



**Board of Trustees
Retreat**

**September 20, 2022
9:00 a.m.**

Wanapum Heritage Center 29082
Washington 243 Mattawa WA

Big Bend Community College Board of Trustees Retreat
Tuesday, September 20, 2022
[Wanapum Heritage Center](#)
(29086 WA-243, Mattawa) 1 hr, 15 min from Big Bend

9:00	Action on 2022-24 Negotiated Agreement <i>Exec Session</i>	Summary of Tentative Agreement
9:10	Exec Session Item #1: President's Evaluation Moderator/Presenter: Board Members Outcome: Identify points for president's evaluation for upcoming board meeting (10/13).	2022 Mission Fulfillment Summary (43) BP 1000 Policy Governance & By Laws (25) Materials for President's Evaluation (2, 4) President's Evaluation Process (3)
10:00	Break	
10:15	Item #3 Board Self-Evaluation & Goals Sub-committee presentation Moderator/Presenter: Trustees Thomas Stredwick & Juanita Richards (Sub-committee) Outcome: Review of dashboard. Review of board actions and goals. Review of president's evaluation process. Identify self-evaluation points and 2022-23 Goals for statement to be written for Oct 13 board meeting.	2021-22 Board Agendas (96) 2021-22 Board Motions (94) May 10 Ends Study Session Minutes (89) Policy Governance BP1000 (25) Board Evaluation Tool (15) 2021-22 Board Goals (12) Goal Progress Updates (13) Sept 9, 2021 Board Self-Evaluation Statement (41) Aug 26, 2021 Board Retreat Minutes (84) Equitable Decision-Making Tool (2) 2022-23 Cyclical Board Calendar (104)
11:00	Break	
11:15	What are Ends Part 1 Sub-Committee Trustees Anna Franz & Juanita Richards	Mission, Vision, Guiding Principles & Ends Statements (1)
11:30	Drive to La Popular (Lunch)	
1:15	Ends Part 2 Sub-Committee Trustees Anna Franz & Juanita Richards Outcome: draft Ends for action Oct 13	Mission, Vision, Guiding Principles & Ends Statements (1)
2:15	Tour of Heritage Center	

**SUMMARY OF TENTATIVE AGREEMENT
BETWEEN
COMMUNITY COLLEGE DISTRICT #18 & THE BBCC FACULTY ASSOCIATION
September 14, 2022**

Article I: Recognition – No change

Article II: Definitions Relating to the Contract

II.B Adjunct Faculty is an academic employee who is employed on a quarterly basis with no guarantee of continuing employment. This terminology is also used interchangeably with part-time instructor/faculty. Adjunct faculty are either Associate faculty, ~~or~~ Senior Associate or Distinguished Associate Faculty as defined in Article X.

II.E Appointing Authority refers to the President of Big Bend Community College as designated by the Board with a "written order filed in its office, delegating to the President . . . any of the powers and duties vested in or imposed upon . . . it" [RCW 28B.50.140]. This delegation is outlined in BBCC Board of Trustees Resolution ~~2014-1~~ 2020-1.

II.W Instructional Council is that organization which provides review and recommendation in the areas of the academic program, instructional budget, policies, publications and associated administrative actions. Its membership includes the appropriate Vice President; Dean of Student Services; Dean of Arts and Sciences; Dean of Workforce Education; ~~Dean of Transitional Studies~~ Director of Basic Education for Adults; Director of Library Resources and eLearning; Executive Assistant, Instruction; Division Chairs; and a Student Services Representative. Ex-officio members are the Director of Information Technology, and the Dean of Institutional Research and Planning.

II.X Master Course Outline (MCO) is the document approved by the Instructional Council and the Vice President of Learning & Student Success that contains course information such as prerequisites (if any), the course description, required textbook(s), course goals, course objectives, a content outline, planned teaching methods/learning strategies and the evaluation methods or grading procedures. This document sets the standards for the course. The MCO will be updated at least every three (3) to five (5) years; any substantive changes must be approved by the Instructional Council and the Vice President of Learning & Student Success. Substantive change is when more than one-third of the course content and/or outcomes are proposed to be changed. Copies of the approved MCOs are kept on file in the office of the Vice President of Learning & Student Success and posted on the BBCC website.

II.Z Per Diem Rate refers to an Academic Employee's daily per diem rate as is their value on the Salary Index Matrix (SIM) divided by 173 days.

II.NN Senior Associate Faculty is a faculty member who is neither tenured, tenure-track, nor on a temporary full-time contract. By definition, a Senior Associate Faculty member is a part-time faculty

member. A Senior Associate Faculty appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire a Senior Associate Faculty member subject to the terms and conditions set out in Article X. ~~After teaching greater than or equal to 50% FTEF for nine (9) contiguous quarters or more, excluding summer, Associate Faculty may apply for Senior Associate Faculty status.~~

II.QQ (new language) Turnover Savings: Turnover savings are defined as the ongoing (permanent) difference between the compensation level of a faculty employee who is no longer employed and the compensation level of the faculty replacement. If there is no difference in compensation levels or the difference results in a negative amount, there is no turnover savings and the amount used for calculation purposes will be zero (0).

Article III: Board of Trustees Rights – No Change

Article IV: Faculty Association Rights – No Change

Article V: Negotiations Procedures

V.K At any year's end, negotiations will open for distribution of available turnover savings as ~~currently~~ defined in Article II of this agreement. ~~by the State Board for Community and Technical Colleges are available, negotiations will open for the distribution of those funds.~~

Article VI: Provisions of the Negotiated Agreement – No Change

Article VII: Academic Freedom and Freedom of Expression – No Change

Article VIII Organization of Instruction Divisions

Moved Aviation Maintenance Technology from the Aviation Division to the Trades Division.

Article IX: Position Descriptions

IX.A (new language)

8. **Work collaboratively with deans/directors, the Registrar, and the Vice-President to create and edit catalog content, course schedules, and other publications.**
9. **Provide departmental budget submission and monitor budget spending.**

Assist appropriate administrator and departments with recruiting and screening prospective adjunct/part-time faculty within the department.

IX.C.3 The responsibilities of the Division Chair are in addition contracted instructional duties. **The Division Chair is not responsible for supervision of full-time or part-time faculty. Divisions may elect to have an Assistant Division Chair. The Division Chair must submit a memo to the supervising dean**

and the Vice-President of Learning & Student Success outlining the distribution of duties between the Division Chair and Assistant Division Chair before a stipend will be issued. Assistant Division Chair is Acting Division Chair in all designated duties. Each division will still only have one vote at Instructional Council, even with the election of an Assistant Division Chair. While the individual serving as Division Chair overload teaching will be scheduled in such a way as to not interfere with normal Division Chair duties. To provide the opportunity for faculty input for administrative functions, the Division Chair will:

- a. Represent the division and division members on the following committees:
 1. Instructional Council
 2. Academic Master Planning Committee
 3. Facilities Planning Committee
 4. Budget Review Task Force
 5. Screening committees for new full-time faculty in division. **Division Chairs with multiple concurrent full-time faculty recruitments may request the Faculty Association President assign another tenured faculty member to serve in place of the Division Chair.**
 6. Probationary Review Committees. **Division Chairs with multiple Probationary Review Committees may request the Faculty Association President assign another tenured faculty member to serve in place of the Division Chair.**
 7. Program Review Committee (affected division)
 8. Shared Governance Council
 9. Other committees as required by the Negotiated Agreement or as agreed to by the President of the Faculty Association and the BBCC President.
- b. Represent the division at meetings to discuss critical matters as requested by the College President or their designee.
- c. Report items discussed in the above committees and any other pertinent information to the faculty they represent.
 1. Draft minutes from Instructional Council will be sent out to faculty within three (3) business days after the meeting.
- d. Schedule and conduct three division meetings each quarter (including the lunch meeting during the three in-services). Division meetings may be held on in-service days. Agenda items, a list of attendees, and any policy

decisions/language made during the meeting will be distributed to the Division. The agenda, list of attendees, and policy decisions/language will be kept on file by the Division Chair for two years with a copy circulated to each member of the Division.

- e. Meet with appropriate Dean or Vice President of Learning & Student Success as necessary to share concerns and other items of interest from the division faculty.
 - f. **Serve** ~~As~~ as liaison between administration and faculty to support division operations.
 - g. **Review Master Course Outlines (MCOs) and may** assist faculty with the development or modification of courses and programs, **when requested**.
 - ~~h. **May provide advice or insight to division personnel as requested by the appropriate administrator or faculty member.**~~
 - i. ~~**Work collaboratively with instructional deans, the Registrar, and the Vice President to develop and publish catalogs, course schedules, and other publications.**~~
 - ~~j. **Ensure the department/program is represented when recruiting and screening. Assist appropriate administrator and departments with recruiting screening, evaluating prospective adjunct/part-time faculty within the division.**~~
 - ~~k. **As outlined in the Academic Grievance Process in the Student Handbook, meet with students to resolve academic grievances that have not been resolved by the faculty member. Serve as the initial contact person for issues between students and faculty.**~~
 - ~~l. Listen to concerns and actively participate in discussions with the division members. **Assist in resolving minor personnel issues in the division.**~~
 - ~~m. **Assist the appropriate Dean/Vice-President in developing and monitoring the instructional budget.**~~
 - ~~n. Newly elected Division Chairs will attend the June Instructional Council meeting to receive an orientation on Division Chair responsibilities.~~
 - o. ~~**Other duties as agreed upon in writing between the appropriate Dean/Vice-President and Division Chair**~~
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IX.C Adjunct/Part-Time Instructor

Within this section, the terms Adjunct faculty and/or Part-Time Instructor refer to both Associate, ~~and~~ Senior Associate faculty, and Distinguished Associate Faculty.

1. A part-time appointment is only for the period and teaching assignment stated in the employment document. On-campus, off-campus, and on-line instructors are responsible to the appropriate Dean or Director.

Part-time Instructors are either Associate Faculty, ~~or~~ Senior Associate Faculty, or Distinguished Associate Faculty as defined in Article X.

Associate, ~~and~~ Senior Associate Faculty, and Distinguished Associate Faculty within any education setting where BBCC MCOs are the governing document for the development of curriculum and where students receive BBCC credit shall adhere to the responsibilities listed below.

IX.E.3 Associate, ~~and~~ Senior Associate Faculty, and Distinguished Associate Faculty assignments do not qualify towards tenure.

IX.F.3.f Assume operational responsibility for the library in the absence of the ~~dean~~ director.

Article X: Associate and Senior Associate Faculty

X.B Definition: A Senior Associate Faculty or a Distinguished Associate Faculty member is a faculty member who is neither tenured, tenure-track, nor on a temporary full-time contract. By definition, a Senior/Distinguished Associate Faculty member is a part-time or adjunct faculty member. ~~A Senior Associate Faculty~~ This appointment carries with it no promise or expectation of continued employment, and the College maintains the right to decide whether or not to rehire a Senior/Distinguished Associate Faculty member subject to the terms and conditions set out in Article X.

X.D.1.a Compensation: Upon attainment of Senior Associate Faculty status, the faculty member's salary rate, as defined in XIV.I.7, will increase by 5% beginning Fall quarter of the following academic year. The increased salary rate will be maintained for the academic year as long as the faculty completes the requirements under D.5.

X.D.1.b.3.k Complete an activity of service to the college chosen in consultation with the division chair or supervising dean or director.

X.D.2 Application Process: The process for Associate Faculty promotion will be:

- a. Requests for promotion to Senior Associate Faculty are submitted to the supervising dean/director and division chair by May 1 of each calendar year. The faculty member applying for promotion will submit the "Senior Associate Faculty Reflection" form at this time. At the time of the request, the faculty

member must be scheduled to complete the teaching requirement by the end of Spring Quarter.

- b. The supervising dean/director, in consultation with the Division Chair, will review the request and supporting documentation provided by the faculty member and approve or deny the request by June 1.
- c. Approval or denial of promotional decisions will be made by the supervising dean/director in consultation with the Division Chair and provided by written notification to the faculty member prior to June 1. If denied, the supervising dean/director will provide written explanation for the denial and will provide an improvement plan, if applicable.
- d. The Associate Faculty member may appeal the decision to the VP of Learning and Student Success by June 15. The VP's decision is final and will be communicated in writing ~~made~~ by June 30.
- e. If a financial emergency has been declared by the State Board for Community and Technical Colleges (SBCTC) and is in effect at the time the promotion has been approved, the college may postpone the salary increase until funding has been restored.

X.D.3 Continued Development and Service to College: Upon receiving promotion to Senior Associate Faculty, the faculty member will complete two of the activities listed under "Faculty Choice Activities" in D.1.b.3. In addition, each year the faculty member will complete the "Senior Associate Faculty Reflection" form each year and submit the document to the division chair and supervising dean/director by May 1. If documents are not submitted by May 1, the promotional rate will discontinue in the Fall quarter of the upcoming academic year.

X.D.4.c Application Process: Senior Associate Faculty who wish to be considered for promotion to Distinguished Associate Faculty must follow the procedure outlined below.

1. Applications for Distinguished Associate Faculty to receive the annual stipend must be submitted to the supervising appropriate dean/director by May 1.

Approval or denial of stipend decisions will be made by the supervising appropriate dean/director in consultation with the Division Chair and provided in writing to the Senior Associate Faculty member prior to the end of spring quarter. If denied, the supervising appropriate dean/director will provide written explanation for the denial and will provide an improvement plan, if applicable. The Senior Associate Faculty member may appeal the decision to the VP of Learning and Student Success. Their decision is final. **X.G Compensation**

1. Salary and Benefits: Associate, ~~and~~ Senior Associate, and Distinguished Associate Faculty shall receive compensation and benefits pursuant to this agreement.

2. Orientation, In-Service, and Additional Duties Compensation: Associate, ~~and~~ Senior Associate, and Distinguished Associate Faculty will be compensated for additional duties pursuant to this agreement.
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X.H Work Space and Resources. All Associate, ~~and~~ Senior Associate, and Distinguished Associate Faculty shall be provided resources required to teach their courses and access to a workspace containing a college-provided computer and phone in order to fulfill college responsibilities. The College shall provide space that affords the ability to confer with students in a way that protects the student's privacy.

X.I Department/Division Meetings. Associate, ~~and~~ Senior Associate, and Distinguished Associate Faculty shall be invited to participate in department/division and other committees.

Article XI: Seniority - No Change

Article XII: Instructor Loads

XII.A.12 Academic employees may request to average their teaching load across three quarters (Fall through Spring). Requests must be submitted to the supervising Dean/Director and the Vice President of Learning and Student Success prior to August 1.

XII.H.3 Are reimbursed at base rate of \$100 plus \$100 ~~\$50.00~~ per student per credit; enrollment not to exceed 5 students.

~~**XII.H.4** The class may be taught through a faculty volunteer contract, upon agreement between the faculty member and the Vice President of Learning & Student Success. The Faculty Association President shall be notified of any such volunteer agreements.~~

Article XIII: Professional Responsibility

XIII.D Academic employees shall develop written objectives in a Master Course Outline for each course taught. These objectives will be available to students planning their learning programs. Each Master Course Outline shall be reviewed and updated ~~annually every five (5)~~ every three (3) to five (5) years to ensure instructional efficiency. A course syllabus is the document instructors provide students informing them of course content and procedures and is in accordance with the Master Course Outline.

XIII.E Academic Employee Responsibility: The Faculty Association agrees with the principle of **self-discipline personal accountability** and is fully willing to cooperate with the administration on this matter according to the following procedures:

XIII.E.1 The Professional Rights and Responsibilities Committee as appointed by the Faculty Association President will hear complaints of violations of professional rights and responsibilities. Matters may be referred to this committee by the Association President on behalf of any faculty member or by the appropriate Vice President. **Faculty may not bring another faculty member to the PR&R Committee.** The committee will hold hearings to examine the complaints and will return a recommendation to the Association President who will submit the recommendation to the administration for action. While a poor Tenured Faculty Evaluation may be indicative of performance of professional responsibilities, it is, in itself, insufficient evidence of poor performance. At least three recent quarters of documentation showing a pattern of poor performance are necessary for referral to the Professional Rights and Responsibilities Committee. Documentation may include but is not limited to:

Article XIV: Compensation:

Full-Time Faculty salaries increase by the 4.743% general wage increase provided by the Legislature and the distribution of turnover savings. The new SIM base is \$60,230.

XIV.B.1 This is a method of determining an academic employee's salary by multiplying the base salary by a decimal value (salary index number) as negotiated for full-time academic employees. The base salary shall be ~~\$57,502~~ **\$60,230** equaling an index of 1.0000. Placement shall be according to Placement Points. There are two components to Placement Points consisting of Experience Points and Credential Points. The sum of both subsets of points equals the placement points used to determine a starting salary.

XIV.C.3.d.1 The process for promotion to Senior Tenured Faculty, Distinguished Tenured Faculty, and Honored Tenured Faculty is initiated by the faculty member sending an email to their supervising dean/**director**, the VP of Human Resources & Labor, and the President of the Faculty Association indicating the faculty member's intent to apply for promotion at the end of the academic year. This email will be sent by October 15 of the calendar year. In response to this email, the dean/**director** will arrange for student evaluations to be conducted in the Fall and Winter quarters.

XIV.I Within this section, the terms Adjunct faculty and/or Part-Time Academic Employees refer to both Associate, ~~and~~ Senior Associate, **and Distinguished Associate** faculty.

XIV.I.7 ADJUNCT/PART-TIME AND OVERLOAD SALARY RATES

Lecture Credit	\$792.27 \$756.39
Lab Credit/Nursing Clinical	\$1,288.86 \$1,230.50
NUR Campus Lab/Additional Flight Hours	\$993.10 \$948.13

Effective January 1, 2023, the following structure will be implemented.

Step 1 – Associate Faculty newly employed by the college with less than two (2) years of teaching experience and less than 12 credits taught as the instructor of record will be paid at the following rates:

Lecture Credit	\$792.27
Lab Credit/Nursing Clinical	\$1,288.86
NUR Campus Lab/Additional Flight Hours	\$993.10

After teaching for a minimum of three (3) quarters and a minimum of 12 credits, Associate Faculty may submit a request to the supervising dean/director for promotion to Step 2. Upon receipt of the written request, the supervising dean/director will approve promotional requests for Associate Faculty that have demonstrated teaching effectiveness as documented in previously completed teaching observations and positive student evaluations with an average score of meets expectations or higher and no more than two average scores of “needs improvement” per course. The supervising dean/director will submit a Personnel Action Request (PAR) to Human Resources noting the promotion to Step 2 effective at the start of the employee’s next quarterly teaching contract.

