



# Bellevue College Title III Evaluation Report

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## INTRODUCTION

In 2019, the Department of Education awarded Bellevue College (BC) a Title III Strengthening Institutions grant. Pacific Research and Evaluation (PRE) has been contracted by BC to evaluate this five-year grant. BC is utilizing the grant to fund the Leading Change for Student Success efforts. These efforts include an updated intake form, online orientation videos, integrated student supports including academic advising and early alerts, BC Guided Pathways including course mapping, a First Year Seminar and peer mentoring, as well as redesigning math to include co-requisite math courses, and administering a new customer relations management system (CRM) called Target X. Ultimately, all grant components are focused on improving student retention and completion rates, and closing achievement gaps for historically underserved students. The goals of the Leading Change for Students Success efforts are closely intertwined with the college's Achieving The Dream goals and prioritize transparent, data-driven decision-making and centering equity. This report includes findings from a student survey and project team interviews conducted in February of 2021, during the second grant year.

## FINDINGS

**How to read this report:** Findings are grouped by grant component as well as by themes most relevant to the Leading Change for Student Success efforts including: Student survey demographics, general feedback about the BC student experience, student preferences related to online learning, the BC Welcome Center and student orientation, integrated student supports, redesigning pre-college/college-level math, Guided Pathways, and Target X. **See key findings highlighted at the start of each section and green call-out boxes throughout related to what implementing the project with an equity lens looks like.**

## METHODS

In 2020, this research received IRB approval. Survey and interview quotes included in this report have been edited for grammar and brevity.

### Student Survey

BC students provided input in an online survey regarding online learning, academic advising, pre-college and college-level math courses, as well as general feedback about their student experience so far. This survey provided baseline insight into the BC student experience during early stages of grant implementation. The survey was distributed via Target X in February of 2021 and **395** student responses were collected.

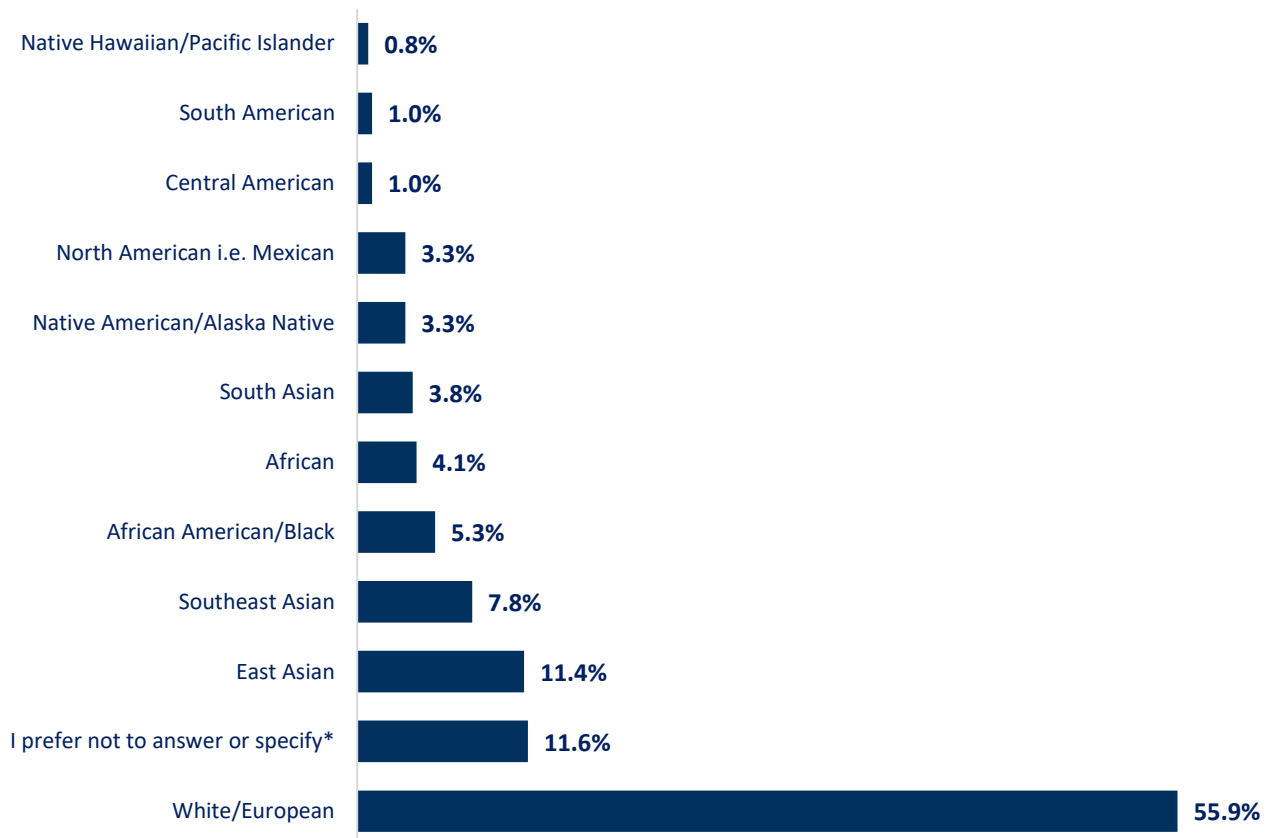
### Project Team Interviews

Interviews were conducted by phone with **11** project team members in February of 2021. Project team members include the Title III Project Director, college administrators, and key faculty and staff who are implementing the Leading Change for Student Success efforts. Interviewees provided input about how grant implementation is going so far to identify successes and areas for growth moving forward, highlighted the impact of COVID-19 on grant efforts, and commented on what it looks like to approach grant components with an equity lens.

## Student Survey Demographics

Surveyed students self-identified with a variety of race/ethnicity groups and were provided the option to check all that apply. As shown in Figure 1, the top three race/ethnicity groups represented in the survey data include White/European (55.9%), East Asian (11.4%), and Southeast Asian (7.8%).

Figure 1. Student Survey Responses by Race/Ethnicity Identifiers (n = 395)\*



\*Students could self-identify with more than one race/ethnicity group

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



Evaluators are currently working with the Title III Project Director and the Executive Director of Effectiveness and Research to align data collection and reporting for race/ethnicity subgroups with BC's latest data policies and best practices. For the purposes of Figure 1 above, student race/ethnicity data was recoded to reflect regional identifiers (e.g., Southeast Asian instead of national identifiers such as Filipino). These regional identifiers come with limitations for capturing the diversity of student identities and experiences. These categories do, however, provide more options for subgroup analysis where alternative race/ethnicity identifiers are limited by small sample sizes.

Students who identify as Asian were provided the option to further specify how they identify on the survey (see Figure 2). These students were most likely to identify as Chinese. Similarly, students who identify as Hispanic/Latinx were provided the option to further specify and were most likely to identify as Mexican (see Figure 3). Counts for race/ethnicity groups are included in **Appendix A**.

Figure 2. Self-Identified Nationality for Students Who Identify As Asian (n = 79)\*



\*Students could self-identify with more than one group.

Figure 3. Self-Identified Race/Ethnicity Identifiers for Students Who Identify As Hispanic/Latinx (n = 20)\*



\*Students could self-identify with more than one group.

Almost half (45.3%) of students who responded to the survey reported they first enrolled in classes at BC in Fall 2019, Winter 2020, or Fall 2020 quarters. A complete list of when all surveyed students reported first enrolling at BC is included in **Appendix B**.



