FYE
First Year Experience
@ Bellevue College
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## Reflection Questions:

<table>
<thead>
<tr>
<th>Before FYE</th>
<th>After FYE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why did you choose to come to Bellevue College?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How would you describe your current life outside of school?</strong> (For example, are you working part-time or full time? Do you take care of family members? What other obligations do you have in addition to school?)</td>
<td></td>
</tr>
<tr>
<td><strong>What excites you about starting college?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What makes you nervous about starting college?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Which people or structures in your life do you feel support you most as a student?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>What strategies do you think you will use when it comes to succeeding in college?</strong> (success = reaching desired goals)</td>
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</tr>
</tbody>
</table>
Goal Setting

Setting a goal is very useful, even if the results are not what you had intended. Goals help you decide what you want and how you are going to get there.

Successful goals are:

- **Specific**
  - Good Example: Get at least a 3.0 grade point average (gpa) this quarter
  - Bad Example: Bring my grades up so that I can get into the University of Washington

- **Attainable**
  - Good Example: Get a job on-campus by the end of October
  - Bad Example: Grow six inches by the end of October

- **Something you want**
  - Good Example: Get admitted to the major at WSU that I’ve always wanted
  - Bad Example: Get admitted to the major at WSU that my brother thinks I should try

Goals can be:

- **Short Term**
  - Finish my paper for English class by Sunday morning so that I can watch football in the afternoon.

- **Longterm**
  - Transfer to Western Washington University after completing 90-credits at Bellevue College

1) FYE is considered a short-term experience at Bellevue College. That is, your FYE class will be over prior to the beginning of your second quarter. Keeping in mind the specific elements listed above, what is one goal that you want to achieve during FYE?

2) It may also be appropriate to set a longterm goal to keep in mind during your entire time at Bellevue College. What is one longterm goal that you would like to achieve as a Bellevue College student?

Adapted From: http://www.wwu.edu/tutoring/online_resources.shtml
Transition Theory

Transition:
1. Movement, passage, or change from one position, state, stage, subject, concept, etc., to another (Dictionary.com)
2. Any event or non-event that results in changed relationships, routines, assumptions, and roles (Nancy K. Schlossberg)

Schlossberg’s “4 Ss” -- Four aspects of a transition that play a role in how well individuals deal, or cope, with change:

1. **Situation:** What set off, or triggered, the transition? What parts of the transition can be controlled? Is there a role change involved? How much control does the person have over the transition?

2. **Self:** Personal and psychological factors (age, gender, stage of life, socioeconomic status, etc.) that influence how someone looks at life.

3. **Support:** Family, friends, co-workers, communities, institutions

4. **Strategies:** Coping responses that modify the situation and manage stress in aftermath

Questions to Ponder:
In addition to your transition into life as a college student, what are other transitions in life that you have already experienced (or think you will experience in the future)?

1. _________________________________________________________
2. _________________________________________________________
3. _________________________________________________________

What are some things that you think helped in moving you in, through, and out of those life transitions?

__________________________________________________________
__________________________________________________________
__________________________________________________________

Transitioning to College

Transitioning from high school to college or the workforce to college can be a challenge as there will be new roles that you are expected to know and strategies you will be expected to use. The table below shows just a few of the generalized differences that you may experience in your new role as a college student.

<table>
<thead>
<tr>
<th></th>
<th>High School Student</th>
<th>Employee</th>
<th>College Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Mandatory to graduate</td>
<td>Mandatory to stay employed</td>
<td>Not always mandatory</td>
</tr>
<tr>
<td><strong>Time Commitment</strong></td>
<td>6 hours in class, 1-2 hours outside of class</td>
<td>8 hours at work each day</td>
<td>3 hours in class, 6 hours outside of class</td>
</tr>
<tr>
<td><strong>Choices</strong></td>
<td>None</td>
<td>Little</td>
<td>Flexible, student designed schedule</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>Moderate to none outside of class</td>
<td>Moderate to no overtime</td>
<td>Substantial work outside of class</td>
</tr>
<tr>
<td><strong>Homework</strong></td>
<td>Frequent and checked, feedback given on progress and performance</td>
<td>Feedback if you are not meeting standards</td>
<td>Not always checked; feedback on progress depends on instructor.</td>
</tr>
<tr>
<td><strong>Tests</strong></td>
<td>Frequent</td>
<td>Annually; frequent supervisor feedback</td>
<td>Few, sporadic or minimal graded assignments</td>
</tr>
<tr>
<td><strong>Effort, Preparation, Quality of work</strong></td>
<td>Not always a high expectation or requirement, often get 2nd chances to make-up or redo work</td>
<td>High expectation for each of these areas to be successful; very specific approaches to doing work tasks</td>
<td>Need to put the time and effort in to be successful; self-determined approach to work specifically how and when it is done</td>
</tr>
</tbody>
</table>
**Learning Styles Inventory**

**Directions:** Read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Circle your most appropriate response and add the totals at the bottom. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<table>
<thead>
<tr>
<th>When you...</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic &amp; Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spell</td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
</tr>
<tr>
<td>Talk</td>
<td>Do you dislike listening for too long? Do you favor words such as see, picture, and imagine?</td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?</td>
</tr>
<tr>
<td>Concentrate</td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td>Meet Someone Again</td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td>Contact People on Business</td>
<td>Do you prefer direct, face-to-face personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
</tr>
<tr>
<td>Read</td>
<td>Do you like descriptive scenes or pauses to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or hearing the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
</tr>
<tr>
<td>Do Something New at Work</td>
<td>Do you like to see demonstrations, diagrams, slides, or posters?</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td>Put something together</td>
<td>Do you look at the directions and the picture?</td>
<td>Do you say the instructions aloud?</td>
<td>Do you ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td>Need help with a computer application</td>
<td>Do you seek out pictures or diagrams?</td>
<td>Do you call the help desk, as a neighbor, or growl at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
</tr>
</tbody>
</table>

**Total Circled:** _________ _________ _________

**My Preferred Learning Style is:** ________________________________

Learning Styles

**Visual Learners:** Learning through seeing

- Visualize words when spelling
- Are distracted by movement or untidiness
- Remember faces better than names
- Prefer meeting face-to-face instead of talking on the phone
- Have a good sense of direction
- Easily understand diagrams, charts, and maps

**Class and Study Strategies**

Visual learners should:

a) sit at the front of the class,
b) take detailed notes, using diagrams, charts, or mind mapping,
c) ask for copies of diagrams, PowerPoint’s, charts, etc., and
d) Choose a place to study that is free of clutter.

**Auditory Learners:** Learning through hearing

- Sound out words when spelling
- Are distracted by noises and sounds
- Remember names and conversations better than faces
- Prefer talking on the telephone to meeting in person
- Prefer verbal instructions to maps or diagrams
- Talk, hum, or sing to themselves often

**Class and Study Strategies**

Auditory learners should:

a) record class lectures,
b) read textbooks out loud and record it to listen to at another time,
c) make up songs, jingles, or rhymes to remember concepts,
d) study in a quiet place to avoid being distracted by noises, and
e) form a discussion study group.