Step 2 – Experienced Associate Faculty will be paid in accordance with the rates below. Full-time Faculty will be compensated at the Step 2 rates for all Overload/Moonlight contracts. The college reserves the right to place new Associate Faculty at Step 2 in the case of experienced faculty or to address recruitment issues.

Lecture Credit	\$808.11	\$792.27
Lab Credit/Nursing Clinical	\$1,314.64	\$1,288.86
NUR Campus Lab/Additional Flight Hours	\$1,012.96	\$993.10

Step 3 - Senior Associated Faculty promotions will be processed and paid in accordance with Article X.D.1.b

Step 4 - Distinguished Associate Faculty promotions will be processed and paid in accordance with Article X.D.4.b.

XIV.C.3.c.1.c (new language) Student Evaluations (Teaching Faculty Only): Student evaluation surveys from at least three (3) courses from Fall and Winter Quarters of the year of application to be used only for faculty review and reflection.

XIV.C.3.e Activities compensated for under other sections of this agreement are not eligible for consideration under the Senior Tenured Faculty Promotion, Distinguished Tenured Faculty or Honored Tenured Faculty criteria. Monies for promotions will be made available from funds other than Legislative-approved increases, COLA, increments, and turnover **savings dollars**.

XIV.D Compensation for Additional Responsibilities (not subject to tenure)

Additional Responsibility	Compensation
Division Chair ‡	\$5,120/year
Assistant Division Chair	\$1,500/year
Chief Pilot	\$5,120/year
Assessment Committee Chair	\$5,632/year

~~*Divisions that have more than six (6) full-time faculty members will receive an additional \$200 for each full-time faculty member over six (6).~~

XIV.I Stipends for Special Non-Teaching Assignments

Stipends may be offered to academic employees for special non-teaching assignments such as the following: placement testing; curriculum development; portfolio reading; lecture/film series; presentations at workshops, seminars, and in-services, etc. The pay for these assignments will be determined by the Vice President of Learning & Student Success after consultation with the **supervising Dean/Director** and the academic employee. Faculty may choose to have a representative from the Faculty Association present during any discussion of the pay for these assignments.

XIV.N (new language) All credit-bearing courses taught for BBCC will be taught by an employee who has been issued a full-time faculty contract or course-specific part-time faculty contract. All faculty contracts will be paid according to Article XIV, Compensation.

Article XV: Professional Development Units (PDUs)

XV.E.2 Stipend dollars will be made available from funds other than Legislative-approved increases, COLA, increments, and turnover **savings dollars**.

Article XVI: Exceptional Faculty Award Guidelines – No Change

Article XVII: Insurance and Retirement Benefits – No Change

Article XVIII: Leaves

XVIII.C.3 Procedure for reporting absences: see Appendix D. Requests for sick leave must be submitted to the supervising dean/director using the online employee self-service function in PeopleSoft. Requests must be submitted within twenty-four (24) hours of a return to campus.

XVIII.C.5 Sick leave absences are calculated at 8 hours for each contract day. If a single period of absence includes a professional day (e.g., a Thursday absence and an absence on the following Monday), the absence for the professional day will be deducted from the sick leave balance, unless the faculty member has worked the professional day and noted this on the sick leave [request form](#)

XVIII.H Personal Leave. Full-time academic employees under annual contract shall receive two (2) personal leave days per instructional year commencing the first effective day of their contract. Each employee may accumulate up to a total of four (4) unused personal leave days. This leave is to be taken in two (2) hour increments. Leave may be taken provided there is appropriate coverage of instruction and/or services to students. Prior approval (when possible) through the supervising dean/[director](#) is required. This leave may not be used in violation of any other provision of this contract. Personal leave will not be approved during commencement or in-service days except in extenuating circumstances, with prior approval by the President. Requests for accumulated personal leave days to be taken consecutively that are deemed disruptive to instruction or contracted responsibilities will be denied. No more than two (2) personal leave days may be used per quarter during the academic year.

XVIII.L It is the responsibility of the College to ensure adequate coverage of an employee's contracted duties when the employee is on an approved leave. For absences less than five (5) days, the employee will make a reasonable attempt to ensure that appropriate coverage of instruction and/or services to students is arranged and communicate those arrangements to the supervising dean/[director](#). In the event the employee is unable to make arrangements for coverage of instruction and/or services to students due to the emergent nature of the absence, the employee or family member will follow the Procedure for Reporting Absences outlined in Appendix D of the agreement.

Remote work may be approved by the supervising dean/[director](#) based on the specific circumstances of the absence and the employee's instructional and work responsibilities. Such remote work may not exceed five (5) days without approval by the VP of Learning & Student Success.

Article XIX: Evaluation of Academic Employees

XIX.B The Vice President of Learning & Student Success shall have final responsibility for evaluation of professional staff assigned to their supervision in concert with the [appropriate](#) supervising Dean/[Director](#).

XIX.E Each year in September, a committee will be formed consisting of all tenured faculty members due for evaluation in that academic year. The committee shall also consist of the [supervising](#) Deans/[Directors](#) who have faculty undergoing evaluation. The committee may decide to meet as two or more sub-committees if the number of faculty under evaluation is large. The purpose of the committee will be to provide a mutually supportive group for faculty involved in Tenured Faculty Evaluation. All members of the group agree that it is their professional responsibility to provide constructive feedback to the faculty members participating in Tenured Faculty Evaluation. The committee or designated sub-committees will meet a minimum of one (1) time per quarter during the evaluation year. The fall meeting will involve discussion of the evaluation process, of accomplishments and challenges since the last evaluation period, and of possible plan details. The winter meeting will

involve discussion of plans. The spring meeting will allow for progress reports, review of student evaluations, and additional supportive discussion before the official report is due.

Article XX: Probationary Evaluation Process for Tenure –

XX.C (*new language*)

7. The Chair of the probationary committee is responsible for the following:
 - a. Perform all duties of a committee member.
 - b. Arrange for all probationary committee meetings following the first meeting.
 - c. As part of the meeting agenda, work with committee members to develop a timeline for the probationary evaluation process as outlined in the Negotiated Agreement.
 - d. Conduct all probationary committee meetings and provide updates to committee members, as part of the meeting agenda, on the timeline and any outstanding items and upcoming deadlines.
 - e. Prepare the quarterly reports, write annual probationary report including findings, commendations, and recommendations with assistance from committee members.
 - f. Forward documentation to the Administrator to upload into the online Probationary Evaluation Process files by the deadline.

8. The Committee Secretary is responsible for the following:
 - a. Take minutes for all probationary committee meetings.
 - b. Write up summary minutes, make needed edits upon review, and request approval of minutes at the following committee meeting. Note the date/time approved and any requested and approved edits to the minutes in the document.

9. The Administrator is responsible for the following:
 - a. Perform all duties of a committee member.
 - b. Call first meeting for new probationary committee.
 - c. Arrange for Faculty/Admin Surveys and Student Evaluations.
 - d. Tabulate and distribute results of Faculty/Admin Surveys, Peer Observation Forms, and Student Evaluations to committee members for review.

- e. Ensure committee members' complete observations of the probationer's teaching performance and submit required documentation. Gather all documentation and maintain online Probationary Evaluation Process files.
- f. Work closely with the chair and the probationer to ensure the probationer's progress.
- g. Forward probationary committee reports to the VP of Learning & Student Success by the deadline.

10. Committee members are responsible for the following:

- a. Review probationary guidelines/process prior to first meeting.
- b. Attend all probationary committee meetings. Maintain confidentiality of all probationary committee meetings.
- c. Schedule classroom visits (during classroom visitation window), complete visitation form, review visitation form with probationer providing quality feedback, return signed visitation form to the administrator and the committee chair by the deadline.
- d. Review evaluation documents prior to committee meetings, if available.
- e. Provide quality feedback to probationer concerning evaluation documents during committee meetings.
- f. Participate in developing the annual probationary report including findings, commendations, and recommendations. Sign completed report by the deadline.
- g. Act as an informal mentor to the probationer and foster communication between the probationer, committee, and the administrator.

XX.D.4 (*new language*) The probationary review committee will observe the probationer's classes between weeks four (4) and nine (9) of the quarter. Both the probationer and reviewer must agree on the date, time, and place of the observation at least 24 hours in advance of the observation. The Probationer may request to be observed prior to week 4.

XX.D.5 (*new language*) The probationer will complete a self-analysis of their teaching practice and participation in campus governance and other job duties. This self-analysis should also include a review of goals for the duration of the probationary process. This self-analysis will be completed during Fall quarter and submitted to the chair of the probationary review committee. The probationer may submit an update to their self-analysis based on a review of fall quarter student evaluations. The update must be submitted to the chair of the probationary review committee by the end of week two (2) of the winter quarter.

XX.D.6 (new language) Every effort will be made to ensure online observations of probationary faculty are as equitable to a face-to-face evaluation as possible

XX.F.2 Upon completion of said evaluation report, it shall be signed by the probationer and each probationary committee member and distributed by the Chair of the probationary review committee to the appropriate Vice President/Dean/**Director**, the Division Chair, and the probationer. If any probationary committee member has any disagreements with the report, they may so note their disagreement in writing to be included with the completed evaluation report.

XX.G.1 The probationary review committee's recommendation and all source documents shall be transmitted to the appropriate Vice President prior to the end of the ~~3rd~~ **4th** week of instruction of the probationer's 2nd, 5th and 8th quarters of employment accompanied by a comprehensive summary of the probationary committee's findings. Copies of the recommendations shall be sent to the probationer, their Division Chair, and the appropriate Vice President/Dean/**Director** and all source documents shall be sent to the Office of Human Resources. The appropriate Vice President shall add their recommendations to those received by the College President, and will provide copies to the probationer and all probationary committee members as well.

XX.G.3 If at any time prior to the end of the ~~3rd~~ **4th** week of instruction for the 2nd and 5th quarters of the probationer's employment, the review committee recommends nonrenewal of the probationer's contract, or if before the end of the ~~3rd~~ **4th** week of instruction for the 8th quarter, during the probationer's third year of their appointment, the probationary review committee recommends that tenure not be awarded said probationer, written notice thereof shall be transmitted to the President of the College, who in turn shall forward the same to the Board and to the probationer.

Article XXI: Mentor Program

XXI.D.2 All tenured faculty meeting eligibility requirements, as noted in section D.1 will be included in the active mentor pool. Tenured faculty that do not wish to serve as a mentor shall request removal of their name from the list of eligible mentors by submitting a written request to their supervising dean/**director** no later than May 1 of each year.

XXI.E.1 At the August Division Chair meeting, the Deans/**Directors** and Division Chairs will identify new faculty and match them with mentors from the current Mentor List. A mentor will be assigned as soon as possible after employment is confirmed. **The supervising dean/director of the mentee will inform both the mentor and the mentee of the appointment.** The mentor is responsible to initiate contact with the mentee to plan mentoring activities for the upcoming academic year.

XXI.E.3 In the event either the mentor or the mentee wish to make a change to the relationship, either party may contact the appropriate dean to request a change. The **supervising dean/director** will work with the Division Chair to determine the best course of action.

XXI.E.4 At the end of the academic year, both the mentor and the mentee will complete an assessment of the program. Completed assessments will be provided to the Division Chair and the supervising Dean/Director.

Article XXII: Personnel Files

XXII.A The College shall maintain one personnel file for each academic employee. This file shall be in the College Human Resources Office. No other personnel file shall be maintained by any other office or administrator of the district. This shall not preclude the maintenance of all lawful payroll records by the payroll office or maintenance of other essential records by appropriate personnel for the operation of the institution. Division Chairs and appropriate Vice President or supervising Dean/Director may maintain working files in their individual offices. No documents or information from these working files that is more than one (1) year old may be used for corrective action and/or discipline or other adverse action against an academic employee.

Article XXIII: Personnel Policies

XXVIII.B.2 Workload expectations for part-time faculty teaching hybrid and online courses are the same as face-to-face courses unless otherwise noted in Section E C.

XXXIII.A.3 This committee shall be called to order within five (5) working days following the call for a program review by the Vice President of Instruction Learning & Student Success, provided that no meetings regarding program/department review of a specific program will be scheduled outside the academic year as defined in the negotiated calendar, unless specifically agreed to in writing by the Faculty Association President.

Article XXIV: Hiring Standards and Procedures for Faculty – No Change

Article XXV: Outside Employment – No Change

Article XXVI: Discipline/Dismissal for Cause – No change

Article XXVII: Faculty Enrollment in College Classes – No change

Article XXVIII: eLearning – No Change

Article XXIX: Intellectual Property – No Change

Article XXX: Curriculum Development – No Change

Article XXXI: Committees – No Change

Article XXXII: Assessment – No Change

Article XXXIII: Instructional Program/Department Review – No Change

Article XXXV: Grievance Procedure – No Change

Article XXXVI: Calendar – New calendars for 2023-24 and 2024-25

Article XXXVII: Labor Management Committee – No Change

Article XXXVIII: Conditions and Duration

The agreement shall be in full force and effect **July 1, 2022** following its approval unless otherwise provided and shall remain in effect through **June 30, 2024**.

Appendix A: Instructor Loads – No Change

Appendix B: Development and/or Publication of Research Materials – No Change

Appendix C: Certifying Agencies for Professional/Technical Instructors – No Change

Appendix D: Procedure for Reporting Absences – No Change

Appendix E: Faculty Guidelines for Suspended Operations – No Change

Appendix F: Regular & Substantive Interaction – No Change

Appendix G: Academic Calendars – Included

Memorandum of Understanding – Advising

Memorandum of Understanding – Modality

Memorandum of Understanding – High Demand

Memorandum of Understanding – Nurse Educator Funds

2022-2023 Calendar

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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August 2023						
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	Fall	Winter	Spring
Advising & Registration	4		
Teaching	41	41	41
Finals Days	3	3	3
Commencement			
Inservice	1	1	1
Professional	9	10	10
Recordkeeping	2	2	1
Holiday			
Quarterly Totals	60	57	56

Grand Total 173

2023-2024 Calendar

September 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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January 2024						
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	Advising & Registration
	Teaching
	Finals Days
	Commencement
	Inservice
	Professional
	Recordkeeping
	Holiday
Quarterly Totals	

Fall	Winter	Spring
4		
41	41	41
3	3	3
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2	2	2
60	57	56

Grand Total

173

2023-2024 Calendar

September 2023						
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May 2024						
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June 2024						
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August 2024						
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25	26	27	28	29	30	31

	Advising & Registration
	Teaching
	Finals Days
	Commencement
	Inservice
	Professional
	Recordkeeping
	Holiday
Quarterly Totals	

Fall	Winter	Spring
4		
41	41	41
3	3	3
1	1	1
9	10	9
2	2	2
60	57	56

Grand Total

173

MEMORANDUM OF UNDERSTANDING ADVISING

~~August 31, 2021~~

NEW DATE TBD

Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association hereby agree to implement the following steps to address advising concerns raised during 2021 negotiations.

The parties agree to add an Advising Co-Lead and Advising Model Experts for ~~2021-22~~ 2022-23.

Advising Co-Lead –This position coordinates with the Advising Coordinator co-leading the research, evaluation, and implementation of advising best practices ensuring development and refinement of advising practices and guidelines. The Advising Co-Lead will receive a stipend of \$5,120 per year – July 1 through June 30.

Advising Model Experts (AME) – AMEs support the development and implementation of advising best practices as determined by the advising co-lead, advising coordinator, and advising workgroup. AMEs will receive a stipend of \$1,000 for the academic year. Total stipends for Advising AMEs shall not exceed **seven (7)** ~~six (6)~~ stipends per academic year nor exceed one (1) stipend per division.

The Advising Co-Lead will work with the Advising Coordinator and Advising Workgroup to work on improving and developing advising practices and guidelines. This includes a specific list of faculty advisor duties and resources.

The College is committed to balancing advising loads between full-time faculty members. The supervising dean/**director** will make faculty advising assignments ensuring a balance of assignments across the faculty. Faculty teaching within Workforce Education programs may carry higher advising loads within their department based upon enrollment in their programs. The supervising dean/**director** will review and update advising assignments prior to the start of Fall Quarter and prior to the start of Winter Quarter. These assignment lists will be provided to the advising coordinator and advising co-lead.

~~The Advising Workgroup will have initial plans developed and ready to provide to faculty by winter quarter in-service. A training will be provided for faculty on advising during Spring Quarter 2022 in-service, and a training on Fall Quarter 2022 in-service day. The Advising Workgroup will determine the amount of time needed at each in-service for the training. The Advising Workgroup will continue to develop new advising training and tools and refine existing advising training and tools. The Advising Workgroup will be responsible to develop training topics for each in-service during the 2022-23 academic year.~~

Counselors would continue with their current regular 173-day contract and would receive a supplemental contract for up to fifteen (15) days that would be worked between the end of Spring Quarter ~~2022~~ 2023 and Fall Quarter ~~2022~~ 2023. These days would be primarily for Summer Quarter ~~2022~~ 2023 work. All days will be at the discretion of the counselors and will be mutually agreed to by the counselors and their supervising dean.

This Memorandum of Understanding (MOU) will expire on June 30, ~~2022~~ 2023.

Big Bend Community College

BBCC Faculty Association

Sara Thompson Tweedy, D.M.
President, BBCC

Dawnne Ernette
President, Faculty Association

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

Instructor Teaching Load Modalities

Big Bend Community College (BBCC) and the Big Bend Community College (BBCC) Faculty Association agree to implement the following to address concerns raised during 2022 negotiations pertaining to Article XII: Instructor Loads, Section A.5. This MOU is in effect for the period of July 1, 2022 through June 30, 2024.

The parties recognize the changing nature of the COVID-19 pandemic and the effect of the pandemic on enrollment. The parties agree that the regular presence of full-time faculty on-campus supports student success and a vibrant campus community.

For 2022-2023: Class schedules and instruction modalities for the 2022-23 academic year have been determined and are listed in the college's annual schedule. Instruction is provided in the following modalities, face-to-face (traditional), hybrid, or online.