## General Feedback about the BC Student Experience

Student satisfaction with the BC student experience

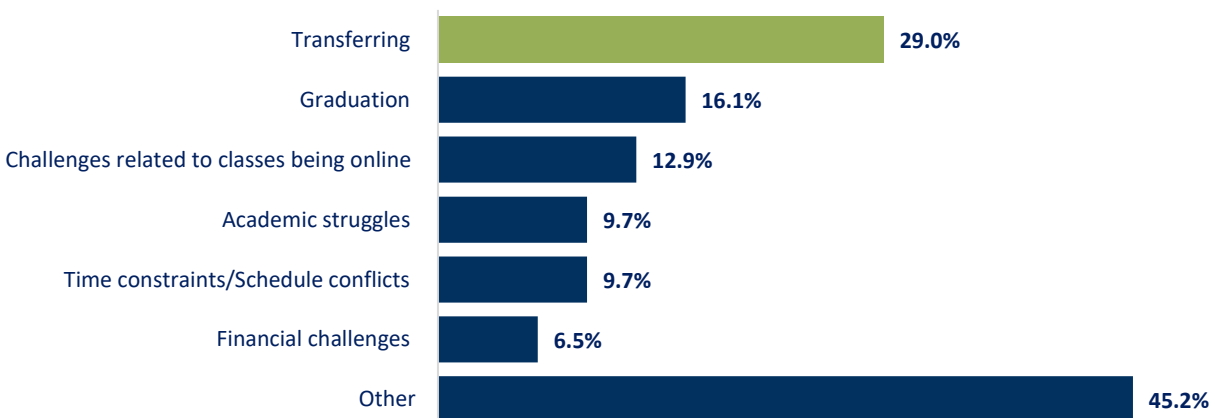
### Key Findings:

- ◆ Students who are not planning to enroll in courses at BC next year and/or not planning to complete a degree at the college were most likely to report their intent to transfer.
- ◆ Around eighty percent of students agreed or strongly agreed they would recommend BC to others, are generally happy with their BC experience, and are confident in their ability to complete online coursework.
- ◆ Students provided mixed feedback about whether BC prioritizes diversity, equity and inclusion and whether they have access to faculty with shared lived experience, with a notable number of students indicating they were neutral.
- ◆ There appears to be room for growth in terms of the connection BC provides for students between academic pathways and career options.
- ◆ Students were divided about feelings of being engaged with other peers at school, with about one-third of respondents indicating they are not connecting with peers. Among those who are connecting online, respondents appear to be reliant on academic-based platforms such as Canvas.

### General Satisfaction with BC student experience

Among the 31 students who do not plan to enroll in courses next year at BC, about one-third (29.0%) indicated this was because they have plans to transfer (see Figure 4).

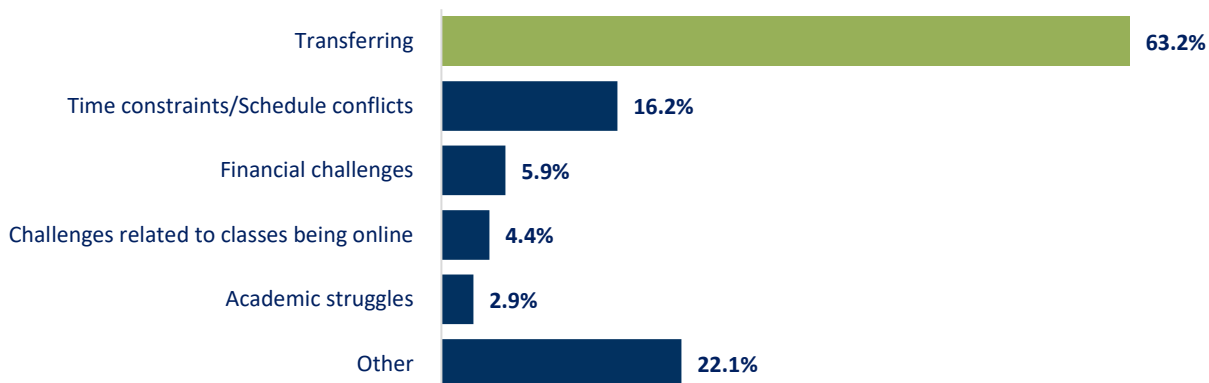
Figure 4. Reasons Students Are Not Enrolling In Courses Next Year At BC (n = 31)



Fourteen respondents selected “other” and shared a range of reasons for why they will not be re-enrolling in courses. Three respondents mentioned the program they are enrolled in is closing (ALDAC), and two additional respondents indicated that the course they are interested in taking will not be offered. Three students mentioned challenges with remote learning

Among the 68 students who do not plan to complete degrees at BC, **almost two-thirds (63.2%) indicated this was because they have plans to transfer** (see Figure 5).

Figure 5. Reasons Students Are Not Planning To Complete A Degree at BC (n = 68)



\*Students could select more than one response option.

Fifteen respondents selected “other” and shared a range of reasons for why they will not be completing. **Almost half of these respondents indicated that they are taking classes for their own personal enjoyment; many also mentioned that they already held a degree.** To a lesser extent, some mentioned they are not sure if they want a degree.

Top reported suggestions for how BC could better support students included **more structure with online classes, more guidance around courses for specific programs and careers, training for professors on how to use Canvas consistently, fixing Canvas bugs, continuing to provide online classes after the pandemic, and returning to in-person options.** As one student commented: “Providing some form of more universal standards for how professors organize and utilize Canvas and other online services would greatly aid in efficiency.”

Several students commented that **BC programs, faculty and staff need to be more inclusive of transgender students, more responsive to students with disabilities, and more reflective of mature students.** One student shared their desire for more BIPOC and queer representation in hiring educators:

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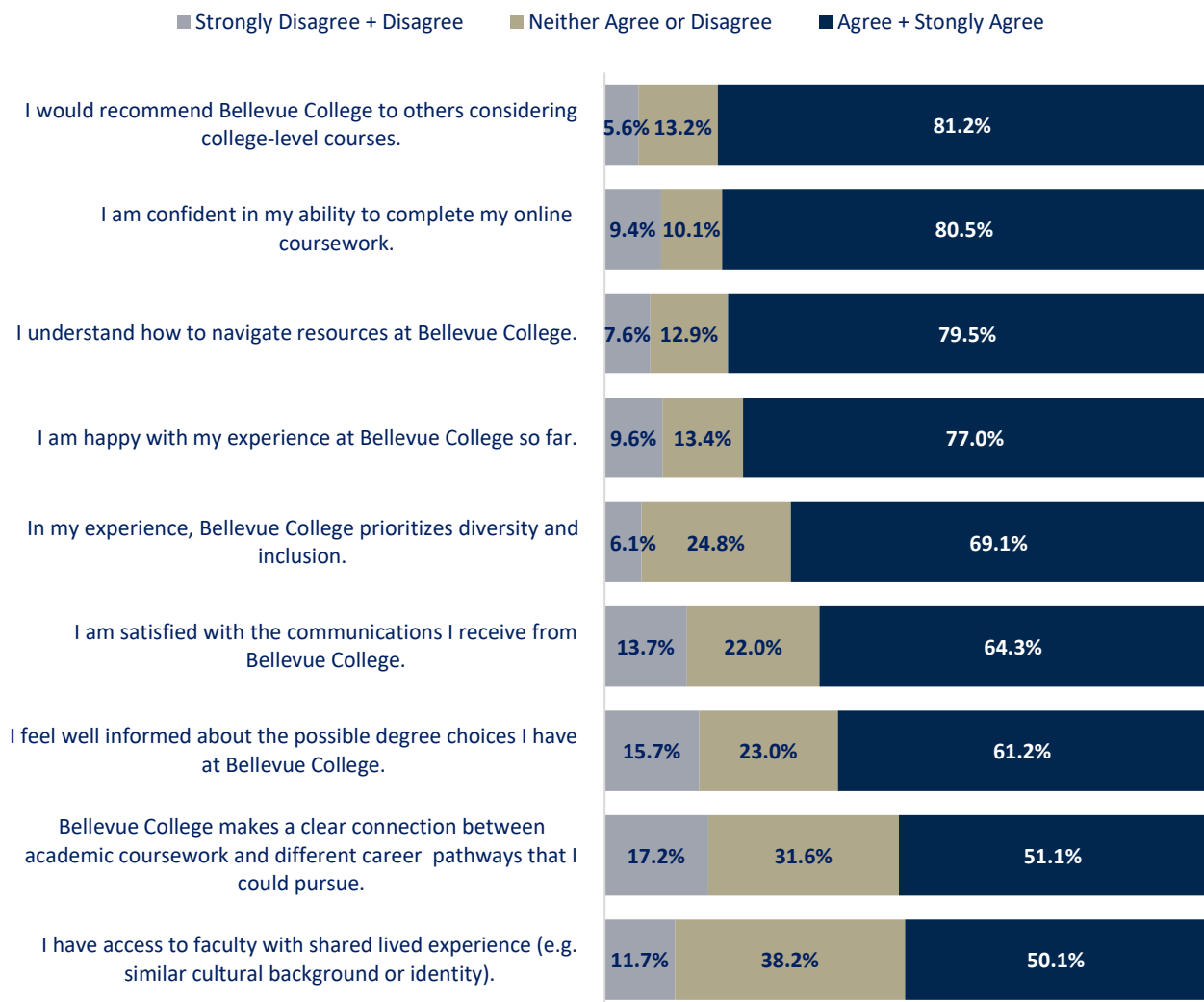
*I wish that the college would actively find educators who are BIPOC and/or part of the LGBTQ+ community. Many of my classmates are members of one or both of those groups but don't really feel represented in my field. As a queer person, I have felt uncomfortable in classes from time to time because of comments made by classmates and did not feel comfortable bringing it up with an instructor.*

