on April 20.

V.   **QUARTERLY REPORTS**

A.   Finance Report

Dennis Curran, Vice President of Administrative Services and Jim Craswell, Executive Director of Finance and Auxiliary Services provided the mid-year finance report for fiscal year 2021-22. Continued enrollment declines through Winter Quarter have impacted the annual financial projections as follows:

- $12 million revenue shortfall - declining student enrollment
- $5.5 million projected loss for 2021-22

The College weathered the first full fiscal year of the COVID pandemic with minimal financial impact. Year two of the pandemic however, is trending toward an overall 12% enrollment reduction with an additional 3% enrollment decline forecast for 2022-23.

This year's anticipated revenue loss of $12 million has been partially mitigated by scaling back class scheduling to match enrollment decline, and reducing staff-related expenses where possible. Development for next year's budget is underway with continued scaling down of expenses to meet revenue and enrollment decline.

VI.   **UPDATE ON BC PRIORITIES PROJECT**

Zack Morgan, Executive Director of Effectiveness and Research, presented the update on the BC Priorities Project.

The *Priorities Project* is an initiative charged by the Board to identify the priorities and values to guide the College in the next three to five years and support the identification and selection of the next president of the College. Over the past month, Attain Partners facilitated 26 confidential interviews, 18 focus groups, and 2 town halls across both internal and external constituencies. Presently, a survey is available to students, employees, and alumni to capture more broadly the issues and priorities of the college. A report from Attain synthesizing the findings of these stakeholder feedback activities is expected by the end of March.

Following the receipt of the synthesis report, the project team will work to share the findings with the college community and initiative the iterative development of the *Priorities Report*. The

report will reflect on the findings and make recommendations to the Board, to executive leadership, and to all members of the college community. The iterative development is an approach by which the college community will be able to follow along with and contribute to the drafting of the report, version by version, from initial to final draft. The final report is expected to be shared with the Board at the June 15 meeting.

VII.    **PRESIDENT'S REPORT**

Gary Locke, Interim President of Bellevue College, provided the monthly president report.
- Bellevue College is striving to get back to the new normal in Spring Quarter, including offering more in-person classes.
- College leadership is not looking at furloughs, instead looking to right-size the college based on enrollment. The college's focus is on attracting new students, as well as retaining current students.
- A large portion of BC students are adults (over 25). Over half of adult students are married or have life partners; 45% have children; 58% are working either full-or part-time. These students very much want online classes either synchronous and asynchronous. Many adult students want access to services at more convenient hours, which are not always business hours. Many of our students also want an on-ground experience, so Bellevue College must offer a robust atmosphere where many opportunities for student engagement exist.
- As the work to right-size the budget to match enrollment continues, college leadership is also examining investment areas, including diversity, equity, and inclusion training for the entire campus and marketing to recruit new students. As the College right-sizes, money must be invested to improve the quality of programs, as well as also prioritize what is most important.

VIII.    **BOARD REPORT**

- Trustees West encouraged increased communication, transparency, patience, and collaboration between student groups.
- Trustee Fukutaki congratulated Consuelo Grier, Vice President of Diversity, Equity, and Inclusion on the great session she led met with community and technical college presidents in Washington.

IX.    **UNSCHEDULED BUSINESS/COMMUNITY TESTIMONY**

Dio Jean-Baptiste, student at Bellevue College, made a public comment on the Japanese Cultural Exchange Club.

Reza Forough, faculty member at Bellevue College, made a public comment on the budget and federal grants.

Teresa Descher, staff member at Bellevue College, made a public comment on mental health.

X.    **EXECUTIVE SESSION**

At 4:43 PM, Vice Chair Heu-Weller announced there would be an executive session beginning at 4:53 PM that would last approximately 45 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 5:40 PM.

XI.     **ADJOURNMENT**

There being no further business, Chair Leigh adjourned the Board of Trustees meeting at 5:40 PM.

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Richard Leigh, Chair
Board of Trustees

ATTEST:

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

**REGULAR MEETING AGENDA ITEM**

## PROGRAM HIGHLIGHT: BACHELOR OF APPLIED SCIENCE (BAS) IN CYBERSECURITY AND BAS IN ARTIFICIAL INTELLIGENCE

☒ **INFORMATION**           ☐ **FIRST READ**           ☐ **ACTION**

### Description

Diane Walser, Program Chair of the BAS Cybersecurity program, Dena Laney, Program Chair of the BAS Software Development *Artificial Intelligence* (AI) program and Alysa Dobrowolski (Kelsey), Program Manager, will present an overview of these two new bachelor degree programs.

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**Key Questions**

* ∗ Why get a BAS degree in Cybersecurity or AI?
* ∗ What benefits do these programs provide to students?
* ∗ What kind of program growth are we experiencing in our BAS Cybersecurity program?
* ∗ How is our new BAS AI degree program partnering with Intel's AI for Workforce Program?
* ∗ How does having a dedicated program manager help with student success and retention rates?

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### Analysis

The presentation will provide an overview of Bellevue College's two new exciting BAS degree programs in Cybersecurity and AI. Learn how the new BAS degree in AI fits within the IBIT BAS degree offerings and is partnering with Intel's AI for Workforce Program. The BAS Cybersecurity portion of the presentation will highlight the high industry demand for credentialed Cybersecurity professionals, how BC is working to meet that demand for students and employers, and how having a dedicated program manager is helping with student success and retention rates.

### Background/Supplemental Information

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

### Recommendation/Outcomes

The Board of Trustees will learn about two exciting new bachelor degree programs that Bellevue College is offering starting Fall 2022.

Prepared by:  Alysa Dobrowolski (Kelsey), Program Manager of BAS Information Systems & Technology
alysa.kelsey@bellevuecollege.edu.

# BELLEVUE COLLEGE

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## SABBATICAL LEAVE REQUESTS

☐ INFORMATION ☒ FIRST READ ☐ ACTION

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**Description**

The purpose of a Sabbatical Leave shall be to improve the professional skills of the faculty member through study, research, and creative work. The College will receive direct benefit of such an experience through the increasing effectiveness of those persons participating in a professional leave program.

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**Key Questions**
* What is the purpose of sabbatical leave?
* How many faculty members have applied for sabbatical leave for the 2022–2023 year?
* What is the Board of Trustees' role in the sabbatical leave process?
* How have sabbatical leaves been affected by ongoing budget constraints?

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**Analysis**

The Board of Trustees has committed, through the Negotiated Agreement, to make "every reasonable effort to grant at least 12 FTEF Sabbatical Leaves annually; provided that at least that number of applicants have applied and are ranked by the Sabbatical Leave Committee…" (Article 22, Section 3.6). The number of leaves granted is subject to fiscal and budget constraints and the calculation of the potential cost of replacement.

The Sabbatical Leave Committee received requests from 12 faculty members (25 FTEF total) for sabbatical leave to occur during the 2022–23 academic year. The Sabbatical Leave Committee met in February and March to review and rank the proposals and is recommending the requested leaves for seven individuals totaling 12 FTEF.

Ranking of Sabbatical Leave Requests by Sabbatical Leave Committee (12 FTEF):
1. Croix Saffin, Full Professor, Social Science - Sociology (3 FTEF)
2. Stephanie Hurst, Full Professor, Arts and Humanities - Communication Studies (1 FTEF)
3. Elena Maans-Lorincz, Associate Professor, Connected Learning- Library Media Center (2 FTEF)
4. Margaret Harada, Senior Associate Professor, Arts and Humanities - English (1 FTEF)
5. Sajonna Sletten, Associate Professor, Arts and Humanities - Basic & Transitional Studies (3 FTEF)
6. Mausumi Maulik, Full Professor, Science - Mathematics (1 FTEF)
7. Tim Jones, Full Professor, Social Science- Political Science (1 FTEF)

Alternates
1. Tim Jones, Full Professor, Social Science- Political Science (2 FTEF)

2. Ann Minks, Senior Associate Professor, Health Sciences Education and Wellness Institute - Allied Health (3 FTEF)

Note: Tim Jones requested three quarters (3 FTEF) of sabbatical leave; however, the Sabbatical Leave Committee recommended the Board approve one quarter (1FTEF) of sabbatical leave for Tim Jones so the total sabbatical leave of all recommended faculty is equal to 12 FTEF. The additional two quarters (2 FTEF) Tim Jones requested are listed in the alternate list.