**Kinesthetic Learners:** Learning through action, movement, touching, doing

- Write out words to spell until they seem right
- Are distracted by activity
- Remember shared activities better than faces or names
- Prefer meeting people while doing an activity such as walking
- Prefer to figure things out as they go
- Enjoy putting things together and taking them apart
- Find it hard to sit for long periods of time

**Class and Study Strategies**

Kinesthetic learners should:
- a) spend any extra time in labs,
- b) space classes through the day so there is time to move around,
- c) study in a place that is away from distracting activities,
- d) use rhythm, beats, music, or rhymes to remember concepts, and
- e) make models to demonstrate key concepts

Source: PERSIST, ECMC Foundation
Test Taking Strategies

Before the Test

- Start preparing for your exams the first day of class. This can be done by reading your syllabus carefully to find out when your exams will be given, how many exams will be administered, and how much each exam weighs toward your final grade.
- Plan reviews as part of your regular weekly study schedule rather than just before the exam.
- Reviews are much more than reading and re-reading all assignments. You need to review your lecture notes and question yourself on the material you don’t accurately recall. You may want to create a study group to reinforce your learning.
- Review for several short periods rather than one long period. You will better retain information and become less fatigued.
- Turn the main points of each topic or heading into questions. Check to see if the answers come to you quickly and correctly. Try to predict examination questions; outline your answers.
- Flashcards are a helpful way to review courses that have many unfamiliar terms. Review the cards in random order using the terms that you have difficulty remembering.
- Stay up-to-date on assignments. Learn material and review as you continue through the course.
- Ask the instructor about the test. Find out what information will be stressed and the kinds of questions that will be asked. Review the text and lecture notes to develop a study strategy.
- Attend exam reviews. This is an opportunity to hear what the instructor was expecting to see in the answers. These reviews can assist you on the next exam.

During the Test

- Read the directions carefully! Points can be lost, because you failed to follow the directions.
- Breathe!
- Do a quick “mind dump” of information you do not want to forget. Write it down on scrap paper, on the back of the test, or in the margin.
- Work on the “easiest” parts first. If your strength is essay questions, begin with those to get the maximum points in that section.
- Keep an eye on the clock! Make sure you will have time to complete the test with the highest value possible.
- Rely on your first impression. The answer which comes to mind first is often correct.
- Plan to finish early and have time for review. Return to difficult questions you marked for review. Proofread your essays; check grammar and spelling. Make sure you answer all questions.
Multiple Choice

- Look for the central idea of each question. What is the main point? Statements that begin with words like always, never, none, except, most, or least are probably not the answer. Underline these words if you are allowed to write on the test paper.
- Always try to guess what the answer is before you look at the choices.
- If you are unsure about an answer, eliminate what it cannot be.
- After eliminating all other choices, make a logical guess. At least you have narrowed down the odds of getting the answer correct.
- Never leave a multiple choice question blank. You have a 20-25% chance of guessing the right answer.
- Select numbered answers from the middle range, not the extremes.

Essay Questions

- When answering essay questions, you should make an outline in the margin before writing. Organization, clear thinking, and good writing is important, but neatness counts as well. Be sure to make your writing legible.
- Save time at the end of the exam to review your test. Make sure you have fully answered the question.
- Paraphrase the original question to form your introductory statement.
- Write clearly and legibly! Use lists or bullets whenever needed.
- Identify the verbs or words in the question that give you direction.

True/False Questions

- When you do not know the answer - mark it true! There are generally more true questions on true-false exams than false questions. Instructors find it difficult to make a false statement look true. Look for any factor that will make a statement false. It is easy for the instructor to add a false part to an otherwise true statement.
- Qualifying words tend to make a question true. Qualifiers (seldom, often, many) increase the likelihood that the statement is true.
- Questions that state a reason tend to be false. Words in the statement used for justification (since, because, when, if) tend to make the statement false.
- Select answers that are longer and more descriptive. Longer (true) answers stand out and contain more detail. Shorter (false) answers are created quickly as “throw-aways.” Descriptive detail is normally given to help you identify the truth.
- Watch out for “Not True.” Remember to reverse your procedure and eliminate truth. Use the true-false methods described earlier and find the false alternative.

After the Test

When you receive your test paper, review it to determine strengths and weaknesses in your test-taking skills. Always analyze your test to determine how you can improve future test results.
Note Taking in College Classes

The Importance of Good Lecture Notes

- When you take good lecture notes you will be able to review material for exams directly from your notes.
- The process of taking notes provides you repetition of the information that you are learning by both listening and writing the information. This repetition helps you to learn the information.
- Taking notes helps you to keep your attention focused in class.

How to Take Good Lecture Notes

Taking good notes is a three step process:
1. Preparing
2. Listening and Recording (done during the lecture)
3. Reviewing

Preparing (5-10 minutes)
- Read or skim the chapter prior to attending class. This will help
  - To get a general overview of the main ideas and concepts – and will help you to focus your note taking
  - Identify unfamiliar terms and concepts
  - Identify material that is difficult or unclear
- Read or skim your notes from the previous class to help you focus on preparing to take notes

Listening and Recording (class time)
This is the actual process used to take notes from the class lecture:
- Start each lecture on a new page; use one side only (is neater when reviewing)
- Use a loose-leaf notebook (binder)
- Listen for main ideas and word clues– these are often indicated by words the instructor uses: “the four steps are... the characteristics of... the main reasons... this will be on the test”
- Record diagrams, illustrations, examples
- Write down anything the instructor writes on the board
- Write down unfamiliar vocabulary and unclear areas
- Use abbreviations
- Pay attention. If you find your mind wandering, just “be here now”

Reviewing (5-10 minutes)
Review your notes as soon as possible after the lecture. Students who do this get better grades than those who do not. This helps you to:
- Fill in any information you missed or left out and add facts or additional information or examples
- Fix words or clarify things that you can’t understand or that are confusing
- Write out abbreviations that aren’t clear
- Identify questions you may have for the instructor

The reviewing step is probably the most important step of note taking and the one that is not used! In addition to daily reviews you should review your notes on a weekly basis – put your notes into your own words. This will help you to:
- Move the information from short term to long term memory
- Remember what you are learning
- Be better prepared for tests

**Note Taking Tips:**

- **Skip spaces** to show changes of topic and to leave room for later insertions or edits, and indent to show subtopics and details.

- **Leave blanks** or put ??? for words, phrases, or ideas you think you may have missed. Directly after class, ask the instructor or another student to help you fill in the blanks.

- **Abbreviate common words** (such as “because” and “and”) and other frequently used words (words that are related to the course topic).

- **Edit your notes** after class *that day* by filing in missing information, clarifying information you don’t understand, identifying questions you have, add diagrams or additional information. Edit your notes within the first 24 hours after a lecture.

- **Review these notes** quiz yourself on the topics in your notes. Review daily and weekly. Students who reviewed their notes within one hour after the class remembered 70-80% of the information.

- **Get copies from other students;** you’ve heard the saying “two heads are better than one.”

- **Record what is written on the board,** always write down everything that your instructor writes on the board.