Faculty may request to change 1/3 of their quarterly teaching load from a face-to-face (traditional) or hybrid course to an online course. No modality changes for Fall Quarter 2022 will be granted as students are already registering for these courses based on the published modality. Requests for modality changes for Winter Quarter 2023 and Spring Quarter 2023 must be submitted in writing by close of business on Friday, September 30, 2022 to the supervising dean/director with a copy sent to the HR Office and the VP of Learning & Student Success.

Written requests for modality changes must include the reason for the request and address each of the following:

- a. Anticipated benefits to the students, program, department, and the college.
- b. Interactions required between the faculty member and their students and any other related employees and the impact of the requested modality change on those interactions. Please share how these interactions will take place if the request is approved.
- c. The number of online courses already scheduled for quarter within the educational program/department.

When reviewing requests for modality changes, the college may consider the number of full-time faculty within the affected instructional program/department that have requested to work remotely. Departments that have a single full-time faculty member may not be eligible for fully remote instruction unless there are sufficient current part-time faculty to cover the needed in-person courses.

Faculty do not need to request permission to move from face-to-face (traditional) or hybrid to remote for one (1) week or less due to disruptions related to COVID-19 including faculty isolation or quarantine, to care for someone who must isolate or quarantine, or otherwise stay home, or a significant number of students in the class must isolate or quarantine. If doing so, the faculty member must notify their students via Canvas and notify the supervising dean/director of the change via email with a copy to hroffice@bigbend.edu.

Notwithstanding a request to change course modality, courses that have a face-to-face (traditional) component must have a proportional amount of face-to-face (traditional) student or office hours.

For the 2023-2024 year: With considerations previously mentioned (total numbers of full-time faculty, working remotely, smaller departments, etc.), modality will be considered in relation to the yearly schedule. Faculty will be required to maintain a minimum of 1/3 of their total load in face-to-face (traditional) teaching. The annual schedule will be submitted by departments with consideration of college needs and the Dean reserves the right to adjust schedules according to the needs and desires of the college and student population. The request for individual faculty to teach quarterly loads which fall below the 1/3 expectation will not need to be requested in writing [outside of the annual schedule submission], if the yearly schedule of those faculty reflects an average 1/3 face-to-face (traditional) course modality.

The intent of this memorandum is to provide increased flexibility for faculty to teach in modalities that reflect the needs, desires, and trends of student enrollment, while simultaneously addressing the needs of individual faculty. The intent of this memorandum is not to decrease the overall faculty presence on campus, but to allow for faculty presence on campus to move from being considered in relation to the quarterly schedule to being considered in relation to the yearly schedule.

Big Bend Community College

BBCC Faculty Association

Sara Thompson Tweedy, D.M.
President, BBCC

Dawnne Ernette
President, Faculty Association

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING
Distribution of HB2158 Funding for 2022-23 High Demand Faculty Salaries
September 25, 2022

Exclusively contingent upon State funding appropriated to Big Bend Community College under the Workforce Investment Act of 2019, part IV section 5(5), for the purpose of increasing salaries for faculty in disciplines determined to be high-demand. Faculty teaching within the eligible instructional programs listed below will receive additional compensation equal to the amounts described below via separate stipend. The additional compensation for full-time faculty teaching in the eligible instructional programs will be divided and dispersed in equal payments beginning with the October 10, 2022 pay check and ending on the June 25, 2023 pay check. The payments for faculty that teach less than a full-time load in the qualifying programs below will receive a one-time payment on June 10, 2023, at the rate they qualify for below.

The parties have a shared interest in developing an additional compensation rate that reflects the language of Section 5(5) of HB 2158. Faculty are designated high demand if the discipline they are assigned to teach is designated high demand on the U.S. CIP codes list or the Employment Security Department (ESD) Occupations in Demand List.

Eligible instructional programs for High Demand additional compensation for the 2022-23 academic year include Accounting, Agriculture, Agriculture Mechanics, Automotive Technology, Aviation, Aviation Maintenance Technology, Business, Business Information Management (BIM), Commercial Driver's License, Computer Science, Early Childhood Education/Education, Economics, Industrial Systems Technology, Manufacturing, Mechatronics, Medical Assistant, Nursing Assistant Certified, Unmanned Aerial Systems (UAS), and Welding Technology.

Full-time and part-time faculty receiving additional salary funds or stipend payments under HB 2158 "solely to increase nurse educator salaries" are not eligible for stipend payments under this Memorandum of Understanding (MOU).

The parties agree to the following:

1. Current FT Faculty teaching in high demand instructional programs as defined in this MOU will receive an additional compensation amount of \$9,000.00. FT Faculty teaching classes in an eligible instructional program as defined in this MOU and another instructional program will receive an additional compensation amount proportional to their FTE teaching in the eligible instructional program.
2. Part-Time/Associate Faculty assigned and teaching classes in high demand instructional programs as defined in this MOU will receive a one-time payment based on the following levels of credits taught.
 - a. Teaching of more than 19.5 credits in the 2022-23 academic year - \$1,625.00.
 - b. Teaching of more than 7.5 credits or more and no more than 19.5 credits in the 2022-23 academic year - \$1,125.00.
 - c. Teaching of less than 7.5 credits in the 2022-23 academic year - \$625.00.
3. Stipend payments are not eligible for General Wage Increases (GWI) or Cost of Living Increases (COLA).
4. Additional compensation amounts are dependent upon the continuation of HB 2158. If the Legislature reduces the funding, the compensation amounts will be reduced proportionately to the funding reduction.

On or before May 1, 2023, the College will provide the BBCC Faculty Association with a spreadsheet that shows the individual payments per faculty member along with corresponding benefit costs. The Association and College will meet to bargain the remaining compensation amounts if there are funds that have not been expended.

The amount of funds negotiated and paid for High Demand salary and benefits will fully utilize (provided the parties recognize de minimis residual balances may occur) but will not exceed the available High Demand funds appropriated to the College annually.

Big Bend Community College

BBCC Faculty Association

Sara Thompson Tweedy, DM
President, BBCC

Dawnne Ernette
President, Faculty Association

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING
Distribution of HB 2158 Funding for Nurse Educator Salaries
July 1, 2022

Big Bend Community College (BCC) and the Big Bend Community College (BCC) Faculty Association hereby agree to the following distribution of funds received under HB 2158 for the 2022-23 academic year.

1. **Salary Increase** - Full-time Nursing Instructors that were awarded tenure by the BCC Board of Trustees, will first be placed at their appropriate spot on the most current Salary Index Matrix (SIM). If the 2022-23 salary for the full-time Nursing Instructor is less than \$103,967, the Nursing Instructor's salary will be increased to \$103,967 via separate stipend contract. The stipend contract will be paid out in equal installments over the academic year.

Probationary Nursing Instructors will first be placed at their appropriate spot on the most current Salary Index Matrix (SIM). If the 2022-23 salary for the probationary Nursing Instructor is less than \$98,555, the Nursing Instructor's salary will be increased to \$98,555 via separate stipend contract. The stipend contract will be paid out in equal installments over the academic year.

2. **Retention Payment** - Full-time Nursing Instructors employed by the district as of September 12, 2022 will receive a payment of \$10,000 for retention purposes. Nursing Instructors that have achieved Senior Tenured Faculty status will receive an additional \$3,000 above the \$10,000 retention payment. This stipend will either be paid in equal installments over the academic year or a single lump sum payment on October 10, 2022 based solely on the choice of the employee. Employees will notify the Human Resources Office of their choice of payment no later than September 29, 2022.
3. Effective 9/1/2022, rates for Part-Time Nursing Instructors are as follows:

Lecture Credit	\$ 977.24
Lab Credit/Nursing Clinical	\$1589.30
NUR Campus Lab/Additional Flight Hours	\$1224.96

4. Funds from HB 2158 will be used to support an increase in salary for the Director of Health Education Programs along with a \$10,000 recruitment/retention payment.
5. Should the Legislature eliminate the additional funding for Nursing Instructor salaries under HB 2158 prior to June 30, 2023, the parties agree that any outstanding payments and/or unused funds will be cancelled. In addition, the college will return to the SIM salary schedule for full-time Nursing Instructor salaries and return to the regular Associate Faculty rates as outlined in the current Negotiated Agreement.
6. The parties agree to meet in April 2023 to review the status of the distribution of funds from HB 2158. The Association and the College will meet to bargain the use of any funds used for any purpose other than for Nursing Instructor salaries. Any funds that have not been allocated as specified in this MOU and prior to June 30, 2023 will require negotiation with the BCC Faculty Association regarding their allotment, or will be returned to the State Board for Community & Technical Colleges (SBCTC), as may be required.
7. If the funding level for the additional Nurse Educator salaries/retention payments is adjusted, this MOU will be reopened for negotiations.

Big Bend Community College

BBCC Faculty Association

Sara Thompson Tweedy, D.M.
President, BBCC

Dawnne Ernette
President, Faculty Association

Date: _____

Date: _____

Vision:

Be our community's first choice to dream, learn, and succeed.

Guiding Principles:

Honor our Role as a Hispanic-Serving Institution
Advocate for Equity, Inclusion, & Diversity
Embrace our Workplace Norms
Innovate Proactively
Model Integrity
Educate All

E-1 Mission Statement

~~Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.~~

Serve as a Bridge
Stand as a Leader
Support for Success

E-2 Student Success

Big Bend Community College provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

Big Bend Community College supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

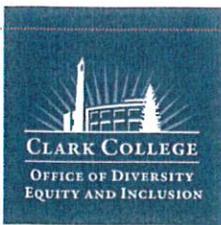
Big Bend Community College supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship

Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate

Big Bend Community College provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.



Equitable Decision-Making Tool

Purpose:

- What is the intended outcome of the decision?
- Do you have a clear, defined reason and need for making the decision?
- Does the current situation have negative impacts on Systemically Non-dominant (SND) or other vulnerable populations?
- Is this decision data-informed?
- What data was used to make the decision? *Data can be both qualitative and quantitative.*
- Is this data disaggregated to discover disparate impacts?

Power and Privilege:

- Have you reflected on how your own power and privilege might affect this decision?
- How have you flattened power dynamics in the decision-making process? *Everyone has a voice, regardless of their power.*
- Has everyone in the decision-making process voiced their concerns and have those concerns been addressed?

Consulted and Informed:

- Who are the key stakeholders?
- Who should be consulted or engaged?
- Who is left out of the decision-making process?
- Who is engaged and represented in the decision-making process? Have they been consulted on how they would like to be involved in the process?
- Has adequate time been given to meaningfully incorporate all voices in this decision?
- What is being communicated, to whom, and how?
- Who is communicating the information? On whose behalf? How is the message being filtered? How is information coming in and out?
- Has there been consensus on minimum requirements to meet the goal?

Impact:

- What is the desired impact of the decision?
- Does this decision have disparate impact on any groups?

- How will this decision reduce disparate impacts on systemically non-dominant groups?
- What departments will be impacted by this decision and how?
- Who will benefit from this decision? Who will be burdened?
- Have you considered all impacts? *Campus climate, morale, budget, relationships*
- If you are unsure whether you have considered all impacts, what will you do to become informed?
- Who or what groups are most impacted by this decision and how are they represented throughout the decision-making process?
- Has accessibility been considered? *i.e., digital, physical accessibility*

Consider Alternatives:

- Is this decision being rushed in any way?
- Is there a better time for this decision?
- Have you considered alternatives for this decision?
- Is there a different cultural perspective that you have considered?

Long-Term Effects (7th Generation Mindset):

- Did you consider and incorporate lessons learned from similar decisions made in the past?
- What short and long-term impacts will this decision have? Immediate? 1 year? 3 years? 7th Generation?
- What effect will this decision have on the budget? Immediate? 1 year? 3 years? Longer-term?
- What is your plan to revisit this decision to ensure equitable outcomes?

Continuous Improvement:

- What strategies will be used to ensure this decision continues to have the intended impact(s)?
- What circumstances might change down the road that would render the decision ineffective or detrimental in the future?
- How will you measure effectiveness? *Qualitative and Quantitative*

President's Evaluation Process

RCW 28B.50.140 gives Trustees authority to employ the college president, determine the president's duties, and set the compensation for the president.

The responsibility to evaluate the degree to which the president is successful in achieving the goals and objectives outlined in the college's strategic plan also rests with the Trustees.

The policy governance model provides that a board's chief evaluative interest is whether the organization achieves the board's ends and operates within the board's executive limitations. Further, the board holds the President/CEO personally accountable for that organizational performance. Under this model, organization performance, and by extension, presidential performance is disclosed by a monitoring system that provides the board with ongoing, applicable data.

The evaluation is to be completed annually and covers the period of July 1 through June 30. At the December 2017 Trustees Meeting, the trustees agreed that the evaluation of the college president should occur in June as noted in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance.

The evaluation will review and document presidential performance in the following broad areas of presidential responsibility:

1. Assessment of how well the institution is fulfilling its mission.
2. Attainment of or progress toward achieving institutional goals and objectives.
3. Participation and leadership in system-level goals and activities.

The evaluation tool, developed by a sub-committee of the Board of Trustees and approved at the June 8, 2017, regular Board meeting, is included to help focus the review process. The evaluation form includes the Ends Statements and evaluative information.

Trustees may also use the following documents in their evaluation of the president:

1. Annual internal reports including: Mission Fulfillment, Excellence in Teaching & Learning, Community Engagement, and Budget Presentations.
2. Feedback from college stakeholder groups (faculty, staff, students, foundation), community members, system-level stakeholders, and trustees.
3. The president's annual work plan summary.
4. The president's self-assessment.
5. BCC Leadership Competencies

The process for evaluating presidential performance is documented in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance. A copy of the policy is included in the board packet.

E-1 Mission

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Creates an organizational culture that is needed to carry out the mission, vision, and organizational goals and objectives.			
Works to empower those within the college to achieve goals and objectives and develop their potential, and support them in their efforts to accomplish agreed-upon changes.			
Effectively articulates and communicates the vision and goals for the district.			

Achievements
Areas of Improvement
Other Comments

E-2 Student Success

BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Promotes student learning and student-centered operations as fundamental to the college mission.			
Provides leadership in formally and informally assessing the community to determine educational needs.			

Achievements
Areas of Improvement
Other Comments

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Promotes professional development activities and promotional opportunities for faculty, staff, and administrators.			
Provides leadership in the development of innovative curriculums to meet changing community needs.			
Facilitates the design, organization, and development of an institutional strategic plan designed to achieve the college’s mission.			
Promotes awareness of new, innovative practices and programs.			
Encourages suggestions for improvement and demonstrates a willingness to take risks in attempting new and innovative practices and programs.			

Achievements
Areas of Improvement
Other Comments

E-4 Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9]			
Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.			
Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.			
Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college			
Maintains an active advocacy role in promoting the needs of the college and its mission.			
Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.			

Achievements
Areas of Improvement
Other Comments

E-5 Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5]			
Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6]			
Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8]			
Provides leadership for and support appropriate strategies for attracting funds to the college.			
Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.			

Achievements
Areas of Improvement
Other Comments

E-6 Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4]			
Provides leadership for developing and executing sound personnel procedures and practices [EL-4]			
Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			

Achievements
Areas of Improvement
Other Comments

2020-21 President's Evaluation Statement (Sept 9, 2021 Board Meeting Minutes)

12. President's Evaluation

At 1:31 p.m., Board Chair Anna Franz announced that the Board would adjourn to executive session for approximately 15 minutes to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The Executive Session ended at 1:46 p.m. with no action taken.

Board Chair Anna Franz read the president's evaluation into the record.

"With great appreciation, the Board of Trustees congratulates our new President, Dr. Sara Thompson Tweedy, on her first successful year of guiding our community college. In evaluating Dr. Tweedy's performance, the Board reviewed the end statements of the College and found that the institution, under Dr. Tweedy's leadership, has met the expectations of the Board despite the challenges faced during the COVID-19 pandemic.

Dr. Tweedy faced a unique challenge in starting her tenure in the midst of a global pandemic, accreditation site visit, and ctcLink implementation. Through her open communication, support of campus community members, and persistence, Dr. Tweedy successfully led Big Bend through those challenges. Highlights of her first year include supporting faculty and staff through the accreditation process; launching an inclusive strategic planning process; sustaining action relative to campus climate standards; supporting the launch of new programs such as the Bachelor's of Applied Science in Applied Management, Agricultural Mechanics, and UAS Operations Certificate; and supporting the college through the implementation of ctcLink.

The Board commends Dr. Tweedy in her campus communication work to ensure a positive work culture for our administration, faculty, and staff. Her communication efforts have especially helped the campus community during the challenges of the COVID-19 pandemic. The Board would also like to recognize the leadership of Dr. Tweedy outside of the Big Bend campus as demonstrated by her role as chair of the Educational Services Committee for WACTC. Engagement at the state level affords Big Bend an important representation opportunity that we appreciate and support. The Board encourages Dr. Tweedy to continue her community outreach efforts to ensure strong partnerships between community stakeholders and our institution.

Moving forward, the Board also encourages Dr. Tweedy to review enrollment strategies to ensure broad access to services offered and that our institution meets enrollment targets needed to support continued financial integrity. The Board offers continued support as Dr. Tweedy and our college continues to face the challenges imposed by the pandemic. Although these challenges are often of an immediate and uncertain nature, the Board is confident that Dr. Tweedy will continue to provide strong and compassionate leadership to see our institution through these difficult times."

Motion 21-34

Trustee Thomas Stredwick moved to adopt the evaluation of President Thompson Tweedy and approve the extension of her contract by one year. Trustee Juanita Richards seconded, and the motion carried.

Board Goals (adopted September 9, 2021)

1. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.
2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.
3. Ensure effective onboarding and support of new trustees.

Board Goals Progress (Goals adopted September 9, 2021)

- 1. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.**

Dec 9, 2022

Trustees Stredwick and Richards are developing a dash board and hope to have a draft with proposed changes to Ends Statements for the meeting January 27, 2022.

Jan 27, 2022

Board Chair Thomas Stredwick and Trustee Juanita Richards are working on a draft for presentation at the next meeting. The trustees discussed holding a study session on the Ends Statements.

Mar 23, 2022

Board Chair Thomas Stredwick and Juanita Richards will present the draft dashboard to the board at the next meeting for feedback.

May 5, 2022

Board Chair Thomas Stredwick shared about implementing a dash board to have a simplified snapshot.

June 9, 2022

Board Chair Thomas Stredwick discussed an opportunity for a sub-committee to review Ends Statements and draft updates. The Sub-committee will work with the President and Cabinet and drafts will be reviewed at the August Retreat.