The Office of Human Resources has provided the committee with the FTE replacement cost for these sabbaticals. This information, along with the committee's recommendation, has been forwarded to the Interim President.

**Background/Supplemental Information**
Summary of Sabbatical Leave Requests for 2022–23.

**Recommendation/Outcomes**
The Board of Trustees of Community College District VIII receives information about sabbatical leave requests as a future action item in the May meeting.

Prepared by:     Dr. Robert Viens, Associate Vice President of Academic Affairs
                 rob.viens@bellevuecollege.edu

# SUMMARY and RANKING OF SABBATICAL LEAVE REQUESTS FOR 2022–2023

**1.  Croix Saffin, Full Professor, Social Science - Sociology (3 quarters)**
Croix is requesting a 3-quarter leave starting in fall 2022. Croix will use their sabbatical time to begin envisioning, researching, and building a college that is committed to gender justice and sexual liberation of queer, trans and non-binary students, staff, and faculty. During their sabbatical, Croix will research other colleges around the country, as well interview queer, trans, and non-binary people about their experience in higher education, and utilize existing articles on LGBTQ+ student experience. They will then write and publish an article on practices that colleges and community colleges can adopt to better support queer, trans and non-binary students. They will bring this knowledge to BC to provide a place for queer, trans, and non-binary students, faculty, and staff to have a voice, through way of programs, initiatives, and curriculum. Their goal is to implement some of the findings into BC's practices and policies and hope to put BC ahead of the curve in addressing a growing student population.

**2.  Stephanie Hurst, Full Professor, Arts and Humanities - Communication Studies (1 quarter)**
Stephanie is applying for one quarter of sabbatical leave in spring 2023. She plans to complete a comprehensive review of literature on mindful communication in order to implement mindful communication practices to enhance her own as well as her colleagues' teaching methodologies and effectiveness. Stephanie will bring her findings into teaching her Communication Studies courses to create a more positive learning environment and enhance students' skills in their school and personal lives. Stephanie also plans to craft two 2-hour workshops open to all BC staff and faculty in order to cultivate compassion, empathy, and collaboration, and improve our campus climate.

**3.  Elena Maans-Lorincz, Associate Professor, Connected Learning- Library Media Center (2 quarters)**
Elena is an outreach librarian who is requesting a 2-quarter sabbatical leave beginning in Winter Quarter 2023 to gather hands-on data and observations and reflect on those findings and make a long-term outreach plan and focus on her work at the Bellevue College Library. Elena plans to visit twelve community and technical colleges across Washington state and gather ideas on space usage and design, as well as see how these libraries are serving and supporting their students of color, specifically their Black and LatinX students. Elena plans to use these experiences to help guide the BC Library remodel and redesign, as well as use new data and ideas from other institutions to build upon her previous work in outreach to support all students, and specifically Black and Latinx students.

**4.  Margaret Harada, Senior Associate Professor, Arts and Humanities - English (1 quarter)**
Maggie is applying for a one-quarter sabbatical leave to strengthen her teaching skills as she transitions from primarily doing administrative work at BC to once again getting back into the classroom. Maggie plans on research several different approaches to equitable grading practices in order to further implement them into her teaching. She also plans on delving into a personal writing and research project. Upon return, Maggie will use her experiences to teach writing more effectively, and to implement better research techniques into her courses, specifically English 201 (The Research Paper).

**5.  Sajonna Sletten, Associate Professor, Arts and Humanities - Basic & Transitional Studies (3 quarters)**
As an English Language Teacher, Sajonna is applying for three quarters of sabbatical leave in order to create English Language Acquisitions materials which leverage best practices in antiracist and culturally sustaining andragogy. Sajonna will work with mentors, attend conferences, partake in readings and research, and enroll in several courses in order to ultimately create material for antiracist and culturally sustaining language learning activities here at BC. Upon return she plans to implement this knowledge into her courses, and serve as Program

Chair for ESL, as well as continue her work leading social justice initiatives on campus, with a greater proficiency in diversity, equity, and inclusion practices.

**6. Mausumi Maulik, Full Professor, Science - Mathematics (1 quarter)**
Mausumi is a mathematics faculty with more than a decade of teaching experience, and is applying for one quarter of sabbatical leave. Mausumi will use her time on sabbatical to work with local high school algebra teachers and look into their algebra curriculum in an effort to find out why some high school students lack the required algebra skills in BC's pre-calculus courses and what can be done to help BC's pre-calculus students to be successful. She will also learn some new and effective ways of teaching younger students by attending and teaching at high school classes. In doing this, she aims to gain a better understanding of the needs of the Running Start students and other students in college-level math classes at BC. Mausumi will share her experiences with the BC math department to create an algebra review package for pre-calculus students at BC.

**7. Tim Jones, Full Professor, Social Science- Political Science (1 quarter)**
As a Political Science and International Studies Professor, Tim Jones is requesting three quarters of sabbatical leave. Tim plans to join the non-profit Common Power to engage in campaign events for the upcoming 2022 elections. He plans to bring this experience back to his classroom by giving his students a deeper personal understanding of civic engagement. He also plans to rekindle his passion for international politics by traveling to Costa Rica and taking part in a Spanish language immersion program there. By once again becoming a student himself, Tim would bring back empathy and a greater sense of connection with his students, particularly LatinX students. As the chair of The International Studies Program here at BC, he also hopes to bring a "jolt of energy" to BC and our students in order to move the program forward.  Note: The Sabbatical Committee recommended that

# ALTERNATES

1. **Tim Jones, Full Professor, Social Science- Political Science (2 quarters)**

As a Political Science and International Studies Professor, Tim Jones is requesting three quarters of sabbatical leave. Tim plans to join the non-profit Common Power to engage in campaign events for the upcoming 2022 elections. He plans to bring this experience back to his classroom by giving his students a deeper personal understanding of civic engagement. He also plans to rekindle his passion for international politics by traveling to Costa Rica and taking part in a Spanish language immersion program there. By once again becoming a student himself, Tim would bring back empathy and a greater sense of connection with his students, particularly LatinX students. As the chair of The International Studies Program here at BC, he also hopes to bring a "jolt of energy" to BC and our students in order to move the program forward.

2. **Ann Minks, Senior Associate Professor, Health Sciences Education and Wellness Institute - Allied Health (3 quarters)**

Ann has worked at Bellevue College for 20 years and has a background in developing educational textbooks. During her 3-quarter leave, she would work with a well-established publisher, Kendall Hunt to author a textbook on medical computer applications geared specifically toward BC student needs. This would provide BC students with a more streamlined curriculum in an AHE class, which in turn would meet the needs of our community employer partners. The textbook proposed will provide instructions for faculty who teach the topic, since many prof-tech allied health faculty are not familiar with the comparative analysis method of instruction in this subject. The text will also provide a link to free web resources to accompany the curriculum. Upon return, Ann hopes to incorporate the new material into the curriculum for use in fall quarter 2023.

## 2022-2023 BOARD MEETING DATES

☐ INFORMATION          ☒ FIRST READ          ☐ ACTION

**Description**

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

The following dates are being submitted for the Board's consideration as regular meeting dates for the 2022-2023 academic year.

**2022-2023 Academic Year**

Wednesday, September 21, 2-6 PM
Wednesday, October 19, 2-6 PM
Wednesday, November 9, 2-6 PM
Wednesday, December 14, 2-6 PM
Wednesday, January 18, 2-6 PM
Wednesday, February 15, 2-6 PM
Wednesday, March 15, 2-6 PM
Wednesday, April 12, 2-6 PM
Wednesday, May 17, 2-6 PM
Wednesday, June 14, 2-6 PM

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**Key Questions**
* Do the proposed dates meet the needs of the college in maintaining its administrative and contractual obligations?
* Do the proposed dates conflict with any major religious or secular holidays, local school district breaks, or other dates that might cause key personnel to be unavailable?
* Do the proposed dates meet the needs of the individual trustees?

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**Analysis**

The proposed dates meet the needs of the college in maintaining its administrative and contractual obligations and do not conflict with any major religious or secular holidays according to the common religious and U.S. public holiday calendar. None of the proposed dates conflict with school breaks during the 2022-2023 academic year for the Bellevue, Issaquah, and Mercer Island School District calendars. Further, the last meeting in June occurs before the final day of school for the school districts. The

proposed meetings dates do not conflict with the ACCT Leadership Congress, ACCT National Legislative Summit, or ACT Fall, Winter, or Spring Conference dates.