- **Only write on the front side of the paper and write neatly,** this makes reviewing and studying your notes much easier to do.
Reading for Meaning

It’s not enough to complete reading assignments—you must also comprehend and retain the material.

**Improving Reading Comprehension: SQ5R**

The SQ5R study method enables students to read, study, and process information more actively, leading to better understanding and retention.

**SURVEY** Before reading assigned material, read the introduction and summary. Skim the chapter, paying attention to headings, pictures, charts, and graphs. This will give you an idea of the general structure and content before you begin reading.

**QUESTION** Develop questions about the material. Start by asking yourself who, what, where, when, why, and how questions. General questions that cover main topics and ideas work the best.

**READ** Break the assignment into sections that take about 20 minutes to read. Read section by section, looking for key concepts, supporting details, and answers to your questions. Study charts, graphs, tables, and pictures, which present new information and connect to concepts from the reading.

**RESPOND** After each section, think about what you have read and answer your questions from step 2. This can be done at the same time as the reading step; the main point of this step is to think about the material and notice important points.

**RECORD** Underline key concepts and take notes on a separate sheet of paper, on note cards, in the margins of the textbook, or any place that works well for you. Do this after each section.

**RECITE** Try to recite key information and ideas without looking at the material. Put the information in your own words then go back and re-read until you are comfortable with it. This will lead to better understanding and save you review time in the long run. Do this after each section.

**REVIEW** After completing the entire chapter, review the information aloud or in your head. Try to identify overall themes and relationships between concepts. Make revisions to your notes so you can understand them later.

**Guidelines for Highlighting and Underlining**

- Read a section before you underline or highlight it. Information that seems important when you first read it may not turn out to be so important after you have read the entire section.
- Do not underline or highlight too much. Underlining everything has the same effect as underlining nothing. Try to only underline about 15 percent of the material.
• Make the major points stand out clearly. Develop special markings to use on major points so they are set apart from other information.
• You may find it more convenient to take notes in the margins of texts rather than on a separate piece of paper. This also makes it easier to refer to information in the book while using your notes.

Adapted From: http://www.wwu.edu/tutoring/online_resources.shtml
Resiliency Assessment

PART ONE:
Do you have the conditions in your life that research shows help people to be resilient? People bounce back from tragedy, trauma, risks, and stress by having the following “protective” conditions in their lives. The more times you answer yes (below), the greater the chances you can bounce back from your life’s problems “with more power and more smarts.” And doing that is a sure way to increase self-esteem.

Answer yes or no to the following. Celebrate your “yes” answers and decide how you can change your “no” answers to “yes.” (You can also answer “sometimes” if that is more accurate than just “yes” or “no”.)

1. Caring and Support
   ______ I have several people in my life who give me unconditional love, nonjudgmental listening, and who I know are “there for me.”
   ______ I am involved in a school, work, faith, or other group where I feel cared for and valued.
   ______ I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success
   ______ I have several people in my life who let me know they believe in my ability to succeed.
   ______ I get the message “You can succeed,” at my work or school.
   ______ I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.

3. Opportunities for Meaningful Participation
   ______ My voice (opinion) and choice (what I want) is heard and valued in my close personal relationships.
   ______ My opinions and ideas are listened to and respected at my work or school.
   ______ I volunteer to help others or a cause in my community, faith organization, or school.

4. Positive Bonds
   ______ I am involved in one or more positive after-work or after-school hobbies or activities.
   ______ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.
   ______ I feel “close to” most people at my work or school.

5. Clear and Consistent Boundaries
   ______ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).
   ______ I experience clear, consistent expectations and rules at my work or in my school.
   ______ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying “no” when I need to.

6. Life Skills
   ______ I have (and use) good listening, honest communication, and healthy conflict resolution skills.
   ______ I have the training and skills I need to do my job well, or all the skills I need to do well in school.
   ______ I know how to set a goal and take the steps to achieve it.
PART TWO:

People also successfully overcome life difficulties by drawing upon internal qualities that research has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a “personal resiliency builder” menu. No one has everything on this list. When “the going gets tough” you probably have three or four of these qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders; how have you used them in the past; and how can you use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your “resiliency-builder” menu, if you think they would be useful for you.

PERSONAL RESILIENCY BUILDERS (Individual Qualities that Facilitate Resiliency)

**Put a + by the top three or four resiliency builders you use most often.** Ask yourself how you have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crises, or stressors.

**(Optional) You can then put a T by one or two resiliency builders you think you should add to your personal repertoire.**

- Relationships — Sociability/ability to be a friend/ability to form positive relationships
- Service – Giving of yourself to help other people; animals; organizations; and/or social causes
- Humor — Having and using a good sense of humor
- Inner Direction — Basing choices/decisions on internal evaluation (internal locus of control)
- Perceptiveness — Insightful understanding of people and situations
- Independence — “Adaptive” distancing from unhealthy people and situations/autonomy
- Positive View of Personal Future – Optimism; expecting a positive future
- Flexibility — Can adjust to change; can bend as necessary to positively cope with situations
- Love of Learning — Capacity for and connection to learning
- Self-motivation — Internal initiative and positive motivation from within
- Competence — Being “good at something”/personal competence
- Self-Worth — Feelings of self-worth and self-confidence
- Spirituality — Personal faith in something greater
- Perseverance — Keeping on despite difficulty; doesn’t give up
- Creativity — Expressing yourself through artistic endeavor, or through other means of creativity

**You Can Best Help Yourself or Someone Else Be More Resilient by...**

1. Communicating the Resiliency Attitude: “What is right with you is more powerful than anything wrong with you.”
2. Focusing on the person’s strengths more than problems and weaknesses, and asking “How can these strengths be used to overcome problems?” One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz Part Two.
3. Providing for yourself or another the conditions listed in The Resiliency Quiz Part One.
4. Having patience...successfully bouncing back from a significant trauma or crisis takes time.

*Created by:* Nan Henderson, M.S.W.  
*Taken From:* http://www.resiliency.com/free-articles-resources/the-resiliency-quiz/
Time Management Strategies

Time management is not about managing time – it is managing ourselves and how we choose to use our time – how we chose to do what we do when we do it. It is all about our choices. In college the choice is to study or not study. It is your decision. Using the strategies listed below will help you plan how to complete the independent work in college.

- **Use your syllabi.** Print them out the first day of the quarter. Refer to them regularly to ensure you are completing the reading and assignments on time and are planning enough time to complete larger assignments and all academic work for each class.

- **Make an assignment schedule and follow it.** Start your schedule by listing due dates for assignments, tests, papers, etc. Add in when reading should be completed, assignments should be started, etc. Don’t let things pile up.

- **Decide when you are going to study and put those times in your schedule.** Don’t forget study breaks.

- **Leave some unscheduled time to give yourself flexibility.** This is important! Lack of flexibility is the major reason why schedules fail. Students tend to over-schedule themselves.

- **Make a to-do list and prioritize your list.** Use the ABC system to prioritize: rate each item according to its importance/value with A = High importance, B = Medium importance, C = Low importance. Then prioritize or rank order your A’s (A1, A2, A3, etc.), B’s, etc. Complete those tasks labeled as A first!