Motion 22-26 Trustee Amy Parris moved to set a sub-committee of Trustees Anna Franz and Juanita Richards to write drafts of new Ends Statements. Trustee Gary Chandler seconded and the motion passed.

- 2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.**

Dec 9, 2021

Trustees Stredwick and Richards are developing a dash board and hope to have a draft with proposed changes to Ends Statements for the meeting January 27, 2022. [yes, it is the same as progress on Goal #1.]

Jan 27, 2022

The Committee for Equity, Inclusion, and Diversity (CEID) reviews board policies as part of Shared Governance Council. Trustee Anna Franz reported training for the board is the first step and/or common reading to focus on equity, inclusion, and diversity.

Mar 23, 2022

Trustee Anna Franz stated the ACT Spring Conference has a focus on Equity, Diversity, and Inclusion.

May 5, 2022

Comments on DEI goal, lots of options for this at the ACT Conference. Anna will contact other college trustees who have attended DEI educational opportunities.

3. Ensure effective onboarding and support of new trustees.

Dec 9, 2021

Trustee Amy Parris reported that she feels supported and welcomed. She is participating in ACT and learning as she goes.

Jan 27, 2022

Board Chair Thomas Stredwick will reach out to Trustee Gary Chandler and review the onboarding document to ensure he has what he needs.

Mar 23, 2022

Trustee Amy Parris expressed her appreciation of the tenure review process and support by senior trustees for sharing steps to accomplish the reviews.

May 5, 2022

New trustees Gary Chandler and Amy Parris reported they feel supported.

POLICY GOVERNANCE AND BOARD EVALUATION SHEET

Indicate the level of accomplishment of each item by circling the rating number. Additionally, please indicate if you would like to “continue” or “modify” each of the following components of your Policy Governance. [*If modification is checked please write your proposed modification in the space below the item.]

<p><u>ENDS</u></p> <p>E-1 Mission Statement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><u>ENDS</u></p> <p>E-2 Student Success (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><u>ENDS</u> <i>(*Board Evaluation Item)</i></p> <p>E-3 Excellence in Teaching & Learning (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Failed to Accomplish</td> <td style="text-align: center;">Moderately Accomplished</td> <td style="text-align: center;">Fully Accomplished</td> </tr> <tr> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><u>ENDS</u></p> <p>E-4 Community Engagement (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>ENDS</u></p> <p>E-5 Integrity & Stewardship (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>ENDS</u></p> <p>E-6 Inclusion & Climate (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-1 General Executive Restraints (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-2 Respect for Students (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-3 Respect for Community Members (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
<p>CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/></p>	

EXECUTIVE LIMITATIONS

EL-4 Respect for Employees
(If no, what needs to change?)

Appropriate?

Yes ___ No ___

CONTINUE MODIFY*

EXECUTIVE LIMITATIONS

EL-5 Ethical Conduct
(If no, what needs to change?)

Appropriate?

Yes ___ No ___

CONTINUE MODIFY*

EXECUTIVE LIMITATIONS

EL-6 Asset Protection
(If no, what needs to change?)

Appropriate?

Yes ___ No ___

CONTINUE MODIFY*

<u>EXECUTIVE LIMITATIONS</u>	
EL-7 Financial Planning (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-8 Financial Condition & Activity (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<u>EXECUTIVE LIMITATIONS</u>	
EL-9 Communication & Support to the Board (If no, what needs to change?)	Appropriate? Yes ___ No ___
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>	

<p><u>EXECUTIVE LIMITATIONS</u></p> <p>EL-10 Emergency Executive Succession (If no, what needs to change?)</p>	<p>Appropriate? Yes ___ No ___</p>
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i></p> <p>GP-1 Governance Commitment (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="1"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i></p> <p>GP-2 Governing Style (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="1"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td></td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1	2	3	4	
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<p><u>GOVERNANCE PROCESS</u> <i>(*Board Evaluation Item)</i> GP-3 Board Job Descriptions (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u> GP-4 Chairperson’s Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u> GP-5 Board Members Code of Ethics (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u> Failed to Accomplish Moderately Accomplished Fully Accomplished 0 1 2 3 4</p>
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-6 Cost of Governance (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-7 Naming of Facilities (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>GOVERNANCE PROCESS</u></p> <p>GP-8 By Laws of Community College District #18 (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="0"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-1 Chief Executive Role (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="1"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-2 Delegation of the President (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="1"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
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<p><u>BOARD-STAFF LINKAGE</u> <i>(*Board Evaluation Item)</i></p> <p>BSL-3 President’s Job Description (If less than 4 – what area(s) should be improved)</p>	<p><u>Outcomes Accomplished?</u></p> <table border="1"> <tr> <td>Failed to Accomplish</td> <td>Moderately Accomplished</td> <td>Fully Accomplished</td> </tr> <tr> <td>0</td> <td>1 2 3</td> <td>4</td> </tr> </table>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished	0	1 2 3	4
Failed to Accomplish	Moderately Accomplished	Fully Accomplished					
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<u>BOARD-STAFF LINKAGE</u>	<u>Outcomes Accomplished?</u>				
<i>(*Board Evaluation Item)</i>	Failed to Accomplish	Moderately Accomplished	Fully Accomplished		
BSL-4 Monitoring Presidential Performance (If less than 4 – what area(s) should be improved)	0	1	2	3	4
CONTINUE <input type="checkbox"/> MODIFY* <input type="checkbox"/>					

1000.1 ENDS**E-1 Mission Statement**

Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Goals

The College provides learning opportunities that include;

- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:

- A discrimination-free environment which promotes diversity and staff and student success
- A service-oriented environment which provides access and support services to all students, including those who are physically and mentally challenged yet have the ability to benefit
- A climate which encourages safety, individual wellness, and human dignity
- Facilities and equipment to support student learning
- Continual assessment of student outcomes

E-2 Student Success

- Big Bend Community College provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

E-3 Excellence in Teaching and Learning

- Big Bend Community College supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

- Big Bend Community College supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship

- Big Bend Community College acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate

- Big Bend Community College provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

(Annual reports on these Ends Statements will be presented to the board according to the schedule outlined in the current Academic Master Plan.)

1000.2 EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies. The duties and responsibilities of the President are outlined in the President's Job Description in the Human Resource Office.

EL – 2 Respect For Students

Students should be treated with respect at all times. The President shall not cause or allow conditions, procedures, or decisions which are unsafe, lacking in respect, unnecessarily intrusive, or which fail to provide appropriate confidentiality and privacy.

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

BBCC recognizes that our community members are our stakeholders and that all visitors to our facilities should be treated with respect. The President shall not cause or

allow conditions, procedures, or decisions which are unsafe, lacking in respect or unnecessarily intrusive.

The President may not operate without written procedures which describe rules for visitors.

EL – 4 Respect For Employees

Paid and volunteer staff should be treated with respect at all times, and in compliance with established policies, process, and contracts. The President may not cause or allow conditions which are unsafe, lacking in respect, unnecessarily intrusive or are knowingly in violation of college policies, process, and contracts.

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.
3. Restrict the exercise of academic freedom.
4. Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

(*) Academic employees (faculty) have a separate defined grievance process defined in the Negotiated Agreement (Article XXXV).

5. Hinder employees from becoming acquainted with their rights under this policy.

EL – 5 Ethical Conduct

The President must establish and maintain high levels of professional and institutional integrity, adhering to the ethical standards of the State of Washington and of Big Bend Community College.

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

The President may not allow assets to be unprotected, inadequately maintained nor unnecessarily risked nor allow any action that is contrary to the provisions set forth in the Governance Process Policies.

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

The President shall not fail to demonstrate concurrence between Board Ends priorities and the annual budget.

EL – 8 Financial Condition And Activity

The initial and ongoing receipt and expenditure of funds shall be maintained within the approved budgetary expectations. Extraordinary changes in receipts or expenditures shall not cause or allow the development of fiscal jeopardy.

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

The President must keep the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board.

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.
4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

In order to protect the Board from the sudden loss of chief executive services, the President may not have fewer than two other executives familiar with Board and President issues and processes.

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

The purpose of governance is that the Board, on behalf of the constituents of community college district # 18, ensures accountability of Big Bend Community College by assuring that it (a) achieves appropriate results for the appropriate recipients at an appropriate cost and (b) avoids unacceptable activities, conditions and decisions.

GP – 2 Governing Style

The board will govern with an emphasis on outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership more than administrative detail, clear distinction of board and chief executive roles, collective rather than individual decisions, future rather than past or present, and proactivity rather than reactivity.

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.
7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

1. The Board is the legal governing authority for the college. The Board establishes policy and delegates authority to the president to implement college policies.
2. A five-member working Board is essential. Each Board member must attend meetings regularly and actively take part in Board affairs. The Chair will ensure the Board follows this policy.
3. The Board carries out all powers and duties authorized by state law, including but not limited to the powers and duties described by RCW 28B.50.140.

The Board of Trustees:

1. Selects, on-boards, and regularly evaluates the President.
2. Monitors the performance of the College.
3. Establishes college policy and delegates responsibility and authority to the President to administer the college.
4. Serves as an advocate for the college with the general public and other levels of government.

5. Retains and performs the following duties:
 - a. Adoption of the annual operating and capital budgets.
 - b. Authorization of any sale or purchase of real property.
 - c. Grant or denial of tenure.
 - d. Approval of negotiated collective bargaining agreements.
 - e. Approval of professional leave.
 - f. Adoption, amendment, or revocation of rules under the Administrative Procedures Act, Chapter 34.05 RCW.
 - g. Naming of buildings and facilities.
 - h. Granting of honorary degrees.
 - i. Other matters as may from time to time be approved by the Board and set forth in a written policy.

The above does not restrict the Board from expressing its opinion on educational issues or matters of institutional welfare, including long-range planning.

GP – 4 Chair’s Role

The Chair assures the integrity of the board’s process and, secondarily, occasionally represents the board to outside parties. The Chair is the only board member authorized to speak for the board (beyond simply reporting board decisions), other than in rare and specifically authorized instances.

1. The job result of the Chair is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.
 - B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
2. The authority of the Chair consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
 - A. The Chair is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).

- B. The Chair has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
- C. The Chair may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
- D. The Chair may delegate this authority, but remains accountable for its use.

3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chair. In the absence of the Chair and Vice Chair, the members of the Board shall select a member to assume the responsibilities of the Chair during the continuance of the absences.

GP – 5 Board Members Code Of Ethics

The board commits itself and its members to ethical, businesslike, and lawful conduct. This includes proper use of authority and appropriate decorum when acting as board members.

- 1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization’s services.
- 2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to “inside” information.
 - B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.

- D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
 - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.
 - C. Members will give no consequence or voice to individual judgments of President or staff performance.
 4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

Because poor governance costs more than learning to govern well, the board will invest in its governance capacity. Accordingly,

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.
2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

The Board retains its right to name and rename college buildings and facilities as an appropriate honor to individuals and organizations for friendship, service and support of the college.

1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020.
2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

The Big Bend Community College Board of Trustees, under law, is charged with the responsibility of Community College District No. 18. The authority is vested in the board, not in its individual board members. To assist the board in carrying out its responsibilities, it shall employ a president of Big Bend Community College and delegate to him/her the responsibility for administering the district under policies approved by the board. (RCW 28B.50.100) [see Board Resolution 2003.1 and BP1004]

Policies of the Board of Trustees are found in the records of board action and in the Board Policy Manual of which this document is a part. The bylaws which follow contain all of the rules adopted by the board which are in force and which relate to the organization and powers of the board and its method of conducting business.

OFFICES OF THE BOARD OF TRUSTEES

The Board of Trustees shall maintain an office at Big Bend Community College, Moses Lake, Washington, where all regular meetings shall be held, unless otherwise announced, and all records, minutes, and the official college seal shall be kept. This office shall be open during all normal business hours to any resident taxpayer of the State of Washington.

Correspondence or other business for the board shall be sent to the Secretary of the Board, who is located in this office at 7662 Chanute Street, Moses Lake, Washington 98837.

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chair of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the

Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chair or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.
- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

Normally, voting shall be viva voce. However, a roll call vote may be requested by any member of the board for purposes of the record.

In questions of parliamentary procedure, the actions of the board shall be conducted according to the rules contained in the current edition of Robert's Rules of Order Newly Revised, unless specified otherwise by state law or regulation of the State Board for Community and Technical Colleges.

- E. The chair shall announce at the beginning of each meeting that interested citizens or groups may make oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees

at least 24 hours prior to the scheduled meeting. The chair shall have the right to limit the length of time used by a speaker for the discussion of a subject.

OFFICERS OF THE BOARD

At the October regular meeting of the board each year the board shall elect, from its membership, a chair and vice-chair to serve for the ensuing twelve months. In addition the President of Big Bend Community College shall serve as secretary to the Board of Trustees as specified by state law. The secretary may, at his/her discretion, appoint the president's secretary or other appropriate college staff member to act as recording secretary for all regular and special meetings of the Board of Trustees.

The chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall preside at each regular or special meeting of the board, sign all legal and official documents recording actions of the board, and review the agenda prepared for each meeting of the board. The chairman shall, while presiding at official meetings, have full right of discussion and vote.

The vice-chair, in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, shall act as chair of the board in the absence of the chair.

The secretary of the board shall be the President of Big Bend Community College and in addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official seal of the board, maintain all records of meetings and other official actions of the board.

The secretary shall also be responsible for board correspondence, compiling the agenda of meetings, and distributing the minutes of the meetings and related reports.

The secretary, or his/her designate, must attend all regular and special meetings of the board, and official minutes must be kept of all such meetings.

RESTRICTIONS OF INDIVIDUAL AUTHORITY

Legal authority is vested in the Board of Trustees and may be exercised only by formal action of the board, taken in regular and special meetings. No individual member of the board may act on behalf of the board unless specifically instructed by action of the board. Every member of the board shall be under obligation to support the decision or policy of the majority and shall not publicly oppose such a decision or policy after it has been adopted by the majority.

FISCAL YEAR OF THE BOARD OF TRUSTEES

The fiscal year of the board shall conform to the fiscal year of the State of Washington and shall be from July 1 to June 30 inclusive.

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

Bylaws of the board may be revised by majority vote of the board provided such changes are proposed at least one meeting prior to the meeting at which the vote is taken. Bylaws may be revised by unanimous vote of the board at the same meeting at which the revision is originally proposed.

DELEGATION OF RESPONSIBILITY

It shall be the responsibility of the Big Bend Community College Board of Trustees to establish policy and to evaluate the success of the college operation. The Board of Trustees shall employ a President for Big Bend Community College and hold such president responsible for the interpretation of board policy into administrative action and for the administration of the college in general.

Specific policies and their administrative interpretation shall be described in detail in the several sections of the Board Policy Manual. [see Board Resolution 2003-1 and BP1004]

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004.

BSL - 2 Delegation To The President

All board authority delegated to the operating organization is delegated through the President, so that all authority and accountability of the operating delegation – as far as the board is concerned – is considered to be the authority and accountability of the President.

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* polices.

The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.

2. As long as the President uses any *reasonable interpretation* of the board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President. But so long as any particular delegation is in place, the board and its members will respect and support the President’s choices.
4. Only decisions of the board acting as a body are binding upon the President.
 - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
 - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President’s Job Description

As the board’s single official link to the operating organization, the President’s performance will be considered to be synonymous with organizational performance as a total.

Consequently, the President’s job contributions can be stated as performance in only two areas:

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations*.

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will

not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.

2. A given policy may be monitored in one or more of three ways:
 - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
 - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party's opinion to be the standard.
 - C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.
3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.
 - A. Annual Internal Reports for policies on:
 - EL-2 Respect for Students
 - EL-3 Respect for Community Members
 - EL-4 Respect for Employees
 - EL-7 Financial Planning
 - EL-9 Communication and Support to the Board
 - EL-10 Emergency Executive Succession
 - B. Annual External Reports or direct Board inspection for policies on:
 - EL-1 General Executive Constraint
 - EL-6 Asset Protection
 - EL-8 Financial Condition and Activity
 - C. Quarterly Internal Reports on Actual Budget
 - D. Annual Internal Reports for all *Ends* policies contained in:
 - Academic Master Plan Reports
 - Mission Fulfillment
 - Excellence in Teaching & Learning
 - Community Engagement
 - Budget Presentations
4. Each June the board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on *Ends* and *Executive*

Limitations policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

- A. A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.
- B. The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.
- C. The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

2020-21 Board Self-Evaluation Statement (Sept 9, 2021 Board Meeting Minutes)

13. Board Self-Evaluation

Board Chair Anna Franz discussed the board's self-evaluation and 2021-22 board goals.

2020-21 Goals

Goal #1: Presidential Onboarding:

The Board agreed the goal had been met with by the Board in supporting our new president in her first year despite the limitations imposed by the COVID-19 pandemic.

Goal #2 Monitoring Board Effectiveness:

The Board agreed that significant progress has been made on this goal through the formation and work of the board committee. Understanding that the development of an annual monitoring checklist that aligns with both the end statements of the Board as well as the strategic plan will require continued effort by the Board, the Board agreed that this would be an ongoing board goal. The Board set an expectation that it will hold study sessions on policy governance, accreditation standards, budgeting, and equity, diversity, and inclusion in the next academic year.

Goal #3 Advancing Equity, Diversity, and Inclusion:

The Board agreed that significant progress has been made on this goal through the formation and work of the board committee to identify a process for training, implementation, and review of equity, diversity, and inclusion issues that impact our community. The Board agreed that this would be an ongoing board goal.

2021-2022 Board Goals

With the retention of the 2020-2021 Board Goals #2 and #3, the Board also discussed the need to provide onboarding of new trustees with a current position vacant and a second position reaching term limits in September 2021. The Board goals for the 2021-2022 academic year are as follows:

- 1. Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.*
- 2. Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.*
- 3. Ensure effective onboarding and support of new trustees.*

Motion 21-37

Trustee Thomas Stredwick moved to accept the 2020-21 board self-evaluation and the 2021-22 board goals. Trustee Juanita Richards seconded, and the motion carried.