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As seen in Figure 6, students **agreed**, to varying extents, that BC is an academic environment where they can thrive and readily understand resources. **Around eighty percent of students agreed or strongly agreed they would recommend BC to others, are generally happy with their BC experience, and are confident in their ability to complete online coursework.** Respondents are **somewhat neutral** about BC's ability to effectively inform and communicate with students about career paths.

Figure 6. Students' Satisfaction Ratings for BC Student Experience (n = 395)



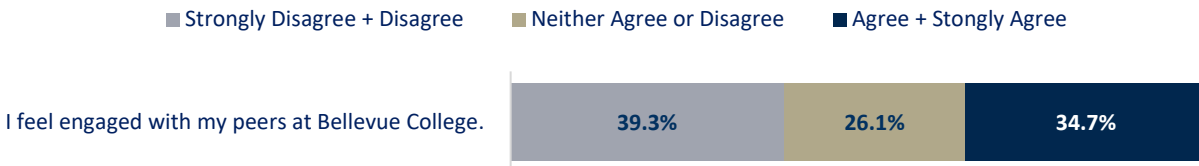
As seen in Figure 6, students provided mixed feedback about whether BC prioritizes diversity, equity and inclusion (DEI) and whether they have access to faculty with shared lived experience, with a notable number of students indicating they were neutral. One student stated that they did not understand what was meant by “shared lived experience” on the survey and terminology may have impacted why some students selected neutral. A subgroup analysis of the DEI questions may provide more nuanced insight into students’ DEI experiences at BC.



## Peer Engagement

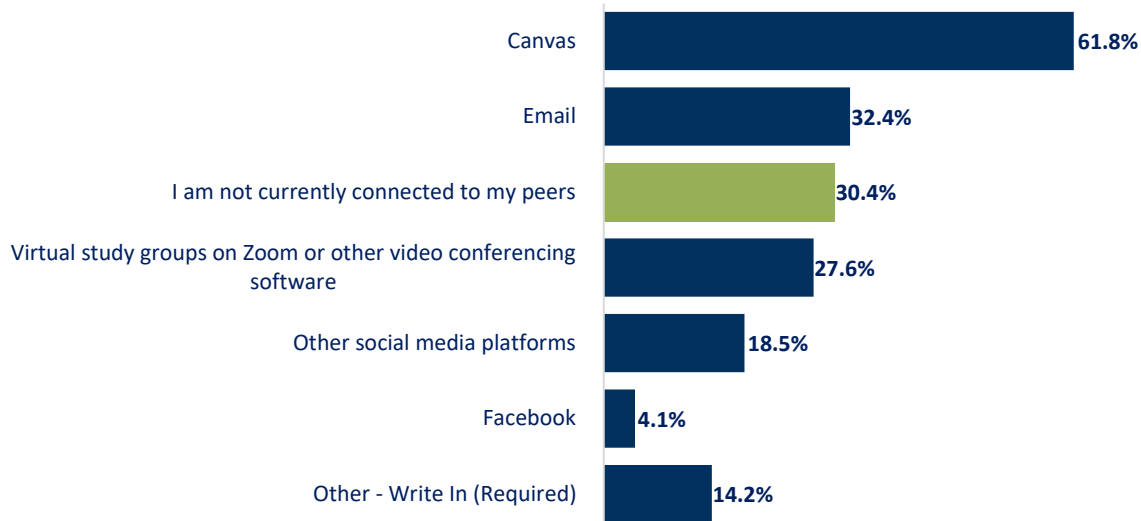
As shown in Figure 7, respondents are divided about feelings of being engaged with other peers at school.

Figure 7. Students' Peer Engagement Ratings (n = 395)



About one third of respondents reported they are not connecting with peers (see Figure 8). Among those who are connecting online, respondents appear to be reliant on academic-based platforms, such as Canvas.

Figure 8. Student Reported Platforms for Peer Communication (n = 395)



Write-in responses showed two clear added communications methods that students are using to connect with one another: **Texting/phone calls** and **Discord** (an instant messaging platform). To a lesser extent classroom-based discussion and specific social media platforms (e.g., Instagram) were also mentioned.

*"Regular discussions help me keep in touch with my classmates, but due to the digital structure, it is hard to form real connections."*

– BC Student

The 62 students who indicated that they do not currently feel connected to peers shared ways in which BC can better support them in building those relationships. **Notably, about a quarter of these respondents (24.2%) indicated that they do not need or want to build non-academic relationships with peers.** Nine respondents mentioned an interest in resuming in-person courses.

Remaining student responses focused more on general ideas BC could consider. **The most frequently mentioned recommendation, mentioned by nine students,**

included using discussion groups for student work in a capacity more suited toward this peer engagement goal, as one student stated: "Promote group discussions, study groups, etc." Another student echoed this feedback,

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*Encourage courses and students to make Discord groups for their classes (or other popular chat programs among younger generations); this might be a good place for people since Zoom/Skype are not programs that younger people like.*

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Eight students suggested promoting non-academic socialization more explicitly, as one student recommended: "Maybe have there be a form of introduction to each other at the start of each quarter. That would be pretty cool." Less than 10% of respondents provided suggestions around in-class, instructor-led activities and the use of a dedicated platform for connecting with peers.