- **Break down large tasks into smaller, more manageable chunks.** Instead of looking at how much you can’t do, look at what you can do and start with that first.

- **Start with the one thing you must get done that day and you will feel productive.** Make it fun; play music, dance, sing while you are doing the task.

- **Combine activities.** Use down time/waiting time to do two things at once (re-read your notes while waiting for class to start, review your flashcards while waiting in line).

- **Learn to say NO once your priorities are set.** Turning down an invitation doesn't mean you'll never be asked to do something again.

- **Minimize interruptions!** Stay away from the phone when you're trying to get work done. If it's really important, they'll call back. And keep in mind, the other person isn’t interrupting you; you are interrupting yourself.
Research shows that people tend to waste time the same way every day. If you can identify your common “time wasters” and develop strategies to overcome these you will make better use of your time. If you omit your common “time wasters” you will have more time for the priorities in your life.

**Guidelines for Personal Time Management:**

Amount of Study Time = Keep in mind the 1,2,3 Rule: For every one hour in class, expect up to two hours of homework for a three hour time commitment.

Information Review = Review is essential to improving comprehension and retention. It is possible to lose up to 80 percent of the information you learn within 24 hours from the time of exposure. **Try to stay away from scheduling all of your information review on a non-class day or cramming.**

Sleep! = In general, it is recommended that adults receive between seven and eight hours of sleep each night; however, this varies from person to person depending on other factors. To figure out the ideal time to go to sleep to take advantage of your sleep cycles, you can visit: http://sleepyti.me/

**Time Management Practice**

**Directions:**
Using your class schedule for the quarter and your own knowledge of your work and home schedule, fill in the chart on the next page to reflect the guidelines listed above. Remember, for every one hour in class, plan on two hours of studying/homework. Make sure to indicate:
- Prescheduled Events: Classes, work, and other weekly activities
- Time it takes to get places (driving or on the bus)
- Meal time
- Time it takes to get ready in the morning

**Questions to Ponder:**
1) What is surprising about your weekly schedule? Do you notice any patterns?
2) What if you ran into an unexpected emergency or needed to change your schedule?

**Tip:** Use a weekly calendar to plan your schedule or use a daily schedule. Try an e-calendar such as Google Calendar or iStudiez or smartphone app. You can download weekly and monthly calendars here to assist with your planning: bellevuecollege.edu/trio/services/study-skills/
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Academic Advising Resources

Visit Us: Academic Advising Services, 2nd floor of B Building
Call Us: 425-564-2212
Email Us: advising@bellevuecollege.edu

Advising Website
bellevuecollege.edu/advising
- Read about the academic advisors and learn how to meet with them to create an educational plan
- Access degree worksheets, prerequisite flowcharts, and University Major Guides
- Learn about regularly scheduled group advising sessions and Transfer Week workshops

Degree Audit
bellevuecollege.edu/degreeaudit
Chart your progress toward your degree or certificate with this great tool!

Instructions for Use:
- Select "I'm a Student".
- Type in your student ID number and PIN number in the provided space.
- Select your degree or certificate from the drop-down menu.
- Click "Run Audit".
- Click "expand all" to see which requirements you have fulfilled, the classes in which you are currently enrolled, and the remaining classes necessary to complete your degree.
- Click "course options" for the list of classes that fulfill requirements.

Online Class Schedule
bellevuecollege.edu/classes
- Look to see if the classes you need are offered and have seats available
- Check for pre-requisites

Schedule Planner
bellevuecollege.edu/services/schedule-planner
- Plan your class schedule by viewing more than one open class option at once

Online Services
bellevuecollege.edu/services
- Need to reprint your schedule? Pay your tuition and fees? Check your waitlist? Get a transcript? Online Services is your menu of options where you can find all of these things and more!
Questions You Might Ask an Academic Advisor @ Bellevue College

1. Can you help me create/edit/review my educational plan?

2. What can you tell me about majoring in ____________________?
   a. What can I do with a major in ____________________?
   b. What courses do you recommend I take in order to best prepare myself for a major
      in ____________________?

3. Can you show me some of the features of the Academic Advising website because I’m
   having a hard time finding ____________________?

4. How does the transfer degree work? Can you help me understand the requirements to
   complete a transfer degree?

5. I’ve looked at some of the kiosks in your office, but how can I best make use of the
   resources you offer?

6. Can you help me understand my assessment placement? What courses would be most
   appropriate for me based on my scores?

7. I took some courses at another college, how might they apply toward my degree here?

8. I want to take these two or three courses next quarter. How might I build the best
   possible schedule for me?

9. Will I need foreign language for my degree path?

10. How can I make sure I’m taking the right classes to transfer to ____________?
    (example: University of Washington)

11. I’m having a hard time with ______________________. Where can I go to find the
    appropriate support?
Which Associate’s Degree Should You Be Working Towards?

### Associate in Arts and Sciences Degree (AAS-DTA)
- English
- Sociology
- Psychology
- Communication Studies
- Philosophy
- Art
- Anthropology
- History
- Any Foreign Language
- Political Science
- Computer Science
- Elementary Education
- Criminal Justice
- Social Work
- Nursing
- Economics
- And More ... !

### Associate in Business Degree (DTA)
- Business Management
- Accounting
- Biology
- Chemistry
- Environmental Science
- Physics
- Engineering (ANY)
- Mechanical Engineering
- Finance
- International Business
- Biochemistry
- Exercise Science and Kinesiology
- Electrical Engineering
- Computer Engineering
- Mathematics
- Entrepreneurship
- And More ... !

### Associate in Science Track I (Transfer Degree)
- Biology
- Chemistry
- Environmental Science
- Physics
- Engineering (ANY)
- Electrical Engineering
- Computer Engineering
- Mathematics
- Pre-Med, Pre-Dental, Pre-Pharmacy, etc.
- Kinesiology
- And More ... !

### Associate in Science Track II (Transfer Degree)
- Biology
- Chemistry
- Environmental Science
- Physics
- Engineering (ANY)
- Electrical Engineering
- Computer Engineering
- Mathematics
- Geology
- And More ... !

Don’t see your intended major on the list and/or can’t figure out which degree you should follow? Go to: [https://www.bellevuecollege.edu/programs/degrees/transfer/](https://www.bellevuecollege.edu/programs/degrees/transfer/) to take a closer look at our University Transfer Degrees or make an appointment to check in with your academic advisor.

### Professional Technical Degrees (Non-Transferable degrees – meant for students who wish to go straight into a job or a career after their associate’s degree)
- Nursing
- Diagnostic Ultrasound Technology
- Radiological Technology
- Business Management
- Interior Studies
- Digital Media Arts
- Web Development
- Information Systems
- Allied Health
- Phlebotomy Technician
- And More ... !