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report



June 2022

Contents

Mission Fulfillment Summary 2022	1
2022-23 Next Steps	1
Introduction - Mission Fulfillment Workbook	3
Mission Fulfillment Scorecard	4
Mission Fulfillment Scorecard Background	6
Strategic Priorities	9
Strategic Priority: Student Success; Accomplishments, Next Steps, Lessons Learned	9
Strategic Priority: Employer of Choice; Accomplishments, Next Steps, Lessons Learned.....	13
Strategic Priority: Forward Looking Infrastructure; Accomplishments, Next Steps, Lessons Learned..	16
Strategic Priority: Enrollment Growth & Diversification; Accomplishments, Next Steps, Lessons Learned	19
Appendix A - Student Success Disaggregations	22
Appendix B - Major Activities, Tasks for Fulfilling Activities, Persons Responsible	27
Acronyms	39

Mission Fulfillment Summary 2022

The Mission Fulfillment Report demonstrates the progress that was made in each of the strategic priorities to become ***our communities' first choice to dream, learn, and succeed.***

During the Winter Inservice 2022, faculty and staff reviewed the Mission Fulfillment Workbook and discussed:

- Steps individual departments can take to honor BBCC's guiding principles and role as a Hispanic Service Institute
- How Big Bend can leverage multiple modalities (in-person, hybrid, virtual) to provide the residents of our service district with greater access to education and flexibility to complete
- Strategies to set students up for success in college
- Actions to help students overcome barriers to their successful participation in college

Faculty and staff feedback was mapped back to the major activities in each of the strategic priorities. The following outlines next steps the college will take to move forward while allowing the college to adjust to our environment such as the unexpected results of a pandemic and subsequent enrollment decline. Some activities have components that are part of multiple strategic priorities.

2022-23 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none"> • Develop an Annual Schedule allowing student to plan courses for an entire year and complete a degree in different modalities • Scale up Starfish - tracking system used to increase student retention and success • Offer Student Services and Supports in-person, virtually, in the evening, and to students at off-campus instructional sites • Expand ESCALA training to additional faculty to increase student success in the classroom • Implement a diversity requirement for students completing a DTA degree • Write for competitive federal grants (CAMP, HEP, Title V, and a second Upward Bound) to support student success and access to education • More intentionally integrate instruction and academic supports 	<ul style="list-style-type: none"> • Develop a strategic Diversity, Equity, and Inclusion plan with specific activities intended to improve the climate and culture for employees, increase the diversity of our candidate pools, ensure equity and inclusion through our recruitment and onboarding processes, and provide training and tools for ongoing personal and professional development. Assess and improve existing people development supports such as training and professional development offerings, leader competencies, supervisor expectations, 360 assessment process, and performance evaluation and feedback. Continue building an onboarding and orientation structure that focuses on the 4 Cs – Compliance, Clarification, Culture, and Connection. • Align temporary and non-permanent positions with new structure and pay; ensure position descriptions are up-to-date; and provide clarity to the position review/allocation process through training opportunities.

Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"> • Continually assess and upgrade classroom technology to support student success • Provide technology support during non-standard instructional hours (e.g., evening hours, weekend hours) as needed to support students for success • Complete the 2021-22 partial renovations to the Wallenstien Theater; Assess and plan for forward thinking improvements to achieve energy efficiency and sustainability to maximize program/college needs (e.g., dry landscaping, technological infrastructure, carbon neutrality) • Monitor the impact of the enrollment decline as it impacts BBCC’s state allocation, tuition and Running Start revenues • Continue to replace employee desktops with laptops/docking stations, increasing portability for employees 	<ul style="list-style-type: none"> • Expand updated student outreach and recruitment model that entails making regular visits to high schools and helping students navigate the college admissions process • Increase enrollment in Mattawa, Othello, and Quincy through active community outreach and offering college programs in each community • Increase interactive high school events • Establish Dual Enrollment articulations with High Schools that allow students to earn a college certificate by the time they complete high school • Engage with community partners and increase referrals of adult students to college

Introduction - Mission Fulfillment Workbook

Big Bend Community College is at the start of a new accreditation cycle and has been developing a strategic plan to guide the work of the college over the next five years.

The college has adopted a new Mission, Vision, and Guiding Principles

Vision:

Be our community's first choice to dream, learn, and succeed.

Mission:

*Serve as a Bridge
Stand as a Leader
Support for Success*

Guiding Principles:

*Honor our Role as a Hispanic-Serving Institution
Advocate for Equity, Inclusion, & Diversity
Embrace our Workplace Norms
Innovate Proactively
Model Integrity
Educate All*

To implement and assess the college's vision, mission, and guiding principles, BBCC has adopted four strategic priorities.

1. **Improving Student Success:** BBCC seeks to make improvements in student retention, persistence through college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.
2. **Employer of Choice:** BBCC seeks to be the "employer of choice" by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.
3. **Forward Looking Infrastructure:** BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.
4. **Enrollment Growth and Diversification:** BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college's large service district while ensuring the fiscal stability of the institution.

Each priority is supported with Major Activities that are implemented through specific tasks that are assigned to different individuals, departments, and committees throughout the college. (See Appendix A).

The college tracks its progress in meeting its strategic priorities (and thereby fulfilling its mission) through a scorecard that is updated yearly.

Mission Fulfillment Scorecard

Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Completion	2018-2021			2018-2021	
3 year completion rate	36%	45%		45%	46%
Persistence					
Course Success Rate	N/A	80%		77%	80%
15 college credits 1st year	76%	76%		77%	77%
45 college credit 1st year	31%	25%		28%	26%
Institutional Learning Outcome Assessment				(to be developed)	
Retention					
	Fall 2020 start			Fall 2020 start	
Fall to Winter Retention	84%	84%		87%	86%
Fall to Fall Retention	60%	62%		65%	63%
Post-Graduate Success					
	2017 start			2017 start	
Transfer rate in 4th year - Transfer Students only	38%	42%		40%	43%
Employment rate in 4th year - WF Students only	69%	79%		73%	79%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2021	Target
Turnover Rate				2021	
FT Employee Turnover Rate		10.74%		19.26%	<12%
	PACE Nat'l Small 2-year College Comparison	BBCC Baseline PACE Survey 2021	Trend	BBCC Indicator Score 2021	Target
People Development					
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
Employee Experience					
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	3.78	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Financial Status		Unqualified opinion - 0 findings		Unqualified opinion - 0 findings	Unqualified opinion - 0 findings
Budget Status - Year End Remaining Budget		7.42%		12.24%	3%-10%
Facilities - Capital Projects Completed on Time				100%	100%
Enrollment Growth & Diversification		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Total FTE		1995		1816	2045
State Funded FTE		1511		1215	1549
Running Start Headcount		446		477	457

Met or Exceeds Goal - Achieving desired improvements

Meeting historical performance - less than 2.5% below baseline

Need significant improvements below baseline

Mission Fulfillment Scorecard Background

Student Success

Persistence students' progress to degree, successfully passing classes and earning credits to degree. Course Success is defined as a 2.0 GP higher or a "P" in a class. All students are included in this measure.

15 and 45 credits in first year is based on a cohort model of first time, first year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).

Retention first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School) and are retained to the following term or year at BBCC.

Completion first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and earned a BBCC formal credential within three years.

Post-Graduate Success

Transfer in fourth year, first time, first year college *transfer intent only* students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and transfer within four years of starting.

Employment rate in fourth year, first time, first year college *workforce intent only* students who started in the summer or fall, and are employed within four years of starting.

HSI Comparison Colleges

Beginning with this Mission Fulfillment Report, Northwest Commission on Colleges and Universities requires colleges to disaggregate their student achievement data and compare it to peer institutions. BBCC is using Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as regional peer institutions based on their status as Hispanic Serving Institution (HSI) and their rural settings.

The State Board for Community and Technical Colleges provides the data for First-Time Entering Student Outcomes dashboard. Included in our cohorts are First-Time Ever in College and Running Start First Time in College Students.

Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle. For three-year completion rates, it is the three years prior to the accreditation cycle. This is for the average completion rate for students who started in 2015 and completed by spring 2018, students who started in 2016 and completed by spring 2019, and students who started in 2017 and completed by spring 2020.

Target Scores

When possible, target scores were chosen based on the baseline score with a 2.5% increase. There are some cases such as course success rates where maintaining the baseline score is the desired target.

Employer of Choice

Turnover Rate measures the rate at which our full-time employees are leaving BBCC in a given time period. The formula is the number of separations during the time period / the average actual number of employees during the time period X 100.

People Development a culture shift from boss to coach; focused on investing in, advocating for, and committed to personal professional development for all employees.

Employee Experience an awareness of what people encounter and observe over the course of their employment with BBCC.

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the Employer of Choice institutional priority. Where possible, the comparison group is the average score of Small 2-year Comparison Colleges. This comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at associate's degree granting institutions.

Baseline

The Turnover Rate is based on the average of the three years prior to the accreditation cycle which is 2018, 2019, 2020.

People Development uses specific question responses from the 2021 PACE Climate Survey results as the baseline.

Employee Experience uses responses to a custom question from the 2021 PACE Climate Survey results as the baseline.

Target Scores

Employer Turnover Rate is based on the average of the 2016-2021 turnover rates.

People Development is the mean value of the National Small Colleges Comparison group.

Employee Experience is the baseline score with a 2.5% increase.

Forward Looking Infrastructure

Financial Status annual audited financial statements and management discussion and analysis with results of an 'Unqualified opinion' from the auditors performing the audit.

Budget Status annual operating budget ending with 3% to less than 10% budget remaining unspent at the end of the period.

Facilities – Capital Projects Completed on time biennial capital projects completed within the capital budget period.

Baseline

Financial Status: Unqualified opinion since we started preparing Financial Statements for audit FY14 through FY20

Budget Status: 3% to less than 10% budget remaining FY13 through FY20

Facilities: Capital Projects completed on time FY15-17 through FY19-21

Target Scores

Financial Status: Green (target) is an audit with an unqualified opinion with no audit findings; Yellow (approaching target) is a management letter, Red (needs improvement) is an audit finding.

Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining

Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

Enrollment Growth & Diversification

Total FTE: all credits earned by students in an academic year (total credits divided by 45). Forty-five (45) credits equals one full time student equivalent.

State Funded FTE: all credits earned by students in an academic year minus Dual Enrollment/CBIS funded credits divided by 45. Forty-five (45) credits equals one full time student equivalent.

Running Start Headcount is the number of students enrolled in Running start in an academic year.

Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle which includes academic years 2017-18, 2018-19, and 2019-20.

Target

The target scores were chosen based on the baseline score with a 2.5% increase.

Strategic Priorities

The following narrative describes the accomplishments, next steps, and lessons learned from the work completed last year to implement the strategic priorities. The narrative gives context to the Scorecard.

Strategic Priority: Student Success; Accomplishments, Next Steps, Lessons Learned

Major Activities from the Strategic Plan

Improve student retention & reduce retention equity gaps by refining and expanding college navigation services

- Accomplishments:
 - Secured renewal of TRIO SSS grant and a new TRIO SSS STEM grant
 - Implemented Starfish Early Alerts and Referrals, addressed multiple technical integration issues
 - Began technical integration of Starfish with ctclink
 - Trained BEdA students on how to utilize technology used in their classes
 - Developed one stop resource guide on college website and a process to ensure it is updated regularly
- Next Steps: Starfish and ctclink integration, determine best ways to use ctclink capabilities vs Starfish, provide student tech support in the evenings and on weekends, increase number of students served by WES, ESCALA training for staff, establish a process that more smoothly connects new students with WES and TRIO services, pursue grant projects that can fund additional staff to provide navigation services

Improve student retention & persistence while reducing equity gaps by strengthening advising services

- Accomplishments:
 - Completed advisor training for new advisors in Healthcare and Business pathways
 - Conducted training for Running Start advisors
 - Developed and implemented a workgroup to address issues of concern around advising including adopting a theory of advising, advisor training, and advising map updates
- Next Steps: learn functionality within ctclink to support scheduling, develop updated advising map template, implement training and recommendations of advising work group

Improve course success rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups

- Accomplishments:
 - Large group (14) of faculty and staff attended ESCALA in summer 2021

- Offered multiple professional development opportunities for faculty around online instruction. Some were faculty led, others led by eLearning Coordinator, and others by the Instructional Designer
- Huge efforts by faculty to adapt instruction in courses for online and hybrid delivery due to effects of COVID-19 pandemic
- Elected to be a nonvaccinated campus in fall 2021 and then switched to be a vaccinated campus in winter 2022
- Next Steps: 2020 ESCALA participants report out on projects, identify faculty to participate in next ESCALA cohort, implement peer review of CANVAS courses under guidance of instructional designer, expand use of instructional designer services by faculty across campus, update program assessment plans

Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits

- Accomplishments:
 - Just-in-time English classes piloted
 - Completed development of MAP, contextualized math, curriculum
 - Math department developed just-in-time math courses for MATH 107 and 146
 - Updated math and English high school transcript placement process to include MAP classes, simplify the framework, and apply it to all high schools
 - Piloted modified guided self-placement process in English
- Next Steps: Collect and review data on success of math and English students based on updated English placement practices, implement just-in-time math 107 and 146 classes, develop and implement a strategy for removing all developmental English classes from the schedule

Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies

- Accomplishments:
 - Exploring undergraduate research opportunities
 - Adopted framework for giving courses a diversity designation and awarded the designation to multiple classes
 - Developed BAS courses so they are modularized, incorporate CPL options, and could allow students to accelerate.
 - Relunched program audits in workforce programs and transfer departments
 - Piloting Academic Success coach concept that aligns support services with instruction in BAS and BEdA

- Next Steps: Launch diversity requirement for transfer degree, continue with BAS course development and program audits, refine efforts to assess institutional learning outcomes

Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)

- Accomplishments:
 - Updated CPL options and included them on the college website
- Next Steps: Establish and implement a CPL processing and awarding fee

Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree

- Accomplishments:
 - Secured a Title V grant to support the launch of the BAS
 - Secured all compliance related approvals from the SBCTC, NWCCU, and USDE to offer the degree
 - Approved MCOs for BAS courses and developed first year courses
 - Recruited and accepted a full first cohort of 30 students
 - Launched the program
 - Developed advising materials and a program handbook
 - Developed and implemented a student support model
- Next Steps: develop second year classes, teach first year classes, recruit second cohort of students

Increase transfer rates while reducing equity gaps

- Accomplishments:
 - Developed collaboration plans with CWU around advising and supports for students intending to transfer to CWU
 - Collaborated closely with CWU on serving elementary education students including the development of math for elementary teacher courses and offering the elementary education degree on the BCC campus
- Next Steps: Develop 4 year advising maps for key transfer programs with CWU, continue developing and implementing supports for students pursuing elementary education and interdisciplinary studies degrees on BCC campus

Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development &/or redesign

- Accomplishments:
 - Conducted employer survey to identify employer needs
- Next Steps: Conduct program need surveys, through program advisory boards seek input from employers on changing needs due to impacts of the pandemic

Student Success Lessons Learned

- It is possible to give all new students the ability to earn 100 level English and math or applied math credit within their first or second quarter at Big Bend.
- There is a local need for bachelor level education that we can meet through offering BAS degrees and collaborating with university partners to offer degree programs locally in a sustainable way.
- Faculty led advising can be successful.
- Faculty and staff are continually making amazing adaptations to instruction and services to meet shifting student needs during the pandemic.
- Students reported a desire for more in-person instruction, but have tended to enroll more heavily in online courses.

Strategic Priority: Employer of Choice; Accomplishments, Next Steps, Lessons Learned

BBCC seeks to be the “employer of choice” by creating a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve students, the campus community, and our service district. The decision to apply, accept a job offer, or remain at BBCC is a conscious one influenced by the mission, culture, and work environment of the college.

Major Activities from the Strategic Plan

People and Leader Development - Focus on job clarity and priorities, ongoing feedback and communication, opportunities to learn and grow, and accountability.

- Accomplishments:
 - Utilized Title V resources to build a development model that is strengths-based, incorporating best practices from Michael Nash, Crucial Conversations, Strengths Finders, the BBCC Work Place Norms, and Equity Concepts.
 - Started the process to review and update the existing leadership competencies.
 - Selected scorecard indicators that focus people development rather than performance management.
- Next Steps: Continue efforts to create and implement the people/leader development model to inform annual plans for training and development. Review and update the 360 feedback process and continue to monitor and improve performance evaluation completion rates for classified and admin/exempt employees.

Climate and Community - Focus on continuous improvement to create a thriving community where employees are supported, developed, and able to realize their professional goals.

- Accomplishments:
 - BBCC adopted Work Place Norms.
 - During February and March 2021, the PACE Climate Survey for Community Colleges was administered to 344 employees at BBCC with a 60.8% response rate which is the highest response rate for an employee survey previously conducted at BBCC. Survey results were received in May 2021 and those results were used to develop activities under each of the college’s strategic priorities.
 - Negotiations with the BBCC Faculty Association occurred in 2021. The tentative agreement was ratified by the BBCC Faculty Association on September 13, 2021 and approved by the Board of Trustees on September 20, 2021. The agreement contained terms favorable to both parties.
 - BBCC adopted AP 4050, Remote Work & Teleworking, designed to provide ongoing opportunities for telework and remote work beyond the current pandemic.
 - The college continues to use a virtual onboarding platform to provide new employees with access to paperwork, procedures, and training.

- The HR and Payroll Offices successfully implemented the Human Capital Management (HCM) module of ctcLink. Employees have greater access to view and update their personal information, view quarterly contracts, and quickly access compensation data.
- Next Steps: Continue to improve the existing onboarding portal and develop an off-boarding portal. Work with faculty leaders to implement best practices for retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds.

Position Alignment - Provide clarity to employees and supervisors regarding job duties and responsibilities.

- Accomplishments:
 - Implemented the new rules for temporary positions. Transitioned a number of positions from temporary to permanent.
- Next Steps: Provide training on the position review/allocation process. Monitor the Time to Fill rate for open positions. Make position descriptions available to employees and supervisors using the BBCC Portal.

Improve Internal Communication - Ensure communication is timely, intentional, informative, and relevant.

- Accomplishments:
 - The college held a number of virtual community forums designed to provide information, engage in discussions, and gather feedback from the campus community. Topics included COVID-19, budget, enrollment, PACE Survey, vaccine mandates, and strategic planning.
 - The college president provides a weekly video update and newsletter, Around the Bend (AtB).
- Next Steps: Review existing decision-making framework.