As requested by the Board, there are a total of 10 regular meeting dates. Other dates may be scheduled further into the 2022-2023 year, including a summer Board retreat.

**Recommendation/Outcomes**
That the Board of Trustees of Community College District VIII consider the schedule of meeting dates for 2022-2023.

Prepared by:     Alicia Keating Polson, President's Office
                 Alicia.keatingpolson@bellevuecollege.edu

## STUDENT SUCCESS REPORT

☒ INFORMATION          ☐ FIRST READ          ☐ ACTION

**Description**

This presentation provides a summary of the process and results of revising Bellevue College' Achieving the Dream/Guided Pathways student success leading indicators, and describes how these revisions will more meaningfully inform the measurement of institutional performance and provide actionable information across various departments and offices.

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**Key Questions**

1. Which student behaviors, interventions, and short-term outcomes provide meaningful information to evaluate institutional performance in advancing its student success initiatives as well as actionable student-level information to inform interventions and allow for effective research and analysis?
2. How is the college performing on these metrics for our current cohort relative to previous cohorts?

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**Analysis**

Leading indicators play a central role in evaluating the effectiveness of initiatives and informing the adaptation of practices and establishing expectations of future outcome measures. For Bellevue College's student success initiative known as Achieving the Dream/Guided Pathways, these leading indicators are important for not only establishing expectations of student retention and completion, but can also serve as intervention points in their own right, allowing opportunity for the College to act to better inform, intervene, or support students for whom the data forewarns of early and incomplete departures from the institution.

These indicators need to be thoughtfully designed to be meaningful. The Achieving the Dream Data Team worked through various criteria, resources, and data sources to identify and define new leading indicators for this work, and Effectiveness and Research operationalized and made reportable these indicators at both the aggregate and student levels.

**Background/Supplemental Information**
*Slide Deck: BoT Leading Indicators 2022-04-20*

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

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

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

# Student Success Report

Achieving the Dream (ATD) Leading Indicators | April 20, 2022

# 2021 – 2022 ATD Data Team Goals

- Develop true leading indicators that serve to provide meaningful and timely measurable information.

- Redefine ATD cohort definitions in light of ctcLink data and ATD Leader College resources.

- Develop a robust and comprehensive disaggregation framework for ATD and student success metrics.

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# Leading Indicator Revision Goals

- Inform interventions for the students being measured

- Evaluate institutional effectiveness early and often throughout cohorts' journeys

- Predict future variances in institutional outcome measures

- Allow for research activities to investigate relationships between student characteristics, behaviors, and achievement

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# Leading Indicator Revision Criteria

- Student-level data to inform action for individual students
- Able to be aggregated to evaluate institutional progress
- Able to be operationally defined using currently available data
- Distinct from our Institutional Metrics or other summative measures
- **Not** time-bound to allow for monitoring over time and impact for change
- Expectation of variance due to diversity of student journeys

- Can be positively or negatively framed.

# Transitioning our "Every Student Will" Statements

- Every student will develop an education plan

- Every student will choose a Pathway in their 2nd quarter at BC

- Every student will participate in advising

- Every student will complete college level math in their first year

- Every student will engage with support services to assess their progress regularly

- Every student will be taught by faculty who engage students using evidence-based practices

# The Bulldog Trail

Support Services
are available for students
all along the Bulldog Trail

## Explore
PRE-ENTRY TO ADMISSION:
Admission
New Student Orientation
Support Services

## Connect
ADMISSION TO READY FOR DAY 1
Intake Form
Register for classes
Advising

## Engage
FIRST 3 QUARTERS:
First-Year Seminar/Ed Plan
Choose a Pathway
Complete ENGL/MATH

## Learn
4TH QUARTER AND BEYOND:
Equity-minded faculty
Early Alert
Peer Educators

## Achieve
FINAL QUARTER
TO GOAL ATTAINMENT:
Career Connections
Transfer / Graduate
Enter Workforce

## Thrive
ALUMNI TO LIFELONG CONNECTION:
Alumni Connections
Continuing Education
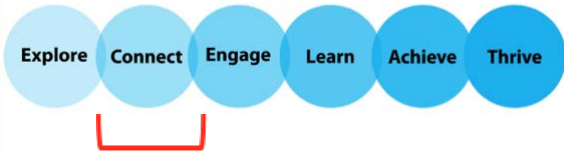Community
Engagement

# Our New Leading Indicators

- English placement
  - (Enrollment into English)

- Math placement
  - (Enrollment into Math)

- Advising

- Education Plan
  - (Enrollment matching Ed. Plan)

- First Year Seminar

- Early Alert

- Early Registration

- Units Earned

- DFWI

- Academic Standing

- FAFSA/WASFA

# English Placements by 1st Winter

Of the students in each ATD Cohort, how many have placed into an English course or enrolled in a starting English course as of a given quarter along their journey at BC?
Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative, including those who placed or enrolled in previous quarters.

Explore   Connect   Engage   Learn   Achieve   Thrive

Quarter Timer
1st Winter

StudentType
General

Disaggregate By
All

**All**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| % Enrolled | 75% | 74% | 74% | 74% | 74% | 69% |

% Placed in English of Cohort

- Fall 2016: 3.0%
- Fall 2017: 26.9%
- Fall 2018: 38.3%
- Fall 2019: 41.0%
- Fall 2020: 44.9%
- Fall 2021: 41.4%

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| All | 3.0% | 26.9% | 38.3% | 41.0% | 44.9% | 41.4% |

*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary

# Math Placements by 1st Winter

Of the students in each ATD Cohort, how many have placed into a Math course or enrolled in a starting Math course as of a given quarter along their journey at BC?
Displayed as a percentage of the cohort overall, including those no longer enrolled.  Data is cumulative, including those who placed or enrolled in previous quarters.
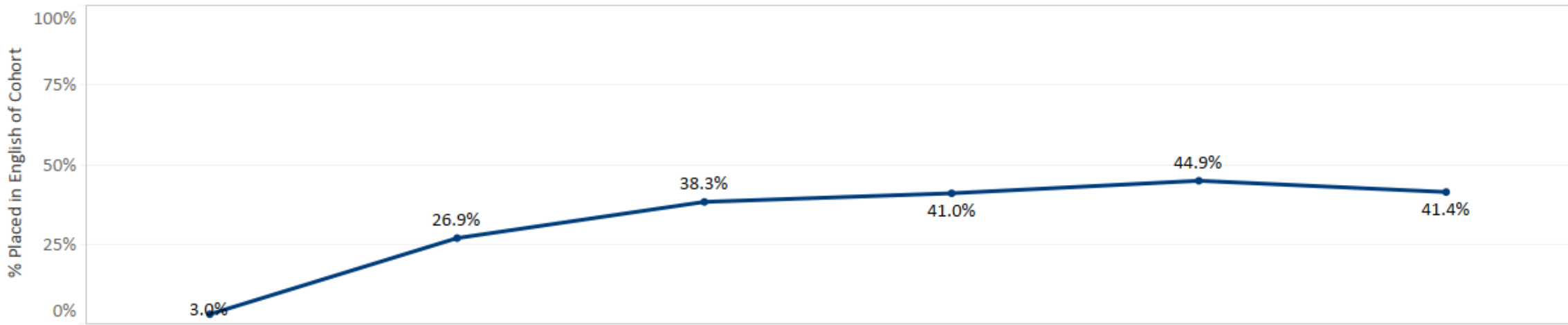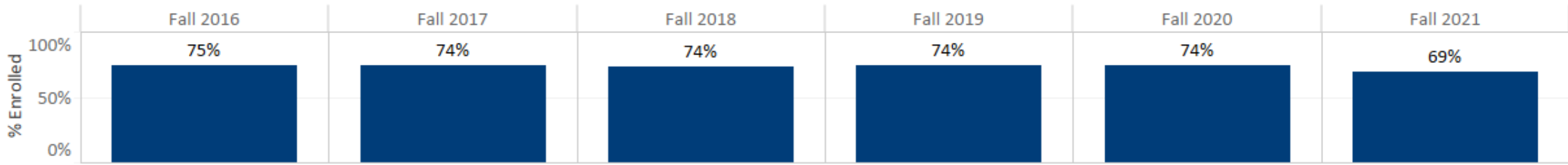
Explore  Connect  Engage  Learn  Achieve  Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Winter | General | All |