Don’t see your professional technical degree and want to double check that you’re in the right pathway? Go to: [bellevuecollege.edu/programs/degrees/proftech/](bellevuecollege.edu/programs/degrees/proftech/) to see our full list of professional technical degree offerings or check in with your academic advisor.
Career Exploration

There are a variety of ways to go about selecting a major and career path. Some students select their major first, which will lead them directly to a career. Some students have a career in mind first. Still others choose a major that seems like it does not directly connect to a career, but they are able to draw on and demonstrate what are called transferrable skills in their line of work.

The staff in the Center for Career Connections can help you:

- Identify a future career path
- See what degree and certificate programs are available at Bellevue College for meeting your career goals
- Explore occupations related to your desired career
- Understand the skills and knowledge that are required by the current workforce

However, there are also some steps that you can do to start thinking about your career pathway.

**Four Questions to Ask Yourself When Choosing a Career**

1. **What do you value?** Values are the things that you believe are important in the way you live and work.

2. **What are your interests?** Your interests are things that draw your attention or curiosity.

3. **What is your personality?** Your personality is comprised of your physical, mental, and emotional characteristics.

4. **What are your skills and strengths?** These are things or tasks that you do well.

**Reflection Activity:** Ideally, your career should exist at the intersection of these four larger elements. Use the graphic on the next page to start brainstorming your values, interests, personality, and skills and strengths. Create a web of ideas by drawing a line out from each circle.

**Your Online Resource: WOIS**

WOIS/The Career Information System ([http://www.wois.org](http://www.wois.org)) is a Washington-based tool that allows you to explore potential careers and research skills needed and potential wages for many jobs in the state. You do not need a site key if you are on the Bellevue College campus; however, contact the Career Center at (425) 564-2279 or e-mail careers@bellevuecollege.edu to receive the site key if you are off-campus.
Career Exploration: Holland Codes

One way of exploring careers in by looking at occupations according to occupational interest. John Holland conducted research that divided job seekers into six broad personality type categories:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

The Holland Code is a generalization, and not likely to be an exact fit. This condensed survey is not intended to be as accurate as the full instrument; however, completing this survey might help you identify the general cluster(s) of occupations in which you would have the most interest and get the most satisfaction. This is one way to start your career exploration!

**Step One:**
Circle the number of all items below that are appealing to you. Leave the ones that aren’t appealing un-circled.

| 1. Planting and growing crops | 17. Buying clothes from a store | 33. Writing stories or poetry |
| 2. Solving math problems | 18. Working from nine to five | 34. Attending sports events |
| 5. Talking to people at a party | 21. Reading fiction or plays | 37. Building things |
| 8. Astronomy | 24. Typing reports | 40. Belonging to a club |
| 9. Drawing or painting | 25. Driving a truck | 41. Giving talks or speeches |
| 10. Going to church | 26. Working in a lab | 42. Keeping detailed records |
| 12. Using a cash register | 28. Making new friends | 44. Using science to get answers |
| 13. Carpentry | 29. Leading a group | 45. Going to concerts or the theater |
| 14. Physics | 30. Following a budget | 46. Working with the elderly |
| 15. Foreign Language | 31. Fixing electrical appliances | 47. Sales people |

**Step Two:** On the chart below, circle the numbers of the items above which appealed to you. Then count the number for each row and write the number in the box to the left. The two highest categories are the clusters in which you have the most interest, and their corresponding labels are your Holland Code. (For example, if you scored highest in Social and second highest in Artistic, your Holland Code would be “SA”. This is where you could concentrate your career exploration efforts.)

| R = Realistic | 1 | 7 | 13 | 19 | 25 | 31 | 37 | 43 |
| I = Investigative | 2 | 8 | 14 | 20 | 26 | 32 | 38 | 44 |
| A = Artistic | 3 | 9 | 15 | 21 | 27 | 33 | 39 | 45 |
| S = Social | 4 | 10 | 16 | 22 | 28 | 34 | 40 | 46 |
| E = Enterprising | 5 | 11 | 17 | 23 | 29 | 35 | 41 | 47 |
| C = Conventional | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 |

Highest Score: _______ Second Highest Score: _______ My Holland Code: _______
Step Three: You can now match your singular categories (e.g., “Realistic,” “Artistic,” etc.) or Holland Codes (e.g, “RI,” “IE,” etc.) to actual careers. This will help you to begin to research potential careers and chart a pathway to get there.

Examples of Careers

R-Realistic:
- Engineer
- Plumber
- Audio and video equipment technician
- Chemist
- Dentist

I-Investigative:
- Sociologist
- Political Scientist
- Psychologist
- Economist

A-Artistic:
- Reporter
- Creative writer
- Performing artist (including actor, singer and dancer)
- Fashion Designer

S-Social
- Home health aide
- Certified nurse’s aide
- Occupational therapist
- Teacher
- Clergy member

E-Enterprising
- Salesperson
- Attorney
- Chief Executive
- Chef
- Retail buyer

C-Conventional
- Accountant
- Bookkeeper
- Actuary
- Human resources staff member
- Loan Officer

Activity Adapted From:
About Careers: http://careerplanning.about.com/od/selfassessment/a/holland-code.htm
My Academic Advising and Career Exploration
Action Plan

My Academic Advisor is: ______________________________________________________

I need to make my next academic advising appointment in: ______________________
to talk about winter quarter classes.

I can do this by calling the advising office at: ________________________________ or by
stopping by the advising front desk located: __________________________________

The degree I am pursuing at Bellevue College is: __________________________________

I chose this degree because:
Ex: I want to transfer, I want to start a job as soon as possible, I want to leave my
options open, etc.

____________________________________________________________________

____________________________________________________________________

My future major or area of study is: __________________________________________

My future career goal is: ___________________________________________________

Here are three goals that I am going to commit to during my first year at Bellevue
College that will help me towards my future major/area of study/career:
Ex: I am going to research admissions and major requirements at 5 universities that I
am interested in transferring to by the end of Spring Quarter 2016

1. ______________________________________________________________________

__________________________________________________________________________

2. ______________________________________________________________________

__________________________________________________________________________

3. ______________________________________________________________________

__________________________________________________________________________
The Affirmation of Inclusion
@ Bellevue College

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Adapted by the All College Council and President, June 9, 1992

Related Definitions

**Discrimination:** Action based on prejudice toward social others. When we act on our prejudgements, we are discriminating.

**Harassment:** The act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands.

**Prejudice:** Learned prejudgement about members of social groups to which we don’t belong. Prejudice is based on limited knowledge or experience with the group. Simplistic judgements and assumptions are made and projected onto everyone from that group.

**Privilege:** The rights, advantages, and protections enjoyed by some at the the expense of and beyond the rights, advantages, and protections available to others. Privilege is socially constructed to benefit members of the dominant group.

Definitions Taken From:

"Harassment” Definition From: legal-dictionary.thefreedictionary.com

Notes/Reflection:

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Achieving Success in an Online or Hybrid Class

What the BC Online Instructors recommend:

1. **Enroll in an Online Class Workshop or in-person workshop.** For specific dates, times, and locations go to this site: [http://depts.bellevuecollege.edu/helpdesk/students/canvas/](http://depts.bellevuecollege.edu/helpdesk/students/canvas/)

2. **Show up** online the first day of the quarter! In many classes the first graded assignment is due during the first week.