Employee Experience Lessons Learned

- PACE Survey results yielded an overall 3.743 mean score for campus climate. The greatest number of favorable comments fell within the Student Focus climate factor with the greatest number of unfavorable comments within the Institutional Structure climate factor. Continued improvement is needed in the areas of
 - clearly defined administrative processes;
 - sharing of information;
 - ensuring decisions are made at the appropriate level; and
 - providing opportunities for advancement within the institution.

- The implementation of ctclink completely changed the existing work processes for human resources, payroll, and the generation of faculty contracts. Countless hours were spent in training, configuration, data validation, and process improvement all to ensure a successful implementation. Kudos to the employees that did their regular full-time jobs plus ctclink work for the past 18 months in a remote environment during a global pandemic. Their dedication to the college and a successful implementation is beyond compare.
- The college experienced a higher than normal turnover rate (19.262%) for calendar year 2021. A deeper review of turnover data may provide insight into additional activities to improve the employee experience.

Strategic Priority: Forward Looking Infrastructure; Accomplishments, Next Steps, Lessons Learned

In 2020-21, the college looked towards being more adaptable quickly in our methods of performing our work. Whether that was administrative work, providing instruction to students or direct interaction with supporting students or providing services to students.

Major Activities from the Strategic Plan

Implement ctclink Project

- Accomplishments:
 - Successful implementation of ctclink across Campus Solutions (Student Records), Human Capital Management, and Financial Services
 - Developed guides for students and employees on the BBCC website
 - Updated supplemental IT systems to work with ctclink
 - Developed a security tool that is being used by BBCC and other colleges
- Next Steps: Continue with ctclink training and process refinement.

Capital Projects/Facility Upgrades

BBCC facilities are owned by the state. The college is provided with capital project funding to maintain and repair those state-owned facilities on a biennial basis. The majority of the projects are completely funded by state capital funding and expended within the required biennial period. The particular projects selected by the state are a result of the Facility Condition Survey (FCS) the SBCTC conducts every two years. Occasionally another deficiency of a more immediate nature will override the prior selection from the FCS. (projects are selected approximately two years before the funding is provided and priorities can change in that time frame).

- Accomplishments:
 - Completion of WEC and Aviation Maintenance Buildings
 - Installed new gym floor
 - Upgraded Science Labs in Building 1200
- Next Steps: Pursue funding to renovate Wallenstien theater

Technology Upgrades: the largest priority was to provide students and staff with access to technology due to COVID-19 restrictions. Hundreds of laptops were put into service through the library check out feature. These laptops were for students and staff use.

- Accomplishments:
 - Purchased laptops and docking stations for employee desktop replacement
 - Purchased additional laptops for student checkout

- Made improvements in student communication software and student services processes using federal grants and CARES funding
- Network Infrastructure:
 - Deployed the Jabber phone client to support remote work
 - Purchased VPN licenses for all employees to support remote work
 - Replaced student wireless router
 - Upgraded Internet link
 - Installed Identity Services Engine for better network security
 - Replaced fiber in 1800
 - Upgraded servers to support remote work and learning
- Configured and issued Office365 licenses to all students and employees
- Improved our wireless capabilities in several on campus buildings
- Next Steps: Finish replacing employee desktops with laptops/docking stations. Continue Office 365 and Teams roll out. Replace the phone system. Move SharePoint to the cloud and install new network switches and wireless access points in the 1800 building and residence halls.

Annual Budget Process

- Accomplishments:
 - BBCC continued to slightly underspend our annual operating budget, reflecting a continued caution to not overspend department budgets.
 - The most current year is between 2-3% higher than we would wish to see and this is due to reimbursements from the federal CARES institutional funding for COVID-19 activities.
- Next Steps: Closely monitor state allocation process in consideration of our decreased enrollment trend.

Financial Statement Audit: Each year the college has its formal Financial Statements audited by the State Auditor's Office (SAO), beginning in Fiscal Year 2014.

- Accomplishments:
 - Each year since formal Financial Statements were produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
- Next Steps: Continue financial practices that maintain unqualified financial audits.

Forward Looking Infrastructure Lessons Learned

Permanent replacement of desktops for employees allows the college to adapt faster when we need to move to remote work without doubling our costs. We will no longer provide portable computing devices AND desktop devices. Employees will now receive a laptop and a docking station to serve as their desktop. This increases flexibility for students and staff to study and work remotely when needed.

When our newest buildings were completed we began filling classroom and student spaces with furniture designed to be adaptable. Our furniture for classrooms came with wheels and fold up and/or rack and stack features to allow for different configurations as classroom needs changed, whether those changes were for different instruction modalities or for adaptive needs.

As COVID-19 affected our working environment, as we had previously known it, we began to look at future space requirements. Our current needs for generic classroom space have shrunk considerably due to different instruction modalities (remote delivery), but our need for specific lab or technical instruction space has grown due to the consequence of social distancing for health reasons. Many classrooms remain empty, but our lab spaces are being used more frequently. Our larger venues (Masto conference center in 1800, Collaborative Lab in 3700, Wallenstien theater in 1100, Gym space in 2000) have seen increased demand for use that we have not consistently been able to meet for various reasons (not all COVID-19 related).

Strategic Priority: Enrollment Growth & Diversification; Accomplishments, Next Steps, Lessons Learned

Major Activities from the Strategic Plan

Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly

- Accomplishments:
 - Launched a new college website and made continuous tweaks and updates since the launch
 - Utilized Signal Vine extensively to reach out to new students who had not completed the college intake process, owed tuition, need to complete vaccination attestation, could access WES services, could access HEERF funds
 - Utilized live Chat to serve a variety of student needs day and night
 - Provided students with information about technology needed at Big Bend and how to use it
 - Made laptops available to any student who needed one
- Next Steps: integrate Signal Vine into all student communication strategies, determine how to best utilize student messaging feature in ctclink

Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa

- Accomplishments:
 - Engaged Mattawa, Quincy, and Othello school districts in dialogues about partnerships with Big Bend.
 - Expanded dual enrollment articulation efforts with Mattawa, Quincy, and Othello.
 - Offered BEdA classes in Mattawa, Quincy, and Othello
- Next Steps: Determine community interest in BBCC programs that we can offer in the communities, continue to strengthen partnerships with school districts and city governments in each community, promote BBCC services and programs in each community

Expand state-funded enrollment with student programs that will attract state-funded students

- Accomplishments:
 - Established and implemented COVID-19 protocols that allowed athletic teams to compete
 - Held short athletic seasons in winter and spring 2021

- Developed Ag Mechanics curriculum
- Next Steps: Aggressively promote and launch Ag Mechanics program, survey businesses to explore interest in additional or expanded healthcare or science tech programs, recruit full rosters of student athletes

Expand total enrollment by strengthening pipelines into college

- Accomplishments:
 - Developed contextualized manufacturing high school curriculum
 - Reviewed BEdA course offerings to better align with college courses
 - Adjusted to a loss of the Open Doors contract with Moses Lake High School
 - Worked with Moses Lake High School to improve placement options for high school students
 - Explored College in the High School with Warden and Royal City
 - Brought JATP back to campus and offered training in partnership with BEdA
 - Taught Zoom English classes to Chubu University students in Japan
 - Contracted with international student recruiting agency
 - Worked to strengthen working relationships with Quincy and Ephrata school districts around CTE Dual Credit and College in the High School
- Next Steps: Expand dual credit offerings with a focus on MLHS, Mattawa, Quincy, Othello, Warden, Royal; reach out to Ritzville, Soap Lake, and Lake Roosevelt School districts about dual enrollment options, establish clear curricular pathway from BEdA into college classes, establish financial incentives for new students coming into Big Bend, recruit international students, expand collaboration with Chubu University,

Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students

- Accomplishments:
 - Identified marketing message recommendations from students through surveys and focus groups
 - Made updates and revisions to the new student intake process
 - Implemented targeted messaging to re-engage students, disperse HEERF funds, and connect students with college resources
 - Approached Moses Lake, Mattawa, and Othello high schools about a consistent staff presence in the schools to serve students and began sending staff to Moses Lake High School

- Increased engagement with DSHS and SkillSource and established plans for BBCC staff to be present in those offices on a regular basis
- Developed a draft timeline of outreach activities and messaging
- Next Steps: develop an updated communication plan with students to guide them through the intake process, establish a consistent staff presence in Moses Lake, Othello, Mattawa, and Quincy schools, hold Running Start nights for students and parents, coordinate college level, WES, and BEdA outreach efforts and support with college marketing messages

Enrollment Growth & Diversification Lessons Learned

- There are significant opportunities for enrollment growth by bringing college programs and services to communities throughout the college's service district
- BBCC needs to be visible in key communities within its service district and build relationships with key stakeholders and families of students. The college is not as known or visible as we would like to be in some communities.
- Email is not the best way to communicate with students. We need to incorporate text messaging into our practices for communicating with students. We also need to communicate intentionally at times when students need our help to navigate our processes.
- BBCC must have accurate and clear information on its website.

Appendix A - Student Success Disaggregations

Big Bend Community College - Student Success
Breakdown by Race/Ethnicity

		BCC Baseline Average	BCC Data				Trend
<u>Persistence</u>			2017-18	2018-19	2019-20	2020-21	
ALL	Course Success Rates	80%	79%	80%	80%	77%	
AW	Course Success Rates	82%	81%	82%	84%	79%	
HUG	Course Success Rates	77%	77%	77%	76%	75%	
NR	Course Success Rates	81%	84%	81%	78%	77%	
<u>Retention</u>							
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
A/W	15 Credits 1st Year	81%	80%	77%	81%	81%	
HUG	15 Credits 1st Year	75%	68%	73%	73%	75%	
N/R	15 Credits 1st Year	63%	77%	80%	67%	63%	
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
AW	Fall to Fall Retention	63%	66%	62%	68%	*	
HUG	Fall to Fall Retention	60%	61%	64%	60%	*	
NR	Fall to Fall Retention	58%	54%	65%	50%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
AW	3 Year Completion Rate	46%	46%	42%	50%	47%	
HUG	3 Year Completion Rate	43%	45%	43%	42%	42%	
NR	3 Year Completion Rate	46%	52%	28%	58%	50%	
<u>Post-Grad Success</u>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
AW	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	42%	51%	46%	46%	
HUG	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	34%	32%	35%	36%	30%	
NR	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	47%	50%	54%	38%	60%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
AW	Emp Rate in 4th year - WF Stu only	73%	73%	75%	76%	*	
HUG	Emp Rate in 4th year - WF Stu only	82%	87%	80%	83%	*	
N/R	Emp Rate in 4th year - WF Stu only	86%	82%	90%	93%	*	

KEY:

AW: Asian and/or White

HUG: Historically Underserved Group (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander)

NR: Race/Ethnicity Not Reported

*Data not available at the time of this report (1/13/2022).

Big Bend Community College - Student Success
Breakdown by Age Groups

		BCC Baseline Average	BCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<u>Persistence</u>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
<20	Course Success Rates	80%	80%	80%	80%	77%	
20-24	Course Success Rates	77%	76%	78%	77%	76%	
>24	Course Success Rates	83%	82%	83%	84%	80%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
<20	15 Credits 1st Year	80%	81%	78%	82%	78%	
20-24	15 Credits 1st Year	56%	48%	63%	57%	76%	
>24	15 Credits 1st Year	54%	50%	55%	57%	61%	
<u>Retention</u>							
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
<20	Fall to Fall Retention	66%	68%	67%	68%	*	
20-24	Fall to Fall Retention	47%	49%	48%	48%	*	
>24	Fall to Fall Retention	39%	39%	45%	39%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
<20	3 Year Completion Rate	47%	49%	43%	50%	45%	
20-24	3 Year Completion Rate	34%	38%	28%	36%	38%	
>24	3 Year Completion Rate	38%	31%	47%	35%	52%	
<u>Post-Grad Success</u>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
<20	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	43%	51%	45%	43%	
20-24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	13%	12%	16%	10%	16%	
>24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	19%	30%	8%	19%	20%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
<20	Emp Rate in 4th year - WF Stu only	79%	88%	76%	83%	*	
20-24	Emp Rate in 4th year - WF Stu only	78%	74%	83%	84%	*	
>24	Emp Rate in 4th year - WF Stu only	81%	77%	84%	69%	*	

*Data not available at the tiime of this report (1/13/2022).

Big Bend Community College - Student Success

Breakdown by Receiving or Not Receiving Need-based Aid

The Breakdowns only shows Transfer or Workforce Students who were eligible for aid - they exclude Dual Enrollment Students

		BBCC Baseline Average	BBCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<u>Persistence</u>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
Rec'd N Aid	Course Success Rates	78%	78%	79%	78%	77%	
Did Not Rec N Aid	Course Success Rates	81%	80%	81%	81%	78%	
<u>Retention</u>							
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
Rec'd N Aid	15 Credits 1st Year	66%	69%	65%	65%	70%	
Did Not Rec N Aid	15 Credits 1st Year	65%	59%	65%	69%	61%	
<u>Retention</u>							
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
Rec'd N Aid	Fall to Fall Retention	56%	55%	58%	54%	*	
Did Not Rec N Aid	Fall to Fall Retention	50%	50%	52%	54%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
Rec'd N Aid	3 Year Completion Rate	56%	57%	55%	57%	57%	
Did Not Rec N Aid	3 Year Completion Rate	44%	43%	45%	43%	43%	
<u>Post-Grad Success</u>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	26%	27%	24%	28%	28%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	38%	42%	42%	29%	32%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	83%	88%	80%	83%	*	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	75%	77%	74%	*	

*Data not available at the time of this report (1/13/2022).

Big Bend Community College - Student Success
Breakdown by Gender

		BCC Baseline Average	BCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<u>Persistence</u>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
Female	Course Success Rates	81%	80%	81%	81%	78%	
Male	Course Success Rates	78%	78%	79%	78%	76%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
Female	15 Credits 1st Year	76%	76%	76%	77%	78%	
Male	15 Credits 1st Year	75%	74%	74%	77%	76%	
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
Female	Fall to Fall Retention	64%	67%	67%	68%	*	
Male	Fall to Fall Retention	59%	61%	59%	58%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
Female	3 Year Completion Rate	49%	50%	46%	52%	51%	
Male	3 Year Completion Rate	40%	41%	37%	42%	37%	
<u>Post-Grad Success</u>			<u>2014 start</u>	<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Female	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	44%	44%	46%	43%	45%	
Male	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	39%	34%	43%	38%	34%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Female	Emp Rate in 4th year - WF Stu only	83%	90%	82%	76%	*	
Male	Emp Rate in 4th year - WF Stu only	76%	76%	76%	82%	*	

*Data not available at the time of this report (1/13/2022).

Appendix B - Major Activities, Tasks for Fulfilling Activities, Persons Responsible

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Admissions/Registration, Financial Aid, & Instructional Support
Improve <u>student retention</u> & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctcLink	Starfish Coordinator and Starfish implementation/scale up group, WES, TRIO SSS, Library, A&AS, BEdA
	Provide TRIO-like support services for students and address workload questions	
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	A&AS, BEdA, WES, TRIO SSS
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to department performance & student success metrics	Title V Grant Team, IR
	Provide students with trainings about how to utilize technology used in their classes	eLearning, Library
	Provide technology support, online and with hours outside of 8:00-5:00	BBT, Library
Improve student <u>retention</u> & <u>persistence</u> while reducing equity gaps by strengthening advising services	Continue improving annual course planning schedules	Deans, schedulers, faculty Advising Workgroup
	Improve advising services year-round with ctcLink tools, the website, and other tools	Advising Workgroup
	Review and update existing advising maps	
	Provide training and support for academic advisors	
	Refine advising practices for second year students, completion, transfer, and career advising	

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Workforce Ed. Coordinator
Improve completion rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (e.g. use of technology, engaging students, communication with students) combined with implementation support for faculty and training support for students	Instructional Improvement Workgroup, Title V Grant Team
	Implement large scale ESCALA training for faculty	Title V Grant Team
	Implement large scale instructional design training for faculty	Instructional Designer
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Title V Grant Team, IR
	Implement instructional changes based on assessment of student learning results	Deans & Faculty
Improve <u>student persistence</u> while reducing equity gaps by increasing students earning college level math & English credits with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Depts
	Review and update math & English placement practices	English & Math Depts, Testing Center Coordinator
Improve <u>student persistence & retention</u> while reducing equity gaps by implementing different instructional strategies	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Instructional Designer, BAS faculty, Title V Grant Team, Instructional Improvement Workgroup
	Increase options for diversity, equity, and inclusion course offerings	Instructional Council

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Dean of Arts & Sciences, Math & Science Division, Social Science Division, Career Services, Workforce Education Coordinator, Workforce Faculty, Library, A&AS
	Align academic support services with instruction	STEM Center, Writing Center, BAS Program, BEdA, Library, eLearning
	Implement instructional changes based on assessment of student learning and program audit results	Deans & Faculty
Improve <u>student retention and persistence</u> while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Workforce Education Coordinator, BEdA, BAS Coordinator
Improve <u>student persistence & completion & enrollment</u> while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Title V Grant Team, BAS Program
Increase <u>transfer rates</u> while reducing equity gaps_	Establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Advising Coordinator, Dean of Arts & Sciences, Workforce Education Coordinator, Advising Workgroup

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
<u>Improve student persistence, completion & post graduate success</u> while reducing equity gaps through workforce program development &/or redesign	Launch Agriculture Mechanics Degree	Dean of WF Education, Ag Coordinator, Ag Mechanics Coordinator
	Revise Industrial Systems Technology electrical program to train students to a higher level	IST faculty
	Secure distance learning approval for Aviation Maintenance Technology degree	AMT faculty
	Stay current with industry changes and update programs accordingly	Dean of WF Education, WF faculty

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
People and Leader Development	Annual training plans/calendar for leadership development.	HR, Title V, and Leadership Development Work Group
	Review and update leader competencies	HR, Title V, and SGC
	Supervisor Expectations & Accountability	E-Team and Cabinet
	Review and update 360 feedback process	HR and SGC
	Improve performance evaluation completion rates	E-Team and Cabinet
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC
	Onboarding & Orientation	HR and Supervisors
	Conduct employee satisfaction survey	HR
	Assess employee survey results and develop plan	E-Team, Cabinet, SGC
	Develop diversity plan as required by OFM	HR, CEID, Cabinet
	Negotiate 2021-2023 Faculty CBA	HR, Instruction, Faculty Association
	Adopt Telework Guidelines as Administrative Procedure	E-Team, Cabinet, SGC
Improve Internal Communication	Develop BBCC decision-making framework	E-Team, Cabinet, SGC
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll
Improve overall campus climate through Position Alignment	Position descriptions available on Portal	HR
	Position descriptions reviewed and updated annually by employee and supervisor	HR & supervisors