**■ All**

**% Enrolled**

| Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|
| 75% | 74% | 74% | 74% | 74% | 69% |

**% Placed in Math of Cohort**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| All | 6.1% | 8.9% | 17.0% | 14.7% | 41.8% | 40.8% |

*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary
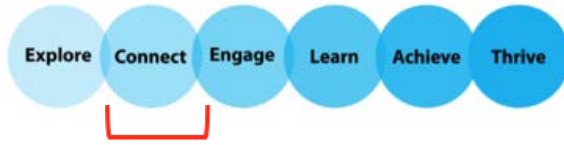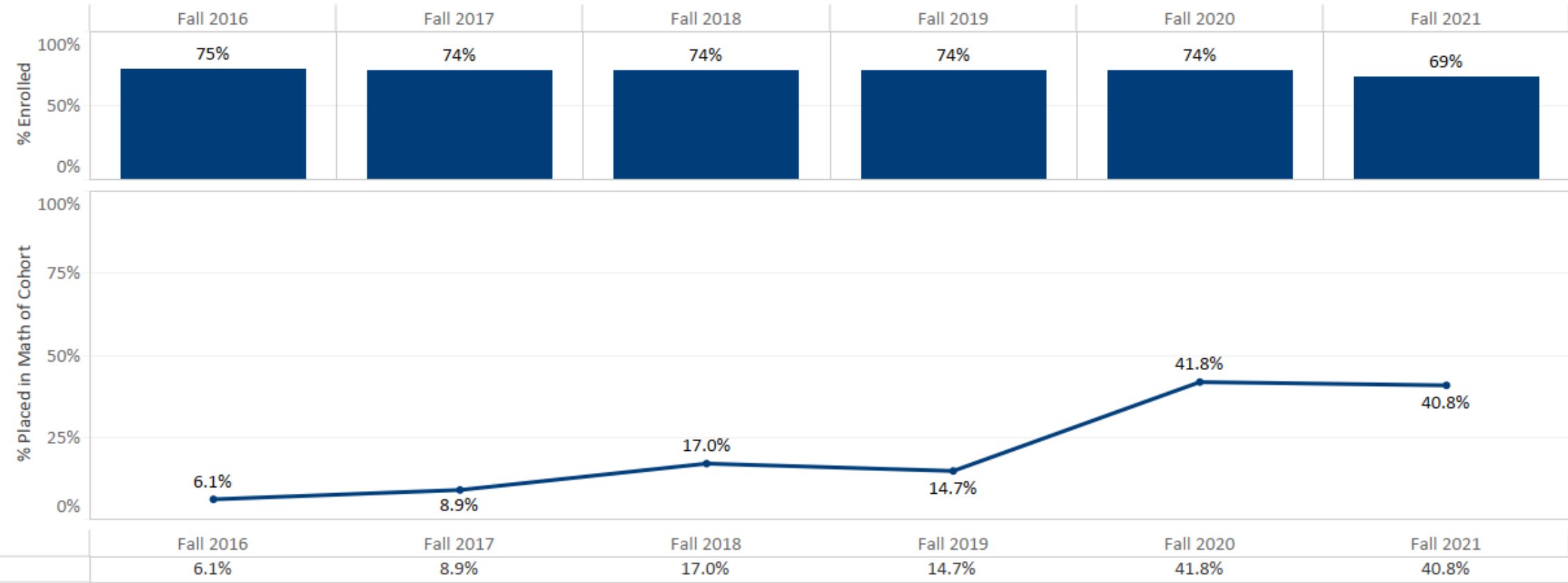
# Engaged with Academic Advising by 1st Winter within Academic Year

For students in each ATD Cohort, how many have had a documented meaningful engagement with an academic advisor or similar role that year as of a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative within each year, resetting at the fall quarter of the subsequent year. Documented meaningful engagements are correspondence between the student and an advisor logged within a platform meant to capture and support such engagements. Excluded activity tied to the Early Alert program. *Advising Engagement data collection began in Fall 2020.*

Explore　Connect　Engage　Learn　Achieve　Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Winter | General | All |

■ All

**% Enrolled**

Fall 2020: 74%
Fall 2021: 69%

**% Engaged with Advising of Enr..**

| | Fall 2020 | Fall 2021 |
|---|---|---|
| All | 3.5% | 26.0% |

*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary
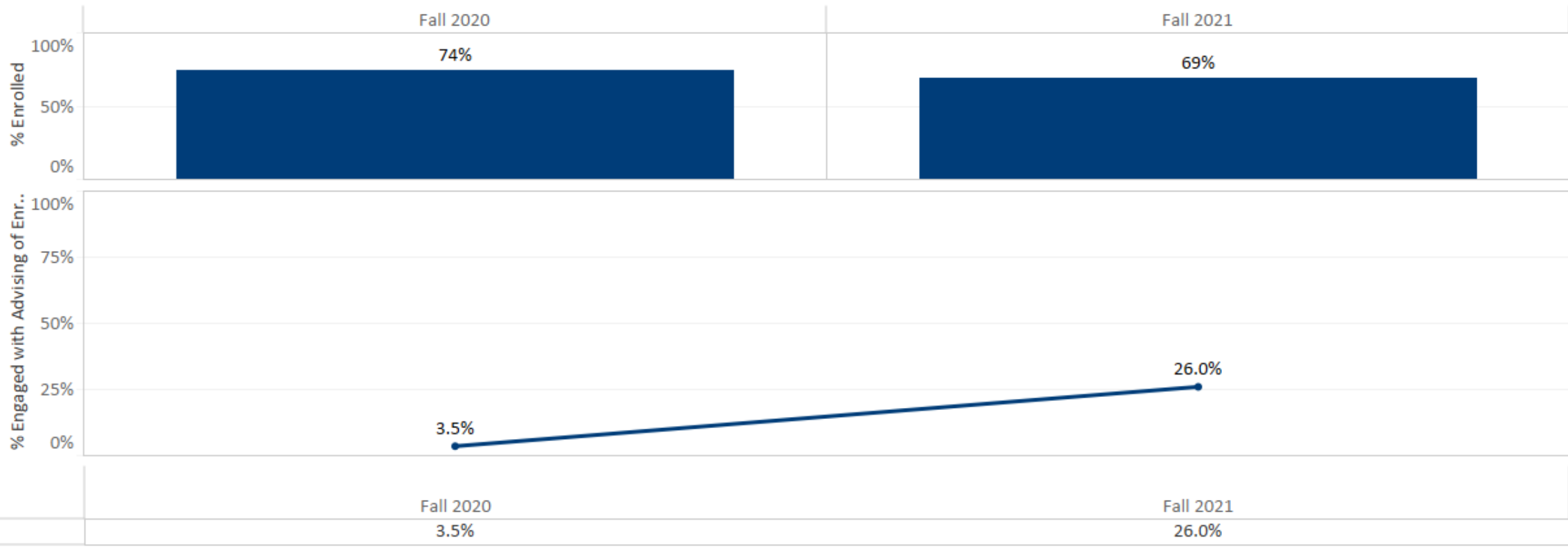
# Education Plans by 1st Winter

Of the students in each ATD Cohort, how many have a documented active education plan as of a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative, including those with education plans documented in previous quarters. *Education Plan data collection began in Fall 2020.*
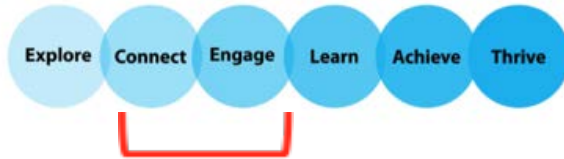
Explore    Connect    Engage    Learn    Achieve    Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Winter | General | All |