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



College leadership in general noted that "the entire goal of Title III is to eliminate the achievement gap for students and so the initiative has an equity lens in terms of institutional metrics." **Leadership reported they prioritize having students, faculty and staff of color deeply involved in the work** and commented, "we need to change the institutional systems, processes, and supports, rather than asking students to adjust to our system." Project team members reported that **the college has affinity groups that hold them accountable** and ensure they are "focusing on the student groups they said they would focus on" and that they are "taking actionable steps towards equity." When thinking strategically about how to target equity gaps for Title III, **project team members are being mindful about disaggregating student data.**



# Student Experiences with Online Learning

Benefits, challenges, and student preferences related to online learning in light of COVID-19

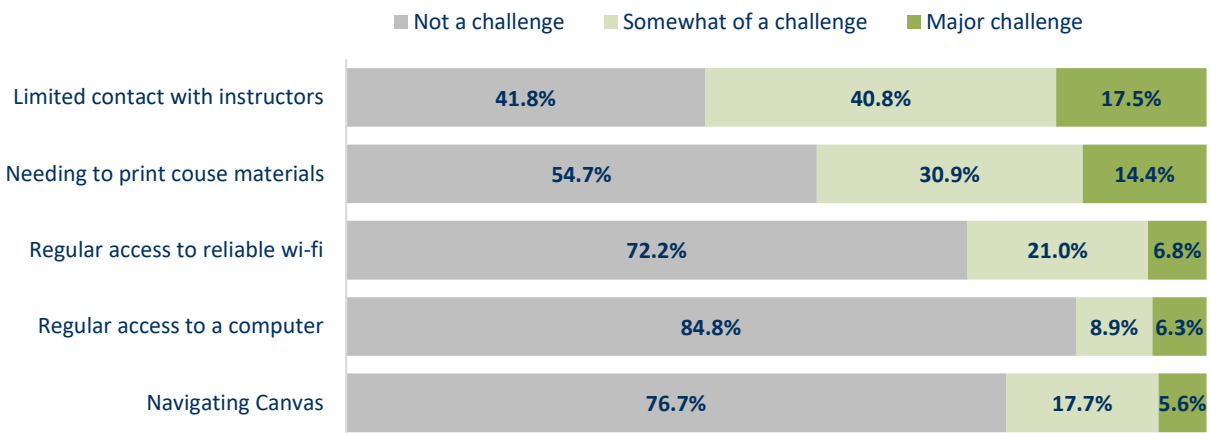
## Key Findings:

- ◆ Students reported some difficulty with online learning, to varying extents, in terms of engaging with instructors and printing physical course materials.
- ◆ Students indicated additional challenges such as teachers appearing to be unprepared for online instruction and experiencing issues with technology.
- ◆ Though students provided mixed feedback about whether online learning is a good fit for their learning style, a notable number of students reported benefits to online education and expressed they hope it will continue after the pandemic. College leadership suggested hybrid models will likely be sustained.

## Online Learning Challenges

Most students indicated regular access to computers and navigating Canvas did not pose a challenge to them with online classes (see Figure 9). **Areas where some students had difficulty, to varying extents, are engaging with instructors and printing physical course materials.**

Figure 9. Student Challenges with Online Learning (n = 395)



Further, 214 students shared input about any additional challenges they are facing with online learning. **Notably, 18.2% indicated that online learning worked for them.** The most frequently mentioned recommendation, reported by 33.6% of respondents, was **discussion around how unprepared many teachers appeared to be for online learning.** These same students also indicated that teachers were unresponsive when students sought out help, and that teachers were not engaging students well during instruction (with many using pre-recorded video). As one student stated:

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*Some teachers were not prepared to teach in the online format or were simply limited in their capacity to facilitate online given the nature of what they taught.*

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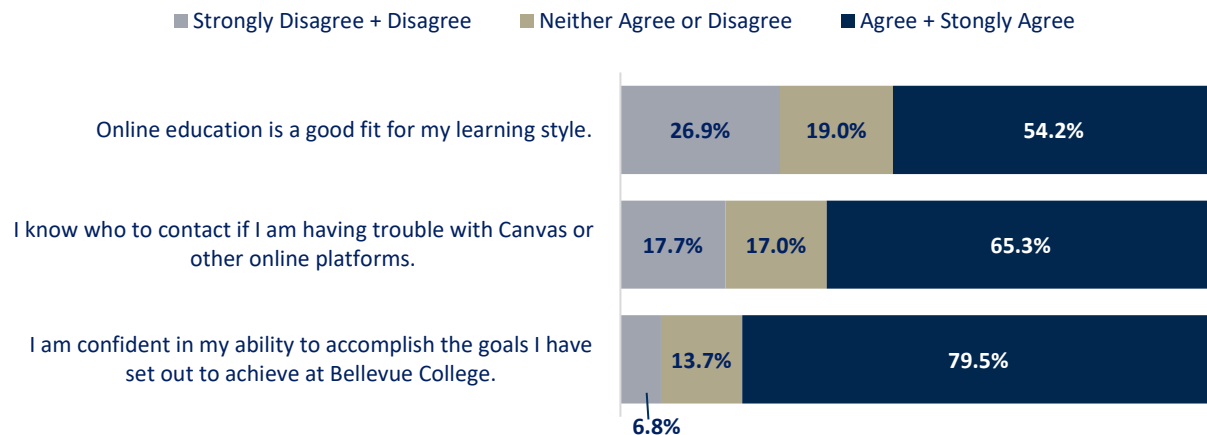
Another student echoed this feedback: "Instructors have not really adapted their pedagogies to online coursework."

The next most frequently mentioned challenge was issues around technology (12.1%). This could be needing to use a webcam for class but not having the software pre-installed on personal devices, having unstable internet, or needing to share devices with others, or simply needing to learn how to use all the online/technology platforms. Less than 10% of respondents listed added challenges around personal time management for completing assignments or focusing on their studies, navigating Canvas, and feeling fatigued from so much screen time. Finally, 20.6% of respondents provided one-off answers around missing in-person instruction, wishing they had students/peers to interact with, having lab classes that are better in-person (e.g., specific health sciences courses), and some conversation around tuition.

### Online Learning Benefits

As seen in Figure 10, students **agree**, to varying extents, they can accomplish their goals at BC and know who to reach out to when online learning support is needed. **Students provided mixed feedback about whether online education is a good fit for their learning style.**

Figure 10. Student Preferences Related to Online Learning (n = 395)



Several project team members (who are also faculty) voiced concerns about students' and faculty members' mental health, anxiety, and isolation in the last year. College leadership similarly reported the ongoing pandemic has presented notable challenges with a swift transition to online learning that has been difficult for faculty, staff and students alike. **BC administrators indicated they have had to balance the urgency of the work and the need to push forward to better serve students with the need to be flexible and aware that faculty and staff are themselves "maxed out" in light of the pandemic.** At the same time, **college leadership and faculty alike noted benefits of hybrid education models**, as one BC

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*"I am so happy to be a student at Bellevue College. I hope that even after Covid online learning will still remain an option for adults that work 40-hour schedules or more. This makes enrolling in college accessible and inclusive to a variety of different households.*

**-BC Student**

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administrator stated "we are going to end up with hybrid courses because students, among other things, don't have to commute and find parking. In the future, I think we will see more online work." Student feedback echoes this input, as one student stated: "Online is still the preferred method, it cuts 80 minutes of driving from my day, 30 minutes of walking to classes, and 50-minute lectures get turned into 10-minute videos. Much more efficient." Other students similarly commented, "Please have more online options while not during a pandemic!" and "I've never thrived in a college setting the way I have while doing Bellevue courses online!"



## Welcome Center and Student Orientation

Welcome Center staff input regarding virtual successes, new intake form and orientation videos

### Key Findings:

- ◆ Welcome Center staff reported that demand for admissions advising and info sessions has increased notably since the transition to virtual options that increased access for students and their families.
- ◆ The project team noted successes with developing online orientation videos over the past year and expanding the student intake form.

### Welcome Center and Intake Form

Over the last couple years, the BC Welcome Center has developed an outreach plan with a focus on reaching first-generation students and historically underserved students in the region. Welcome Center leadership described the purpose of the Center in terms of building trust and establishing communications with prospective students and their families, and in terms of providing resources at the

*“Student retention starts when you first reach out...If we don’t connect with the student, then they won’t connect with the Pathway.”*

**-Welcome Center Staff**

front end, such as advising and admissions workshops, to set students up well for BC guided pathways. In November 2019, the Welcome Center hired its first admissions advisor and has continued to expand operations since then. Welcome Center staff indicated they “do not wait for students to come to them,” and instead focus on going out into the community and the local school districts to open lines of communication between the college and school principals, community organizations, and other community leaders and advocates.