3. Be prepared to spend 10-15 hours a week on homework and online activities such as discussions, group projects, etc.

4. **Read and follow the syllabus.** Online classes require you to work independently but you can use on campus resouces for assistance.

5. **Participate actively in online discussions.** Communicate. Ask questions. Be patient, even though the class is online your instructor is not available 24/7. Online instructors are usually not on campus and may not be available to meet with you in person.

6. **Online classes are not self-paced classes.** You will probably need to be online daily and some classes will require you to be online at a specific time.

7. **Access to technology and to the required programs is your responsibility.** If your computer goes down, it’s your responsibility to find another computer to use and to make sure the browser is configured correctly. Have a back-up plan if you experience technology problems.

8. **Have a back-up plan:** Save often and back up your class files to a USB drive or other portable device. Write your essays and reports off-line and save them with copies on a back-up device.

9. **Send or post your work the day before it is due.** This gives you a “grace period” to cope with technology problems.

10. **Schedule your online class time.** Get into a routine by logging into your online classes at the same timeand in the same place each day. Be disciplined.

Be prepared. The most common problems students report when taking online classes:

- **My computer is broken.** Use your back-up plan.
- **I can’t get online.** Check your ISP. Use your back-up plan.
- **I can’t get into the online classroom.** Check the Distance Education Website. Get help in the Computer Lab (N250). Use your back-up plan.
- **I can’t make the discussion work.** Communicate with your instructor. Get help in the Computer Lab (N250). Use your back-up plan.
- **My computer has a virus.** Use your back-up plan.
- **My power went out.** Use your back-up plan.
Bellevue College Student Case Studies

YOU be the student services staff member! One of the students below comes to you to ask for help. Utilizing all of the information covered so far in the First Year Experience class and in this manual, what would you tell the student?

Remember to recommend:
- Support Service(s) and how to find or access the service
- Study Strategies
- Other helpful tools or resources

1. Salina just received her math mid-term test back, and the grade was much lower than what she expected. She thought that she had studied extremely hard for this exam and was well prepared. Salina is feeling discouraged and unsure if she can continue on in the class.

2. Harvey is taking an online English class. He felt like an online class was more convenient than coming to campus because of his work schedule. A couple of weeks into the quarter his personal computer no longer powers up, and he is fearful that he has lost all of his work. He is nervous because he is not sure that he will even be able to complete his next assignment on time.

3. Victor enjoys his classes, but he isn’t so sure that the college experience is for him. Bellevue College is such a big place, and it feels easy to just sit in the back of the room and then pack up his books and walk to his car after classes. Is this what college is supposed to feel like?

4. Pamela is the first person in her family to go to college, and she’s feeling pressured to major in Business. Even though she really enjoys drawing and would like to take art classes, her father thinks that she should transfer to the University of Washington’s Foster School of Business after completing her transfer degree. Pamela feels confused about what to do.

5. Jonathan finds that he has more reading in college than he thought he would. He works at a coffee shop after school and always sets aside time to do his reading in the evening; however, he finds himself either falling asleep or zoning out while reading his textbooks. He fears that he will never be able to keep up with the pace, as he’s never been a very fast reader as it is.
Appendix A: Selected Student Support Resources

Academic Advising
bellevuecollege.edu/advising/
Go to: 2nd floor of student services in B-bldg
Call: 425-564-2212
Academic Advising offers professional academic and educational planning to new and continuing students by providing the resources and planning tools to best develop a meaningful, sound educational plan to achieve their academic and life goals. Students who plan to transfer can work with an advisor knowledgeable about the universities and the transfer process.

Academic Success Center
bellevuecollege.edu/asc/
Go to: D204
Call: 425-564-2200
Students and professionals are hired by the Academic Success Center to provide group, drop-in and one-to-one tutoring sessions. Tutoring is available in virtually any subject. The Math Lab and Writing Center are also available as part of the Academic Success Center for students to receive assistance in those specific areas.

Center for Career Connections
bellevuecollege.edu/careers/
Go to: 2nd floor of Student Services in B-bldg
Call: 425-564-2279
The Center for Career Connections provides comprehensive career resources for students at all stages of their academic and professional career. The Center provides listings of jobs and internships and can assist students in reaching academic and career goals and tapping into community resources and scholarships.

Counseling Center
bellevuecollege.edu/counseling/
Go to: 2nd floor of Student Services in B-bldg
Call: 425-564-2212
The Counseling Center supports student success by providing educational and career planning, academic counseling, and free short-term confidential personal counseling to any registered BC student. The Center also offers credit classes under the Human Development curriculum to help students identify goals and learn effective decision-making skills for college and life success.

Disability Resource Center (DRC)
bellevuecollege.edu/drc/
Go to: B132, 1st floor of student services in B-bldg
Call: 425-564-2498
In order to ensure student success, DRC provides accommodations (in the forms of equipment, additional time, note takers, etc.) for students with a documented disability. Appropriate accommodations are authorized when a student requests them after following the eligibility processes set by disability laws and college procedures. Part of the eligibility process includes the student submitting documentation.
Financial Aid
fa.bellevuecollege.edu
Go to: 1st floor of student services in B-bldg
Call: 425-564-2227
There are many ways in which students can fund their education. Financial aid is available in the form of grants, loans and student employment. Students should access the Financial Aid website for applications and need to be mindful of deadlines during the application process.

Library Media Center (LMC)
bellevuecollege.edu/lmc/
Go to: D126, library main entrance
Call: 425-564-2252
The LMC offers excellent resource materials in print and electronic format. Librarians are available to help students with search strategies and other research techniques to complement class work.

Multicultural Services (MCS)
bellevuecollege.edu/mcs/
Go to: 2nd floor of Student Services in B-bldg
Call: 425-564-2208
MCS provides academic success and support services and advocacy for students of color, LGBTQ, low-income, first generation college students, and students with disabilities at BC. MCS staff can assist with academic advising, student advocacy, academic mentoring, tutoring, and generally getting started and accessing other services at BC.

Student Programs
bellevuecollege.edu/stupro/
Go to: C212, Above the Café
Call: 425-564-6150
Student Programs is committed to building a pluralistic and diverse campus community that fosters creativity, innovation and student success. Students can enrich their experience through leadership opportunities, personal learning and cultural experiences.

TRiO
bellevuecollege.edu/trio/
Go to: 2nd floor of Student Services in B-bldg
Call: 425-564-5745
TRiO services include study skills development, tutoring, academic advising, financial aid assistance, study skills classes, a quiet study center and computer lab, a laptop lending program, and cultural and social activities. Those who are qualify for TRiO services will have either limited income, a documented disability, or are the first in their families to attend college.
Appendix B: Academic Standing

3200P STUDENT ACADEMIC STANDING (PROCEDURES)
Original Date: 3/29/2005 * Last Revision Effective: 9/11/2012
Policy Contact: Vice President, Student Services

PURPOSE
Bellevue College is committed to the academic success of its students. The primary purpose of the Student Academic Standing Procedures is to quickly identify and alert students with low academic achievement and provide those students with assistance to improve their academic performance.
This procedure applies to all students. Some individual college programs/funding sources may have additional requirements. Students in these programs should contact the appropriate program advisor for information regarding these requirements or contact an academic advisor or counselor if they have questions.

