



Board of Trustees Regular Board Meeting

**Thursday, January 15, 2015
1:30 p.m.**

**ATEC
Hardin Community Room**

**Community College District No. 18
7662 Chanute Street NE
Moses Lake WA 98837**

Winter 2015 Campus Events

January						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January	15	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room
	16	Women's Basketball vs Blue Mtn CC; 6:00 p.m.; DeVries Activity Center
	17	Women's & Men's Basketball vs Treasure Valley CC; 2:00 p.m.; DeVries Activity Center
	19	Martin Luther King, Jr. Day Campus Closed
	22	ASB Free Movie Night at Lee Theater in Ephrata; 7:00 p.m. –bring student ID
	24	Columbia Basin Allied Arts presents <i>The Wizard of Oz</i> January 24, 3:00 & 7:00 p.m.; Wallenstien Theater
	24	Women's & Men's Basketball vs Walla Walla CC; 2:00 p.m. & 4:00 p.m.; DeVries Activity Center
	31	Women's & Men's Basketball vs CC of Spokane; 2:00 p.m. & 4:00 p.m.; DeVries Activity Center
February	2	Women's Basketball vs Northwest Indian College; 7:00 p.m.; DeVries Activity Center
	3	Men's Basketball vs Northwest Indian College; 7:00 p.m.; DeVries Activity Center
	5	ASB Free Bowling Night at Lake Bowl; 10:00 p.m.-midnight – bring student ID
	7	Women's & Men's Basketball vs Yakima Valley CC; 2:00 p.m. & 4:00 p.m.; DeVries Activity Center
	10	ASB Lunchfest/Pastafest Masto Conference Center; 10:30 a.m.- 1:00 p.m.; \$5.00 w BBCC ID/ \$7.00 w/o BBCC ID
	11	Black History Month Speaker Masto Conference Center; 1:00 p.m.
	16	President's Day, Campus Closed
	18	Women's & Men's Basketball vs Columbia Basin College; 6:00 p.m. & 8:00 p.m.; DeVries Activity Center
		Thrillin' Third Thursday – Mentalist Sean Bott; Wallenstien Theater; 7:00 p.m.; students free with ID, regular admission \$5.00
	25	Women's & Men's Basketball vs Wenatchee Valley College; 6:00 p.m. & 8:00 p.m.; DeVries Activity Center
	28	Baseball vs Grays Harbor CC; 11:00 a.m.
March	1	Baseball vs Grays Harbor CC; 10:00 a.m.
	4	Comedian Ronnie Jordan Masto Conference Center; 7:00 p.m.; Free for students/staff, regular admission \$5.00
	5	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room



COMMUNITY COLLEGE DISTRICT NO. 18
BIG BEND COMMUNITY COLLEGE
 7662 Chanute Street Moses Lake, Washington 98837
 Regular Board Meeting Agenda
 Thursday January 15, 2014, 1:30 p.m.
 ATEC- Hardin Community Room

Governing Board Members:

Jon Lane
Chair

Stephen McFadden
Vice Chair

Anna Franz, J.D.

Juanita Richards

Miguel Villarreal, Ed.D.

Terry Leas, Ph.D.
President

Values

Student Success
Excellence in Teaching & Learning
Inclusion
Community Engagement
Integrity & Stewardship

Vision

Big Bend Community College
inspires every student to be
successful.

Mission

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

Action

- | | |
|-----|---|
| A | 1. Call to Order/Roll Call
Pledge of Allegiance –Veteran |
| I | 2. Introductions – Volleyball Team, Associate VP Candy Lacher
Coordinator for Center for Business and Industry Beth Laszlo |
| I/A | 3. Consent Agenda <ul style="list-style-type: none"> a. Regular Meeting Minutes December 9, 2014 (A) b. President’s Activity Update (I) c. Student Success (I) d. Assessment (I) e. Capital Project Report (I) f. Safety & Security Update (I) g. Human Resources Report (I) h. Classified Staff Report (I) i. Enrollment Report (I) |
| I | 4. Remarks (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E) <ul style="list-style-type: none"> a. ASB President – Stormie Kidd b. Classified Staff Representative – Starr Bernhardt c. Faculty Association Vice President – Daneen Berry-Guerin d. VP Financial & Administrative Services – Gail Hamburg e. VP Instruction/Student Services – Bob Mohrbacher f. VP Human Resources & Labor – Kim Garza g. Executive Director BBCC Foundation – LeAnne Parton |
| I/A | 5. Sabbatical Leaves – VP Bob Mohrbacher |
| I | 6. Probationary Tenure Review List – VP Bob Mohrbacher |
| | ----- BREAK ----- |
| | Executive Session |
| I | 7. Board Policies for Information – President Leas |
| A | 8. Board Policy for Action – President Leas |
| I | 9. Assessment of Board Activity – Trustees |
| I | 10. Next Regularly Scheduled Board Meeting – Trustees |
| I/A | 11. Miscellaneous – Chair Jon Lane, President Leas
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 MEETING REMINDER – March 5, 2015

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President’s Office at 793-2001 (or TDD 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the study session and regular board meetings December 9, 2014, are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:

President Leas recommends the Board of Trustees approves the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular board meeting December 9, 2014, at 1:30 p.m. in the ATEC Hardin Community Room in Building 1800 on the Big Bend Community College campus.