Since the summer of 2020, the Welcome Center has had a physical location on campus with an office space and open seating space set up to host groups of students and families for information sessions. The transition to online learning, however, resulted in the Welcome Center shifting to mostly online info sessions via live video conferencing. The Center has also pivoted to daily, online admission advising appointments. Welcome Center leadership indicated they were the first department to successfully transition to using the college’s new customer relations management tool, Target X, for their daily operations. **Daily admissions advising appointments have, reportedly, been in very high demand by students, with appointments often filling up a month in advance. Info sessions have also received increased traction with the transition to virtual options.** By popular demand, there have been more informal Q and A style sessions offered that involve answering questions asked by students and their families, instead of more formal sessions with presenters going over a PowerPoint about the college.

Welcome Center leadership noted a high number of families are actively involved in the admissions advising and info sessions with their students and stated, “We have seen more parents involved since COVID.” **Welcome Center leadership reported that seventy percent of prospective students they met with during the Fall 2020 ended up applying to BC.**

The Welcome Center has also focused on developing a comprehensive intake form for new students. Welcome Center leadership hope that this intake form will be included on Target X in the future as a resource for better tracking and following up with students based on their responses to the form. The intake form includes a wide variety of topics, including student demographics, goals for program of study and pathways, questions about online learning and access to a computer and internet, students' level of confidence in their academic skills and career goals, unemployment benefits, commuting to school, whether students have dependents or family members they care for, plans to work while in school, how students plan to pay for college, additional supports or information needed, etc.

### Online Student Orientation Videos

BC has created online orientation videos that feature general knowledge about campus life, and grant leadership indicated they are "happy with the output." **Peer mentors have provided valuable feedback about the orientation videos to include student voice in the development process.** Grant leadership noted that they intend to work with the same vendor to create videos about BC Pathways that will also be posted on the college website.

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



Welcome Center staff discussed their outreach approach as focused on reaching more students of color and historically underserved students in the region. The Center has **built partnerships** with local schools, has **provided bilingual Spanish resources**, and in general prioritizes mindfulness, not making assumptions, and a **shift away from the deficit model towards a strengths-based approach**. For example, Welcome Center staff noted working mindfully with DACA students to help them make connections and feel safe. Further, the Welcome Center **offers special accommodations**, such as in person placement tests or phone appointments, if a student has no access to technology at home or if they are experiencing language barriers. Welcome Center leadership also spoke about equity in terms of **being data-driven**, for example by having data about local communities inform outreach efforts, and by thinking mindfully through how they ask about what race/ethnicity students identify with on the intake form.





## Integrated Student Supports

Project team input and student feedback regarding Academic Advising and Early Alerts

### Key Findings:

- ◆ Advising staff indicated that Target X is a powerful tool for improving case management, increasing communication between departments, and for producing better, cleaner data management and reporting.
- ◆ Over the past year, advisors were able to utilize an Early Alert pilot campaign to successfully provide a crisis management response to the pandemic and have implemented new strategies to improve response efficiency.
- ◆ Advisors noted the biggest issue moving forward remains capacity to follow up with students about Early Alerts, in addition to the push to maintain faculty buy-in and close the communication loop by following up with faculty as well.

### Academic Advising

The Center for Advising includes nine full-time advisors and one part-time advisor, and according to several interviewees, “we are right in the thick of things when it comes to implementing integrated student supports.” Advising has shifted from waiting for students to reach out towards a case management approach. Since Spring 2020, advising staff have been utilizing Target X for building educational plans and tracking meetings with students and reported they are “realizing how powerful Target X is.” Prior to using Target X, educational plans and case notes were all stored on a shared internal drive and there was no ability to easily share information between departments. Now daily operations are shifting to Target X and there is a process in place to move appointment scheduling to this platform as well. Advising staff indicated that they hope that educational plans will eventually become accessible to students as well via a Target X student portal. Overall, **advising staff noted a positive shift with the new technology-enhanced case management options and noted Target X allows for better, cleaner data management and reporting.**

### Student Feedback about Advising

A third (33.9%) of surveyed students reported they had met with an academic advisor (including virtual appointments) during this academic year and these students were most likely to report they had met with an advisor once or twice. As shown in Figure 11, **students generally reported a high level of satisfaction**

*“The advisors are very hands-on. Although we are remote, I feel like I’m getting the same support I would receive if the doors were open.”*

**-BC Student**

**with support received by advisors and with their ability to make an online appointment in a timely manner.** Students reported multiple reasons why their advising appointment was helpful, including guidance with selecting courses (21), general help with organization and educational plans (16), and guidance specific to their degree or pathway (11). One student stated: “Making the educational plan of classes up until my graduation was helpful, so I knew which classes I’d be

taking each quarter and could prepare for them in advance.” Another student echoed this feedback: “My advisor went out of her way to help me decide what path to take and gave me all of the information in order to get on that path, thanks!”

Figure 11. Student Satisfaction with Academic Advising (n = 134)  
(% agree or strongly agree)



Half of students (49.3%) agreed or strongly agreed they have access to an advisor with shared lived experience, suggesting this is an area for growth for the college (notably, 37.5% of students indicated they were neutral in response to this question). Several students reported the need for more available advising appointments.

Of the 261 students who indicated they have not met with an advisor this academic year, **more than half (55.8%) indicated they did not need to meet with an advisor and 24.9% reported they did not know how to set up an online appointment.** A subset of students (11.1%) reported they did not have access to an advisor they felt comfortable talking to. Students provided other reasons they have not met with an advisor including issues with **lack of available appointments** or not hearing back when they reached out to advisors via email (12), having **an upcoming advising appointment** (12), or anxiety about meeting with an advisor (4). A few students noted they had a negative experience with an advisor in the past which discouraged them from seeking out help again (9), and other students indicated that they were not sure who to talk to about their academic and career plans (7). As one student stated:

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*“I know that I should check in and see what classes are required for my major (psychology), but I don't know who to contact; it's not very clear to me where to go.”*

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Similarly, another student reported: “I don't know who can guide me toward degree I am planning to take.” **Title III Project team members expressed plans to have advisors linked to a specific Guided Pathway to meet this need.**

### Early Alerts

**Overall, project team members noted that the Early Alerts component of the grant has been going well and that the Center of Advising has quickly learned and adopted best practices on the fly.** The project team originally planned to implement Early Alerts in Fall of 2020, but when the COVID-19 pandemic hit in Spring 2020, there was a push at the college for a fast-tracked early alert pilot as a crisis management

response. The pandemic raised concerns by faculty and staff regarding students' transition to online learning on Canvas. The Early Alert pilot included three days at the start of the Spring 2020 quarter and faculty could send an early alert if students had not logged into Canvas. Advisors then followed up with students via phone and email. Advisors characterized this as a "grassroots effort" and "iterative because we just had to learn on the go." The effort included multiple departments jumping in to help respond and reach out to students for over 250 alerts. In Fall 2020, Early Alerts were expanded to target more student behaviors like missed assignments, low performance on testing, etc., and advisors received over 550 early alerts. To improve efficiency, advisors shifted from individual follow ups for every Early Alert to better triaging with faculty to figure out if student behaviors were more short-term (e.g., one missed assignment) or long-term (e.g., repeated missed assignments). In Winter 2020, automated email responses were set up to go out to students as the initial touch point, with follow up calls as needed. Target X allowed advisors to see if students had opened the initial Early Alert emails. Further, Early Alerts were cut off after week four of the quarter to ensure enough time for intervention. **Advisors noted the biggest issue moving forward remains capacity to follow up with students about Early Alerts and the push to maintain faculty buy-in by following up with instructors who issued alerts to close the loop.** As one advisor cautioned,

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*Early Alert is not going to fix everything, it is going to be a support system, and we need to keep managing expectations with faculty.*

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Project team members noted **the success of Early Alerts is in part because it has been spotlighted by college leadership and awareness has been raised through a wide variety of communication channels at the college.** In addition, faculty were able to provide valuable feedback about the early alert pilot through a survey.