**All**

### % Enrolled

| Fall 2020 | Fall 2021 |
|---|---|
| 74% | 69% |

### % with Education Plans of Cohort
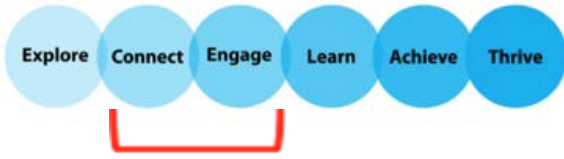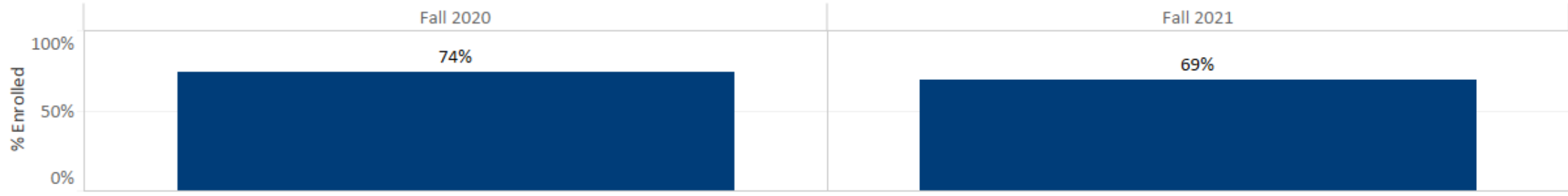
| | Fall 2020 | Fall 2021 |
|---|---|---|
| All | 9.3% | 20.5% |

*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary

# First Year Seminar or Equivalent by 1st Winter

For students in each ATD Cohort, how many have registered for or completed a First Year Seminar or equivalent course as of a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative, including completions in prior quarters. First Year Seminar was added as a requirement in AY 2021-22 for the Associates in Arts & Sciences AAS-DTA degree, the most commonly awarded degree at Bellevue College.
https://catalog.bellevuecollege.edu/content.php?catoid=8&navoid=377
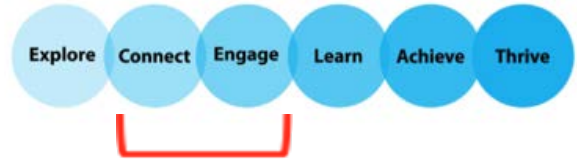
Explore    Connect    Engage    Learn    Achieve    Thrive

**Quarter Timer**
1st Winter

**StudentType**
General

**Disaggregate By**
All

■ All

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| % Enrolled | 75% | 74% | 74% | 74% | 74% | 69% |

% with FYS or equivalent of Cohort
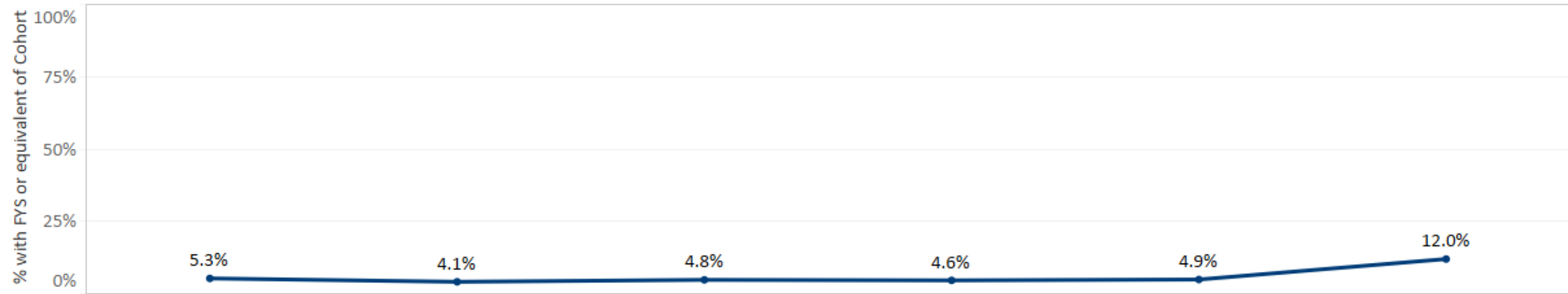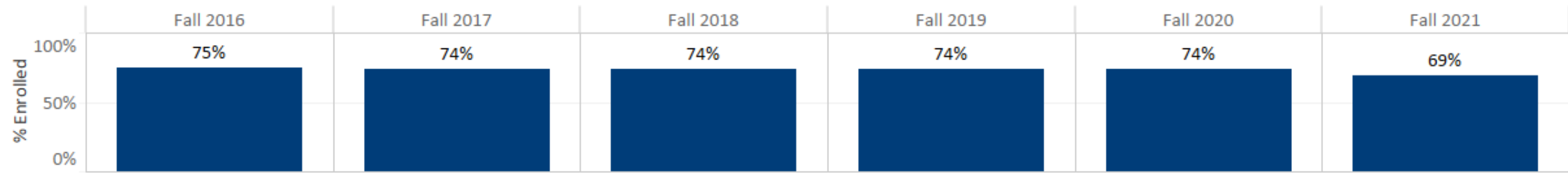
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| | 5.3% | 4.1% | 4.8% | 4.6% | 4.9% | 12.0% |
| All | 5.3% | 4.1% | 4.8% | 4.6% | 4.9% | 12.0% |

Data Dictionary

# Early Alerts by 1st Winter

Of the students in each ATD Cohort, how many have been identified by an instructor through the Early Alert program as of a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative, including those who included in previous quarters. Early Alert began implementation during the 2020-2021 academic year. This metric is expected to rise as instructor engagement in the program increases before falling due to the addressing of needs before entering the program. https://www.bellevuecollege.edu/studentaffairs/early-alert-for-academic-support/
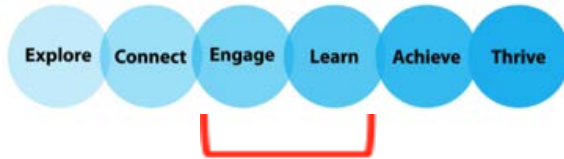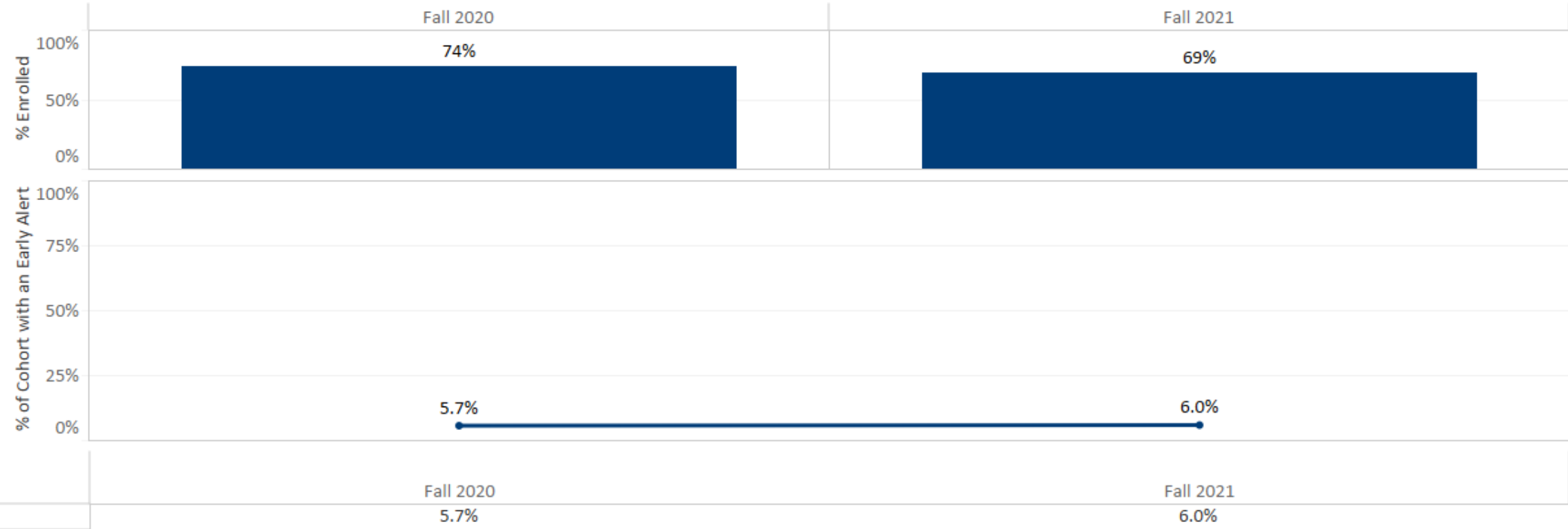
Explore  Connect  Engage  Learn  Achieve  Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Winter | General | All |

■ All



Fall 2020: 74%  
Fall 2021: 69%

% of Cohort with an Early Alert

Fall 2020: 5.7%  
Fall 2021: 6.0%

| | Fall 2020 | Fall 2021 |
|---|---|---|
| All | 5.7% | 6.0% |

Data Dictionary

# Early Registration for 1st Fall

For students in each ATD Cohort, how many have begun enrolling in classes at least two weeks before the start of the given quarter along their journey at BC? Displayed as a percentage only of these enrolled. Data is for the selected quarter independent of other quarters.