PROCEDURES

Academic Progress
Students must earn a cumulative GPA of 2.0 or better to remain in good academic standing. The following consequences will be imposed progressively for students who are not in good academic standing.

<table>
<thead>
<tr>
<th>Academic Warning</th>
<th>Cumulative GPA falls below 2.0 and quarterly GPA is less than 2.0.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation</td>
<td>Cumulative GPA remains below 2.0 for the second consecutive quarter* and quarterly GPA is less than 2.0.</td>
</tr>
<tr>
<td>One (1) Quarter Academic Dismissal</td>
<td>Cumulative GPA remains below 2.0 for the third consecutive quarter* and quarterly GPA is less than 2.0.</td>
</tr>
<tr>
<td>Four (4) Quarter Academic Dismissal</td>
<td>Cumulative GPA remains below 2.0 for the fourth consecutive quarter* and quarterly GPA is less than 2.0.</td>
</tr>
</tbody>
</table>

* Consecutive quarter is defined to mean the next quarter in which a student is enrolled even if a break in time occurs.

Note: Students will remain at currently assigned academic standard level if cumulative GPA remains below 2.0 but quarterly GPA reaches 2.0 or better.

Academic Warning
Students carrying five or more credits will be placed on Academic Warning at the end of any quarter in which their quarterly GPA is below 2.0.
Students who fail to make satisfactory progress over time will be placed on the next level of academic intervention. There is no appeal process to this level of intervention.
**Academic Probation**
Students carrying five or more credits will be placed on Academic Probation at the end of any quarter in which their quarterly GPA is below 2.0 for a second consecutive quarter.

Students placed on Academic Warning or Academic Probation will be sent a letter that offers effective study tips and strongly encourages students to take advantage of college support resources for education planning.

Students on Academic Probation are required to complete an Academic Probation Contract that outlines steps for improving the student's academic performance. A student on Academic Probation will be required to meet with an Academic Advisor, Counselor, or designated Faculty member (in certain programs) to review the plan prior to registration. Online registration will be blocked while the student remains on Academic Probation. There is no appeal process to this level of intervention.

**1 Quarter Academic Dismissal**
Students carrying five or more credits will be placed on 1 Quarter Academic Dismissal at the end of any quarter in which their quarterly GPA is below 2.0 for a third consecutive quarter.

Students placed on 1 Quarter Academic Dismissal will not be permitted to register for any courses for credit the subsequent quarter. Dismissed students will be blocked from registering. Students who enrolled for classes prior to suspension status will be administratively withdrawn, and tuition paid will be refunded.

Students placed on 1 Quarter Academic Dismissal will be sent a letter that outlines the appeal process for reinstatement. To be considered for reinstatement, students must outline a plan for making measurable and substantial progress towards improving their grade point average and meet in person with the Dean of Student Success or designee.

All appeals are reviewed by the Dean of Student Success. If approved, the student will continue on probationary status until satisfactory academic progress has been met for two quarters or longer. Notification will be sent to the student outlining conditions of reinstatement.

**4 Quarter Academic Dismissal**
Students carrying five or more credits will be placed on 4 Quarter Academic Dismissal at the end of any quarter in which their quarterly GPA is below 2.0 for a fourth consecutive quarter.

Students placed on 4 Quarter Academic Dismissal will not be permitted to register for any courses for four quarters. Dismissed students will be blocked from registering. Students who enrolled for classes prior to suspension status will be administratively withdrawn, and tuition paid will be refunded.

Students placed on 4 Quarter Academic Dismissal will be sent a letter that outlines the appeal process for reinstatement. The student must submit to the Vice President of Student Services a suitable plan to improve academic performance. The student may be referred to an Academic Advisor, Counselor, or designated Faculty member (in certain programs) and be required to participate in intervention(s) designed to improve their academic success, such as a workshop on study skills and time management. If the student is reinstated, their registration will be blocked while an Academic Advisor, Counselor, or designated Faculty member (in certain programs) helps with the student’s progress.
Petitions to appeal an academic dismissal must be received in writing in the office of the Vice President of Student Services at least two weeks prior to the start of the quarter in which the student wishes to enroll. If approved, the student will continue on probationary status until satisfactory academic progress has been met for two quarters or longer. Notification will be sent to the student outlining conditions of reinstatement.

RELEVANT LAWS AND OTHER RESOURCES

RCW 28B.10.695

REVISION HISTORY

Original 3/29/2005

APPROVED BY

President’s Staff

Find the Academic Standing Policy and Procedures Online
bellevuecollege.edu/policies/id-3200p/
Appendix C: Grading Policy

3000 Grading

Original Date: 6/2/1989 * Last Revision Effective: 2/5/2014
Policy Contact: Vice President, Instruction

Policy

Bellevue College utilizes a consistent, published letter grading system to reflect the student’s achievements. For students who do not wish to take a course for a letter grade, an optional pass/fail grading system is available, as is the option to audit a course.

The student is responsible for initiating the removal of an incomplete grade or for correcting a grade he or she believes is incorrect.

Students have the right to repeat the course as described in this policy.

Grading Criteria

"A“ Grades Indicate "Outstanding" Achievement

A = 4.0 points per credit hour
A- = 3.7 points per credit hour

The "A“ Student:

- demonstrates consistent mastery of learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes beyond the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently exceed requirement and that interpret and apply objectives in new, unique, or creative ways;
- demonstrates consistent leadership in class participation activities.

"B“ Grades Indicate "High" Achievement

B+ = 3.3 points per credit hour
B = 3.0 points per credit hour
B- = 2.7 points per credit hour

The “B“ Student:

- demonstrates a high level of competence in learning outcomes for the course;
- demonstrates ability to interpret, integrate, and apply learning outcomes within the context of the course through application of critical and creative thinking skills;
- completes work assignments that consistently meet most requirements;
- contributes regularly to class participation activities.

"C“ Grades Indicate "Satisfactory" Achievement
C+ = 2.3 points per credit hour
C = 2.0 points per credit hour
C- = 1.7 points per credit hour

The “C” Student:
- demonstrates a satisfactory level of competence in learning outcomes for the course;
- demonstrates competent ability to interpret, integrate, and apply learning outcomes within the context of the course;
- completes work assignments that satisfy minimum requirements for the course;
- satisfies minimum requirements for class participation activities.

"D” Grades Indicate “Poor” Achievement

D+ = 1.3 points per credit hour
D = 1.0 point per credit hour

The “D” Student:
- demonstrates minimum competence in some learning outcomes for the course;
- completes work assignments that usually meet minimum requirements;
- contributes inconsistently or infrequently to class participation activities.

"F” Grades Indicate “Unsatisfactory” Achievement

F = 0 points per credit hour

The “F” Student:
- cannot demonstrate competence in many or fundamental outcomes for the course;
- submits work assignments that frequently do not meet minimum requirements, or does not complete the assigned work;
- does not satisfy minimum requirements for attendance or contribution to class activities.