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



The Center for Advising recently **hired an extended hours advisor** to increase access. Increased availability for after-hours appointments has been positively received by students. Further, **staff training** in topics such as implicit bias are prioritized, and there is an emphasis on **asset-based advising** and **leading with racial equity** at the Center of Advising.



## Redesigning Pre-College/College Level Math

Math faculty and student input regarding co-requisites, tutoring, faculty groups, and pathways

### Key Findings:

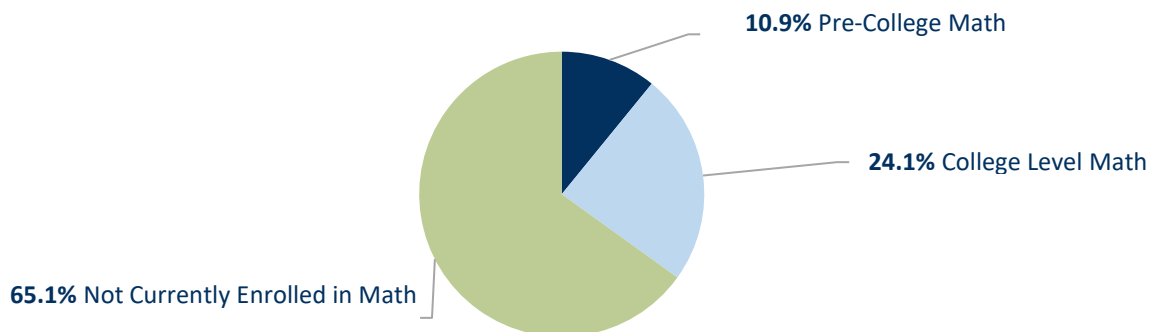
- ◆ Math faculty reported they are on track with the grant timeline in terms of developing math pathways, planning math tutoring services, and forming faculty groups focused on supporting students with pre-college math, exploring STEM careers, and centering equity in the department.
- ◆ Students were more likely to report they prefer individual tutoring over small group tutoring and tutoring during after class time instead of within class time, with some students preferring both.
- ◆ Students currently enrolled in math courses provided mixed feedback about their satisfaction with their math courses.

One of the three Title III grant strategies for BC includes redesigning math courses in line with a corequisite model to increase the percentage of students who complete college-level math in their first year and to close the achievement gap for historically underserved students. **To better guide and support students, math pathways are currently being developed and embedded tutoring services are in the planning stages.** In addition, a group of math faculty have come together to explore STEM fields in order to better support students with their academic and career choices. Further, **a pre-college math teaching circle has been formed to assist students in these classes.** Math faculty overseeing Title III efforts indicated that research suggests long sequences of math courses discourage students from continuing and completing math requirements. In response, the department is reducing STEM pipelines, such as the algebra pipeline, with a short track to courses and new co-requisite classes for precalculus. **The department is also prioritizing more project-based learning. These efforts will help students to develop important career building skills while in school, such as presentation and teamwork skills, and will increase students' knowledge of career options in different STEM fields.**

### Student Feedback about Math

As seen in Figure 12 below, **around a fourth of surveyed students (24.1%) reported they are currently enrolled in a college level math course.** Of the 300 students who reported they are either enrolled in a pre-college math course or not enrolled in any math class currently, 40.0% reported they plan to enroll in a college-level math course this academic year.

Figure 12. Students' Current Enrollment in Math Courses (n = 395)



Approximately half (51.7%) of the 180 students who reported they do *not* plan to enroll in college-level math courses this year indicated they already completed their math requirement. The remaining students reported they **do not plan to enroll because they do not see a need for math courses and/or do not require it** for their academic plans (46), they are experiencing **learning challenges like language barriers and a lack of ESL math courses** (12) or they are facing **limitations with learning math online** without access to additional support (5). As one student stated:

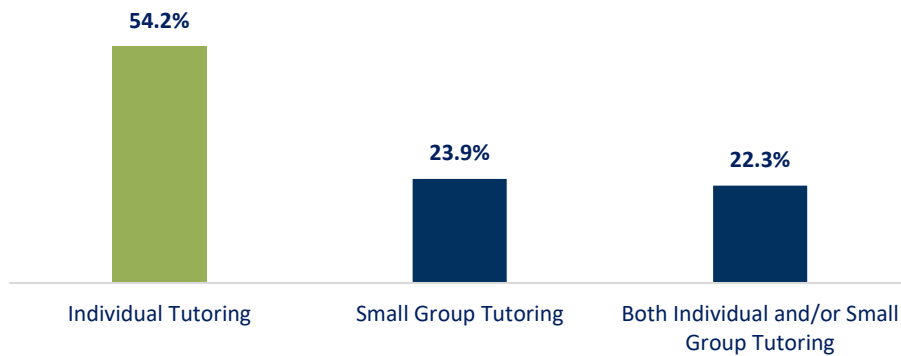
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*The challenge is having courses be online and not having a tutor with me to help me with my math, even though I would like to do the math necessary to become an environmental engineer.*

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A third (33.2%) of surveyed students indicated they do not need math tutoring. **As seen in Figure 13 below, students who do want math tutoring were more likely to report they prefer individual tutoring over small group tutoring, with some students indicating they prefer both.**

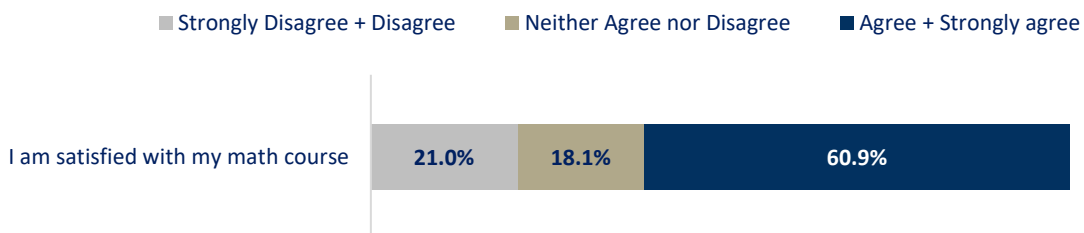
Figure 13. Student Math Tutoring Preferences (n = 263)



Students were also more likely to report they prefer tutoring after class time (58.7%) versus tutoring **within class time** (19.7%), and around twenty percent (21.6%) of the 263 students who want math tutors indicated they prefer both.

Students currently enrolled in math courses provided mixed feedback about their satisfaction with their **math courses**, as seen in Figure 14. A list of students' current math courses is included in **Appendix C**.

Figure 14. Student Satisfaction with Math Courses (n = 138)



*"I have been out of school for a while and put off going further in my career because I was afraid of taking the college level math classes required. I am so thankful for the ABE math classes; I am really enjoying them! There are video classes that I can watch as many times as needed and the instructor walks through examples. I also have been offered tutoring. **Thank you Bellevue College and ABE math instructors for helping me overcome my fear of taking math!** I cannot wait until I finally understand math and am able to successfully complete college level math!*

**-BC Student**

Some students cited negative experiences with instructors and their teaching styles (15), while other students reported a very positive math learning experience (14). Several students reported notable limitations with learning math through online platforms including online textbook access issues, stressful experiences with submitting online quizzes, and limitations with not being able to connect with their professors and peers in person for additional support (12). A couple students, however, noted they have benefitted from online learning of math (6)

and some even prefer this to in person options, as one student stated:

*I have young children and cannot attend in-person classes yet, so the ability to take classes online is amazing. I really hope BC continues to offer online/zoom classes after the pandemic. I am learning Math better in this format versus a traditional classroom setting because there are less distractions and I feel brave enough to ask questions.*

## WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



The math department has formed a **math faculty group that is committed to advancing equity**. Further, project team members noted that **project-based learning has been shown to reduce equity gaps** for women and historically underserved students. Additionally, BC's Achieving The Dream data team is **regularly tracking math indicators for the college by subgroups to determine the best intervention strategies**. The math department has also made an intentional change away from using the term 'developmental math' and towards the more neutral term 'pre-college math.'