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
	Communicate salary structures for employee groups	HR
	Transition part-time hourly jobs to new structure	HR & Supervisors
	Communicate position review/allocation process	HR
	Reduce Time to Fill rate for open positions	HR & Screening Committees

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
Implement ctcLink Project	Meet State Board deadlines and have a successful implementation	Business Office, BBT
Facility Upgrades	Upgrades to Science Labs in 1200 building	M&O
	Renovation of theater in Wallenstein 1100 building	M&O
	Install new gym floor	M&O
	WEC & AMT Building Completion	M&O, VP for Finance & Administration
Technology Upgrades	Improve network infrastructure in across campus	BBT, M&O
	Replacement of laptop/docking stations for all employee versus desktop hardware	BBT, M&O
	Deployment of software-Office 365, Teams; Upgrades to Sharepoint	BBT
	Technology Plan Update	Facilities Master Planning committee, Academic Plan committee, M&O, BBT
Annual Budget Process	Monitor changes in state allocation process that will impact funding	VP for Finance & Administration, Business Office, Budget managers across campus, Budget Review Taskforce
Financial Statement Audit (Annual)	Continue financial practices that maintain unqualified financial audits.	VP for Finance & Administration, Business Office
Facilities Master Plan - update	Facilities Master Plan - update	Facilities Master Planning committee, Academic Plan committee, M&O
Continuity of Operations Plans (across campus)	Develop plans	All departments

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	IR & Title V staff

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
Bolster <u>total enrollment</u> by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	Dean of Student Services, Director of Enrollment & Registrar, Starfish Coordinator, WES, Title V Grant Team, Public Information Office
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	Director of Activities, Library, Dean of Student Services, WES Director
	Provide students information about required technology, access to needed technology and information on how to use technology tools	Library Director, eLearning Coordinator, Instructional Designer
Increase <u>state-funded and dual enrollment</u> by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in key locations, develop focused outreach & marketing strategy for specific communities	VP of Learning & Student Success, BEdA, Outreach & Recruitment, Title V Grant Team
Expand <u>state-funded enrollment</u> with student programs that will attract state-funded students	Grow wrestling programs and recruit full rosters for all athletic teams	Athletic Director
	Explore launching an eSports program and/or track & cross country	
	Launch Agriculture Mechanics degree	Dean of Workforce Education
	Investigate additional academic programs and activities that will attract state-funded students	Dean of Workforce Education, Dean of Arts & Science, IR
Expand <u>total enrollment</u> by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEdA) program into college level classes	BEdA
	Expand number of students transitioning from dual enrollment programs into college level classes	High School Relations Workgroup

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Grow dual enrollment programs	Workforce Education Coordinator, BEdA, Student Services
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Arts & Science, Director of Nursing, BEdA Director, Division Chairs
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	High School Relations Workgroup, Outreach & Recruitment, Workforce Education Coordinator
	Create a sustainable international studies program	Director of JATP
Expand <u>state-funded and dual enrollment</u> by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Outreach & Recruitment, WES Director
	Identify employers with tuition reimbursement for employees	CBIS Director, WES Director
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach & Recruitment, BEdA Director, Public Information Office
	Conduct family focused outreach for high school age students (focus to dual credit students)	Outreach & Recruitment, WES Director,
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, BAS Coordinator
	Market student support resources and give examples of how they help students	Public Information Office, Library
	Clarify admission process steps, due dates, technology needed and implement student communication plan	Dean of Student Services, Director of Enrollment & Registrar, Title V Grant Team, Starfish Coordinator, WES Director
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Dean of Student Services, Director of Enrollment & Registrar

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	Public Information Office

Acronyms

AA&S - Accommodation & Accessibility Services

Aviation Maintenance Technology

BAS - Bachelor of Applied Science

BBT - Big Bend Technology

BEaA - Basic Education for Adults

CAMP (grant) - College Assistance Migrant Program

CEID - Committee for Equity Inclusion and Diversity

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CWU - Central Washington University

DSHS - Department of Social and Health Services

DTA - Direct Transfer Agreement (associate degree is designed to transfer to most Bachelor of Arts degrees at all four-year colleges and universities in Washington state)

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HR - Human Resources

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

M&O - Maintenance & Operations

MCO - Master Course Outline

NWCCU - Northwest Commission on Colleges and Universities

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SSS - Student Support Services

STEM - science, technology, engineering and math

USDE - United State Department of Education

WES - Workforce Education Services

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its Board retreat Thursday, August 26, 2021, at 9:00 via Zoom Webinar and in-person.

1. Call to Order

Present: Anna Franz
Jon Lane
Juanita Richards
Thomas Stredwick

1. President's Update

President Tweedy stated the strategic planning process was launched in January using an inclusive process with all campus stakeholders. Four institutional priorities (IP) along with major activities and tasks have been identified. All current activities and tasks were incorporate into the strategic plan. Institutional priorities include improving student success, employer of choice, forward looking infrastructure, and enrollment growth and diversification.

Big Bend has experienced a five-year enrollment decline paralleling the WA community and technical college system's decline. We are outperforming other rural community colleges. VP Humpherys is working to build dual enrollments outside of Moses Lake focusing on Othello, Mattawa, and Quincy. The allocation chart showed that BBCC has been reaching the target until the pandemic. We cannot sustain the pandemic decline. Our budget is okay now due to federal stimulus which we will not have next year. We must increase our enrollment. The data in the charts informs the institutional priorities.

President Tweedy stated Big Bend is evaluating the impact of the four IPs on our workforce and we reviewed all current major activities to ensure we do not duplicate effort or spread the workforce to thinly. Some of the work is dependent on receiving a grant. VP Humpherys stated staff are scrutinizing turnover and determining how to revise positions to better address current needs that have emerged during the pandemic. Temporary COVID monies are funding some of the activities related to the pandemic.

Trustee Lane asked about Achieving the Dream (AtD) and accreditation. Big Bend let go of AtD due to diminishing benefits and the push from the State Board (SBCTC) toward guided pathways and accreditation standard changes about disaggregation of data. ATD focused on coaching data-driven decision making. The SBCTC is providing coaching and Big Bend has incorporated data-driven decisions into the culture.

We had a successful accreditation visit and we are focusing on our strategic planning process, which addresses the one accreditation recommendation we received. Dr. Tweedy recognized the accreditation efforts by Dean Valerie Parton and VP Humpherys.

Trustee Lane recognized former Trustee Stephen McFadden's influence around marketing, and asked about current marketing efforts. Dr. Tweedy stated the enrollment growth and diversification priority includes working with community partners. Big Bend held an enrollment retreat in July and staff are joining with communities and school district superintendents to promote Big Bend. Trustee Lane also stated he appreciates Dr. Tweedy's weekly updates.

Dr. Tweedy shared the second draft Vision, Mission, and Guiding Principles developed by an inclusive group of people from around the campus. The Guiding Principles capture the process related to workplace norms. Cabinet and Shared Governance Council (SGC) adopted workplace norms. The Guiding Principles all funnel into "educate all."

Dr. Tweedy stated Governor Inslee's proclamation includes a vaccine mandate for trustees and all state employees with narrow religious and medical exemptions available. All non-vaccinated employees who do not have an approved exemption must be terminated mid-October for not fulfilling a condition of employment.

VP Garza explained that a vaccination verification process has been identified and a separation process is being developed. AAG Jason Brown reported it is a gross misdemeanor to not enforce the vaccination requirement.

2. President's Evaluation

President Tweedy and Dean of Institutional Research Valerie Parton pulled highlights from the larger Mission Fulfillment report for the summary in the board packet regarding course success rates (leading measures), fall to fall enrollment data (leading and lagging measures), and graduation rates (lagging measures).

Dean Parton stated the data includes 2019-20 and prior and reflects the remote learning from the past year. Dashboards are updated and instructors can see their course data. Big Bend has remained ahead of the benchmark. Retention is better than expected. Race and ethnicity is our most prominent data disaggregation and we are working hard to minimize the gap between groups. Qualitative data, feedback from student focus groups, was included in strategic planning. Student focus groups highlighted how different student groups manage their issues from the stress/anxiety of new students to more confidence as they work through the courses. The data committee works hard to examine the information and make recommendations based on it.

President Tweedy stated the data committee sorted and themed data and recommendations. The Strategic Planning sub group took Data Committee recommendations to compare major activities and tasks and consider how new items align before adding. All recommendations were considered and the same process was used with in-service input from all campus members. The domino of data analysis, recommendations, and incorporation into the SP and was very important.

Dr. Tweedy reported Big Bend is considering how to manage enrollment around a steep decrease of high school graduates predicted in 2025.

VP Humpherys reported due to the pandemic there was a policy change for student placement testing. There is not a good relationship between test results and class performance. Kudos to staff and faculty who developed a framework to place students based on their high school transcripts and it is a better predictor than placement testing. Success rates are increasing.

At 10:15 a.m., Board Chair Anna Franz announced that the Board would adjourn to executive session for approximately 30 minutes, following a five-minute break, to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The Executive Session was extended twice for ten minutes each and the meeting resumed at 11:10 a.m. with no action taken.

3. President's Evaluation Process

The Board reviewed the current process to make changes if needed. Dr. Tweedy's contract is a 3-year agreement with an option for additional years to be added effective August 17, 2020 through June 30, 2023. They discussed keeping the president's evaluation activity scheduled during the Board's August retreat. The board may accept the president's evaluation and extend her contract at the next board meeting September 9, or October 28. BP1000 can remain as is regarding timing of the June evaluation.

Dr. Tweedy and the trustees discussed gathering feedback systematically from campus members. Policy Governance training may provide an appropriate feedback system for the president. The PACE survey provides some data and goes along with the president's self-assessment, and summarized mission fulfillment report.

4. Board 2020-21 Self-Evaluation & 2021-22 Board Goals

Trustees Thomas Stredwick and Juanita Richards discussed their meetings with other colleges to learn about how trustees use college dashboards to evaluate their colleges. Standout dashboards are simple, sustainable, actionable, and accessible. Trustee Stredwick shared a draft version of a dashboard that includes the four institutional priorities. Need to consider enrollment, safety, security, fiduciary and diversity, equity, and inclusion metrics.

Policy Governance measures policy directions through Ends Statements and they can be revised to align with the institutional priorities. Diversity, equity, and inclusion should be part of each Ends Statement and we should only track what is measurable.

Trustees Stredwick and Richards will align their draft and then work with President Tweedy and staff to identify how the tracking can be accomplished. Important to blend accreditation requirements, institutional priorities, and Ends Statements into a one-page dashboard document. Ends Statements are ongoing and there are also annual board

goals. The trustee job description was updated this year. The tenure process is working well and trustees appreciated the online access.

Board Chair Anna Franz led the discussion around the board's progress toward their 2020-21 goals.

Goal 1: Ensure effective onboarding and support of the new president in her first year at Big Bend including community introductions.

The trustees and president agreed that despite the pandemic the president's onboarding process was effective.

Goal 2: Develop and implement an improved system for monitoring Board effectiveness by establishing an annual checklist for monitoring the overall performance of Big Bend Community College and providing training and other educational opportunities for Trustees.

The trustees agreed that goals 2 and 3 are ongoing. Significant progress was made by trustees Thomas Stredwick and Juanita Richards on the dashboard project. With two new trustees onboarding, focus on training and education will be helpful. Significant progress has been made with goal 2 and it is on going.

Goal 3: Advance equity, diversity, and inclusion by establishing policies and institutional goals supporting operational equity, diversity, and inclusion programs.

The trustees agreed that this goal is ongoing and needs attention based on community events. The trustees need training to form a common foundation of understanding. Trustee Stredwick stated adding "as measured by 100% participation in training" makes this goal measurable. Trustee Lane stated the ACT Trustee Tuesdays have been educational.

The trustees also discussed a new goal about effective onboarding of new board members.

Board Chair Franz will write the president's evaluation and board self-evaluation for review at the next meeting.

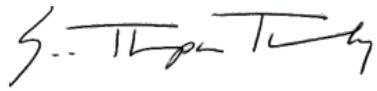
The trustees suggested study session topics such as diversity, equity, and inclusion (DEI); policy governance, Hispanic-Serving Institution, Budget/Enrollment links, Capital budget, and ESCALA. President Tweedy reminded all that DEI training is mandated by the legislature. The WACTC Education Services Committee and WACTC Equity Committee will develop training for presentation.

Meeting adjourned at 12:28.



Anna Franz, Chair

ATTEST:

A handwritten signature in black ink, appearing to read "Sara Tweedy". The signature is written in a cursive style with a large initial "S".

Sara Tweedy, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Study Session May 10, 2022, at 10:00 a.m. in person and via Zoom Webinar.

Present: Anna Franz
 Gary Chandler
 Amy Parris
 Juanita Richards
 Thomas Stredwick

Board Chair Thomas Stredwick stated the outcomes for today include a preparatory discussion to appoint a sub committee to review and suggest revisions to the Ends Statements and provide preliminary review and feedback of the Big Bend success indicator dashboard.

President Thompson Tweedy presented information around the board Ends Statements. Ends' purpose is to identify and clarify the purpose of the organization, and provide basis for board oversight and evaluation of the president. Crystallizes the purpose of the organization and provides lanes for the trustees and the president. (Ends-trustees, Means-president).

Ends drive what the college does and defines benefits, identifies beneficiaries, and states what it's worth to produce those benefits. Ends guide the work of the executive. Considering revising the Ends to simplify Big Bend's guiding documents. Accreditation standards requires integration and they need to be measurable. Aligning the Ends with the Mission, Vision, and Guiding Principles helps with integration and minimizes multiple and confusing measuring sticks.

New Strategic Plan (SP) plan enabled simplification required by accreditation recommendation. The Ends are not completely aligned with the SP priorities, there is still tension. Ends are an element of policy governance and not required by accreditation. We must be accredited and that means meeting the accreditation standards is essential.

Strategic priorities are goals, objectives are major activities, and indicators are included in the scorecard; all working together to ensure the college is accomplishing its mission. Board Chair Stredwick stated the president's eval process feels qualitative and it needs to be quantitative too. Trustee Franz stated the board needs to ensure consistent process and that the Ends statements may not be aligned to SP because the SP is the operations side and should be adapting to the Ends. Need guidance to measuring outcomes and the Ends should align with the mission. The board sets policy through Ends that the president then implements; the green line is a 2-way street. President Thompson Tweedy stated the current ends crosswalk to the SP. Trustee Franz stated the Ends need to articulate clearly to the president what is expected by the board. Trustee Richards agreed.

Trustee Franz stated the Mission Fulfillment report is based on indicators and in the past the Trustees rated the mission fulfillment indicators and the institution also rated it. The review process is now more qualitative. Trustees need to evaluate college and the president with dispassionate data.

Trustee Franz stated in depth review as the reports become available for the trustees is appropriate and during then a full review during the retreat to evaluate the Ends and president.

Board Chair Stredwick stated the executive summary, dashboard, and additional data available to dive deeper if desired is helpful. Trustee Franz stated similar college comparisons, continuous improvement actions and reviewing what is happening under the green line to meet the Ends I helpful.

The trustees reviewed existing Ends. (Comment fragments noted for future reference.)

E-1 Mission

Suggested: throw away, its summary of the next three Ends, attempt to measure and have the mission be the umbrella.

E-2 Student Success *BBCC provides the diverse population of its entire district with access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.*

Suggested: lots of elements, how to measure? Challenge to provide metrics. Degree completion and additional data. E-2, 3, 4 measure all of the pieces that feed E-1. Retreat function: Measure college on Ends we've articulated and evaluate process too. Fits the Ends statements definition (defines, benefits and beneficiaries).

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

Suggested: meeting this even more in the past two years. This fits under and supports E-2. Feels like a means to the end.

E-4 Community Engagement

BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

Suggested: Ends should be for the president to accomplish.

Slide defining ends are good litmus test.

Suggested: matrix to evaluate? Reviewed data points used for evaluation. Specific to elements within the objective.

Board Chair Stredwick stated the dashboard data needs to be actionable. Dr. Thompson Tweedy stated the completion rate data is the most important data to her.

Who experiences the benefits? E-3, and E-4 can be embedded in E-2. AF agreed about E-3. E-4, we also serve local employers by providing workforce, another beneficiary outside of students.

Reflect upon student success and what that means by adding E-3. E-4 is critical and broader “robust economic development?” what is the result for an ends? Contributing to economic development of our community. E-4 is supported by the BAS development and CBIS, and workforce ed. “providing resources to community”

E-5 Integrity and Stewardship

BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

Hard to measure and imperative, core to fiduciary duties to the board. Forward Looking Infrastructure is embedded here. Supported by Board Policy of 3 months reserves, environmental sustainability, prudent resource management. E-5 is a check and balance to E-2. Interdependency between E-2 and E-5.

E-6 Inclusion and Climate

BBCC provides and maintains a climate of inclusiveness for students, employees and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

How to meet the other ends without inclusion and climate? Danger to being checkbox. Need to actually increase ability to view through lens. Lots of tension in this one. Guiding Principles help address this area. How do students know we’re an HSI from our campus? Safety is the lowest bar for everyone on campus. Does a transgender person feel safe on campus? Cultural inclusivity, front line employees speak Spanish, NSO for parents in Spanish, Spanish signage. Ask people what does it look on campus to be an HSI to you?

Food/housing insecurity, equity in community to assist families in poverty. We’re making great strides in this area.

Next steps: Subcommittee to take notes and work forward to revise at the next meeting. Revised Ends and dash board inform each other. Ends drive the dashboard, rough of the Ends then look at dashboard. Dashboard can help redefine the ends. They step together through the improvement continuum.

11:30 lunch break, reconvening at 12:30.

Dashboard

Board Chair Stredwick shared that he and Trustee Richards met with other college trustees, ACT Director Kim Tanaka, and President Michele Johnson, to discuss balancing the data reviews and policy governance lanes. Principles around the dashboard include: simple, sustainable, actionable, and accessible. Current version is a reflection of work by Trustees Stredwick and Richards.

Comments (fragments):

Aligns with the SP but not the ends.