Explore   Connect   Engage   Learn   Achieve   Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Fall | General | All |

**All**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| % Enrolled | 100% | 100% | 100% | 100% | 100% | 100% |

% of Enrolled at Least 2 Weeks A...

84.5%   85.6%   86.8%   90.1%   93.1%   88.2%

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| All | 84.5% | 85.6% | 86.8% | 90.1% | 93.1% | 88.2% |

Data Dictionary

# Units Earned on Transcript by 1st Fall

For students in each ATD Cohort, what is the average number of credits students have applied to their transcript as of a given quarter along their journey at BC? Displayed as an average of the cohort overall, including those no longer enrolled. Data is cumulative, including units applied in previous quarters. You may choose to view the median student's number of credits instead of the average. The median student is the middle student who has an equal number of students applying more units as the number of students applying fewer units, regardless of how many more or fewer units those other students have applied.

Explore   Connect   Engage   Learn   Achieve   Thrive

| Quarter Timer | Central Tendency | Inc/Exc Transfer CR | StudentType | Disaggregate By |
|---|---|---|---|---|
| 1st Fall | Average Total Credits | Include Transfer Credits | General | All |

■ All

% Enrolled

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| | 100% | 100% | 100% | 100% | 100% | 100% |

Central Tendency of Credits of ..

Data points (line chart): Fall 2016: 17, Fall 2017: 16, Fall 2018: 18, Fall 2019: 17, Fall 2020: 20, Fall 2021: 17

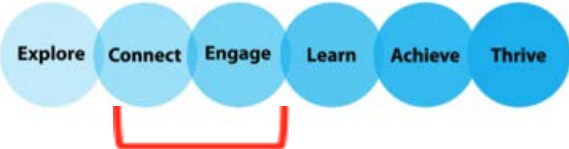| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| All | 16.7 | 15.7 | 17.6 | 16.6 | 20.0 | 17.1 |

*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*
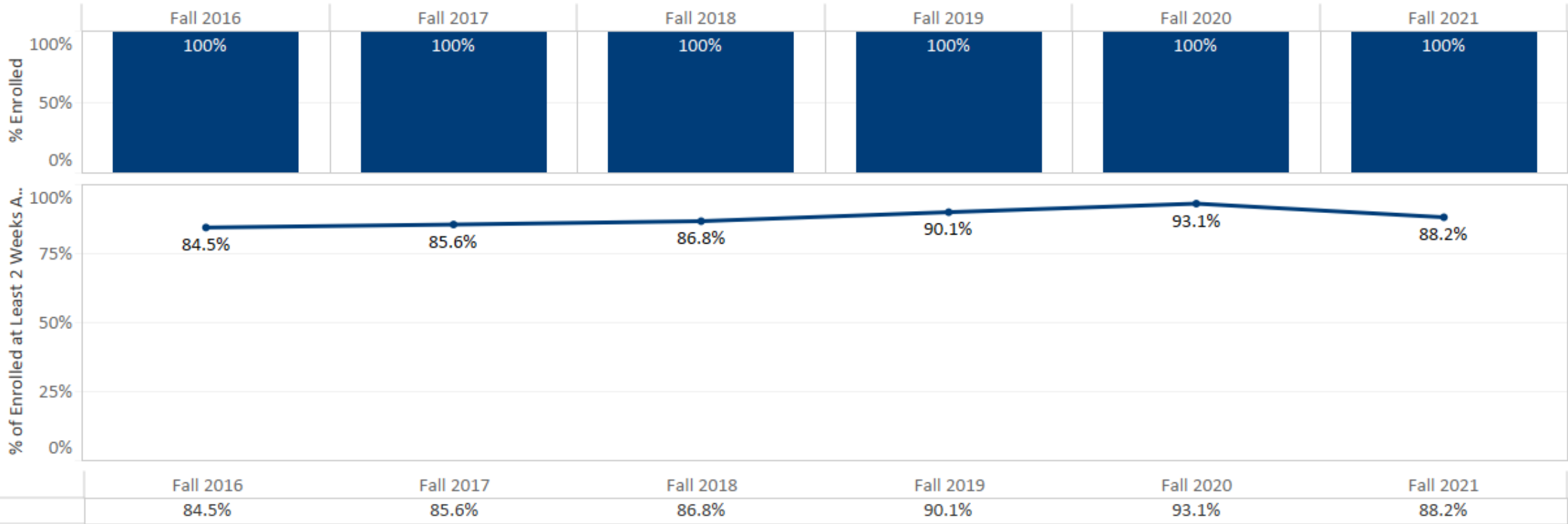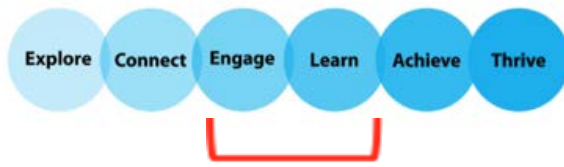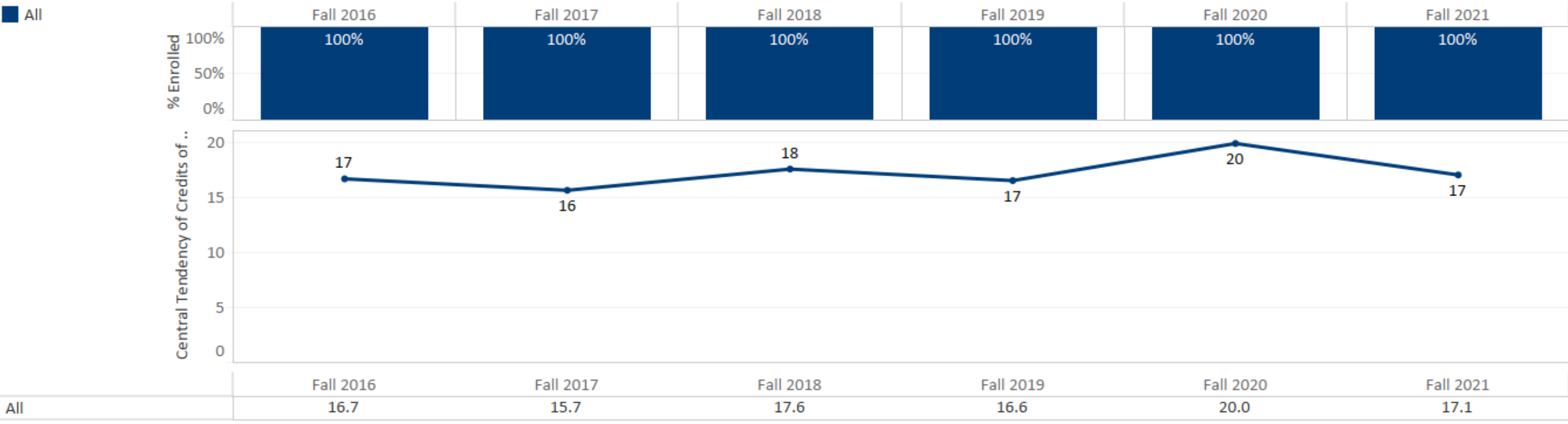
Data Dictionary

# D, F, W, (I) Grades during 1st Fall

Of the students in each ATD Cohort, how many withdrew or earned failing or near-failing grades at a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is for the selected quarter independent of other quarters. You may choose to include incomplete (I) grades, keeping in mind that incomplete grades are generally resolved at the end of the following quarter and will not be present for past cohorts.
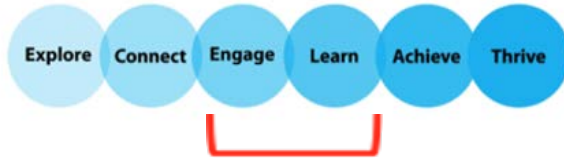
| Quarter Timer | Include/Exclude I grades | StudentType | Disaggregate By |
|---|---|---|---|
| 1st Fall | Include I grades | General | All |