## Guided Pathways

Project team input regarding course mapping, first year seminar, and peer mentorship

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### Key Findings:

- ◆ Faculty buy-in is a key strength of Guided Pathways and virtual, recorded Pathway team meetings have increased faculty and staff attendance and access. Course mapping teams were reported to be on target to complete a draft of all maps by end of Spring 2021.
- ◆ A key strength of First Year Seminar (FYS) development has included contributions to the curriculum by over fifty faculty members. Project team members piloted free FYS courses in 2020 and are in the process of training a pool of FYS instructors to be at full capacity by Fall 2022.
- ◆ The peer mentorship program has spotlighted student voice by gathering feedback from students about the peer mentor job description before soliciting, and peer mentors are providing valuable input on the FYS pilot and early alert services.

### Course Mapping

BC Guided Pathways includes around fifty focus areas aligned with seven distinct Pathways, including an additional pre-college Pathway. Pathway teams, which include key BC faculty and staff, are currently working on the course mapping. As one project team member noted:

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*Our Pathway teams are thinking about careers in their field and faculty are coming up with the knowledge, skills, and abilities - aka outcomes - as well as the course maps for each Guided Pathway.*

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Title III project leads indicated that the goal is to have completed drafts for all course maps by end of Spring 2021. Additionally, plans are in place to produce informational videos to inform students about Guided Pathways.

Project team members described the initial process of building faculty buy-in for Guided Pathways by meeting with “anyone and everyone who was interested.” Because of these efforts, **faculty buy-in was reported as a key strength of Guided Pathways**. Clear instructions for Pathway involvement were developed and shared with faculty on the Canvas platform.

Since Spring 2020, all the Guided Pathways collaboration has been completed virtually. **Project team members noted challenges with asking faculty and staff to engage with additional Title III responsibilities** when they are already working “at 200%,” may feel overwhelmed, and have limited capacity. Project team members voiced concern over the ongoing challenges with teaching online, especially for instructors with limited tech literacy, and the heightened anxiety and other mental health issues that faculty and their students are experiencing. **Project team members also reported, however, that online learning has notable benefits**. Providing recorded, virtual Guided Pathway meetings has led to increased attendance and access for faculty and staff. Because of this success, project team members anticipate continuing to provide virtual options after the pandemic.



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*"Bellevue College could be clearer about which programs are offered, the classes that go into it, and the time it can take. I think lots of students begin going to class with no idea where to start but having a resource that has everything – all programs and all classes available would be extremely beneficial. If you do not know what you want to do you can feel lost and end up taking random classes that do not correlate with each other and now you have wasted your time."*

-BC Student

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Looking ahead, **Pathway teams intend to make course maps as easy to navigate as possible for students**, as one team member stated: "We would like to be in a position to provide students with course maps that they will be able to look at and say, 'ok I know what classes I need to take from one quarter to the next to achieve my goal.'"

Project team leads indicated they want to see improvements to the BC website in order to provide students with more organized, easily accessible information about Guided Pathways. Further, **project team members hope to see more structures in place in**

**future grant years to better support historically underserved students and students of color to make sure they can access the programs that are being developed.**

## First Year Seminar

The First Year Seminar (FYS) has been "many years in the making", and project team members reported it first received notable push back from college leadership. Project team members persisted and have developed a pilot FYS that was first offered as a free course to students in 2020. **A key strength of FYS development has included contributions to the FYS curriculum by over fifty faculty members.** FYS is structured to "pick up where the Welcome Center and Orientation left off" to guide students who are just starting their BC experience. The long-term goal is to offer Pathway-specific FYS sections and to make FYS mandatory. Staff described the purpose of FYS as follows,

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*The goal of FYS is about sending students into the rest of their BC experience with purpose, the tools to get the resources they need, and with networks. When we think of a typical student, they may have had this prep. But many students do not come to BC with this prep. Students have no connection and they don't know other students. We have a lot of students who do not know why they are in college and what to do, and who cannot articulate their strengths and how they might utilize them. Students get to explore this with FYS. They take time to think about what their strengths are. We add in tools like financial literacy and consent and healthy relationships.*

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Project team leads are currently working to train a pool of 40 to 45 FYS instructors to be at full capacity by Fall 2022.

## Peer Mentoring

Project team members indicated they started the interviewing and hiring process for the peer mentorship program this year and noted plans to scale up and sustain the program. **Peer mentors are helping to test the FYS pilot course and are providing valuable feedback on the early alert services, such as how to best communicate with students about early alerts.** Onboarding and training for peer mentors are "a work in

progress.” Project team members reported that the hiring process took longer than planned as they were intentional about gathering feedback first through student focus groups before posting the job to hear what students thought about the peer mentor job description and whether they would consider applying.

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?

Project team members are intentionally seeking representation from African American and Black students as well as Hispanic/Latino/a students in the peer mentorship program and has been **actively recruiting through BIPOC networks on campus**. Project team members are also considering the unique needs of, for example, part-time students and students with children in their program development. Project team members emphasized they **keep the student that is “least likely to make it past one quarter” in mind when developing student supports**, as one staff member stated:



*“Students may have a heavy workload, lack of community, and long commutes...Many want to stay in school, but environmental factors make that difficult. We try to ensure FYS is accessible to these students by centering equity in our curriculum by including topics like identity and DEI, white supremacy, privilege, and power. We are aware of the imagery we use, the videos we show, who our guest speakers are, etc. We include diverse faculty and staff, and we are thinking through how to partner with BIPOC student supports.”*



## Target X (Title III CRM)

Project team input regarding the application of the new customer relations management tool

### Key Findings:

- ◆ A key success has been the ability of the ITS department to customize Target X features to what project team members and students need most.
- ◆ Another related strength has been ITS involvement since early on in the planning and development stages for the Title III/ATD efforts. Staff noted IT often gets overlooked in initial steps, but in this case the ITS department built an understanding of the grant components and context *first* and were therefore better able to support project needs.

Project team members noted that “from a tech standpoint, Target X is near completion and ready to be used”, and the next step involves trainings to “build faculty and staff understanding of how all the pieces work”. The ITS department has worked with other project team leads across grant components to integrate Target X into daily operations, such as building email campaigns, the intake form, and event planning options for the Welcome Center, launching early alerts, and tracking student achievement data and any missing educational plans via the Student Success Center. College leadership expressed excitement about the development of the BC “Bulldog Trail,” a visual tool on Target X that captures student involvement at the college in six phases – from initial interest and registration all the way through to alumni status. Though not yet student-facing, this dynamic tool will eventually allow students to track where they are at in the phases and to access services related to each phase. Guided Pathways will be integrated into the Bull Dog trail as well. The ITS department is currently working with student affairs and advising on assigning Guided Pathways and setting up an online appointment scheduler. **A key success has been the ability of the ITS department to customize Target X features to what project team members and students need most.**

Project team members noted they have undertaken “significant data integration efforts” to improve the college-wide data systems and are currently migrating to PeopleSoft. This new system will ensure cleaner data and reporting, and “as our source system gets better, our data gets better, and then our students will be more supported.” **Overall, ITS involvement early on in the planning and development stages for the Title III/ATD efforts has contributed to the success of Target X. Staff noted IT often gets overlooked in initial steps, but in this case the ITS department built an understanding of the grant components and context *first* and was therefore better able to support project needs.**