Chair Jon Lane reminded all attendees that this meeting is being streamed live on-line and recorded on MediaSite.

Director of Safety & Security Kyle Foreman introduced BBCC student and Specialist Luke Rosman to lead the Pledge of Allegiance. Specialist Rosman explained that he is a Medic in the WA Army National Guard. He is from Wilbur and appreciates BBCC's small community atmosphere.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards

2. Introductions

There were no introductions

3. Consent Agenda

a) Approval of Regular Board meeting minutes from October 30, 2014. (A); b) President's Activity Update (I); c) Student Success Update (I); d) Accreditation (I); e) Assessment (I); f) Capital Project Report (I); g) Safety & Security Update (I); h) Human Resources Report (I); i) Classified Staff Report (I); j) Enrollment Report (I).

Motion 14-43 Trustee Stephen McFadden moved to approve the consent agenda. Trustee Anna Franz seconded, and the motion passed.

4. Remarks

- a. ASB President Stormie Kidd provided the ASB update. ASB held a Halloween dance with 160 in attendance. They also held a Singles Pool Tourney and a Dodge ball Tourney with 36 students competing and the same number watching. There was record attendance of 125 attendees for the ASB hosted Muslim Motivational Speaker, Zohra Sarwari, including several community members. Attendance is slowly increasing for ASB's Thrillin' Third Thursday performances. Lunch-fests are still a hit, with 275 attending the Thanksgiving-fest. ASB sponsored free pool all day in the game room as well as their regular Library Campout with free pizza and soda at the end of the quarter.

ASB uses social media, such as texting, Facebook, Twitter, and Instagram to publicize events. ASB officers recently completed a service project. They tied 13 blankets which will be donated to the Primary Children's Hospital. The Primary Children's Hospital in Utah ranks among the best hospitals providing and caring for children with a range of illnesses. Many health and medical services are provided at this hospital, such as cancer treatments, orthopedics, transplants, neurology, and so much more. The hospital relies on donations and support from community members and groups to contribute items to the children and the families of the children.

The Nursing Club recently held a Yankee Candle sale earning \$600. The Gay/Straight Alliance Club sponsored a trip to attend a lecture by Laverne Cox at CWU. Thirteen students and three faculty who attended were thrilled to hear Cox in person. Her talk centered on the importance of education in getting her to where she is today and that the gender binary is a learned social construct. Cox is a star from the Netflix original series *Orange is the New Black* and a prominent feminist and transgender activist. The Rho Zeta chapter of Phi Theta Kappa held a successful Silent Auction. They also provided concessions for ASB's Third Thursday and Allied Arts. Rho Zeta will also host a Book-Buy-Back Bake Sale and a table at the upcoming New Student Orientation.

- b. Classified Staff representative Starr Bernhardt reported the Staff Training and Recognition (STAR) Committee is working on the 2015 training schedule and recruiting new members to the committee. The STAR Committee is looking forward to another successful year.
- c. Faculty Association Vice President Daneen Berry-Guerin reported Theodore and the Meteors helped raise \$2,000 for the Free Family Saturday Art events at the Moses Lake Museum. They performed live on Friday the week before Thanksgiving, which is the annual holiday show that the community members reopened and financially support. Fran Palkovic is the front man of the group. He is a multimedia, visual, and performance artist as well as a part-time Big Bend art instructor.

WA State Trooper Darrin Wright visited Dr. Ryann Leonard's Introduction to Criminal Justice class and spoke about becoming a trooper and how it differed from other law enforcement agencies.

Instructor Leonard's work with the Moses Lake Prevention Coalition allowed her to help facilitate "Hidden in Plain Sight," which was a presentation to professionals and the community on how to recognize substance use among youth. It was attended by over 130 people from the community. She is receiving an award Friday, December 12, specifically for work related to DUI prevention and child passenger safety. This award is usually reserved for law enforcement but is sometimes awarded to community members who work with law enforcement.

Biology Instructors Kathleen Duvall and Lindsay Groce, part-time Math Instructor Mariah Whitney, Chemistry Instructor John Peterson, and Dean Kara Garrett visited CWU in Ellensburg on November 21. They met with chemistry and biology faculty to discuss transfer requirements and get information on programs offered at CWU. They also toured CWU's biology and chemistry labs.

As usual, Jennifer McCarthy had a great quarter teaching French this year. She had over 30 students registered, her biggest class yet. Her students were very enthusiastic, as evidenced by their singing of the French song "Papaoutai" (papa oo Tay) at the flash mob performance on December 4 in the Dining Hall.