Dashboard crosswalks to the scorecard.

Suggest this is a good reference sheet with footnotes that link to definition of data (Appendix B, page 18, defines all dashboard measures).

The purpose of this scorecard is to break down metrics to measure the Ends statements. Have ends been achieved? The scorecard is based on the SP to measure both areas.

Move dashboard titles to meet revised Ends statements.

A separate dashboard for the board does not resolve the accreditation recommendation. Part of president's evaluation is mission fulfillment which is the current SP scorecard. The SP aligns with the current Ends. President's evaluation is different from an employee evaluation because it is based on accomplishment of the ends. If there are two different scorecards for rating the college there is be an issue with accreditation. Accreditation is all about mission fulfillment.

Mission is more operational not an End.

Need to have the Ends clearly shown on the scorecard. Add column to existing scorecard to include Ends that are measured within the strategic priority.

Scorecard is informed by Ends.

Current scorecard is measuring mission fulfillment. SP rolls into how president is meeting Ends and they're may be additional ends.

Onus on president to ensure the Ends are being met. Per accreditation, Ends used to evaluate president, and point to mission fulfillment. Let go of thinking about SP. Work on Ends, purpose, outcomes, beneficiaries.

Scorecard is meeting goal #1 for the board adopted 9/2021.

Scorecard is an operational document and that is very different perspective from trustee. Lens for Ends not SP, one-page scorecard on whether big bend is meeting Ends is good effort.

Don't want to create more work for staff.

White board work:

	Accreditation	
Board		President
Ends		SP
Board Goals		M, V, GP
Pres Review		Budget
	How to evaluate	
Board Scorecard		Scorecard
Mission Fulfillment		

Next steps:

Form subcommittee for Ends at next board meeting

Trustees Stredwick and Richards will work on scorecard, do we need a dashboard or do we have all the info?

Use the SP dashboard + other information

Ends plus how they are measured

President knows annual cycle and what board is looking at as data to determine how to evaluate.

Condense metrics to something simple that combines information.

Need to ensure we do not jeopardize accreditation with two score cards.

Do not elevate the SP to a board document, does it reflect Ends statements.

SP crosswalks to current Ends.

There is a president's evaluation form and it needs to be revised.

Look at other colleges' presidential evaluations.

Additional Next Steps:

Subcommittee to review president's evaluation form (not the scorecard).

No action taken.

Adjourn 1:30

2021-22 Board Motions/Actions

21-34	9/9/21	Adopt President Tweedy's evaluation and approve extended her contract by one year.	C	E-1	3254
21-35	9/9/21	Appoint Stephen McFadden Trustee Emeritus.	C	E-3	3254
21-36	9/9/21	Accept the 2021-22 Proprietary Budgets	C	E-5	3254
21-37	9/9/21	Accept the 2020-21 board self-evaluation and the 2021-22 board goals.	C	E-1	3255
21-38	9/9/21	a) Approval of June 10, 2021, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) ASB Report (I); h) Foundation Report (I).	C	E-1	3256
21-39	9/20/21	Approve 2021-22 Negotiated Agreement	C	E-1	3259
21-40	10/28/21	a) Approval of September 9, 2021, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) ASB Report (I); h) Foundation Report (I).	C	E-1	3259
21-41	10/28/21	Approve Vision, Mission, Guiding Principles Vision: Be our community's first choice to dream, learn, and succeed. Mission: Big Bend Community College Serve as a Bridge Stand as a Leader Support for Success Guiding Principles: Honor our Role as a Hispanic-Serving Institution Advocate for Equity, Inclusion, & Diversity Embrace our Workplace Norms Innovate Proactively Model Integrity Educate All	C	E-1	3262
21-42	10/28/21	Approve extension of President Tweedy's contract.	C	E-1	3262
21-43	10/28/21	Approve BP3020 Administrative and Exempt Contract	C	E-5	3262
21-44	10/28/21	Approve BP7700 Safety, Security and Emergency Management as presented.	C	E-5	3262
21-45	10/28/21	Approve revisions to WAC 132R-190-035 Availability of Directory Information as presented.	C	E-5	3263
21-46	10/28/21	Nominate Zackery Zyskowski for ACT Transforming Lives.	C	E-2	3263
21-47	10/28/21	Approve 2022 Board meeting schedule.	C	E-1	3264
21-48	12/9/21	a) Approval of October 28, 2021, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) ASB Report (I); h) Foundation Report (I).	C	E-1	3266
21-49	12/9/21	EFA for David Mayhugh and Johanna Doty for \$2,000 each.	C	E-3	3269

22-01	1/27/22	a) Approval of Dec 9, 2021, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Foundation Report (I).	C	E-1	3273
22-02	1/27/22	Sabbatical Award for Lindsay Groce	C	E-3	3275
22-03	3/23/22	a) Approval of January 27, February 9, 17, 18, 23, 2022, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Foundation Report (I).	C	E-1	3281
22-04	3/23/22	Chris Dinges contract renewal	C	E-1	3283
22-05	3/23/22	Eric Fleming contract renewal	C	E-1	3283
22-06	3/23/22	Octaviano Guitierrez contract renewal	C	E-1	3283
22-07	3/23/22	Ching (Jim) Lin contract renewal	C	E-1	3283
22-08	3/23/22	Barbara Bush contract renewal	C	E-1	3284
22-09	3/23/22	Hannah Capelo contract renewal	C	E-1	3284
22-10	3/23/22	John Owens contract renewal	C	E-1	3284
22-11	3/23/22	Suzanne Reilly contract renewal	C	E-1	3284
22-12	3/23/22	Reza Sharifi contract renewal	C	E-1	3284
22-13	3/23/22	Johanna Dota-Fleming grant tenure	C	E-1	3285
22-14	3/23/22	Rhonda Kitchens grant tenure	C	E-1	3285
22-15	3/23/22	David Mayhugh grant tenure	C	E-1	3286
22-16	3/23/22	Michelle Reeves grant tenure	C	E-1	3286
22-17	3/23/22	Jessica Strickland grant tenure	C	E-1	3286
22-18	3/23/22	Approve Thomas Stredwick and Anna Franz move forward with ACT nominations for former Trustee Jon Lane and Exec Asst Melinda Owens	C	E-1	3287
22-19	3/23/22	Appoint Gary Chandler as the primary ACT Legislative Action Committee member.	C	E-1	3288
22-20	5/5/22	Award Jon Lane Trustee Emeritus	C	E-1	3289
22-21	5/5/22	Consent agenda Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Foundation Report (I).	C	E-1	3290
22-22	6/9/22	Consent agenda a) Approval of May 5, and May 10, 2022, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success (I); d) Assessment (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Foundation Report (I).	C	E-1	3290
22-23	6/9/22	Award Athletic Director Mark Poth emeritus status	C	E-1	3299
22-24	6/9/22	Award Art Instructor Rie Palkovic emeritus status	C	E-1	3299
22-25	6/9/22	Approve the 2022-23 Operating Budget	C	E-5	3300
22-26	6/9/22	Set a sub-committee of Trustees Anna Franz and Juanita Richards to write drafts of new Ends Statements.	C	E-1	3301
22-27	6/9/22	Appoint Trustee Anna Franz Board Chair for 2022-23 and Trustee Juanita Richards Vice Chair.	C	E-1	3301
<i>6/9 motions unofficial until minutes are approved at Oct 13 board meeting.</i>					
2021-22 Academic YTD Ends Actions totals	E-1 28	E-2 2	E-3 3	E-4 0	E-5 5

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, September 9, 1:30 p.m.

Hybrid In-Person/Zoom Webinar

1. Call to Order/Roll Call
2. Educational Presentation (E-1, Info):
 - a. STTAACC Award
3. Consent Agenda **(E-1)**
 - a. Meeting Minutes June 10, 2021 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. ASB Report **(Information)**
 - h. Foundation Report **(Information)**
4. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1001.3.E)
5. Faculty Updates – Faculty Association President Zach Olson **(E-3, Information)**
6. President's Update
 - a. COVID-19 Impacts - Return to Campus Plans **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**

Executive Session – President Tweedy/Trustees
7. 2021-22 Proprietary Budget – VP Linda Schoonmaker **(E-5, Action)**
8. Trustee Emeritus – Trustees **(E-1, Information/Action)**
9. BP 3020 Administrative and Exempt Contract – **(E-1, Information)**
10. BP 7700 Safety, Security & Emergency Management – **(E-1, Information)**
11. Transforming Lives – President Tweedy **(E-3, Information)**
12. President's Evaluation – Trustees **(E-1, Information/Action)**
13. Board Self-Evaluation – Trustees **(E-1, Information/Action)**
14. Board Chair Rotation – **(E-1, Information/Action)**
15. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
16. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
17. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: October 28, 2021 (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

**BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18
SPECIAL BOARD OF TRUSTEES MEETING
Big Bend Community College
September 20, 2021 @ noon
Via Zoom**

The Board of Trustees of Community College District 18 have scheduled a Special Board Meeting Monday, September 20, at noon via Zoom. The trustees will review and take action on the 2021-22 Negotiated Agreement with the Faculty Association.

Purpose: 1. Review and take action on the 2021-22 Negotiated Agreement with the Faculty Association.

Register in advance for this webinar:

https://bigbend.zoom.us/webinar/register/WN_z5d-dAESSsWGXjRgiBzl6Q

Information: Contact Matt Killebrew, Director of Communications (793-2003) or President Sara Tweedy (509-793-2001), Big Bend Community College.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, October 28, 1:30 p.m.

Hybrid In-Person/Zoom Webinar

1. Call to Order/Roll Call
2. New Trustee Introduction – Welcome Amy Parris
3. Educational Presentation (E-1, Info):
 - a. STTAACC Award (Barbi Johnson)
4. Consent Agenda **(E-1)**
 - a. Meeting Minutes Aug 26, Sept 9, Sept 20, 2021 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. ASB Report **(Information)**
 - h. Foundation Report **(Information)**
5. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
7. ASB President Colton Reynolds
8. President's Update
 - a. COVID-19 Impacts **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**

Executive Session – President Tweedy/Trustees
9. Exceptional Faculty Award Presentation – Eric Fleming **(E-3, Information)**
10. Vision, Mission, Guiding Principles – President Tweedy & Committee **(E-1, Action)**
11. President's Contract – Trustees **(E-1, Action)**
12. BP 3020 Administrative and Exempt Contract – President Tweedy **(E-1, Action)**
13. BP 7700 Safety, Security & Emergency Management – President Tweedy **(E-1, Action)**
14. WAC 132R-190-035 Availability of Directory Information – President Tweedy **(E-1, Action)**
15. Transforming Lives – President Tweedy **(E-3, Information)**
16. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
17. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
18. 2022 Board Meeting Date – Trustees **(E-1, Information/Action)**
19. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: December 9, 2021 (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, December 9, 1:30 p.m.

Hybrid In-Person/Zoom Webinar

1. Call to Order/Roll Call
2. Recognition of 13th District Rep Tom Dent
3. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
4. Educational Presentation (E-1, Information):
 - a. The Mission of Community Colleges: Creating a Climate for Learning
5. Consent Agenda **(E-1)**
 - a. Meeting Minutes October 28, 2021 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. Foundation Report **(Information)**
6. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
7. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
8. ASB President Colton Reynolds
9. President's Update
 - a. COVID-19 Impacts **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**

Executive Session – President Tweedy/Trustees
10. Exceptional Faculty Recommendations – President Tweedy **(E-3, Action)**
11. Sabbatical Recommendation – President Tweedy **(E- 3, Action)**
12. Transforming Lives Update – President Tweedy **(E-1, Information)**
13. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
14. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
15. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
16. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: January 27, 2022, (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, January 27, 1:30 p.m.

Zoom Webinar

1. Call to Order/Roll Call
2. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
3. Educational Presentation (E-1, Information):
 - a. Hispanic Serving Institutions – VP Bryce Humpherys
4. Consent Agenda **(E-1)**
 - a. Meeting Minutes October 28, 2021 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. Foundation Report **(Information)**
5. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
7. ASB President Colton Reynolds
8. President's Update
 - a. COVID-19 Impacts **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**

Executive Session – President Tweedy/Trustees
9. Probationary Tenure Review for Information **(E-3, Information)**
10. Sabbatical Recommendation – President Tweedy **(E- 3, Action)**
11. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
12. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
14. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: **Wednesday** March 23, 2022, (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Wednesday, March 23, 1:30 p.m.

Zoom Webinar

1. Call to Order/Roll Call
2. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
3. Educational Presentation **(E-1, Information)**:
 - a. Open Public Meetings Act, Records Retention – AAGs Emily Yates & Joseph Ehle
4. Consent Agenda **(E-1)**
 - a. Meeting Minutes January 27, February 9, 2022 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. Foundation Report **(Information)**
5. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
7. ASB President Update (written only)
8. President's Update
 - a. COVID-19 Impacts **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**
Executive Session – President Tweedy/Trustees
9. Probationary Tenure Review for Action **(E-3, Action)**
10. ACT Awards **(E-1, Action)**
11. Trustee Emeritus **(E-1, Action)**
12. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
13. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
14. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
15. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: Thursday, May 5, 2022, (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, May 5, 2022, 1:30 p.m.

Hybrid/Zoom Webinar

1. Call to Order/Roll Call
2. Trustee Emeritus Board Chair Thomas Stredwick **(E-1, Action)**
3. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
4. Educational Presentation **(E-1, Information)**:
 - a. Ends Statement Definition from Carver Model Policy Governance
5. Consent Agenda **(E-1)**
 - a. Meeting Minutes March 23, 2022 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. Foundation Report **(Information)**
6. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
7. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
8. ASB President Update – President Colton Reynolds
9. President's Update
 - a. COVID-19 Impacts **(E-1, Information)**
 - b. Enrollment Report **(E-2, Information)**

Executive Session – President Tweedy/Trustee
10. Strategic Plan in Draft Form – President Tweedy **(E-1, Information)**
11. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
12. Preview Board Study Session on May 10 – Board Chair Thomas Stredwick **(E-1, Information)**
13. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
14. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
15. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
 - a. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: Thursday, June 9, 2022, (Regular)

Tuesday, May 10, 2022, (Study Session)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street NE, Moses Lake, Washington 98837

Thursday, June 9, 2022, 1:30 p.m.

Hybrid/Zoom Webinar

1. Call to Order/Roll Call
 2. Mission Moments – Board Chair Thomas Stredwick **(E-1, Information)**
 3. Educational Presentation **(E-1, Information)**:
 - a. Mission Fulfillment Report President and Vice Presidents
 4. Consent Agenda **(E-1)**
 - a. Meeting Minutes May 5, May 10, 2022 **(Action)**
 - b. Accreditation **(Information)**
 - c. Student Success **(Information)**
 - d. Assessment **(Information)**
 - e. Finance & Administration Report **(Information)**
 - f. Human Resources Report **(Information)**
 - g. Foundation Report **(Information)**
 5. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1000.3.E)
 6. Faculty Updates – Faculty Association President Dawnne Ernette **(E-3, Information)**
 7. ASB President Update – President Colton Reynolds
 8. President's Update
 - a. Enrollment Report **(E-2, Information)**
 - b. Employee Recognition **(E-1, Action/Information)**
Executive Session – President Tweedy/Trustee
 9. 2022-23 Operating Budget **(E-5, Action)**
 10. Strategic Plan – President Tweedy **(E-1, Information/Action)**
 11. Trustees' Progress Toward Goals – Trustees **(E-1, Information/Action)**
 12. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
 13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
 14. Board Retreat Agenda – President Tweedy, Trustees **(E-1, Information/Action)**
 15. Board Chair Matrix – Trustees **(E-1, Mission, Action)**
 16. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
- Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site or the acquisition of real estate by lease or purchase; (c) to consider the minimum price at which real estate will be offered for sale or lease; (d) to review negotiations on the performance of a publicly bid contract; (f) to receive and evaluate complaints or charges brought against a public officer or employee; **(g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee;** (h) to evaluate the qualifications of a candidate for appointment to elective office; (i) to discuss with legal counsel representing the agency matters relating to agency enforcement actions or litigation or potential litigation.

NEXT REGULAR MEETING: Thursday, August 25, 2022, (Retreat)

Thursday, October 13, 2022, (Regular)

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509.793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

2022-23 Board of Trustees Annual Cyclical Activities/Events

July	August	September	October	November	December
<input type="checkbox"/>	<input type="checkbox"/> 8/25 Board of Trustees Meeting (Retreat) President's Evaluation Board Self Evaluation Board 2022-23 Goals Ends Statements Revision	<input type="checkbox"/> Study Session <input type="checkbox"/> <input type="checkbox"/> Fall In-Service	<input type="checkbox"/> 10/13 Board of Trustees Meeting Action on Proprietary Budgets Action on Transforming Lives Nominee Action on President's Evaluation Action on Board Self-Evaluation & Goals	<input type="checkbox"/> 11/17 ACT Legislative Action Committee Meeting <input type="checkbox"/> 11/18 ACT Conference	<input type="checkbox"/> Holiday Potluck? <input type="checkbox"/> Study Session <input type="checkbox"/> 12/1 Board of Trustees Meeting Action on board calendar for next year EFA Award
January	February	March	April	May	June
<input type="checkbox"/> IR Releases Monitoring Report Workbook to staff <input type="checkbox"/> Board of Trustees Meeting (tentative 1/12/23) <input type="checkbox"/> 1/23 ACT New Trustee Orientation ACT Transforming Lives Event <input type="checkbox"/> 1/24 ACT Legislative Contact Conference	<input type="checkbox"/> Review Probationary/Tenure Information <input type="checkbox"/> Study Session	<input type="checkbox"/> Study Session <input type="checkbox"/> Board of Trustees Meeting (tentative 3/15/23) Action Probationary/Tenure Candidates EFA Award		<input type="checkbox"/> Board of Trustees Meeting (tentative 5/4/23) <input type="checkbox"/> ACT Conference? <input type="checkbox"/> Study Session	<input type="checkbox"/> Board of Trustees Meeting (tentative 6/8/23) Action on Emeritus Status Action on President's Evaluation/Renew Contract Action on Board Chair Election Action Approve Budget for next year Action Final Monitoring Report Updated Strategic Plan EFA Award <input type="checkbox"/> Celebration <input type="checkbox"/> HS21/GED Graduation <input type="checkbox"/> Graduation

Blue Text = ACT

Green Text: ACCT