### WHAT DOES IT LOOK LIKE TO IMPLEMENT WITH AN EQUITY LENS?



Project team leads indicated that **accessibility is at the forefront of their minds when developing software and web tools for the grant.** Target X allows data to be “sliced and diced visually to better understand the student populations served.” Team members noted is an ongoing process to **ensure that specific student subgroups are the focus for change.** Further, college administrators noted they **are thinking strategically about how equity in terms of the digital divide and increasing technology access for students.**



## EVALUATION INSIGHTS

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- ◆ **The focus of Title III efforts on integrated student supports, redesigning pre-college and college-level math, and Guided Pathways is responsive to student needs that emerged repeatedly in the survey data.** Survey findings suggest there is room for growth in BC helping students to connect course options, academic programs, and career trajectories and the Guided Pathways model is responsive to this need. There also appears to be a need for math supports like tutoring for students, which is currently in the planning stages. Additionally, while students were generally satisfied with advising, many surveyed students have not accessed these services, and there appears to be a need for more access to advisors with shared lived experiences and identities. Further, some students expressed they would appreciate talking to a program-specific advisor and assigning advisors to specific Guided Pathways will be responsive to this need.
- ◆ **Title III and ATD efforts at BC are deeply intertwined, which makes both efforts stronger and more sustainable in the long-term.** A repeated strength of the Title III grant that emerged across project team interviews includes the integration of Title III efforts with ATD efforts. College leadership noted the close ties between Title III and ATD are a brilliant design of the grant. Both Title III and ATD are focused on similar student achievement indicators, closing the achievement gap, increasing data transparency at the college, and prioritizing mindful data disaggregation for student subgroups. These ties will help ensure Title III efforts are not siloed and will contribute to sustaining the services and student supports beyond the grant.
- ◆ **The emphasis on data-driven decision making is another theme that multiple project team members echoed as a success of Title III efforts.** While utilizing data remains an area for more growth and potential, all interviewees across all grant components raised the importance of accessible, transparent data in their work.
- ◆ **An additional strength of Title III efforts is related to campus-wide engagement in the work.** Multiple grant components mentioned the deep involvement of faculty and staff teams in for example, developing course maps, contributing to FYS curriculum, and piloting Early Alerts. A related area for growth appears to be ensuring there is clear and consistent communication across departments about interrelated grant components. Evaluators suggest sharing out evaluation reports with all project team members to facilitate shared learning and utilizing the executive summary infographic as a discussion tool to celebrate successes over the last year and to prioritize next steps moving forward.
- ◆ **Survey findings reveal two related trends – faculty, staff and students are experiencing challenges with online-only education and many have a preference for in-person learning and connection, and, at the same time, there are notable benefits to the online experience.** Across grant components, project team members indicated how they have pivoted to an online environment in dynamic ways and commented that virtual options have increased access. There appears to be a

need to continue to offer hybrid instruction, as well as virtual staff meetings, academic advising, and other grant-funded services after the COVID-19 pandemic.

- ◆ **An area for growth for the Title III grant includes establishing a shared definition of student success.** While the grant efforts all fall within the project titled “Leading Change for Student Success”, this title did not come up in interviews and multiple project team members refer to it as ATD/Guided Pathways. Several interviewees expressed that there seemed to be multiple, and sometimes conflicting definitions of what student success looks like at the college. There appears to be agreement across the team, however, that student voice and practices that center actionable steps toward equity are both pivotal for determining a shared definition of student success. Evaluators recommend that the project team work together to determine shared definitions of key terms like “student success” and “historically underserved students” for the purposes of the Title III grant, as this in turn will shape common metrics of success.

## APPENDIX A. Race/Ethnicity Identifiers

The following tables provide counts for race/ethnicity groups that BC students self-identified with on the survey. Students could select more than one response option.

*Table 1. Please indicate how you identify yourself (Check all that apply)*

	n
<b>African</b>	16
<b>African American/Black</b>	21
<b>Central American</b>	4
<b>East Asian</b>	45
<b>I prefer not to answer or specify*</b>	46
<b>Native American/Alaska Native</b>	13
<b>Native Hawaiian/Pacific Islander</b>	3
<b>North American i.e. Mexican</b>	13
<b>South American</b>	4
<b>South Asian</b>	15
<b>Southeast Asian</b>	31
<b>White/European</b>	221

*Table 2. Bellevue College is aware that the term Asian does not capture the diversity of Asian identities and experiences. If you prefer, please specify how you identify (Optional)*

	n
<b>Bangladesh</b>	1
<b>Burmese</b>	1
<b>Cambodian</b>	1
<b>Chinese</b>	27
<b>Indonesian</b>	1
<b>Malaysian</b>	1
<b>Filipino</b>	8
<b>Indian</b>	6
<b>Japanese</b>	7
<b>Korean</b>	9
<b>Kurdish</b>	1
<b>Pakistani</b>	3
<b>Taiwanese</b>	4
<b>Thai</b>	1
<b>Vietnamese</b>	12
<b>Asian – nationality not specified</b>	28

*Table 3. Bellevue College is aware that the term 'Hispanic/Latinx' does not capture the diversity of Latinx identities and experiences. If you prefer, please specify how you identify (Optional)*

	<b>n</b>
<b>Chilean</b>	2
<b>Colombian</b>	2
<b>Guatemalan</b>	1
<b>Honduran</b>	1
<b>Mexican</b>	13
<b>Panamanian</b>	1
<b>Puerto Rican</b>	1
<b>Hispanic/Latinx – nationality not specified</b>	8



## APPENDIX B. When did you first enroll in classes at Bellevue College?

Students who reported they first enrolled in classes at BC in the Fall 2019, Winter 2020 and Fall 2020 quarters were most represented in the survey responses. BC has four quarters each school year: Fall (September to December), Winter (January to March), Spring (April to June), and Summer (July - August).

*Table 4. BC Students by Enrollment Date*

	<b>n</b>
<b>Before Fall 2016</b>	35
<b>Fall 2016</b>	7
<b>2017</b>	2
<b>Winter 2017</b>	6
<b>Spring 2017</b>	2
<b>Summer 2017</b>	2
<b>Fall 2017</b>	12
<b>2018</b>	7
<b>Winter 2018</b>	11
<b>Spring 2018</b>	10
<b>Summer 2018</b>	3
<b>Fall 2018</b>	20
<b>2019</b>	4
<b>Winter 2019</b>	8
<b>Spring 2019</b>	9
<b>Summer 2019</b>	6
<b>Fall 2019</b>	53
<b>2020</b>	2
<b>Winter 2020</b>	57
<b>Spring 2020</b>	17
<b>Summer 2020</b>	13
<b>Fall 2020</b>	69
<b>Winter 2021</b>	30
<b>Spring 2021 (*prospective students)</b>	4
<b>I don't know</b>	6

## APPENDIX C. Which math course(s) are you currently enrolled in?

Students reported they are currently enrolled in the following math courses at BC.

*Table 5. BC Student Math Courses*

Math Course	n
ABE Math 2/3	1
ABE 054 Math	3
ABE 3	1
ABE Math 5	1
Accounting	2
ACCT 101	1
Algebra	1
Algebra 2	1
BUS145	1
Business Math	2
Calculus	1
Calculus I	5
Calculus II	1
Calculus III	2
ESL	1
Finance	1
Intro to Statistics	1
Linear Algebra	1
Linear Algebra (Math 208)	1
Math 107	5
Math 130	9
Math 130/Physics 100	1
Math 138	2
math 141	2
Math 142	9
Math 142 151 152 208	1
Math 148-Bus Calculus	1
Math 151	14
Math 152	4
Math 153	4
Math 208	1
Math 238	1
Math 240	2
Math 255, Vector Calculus, Math 238	1
Math 301	1
Math 54	2

Math Course	n
Math 75	3
Math 78	3
Math 97	5
Math 98	8
Math 99	9
Math for Elementary Education	1
Math in Society	1
PHIL 120 Symbolic Logic	1
Precalculus	2
Precalculus II	4
Statistics	2
Statistics 130	3