■ All

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| % Enrolled | 100% | 100% | 100% | 100% | 100% | 100% |

**% of Enrolled Who Earned DFW(I)**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|---|---|---|---|---|---|---|
| All | 28.6% | 25.7% | 27.1% | 27.3% | 24.6% | 32.1% |

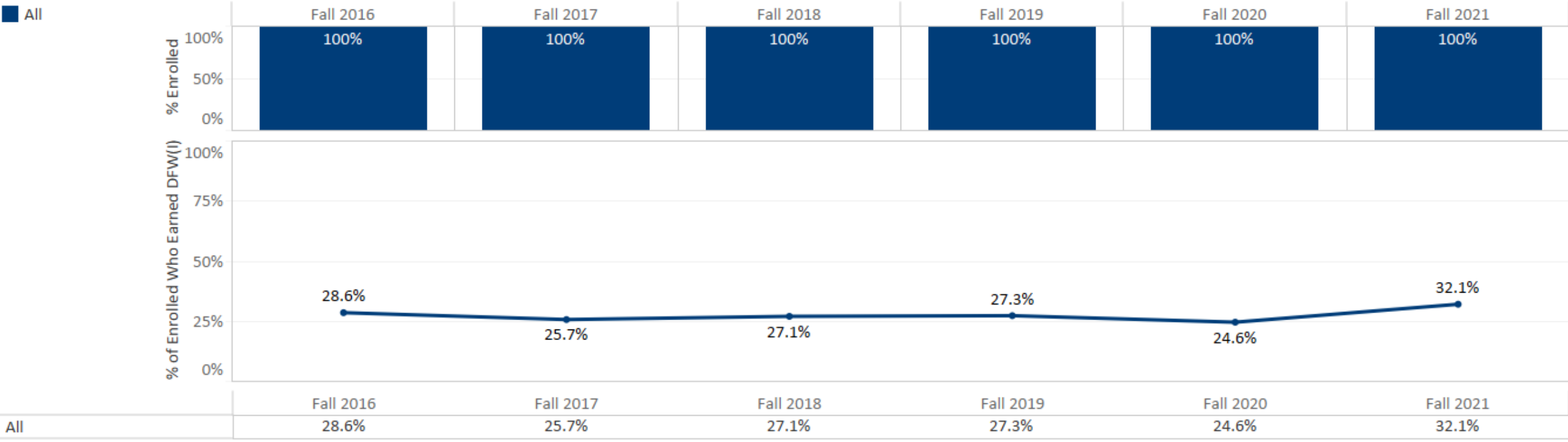*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary

# Academic Standing Interventions by 1st Fall

Of the students in each ATD Cohort, how many were placed on Academic Intervention as of a given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled.  Data is cumulative, including those who reached the status in a prior quarter. Per the Academic Standing Procedures, Academic Intervention occurs at the end of the second quarter a students' cumulative or quarterly GPA falls below a C average (2.0). You may choose to also include students who were placed on Academic Concern, which occurs at the end of the first quarter a students' cumulative or quarterly GPA falls below a C average (2.0).
https://www.bellevuecollege.edu/policies/id-3200p/

Explore   Connect   Engage   Learn   Achieve   Thrive

| Quarter Timer | Academic Standing Level Parameter | StudentType | Disaggregate By |
|---|---|---|---|
| 1st Fall | All | General | All |

**All**

**Fall 2021**

% Enrolled

100% — 100%
50%
0%

% Acad. Stand. Interventio..

100%
75%
50%
25% — 17.4%
0%

Fall 2021

| All | 17.4% |

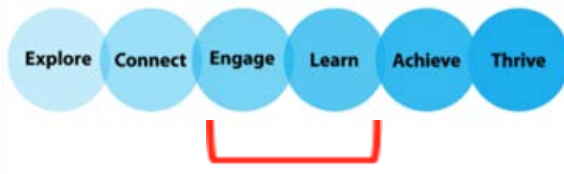*Student populations of fewer than 10 students are suppressed to protect student privacy and comply with federal FERPA regulations.*

Data Dictionary

# Completion of FAFSA/WASFA by 1st Fall in Academic Year

Of the students in each ATD Cohort, how many have a FAFSA or WASFA on file for the academic year as of the given quarter along their journey at BC? Displayed as a percentage of the cohort overall, including those no longer enrolled. Data is cumulative within each year, resetting at the fall quarter of the subsequent year. FAFSA is the Free Application for Federal Student Aid. WASFA is the Washington Application for State Financial Aid. These applications allow for access to governmental financial aid not otherwise available.
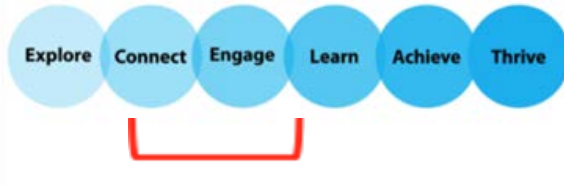
Explore   Connect   Engage   Learn   Achieve   Thrive

| Quarter Timer | StudentType | Disaggregate By |
|---|---|---|
| 1st Fall | General | All |

**All**

| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|---|---|---|---|---|
| % Enrolled | 100% | 100% | 100% | 100% | 100% |

% of Cohort with FAFSA...

- Fall 2016: 43.5%
- Fall 2017: 42.2%
- Fall 2018: 41.4%
- Fall 2019: 37.8%
- Fall 2020: 38.4%
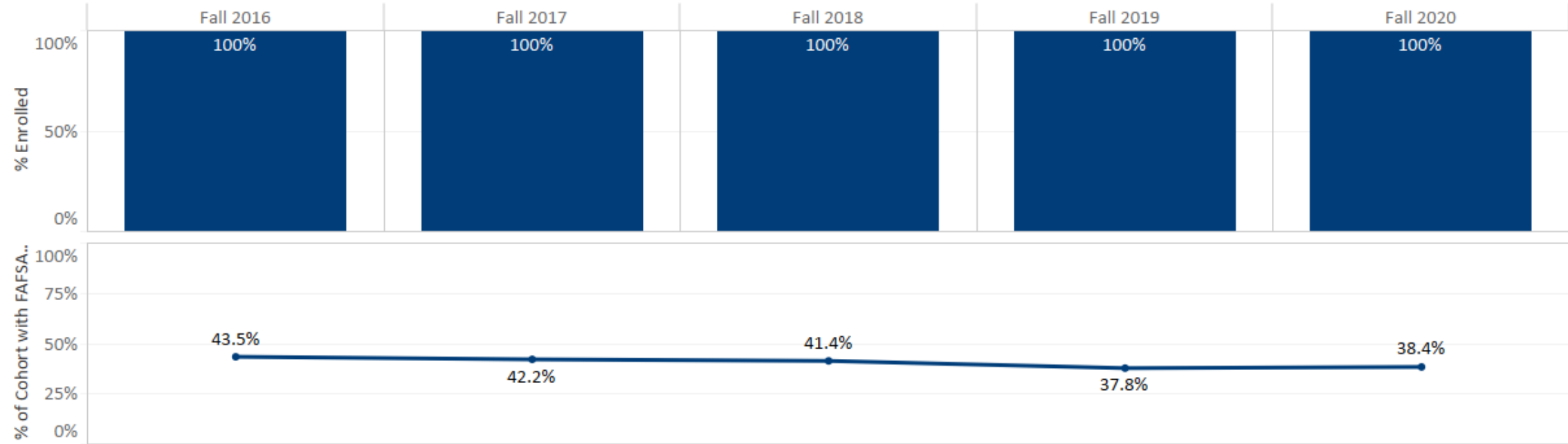
| | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|---|---|---|---|---|
| All | 43.5% | 42.2% | 41.4% | 37.8% | 38.4% |

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Data Dictionary

# Number of Flagged Leading Indicators by Student

Flags are defined as "No ENGL /MATH Placement Test", "No ENGL/MATH enrollment aligned with the ENGL/MATH Placement", "No Academic Advising", "No Education Plan", "No FYS", "An Early Alert", "Late Registration", "Some DFWI grades in the Quarter", "An Academic Standing Flag". Please note that some of the Leading Indicators did not start until some recent years/quarters.