Students should be aware that the instructor determines whether the class will be evaluated using the “F” grade.

Passing = P

No points are calculated for a “P” grade, which is issued in two separate instances: for those courses institutionally recognized as using the “P” grade and for courses graded using “A” through “F” in which a student elects to be evaluated “pass/fail”. In the latter instance, all “P” grades must be supported with traditional letter grades, and when the student fails to receive a grade of “A” through “D”, a grade of “F” will be assigned and calculated into the grade-point average.

Courses which a student elects to take “pass/fail” may not be used to satisfy distribution requirements in the arts and sciences or science degrees. A student must declare intention for a “P/F” grade within the first ten (10) days of the quarter by filing the request in the student service center.

Credit/Non-Credit = CR/NC
Credit-non-credit ("CR/NC") is a grade granted for specific courses as determined by the college. Students may not choose this grading option. No points are calculated into the grade-point average.

**Official Withdrawal = W**

Official withdrawals are accepted and recorded on different schedules during the academic year and during Summer Quarter.

During Fall, Winter, and Spring Quarters withdrawals are recorded as follows:

- Through the tenth day of the quarter, the dropped course does not become part of the transcript.
- After the tenth school day and through the end of the seventh week of the quarter, the “W” grade will become part of the student’s transcript record, regardless of grade status at the time.
- No official withdrawal will be permitted after the start of the eighth week of the quarter.

During Summer Quarter withdrawals are recorded as follows:

- Through the sixth day of the quarter, the dropped course does not become a part of the transcript record.
- After the sixth day and through the end of the fifth week of the quarter, the “W” grade will become part of the student’s transcript record, regardless of grade status at this time.
- No official withdrawal will be permitted after the start of the sixth week of a Summer Quarter.

**Hardship Withdrawal = HW**

HW indicates a withdrawal request made because of extenuating circumstances after the official withdrawal period is over. The student must contact the instructor to request this withdrawal option, or the faculty member may initiate the contact. No points are calculated into the grade-point average.

**Audit = N**

Not counted for credit or grade-point average. A student must declare intention to audit a course within the first ten (10) days of a quarter by filing the request in the registration office.

**Course in Progress = Y**

This symbol indicates a course which, by authorization of the vice president of instruction, officially continues beyond the terminal date of the present quarter. Normally, the course is completed and graded on or before the termination of the subsequent quarter.

**Incomplete = I**

No points are calculated for this grade. An “I” grade indicates that the student has not completed specific prescribed requirements for a course, usually for unforeseen reasons beyond the student’s control. The student is responsible for requesting the assignment of an “I” grade and for demonstrating why the “I” is appropriate. Granting the request and assigning the “I” grade is the prerogative of the instructor. If a student has performed at a passing level during the quarter but for some reason is unable to complete the course requirements, he/she may be assigned an “I” grade at the course instructor’s discretion. The nature of the deficiency must be
such that removal of an “I” grade is not contingent on subsequent enrollment in the same course by the student.

An “I” will be posted to the transcript when submitted by the instructor with a contractual form which specifically indicates the work the student must complete to make up the deficiency and the date by which the deficiency must be resolved. Both the instructor and the student must sign the contract. The work for the course must be completed before the end of the next quarter (by the end of the following fall term if the “I” is given in the spring term), and an extension can be granted only with the instructor’s approval. If the student fails to complete the designated assignment(s), an “F” grade will be posted.

**Pass/Fail Grading System**

Students may ask to be graded on a pass/fail basis in a course by filing a request form at the registration office by the tenth instructional day of the quarter (for Fall, Winter, and Spring; Summer Quarter has an alternate schedule). Pass/fail may also be determined at the time the student enrolls for the course.

- A pass/fail option cannot be used for a course for which a student has already received a letter grade.
- Instructors are required to transmit a traditional letter grade for transcript support for each student who elects the pass/fail option, except in those courses which have been approved by the institution for pass/fail grading; e.g., physical education activity, clinical nursing courses, etc. The records office will retain the letter grade for later release to authorized agencies who may request it, but will print “pass” or “fail” on the student grade report and permanent record.
- No more than fifteen (15) credits may be taken pass/fail in satisfying requirements for an Associate Degree. Courses requiring a “P” grade are not included in the fifteen (15) credits.
- A grade of “P” earned in a course taken pass/fail will not be factored into the student’s grade-point average, but a grade of “F” will be calculated as 0 points for GPA purposes.

**Auditing a Course**

An optional audit grade is available to all students and is governed by the following provisions and stipulations:

- Students may ask to audit a course by filing a request form at the registration office by the tenth instructional day of the quarter (for Fall, Winter, and Spring; Summer Quarter has an alternate schedule). The intent to audit may also be determined at the time the student enrolls for the course.
- Any person may enroll in a credit course as an auditor upon payment of the required enrollment fees.
- Auditors in a course are required to participate in all activities and meet all minimum standards expected of other students in the course, except that they will be excused from the final examination. Instructors are not required to transmit a traditional letter grade for an auditor.
- Audited courses do not satisfy the requirements for an Associate of Arts degree or a certificate.
- A grade of “N” earned in an audited course will not be factored into the student’s grade-point average.
Removal of an Incomplete Grade

After the student completes the course requirements, resolving the deficiencies outlined on the contractual form within the negotiated time limit, the instructor is then responsible for returning the change of grade form to the records office for processing.

Correcting a Grade

If a student wishes to contest the accuracy of a grade, it is important to consult with the instructor involved immediately.

The instructors receive audit sheets of all grades they have in all classes during the first ten (10) days of the next regular quarter. Errors may be noted on this audit sheet, and corrected, with minimal problem to the student. After the tenth day of the following quarter, the student has only one (1) year in which to correct a grading error. If the instructor is no longer employed at this college, or is away from the campus for an extended time, students wishing to correct a grading error should talk with the division dean of that faculty member. After one year, grades are not changed except for extraordinary reasons.

Repeating a Course

Students may repeat a course taken at Bellevue College in order to improve their skills or the course grade. All course repeats must comply with the Procedures for Repeating a Course.

- The course repeat policy only applies to courses that are taken at Bellevue College.
- A course may be repeated only twice (taken a total of three times) unless otherwise specified in the college catalog.
- Credit for any course is earned only once (except courses designed to be taken multiple times, as noted in the Bellevue College Catalog).
- Only the highest grade awarded will be used in computing the Bellevue College GPA.
- Each grade received will remain on the student’s transcript; the Registrar will place an “R” next to other grade(s) received for that course.
- Courses must be repeated for a letter grade unless the course is offered only as pass/fail.
- The course repeat process DOES NOT apply to grade symbols: I, NC, W, HW, Y or Z.
- The Bellevue College repeat policy may or may not be recognized by other institutions, at their sole discretion.
- To repeat a course, students must re-register and pay all necessary tuition and fees.

Revision History

Original 6/2/1989

Approved By

President’s Cabinet
Board of Trustees

Find the Grading Policy and Procedures Online
bellevuecollege.edu/policies/id-3000/
Campus Map