| Cohort | Quarter | StudentType |
|--------|---------|-------------|
| Fall 2021 | 2022 WINTR | General |

Flagged Leading Indicators

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
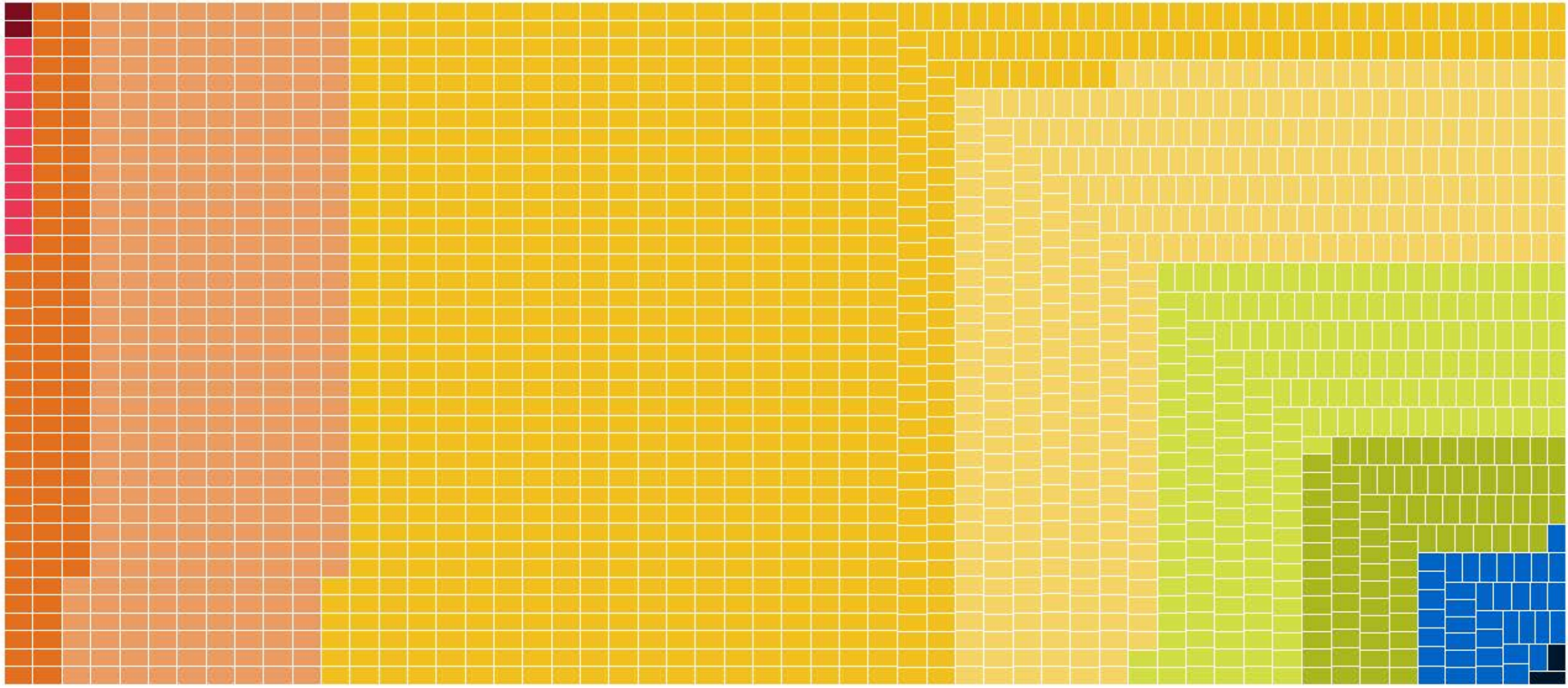


*Disaggregation is suppressed on this dashboard to protect student privacy and to comply with federal FERPA regulations.*

Data Dictionary

# Student-Level Leading Indicator Data

| Name | Email | Plan | Total Flags | Academic Standing | Advising | DFWI | Early Alert | Early Registration | Education Plan | English Placement | First Year Seminar | Math Placement | Total Units |
|------|-------|------|-------------|-------------------|----------|------|-------------|--------------------|---------------|-------------------|--------------------|----------------|-------------|
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 1 | | 3 | | | 140 Days Early | Through 2233 | ENGL101 | | MATH141 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 140 Days Early | | ENGL101 | | MATH151 | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 140 Days Early | | ENGL101 | | MATH98 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 78 Days Early | | ENGL 101 | | MATH141 | 25 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | 1 | | 140 Days Early | | ENGL101 | | MATH141 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | 1 | | | 140 Days Early | | ENGL101 | | MATH141 | 7 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 6 | | | 3 | 1 | 110 Days Early | | ENGL93 | | | 27 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 5 | | 1 | | | 15 Days Early | Through 2223 | | A | | 6 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 1 | | 4 | | | 143 Days Early | Through 2233 | ENGL 93 | | MATH97 | 16 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 9 | Concern | | 2 | 1 | 8 Days Early | | | | | 0 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 5 | | | | | 143 Days Early | | ENGL101 | | | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | 1 | | | 143 Days Early | | ENGL101 | | MATH141 | 16 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | | | 28 Days Early | | ENGL93 | | | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 1 | | 1 | | | 97 Days Early | Through 2221 | ENGL101 | | MATH98 | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | | | 143 Days Early | | ENGL101 | | | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | | | 87 Days Early | | | | MATH98 | 42 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 279 Days Early | | ENGL72 | | MATH97 | 17 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 7 | Concern | | 2 | | 96 Days Early | | | | | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | Concern | 1 | 1 | | 144 Days Early | | ENGL101 | | MATH141 | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 96 Days Early | | ENGL101 | | MATH97 | 20 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | | | 144 Days Early | | ENGL101 | | MATH152 | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 146 Days Early | | ENGL101 | | MATH142 | 25 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | | | | 96 Days Early | | ENGL101 | A | MATH151 | 13 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 144 Days Early | | ENGL101 | | MATH141 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 144 Days Early | | ENGL101 | | MATH98 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 5 | | | | | 63 Days Early | | | | | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | 1 | | | 71 Days Early | | ENGL201 | | MATH142 | 74 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 4 | | | | | 68 Days Early | | ENGL201 | | MATH153+ | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 5 | | | | | 96 Days Early | | | | | 55 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 5 | | 1 | 2 | | 144 Days Early | | ENGL101 | | | 5 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 144 Days Early | | ENGL101 | | MATH141 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 0 | | 1 | | | 67 Days Early | Through 2233 | ENGL93 | A | MATH 130 | 23 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 145 Days Early | | ENGL101 | | MATH141 | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 33 Days Early | | ENGL101 | | MATH98 | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | 1 | | | 145 Days Early | | ENGL101 | | MATH141 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 145 Days Early | | ENGL101 | | MATH97 | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | 1 | | | 96 Days Early | Through 2221 | ENGL201 | | | 10 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 3 | | | | | 326 Days Early | | ENGL101 | | MATH142 | 15 |
| Lastname, Firstname | email@bellevuecolle.. | Academic Plan | 2 | | | | | 45 Days Early | | ENGL 93 | A | MATH75 | 15 |

# Next Steps

- Continue to refine the aggregate dashboard

- Reconstruct and implement student-level dashboard

- Share and train on the student-level dashboard with key stakeholders

- Develop and implement pro-active and reactive interventions in response to student-level data

- Study relationships between leading indicators and outcome measures

- Revise list of leading indicators based on meaningfulness of contribution to outcome measures and in light of new data resources.

B BELLEVUE COLLEGE

# Achieving the Dream (ATD) Data Team

Zach Morgan, Chair

Esteban Maldonado, Co-Vice Chair

Zorica Wacker, Co-Vice Chair

**Shayna Begun, Implementation Lead**

Andria Villines

Brandon Lueken

Carl Freeberg

Christina Sciabarra

Cora Nixon

Eden Lasater

Emily Kolby

Henry Amaya

Jennie Mayer

Marie Brissette

Ramon Concepcion

Rebecca Cory

Sean Allen

Sue Nightingale

And Special Thanks to Michele Royer, Tableau Developer

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