ELearning Coordinator Zach Wellhouse, Dean Tim Fuhrman, and Librarian Libby Sullivan attended the "Library as Open Education Leader" conference in November. They discussed pursuing and encouraging the use of open education textbooks and other materials in the classroom. Libby shared that the library is interested in providing BBCC students with more affordable textbook options.

Welding Instructor Shawn McDaniel shared that they will be teaching a week-long welding class for the Warden Hutterite Brethren during Christmas break.

- d. VP Gail Hamburg reported the remodel of the Business and Liberal Arts (1600) building is on schedule. Association Construction will begin remodeling the restrooms December 11. Carpeting will also be completed in this building. Remodeling the second floor of the Administrative Building (1400) begins the end of January and will be completed June 30. The last of the asbestos will be removed; new carpet will be installed along with paint. If possible, the stairs and elevator will also be replaced. VP Hamburg reported that next year, minor improvement money will fund opening admissions and financial aid to make them more welcoming like the bookstore and business office.
- e. VP Bob Mohrbacher referred to the student success information in the consent agenda. BBCC's overall student achievement results are similar to last year. BBCC has received very similar student achievement initiative allotments for the past two years. The allotments are based on a performance-funding model that measures progression of students through the educational pipeline with nine different benchmarks. BBCC is moving students through the pipeline more efficiently than many other WA community colleges.
- f. VP Kim Garza reported the Business Office submitted an application to participate in a Lean Kaizen event. This will likely be approved for the spring or late summer. VP Garza announced that six retirements have been confirmed, and there are more employees who may retire by the end of the academic year. The Human Resources office will be busy coordinating hiring processes.

Lastly, she reminded all about the holiday potluck on December 16, which will feature live music.

- g. Director of BBCC Foundation LeAnne Parton reported scholarship applications will be hand delivered to area high schools next week. A request was also submitted to Boeing for a plane for the AMT program. Director Parton also said the BBCC Family Campaign was very successful.

5. Adult Education

Director of Adult Education Tyler Wallace shared information about the Adult Education program. Challenges in the BBCC Service District include lack of educated workforce and limited English speaking. These factors lead to lower wages and higher unemployment. Unskilled workers can't find jobs, and employers can't find skilled workers.

Lack of educated employees has a significant impact on local economies. The BBCC Adult Education program provides the solution to the challenges through opportunities for ESL classes and high school credentials. The BBCC Adult Education program offers classes for \$25 per quarter for basic skills students. Students move through ESL classes to IBEST or Academic classes toward a goal of obtaining family-wage employment that strengthens state and local economies.

Director Wallace encouraged the trustees to support expanding access to basic education for adults and amending state statute to tie basic education for adults to a forecast model. Trustee McFadden requested Director Wallace present this information in Othello.

6. Exceptional Faculty Award

The Exceptional Faculty Award Committee recommends the trustees approve English Instructor Dr. Steve Close's request for funding to attend the Modern Language Association (MLA) conference. VP Mohrbacher explained that the MLA is the largest professional organization in the study of language and literature.

Motion 14-44

Trustee Anna Franz moved to approve an Exceptional Faculty Award in the amount of \$1,235 for Dr. Steve Close. Trustee Juanita Richards seconded, and the motion passed.

7. Marketing & Social Media

Public Information Director Doug Sly and Web Media Specialist Jeremy Seda shared marketing and social media information, including a new publicity folder and a one-page brochure that highlights the contact information. Director Sly also created eight new signs for the community knowledge centers, and this has caused some publicity opportunities in the communities.

Web Media Specialist Jeremy Seda described his efforts to engage the public with BBCC's social media.

He works with students to understand what kind of content generates more traffic. Director Seda uses info-graphics and memes to attract on-line visitors.

Specialist Seda shared BBCC analytics information, which shows positive trends including 25% of the website visitors are new to the site. Facebook insights show a steady increase of 10.8%. BBCC is among the first in higher education to pin academic pages to Pinterest, a strategy which generates more referral traffic.

8. SBCTC New Allocation Formula

VP Bob Mohrbacher explained that the allocation formula which determines how funding is distributed to community colleges from the legislature is being improved. Currently, the formula is adjusted for legislative provisos and fixed costs fluctuations. Enrollment targets are measured on a two-year rolling average, and there is little impact when a college is under enrolled; most colleges are over enrolled. Some programs have different costs, and some FTEs are funded differently.

A task force of 16 presidents and representatives from community college commissions met regularly for the past year to discuss current issues and recommend a more equitable allocation formula. Their recommendations include increasing the performance funding allocation from .8% to 5-10%, fixed costs allocations based on minimum operating allocations, and enrollment funding with weighting for ABE and high-cost/high-priority courses.

VP Mohrbacher said BBCC performs better than average on the student achievement indicators. BBCC may lose money in the distribution of dollars per FTE and VP Mohrbacher believes that will be offset by the SAI funding. There is still work to be done on the new funding model. A mechanism will be used to keep colleges from losing too much money at once. The new model is more rationale and equitable. There will be a year to adjust to the new model. The legislature is very supportive of the SAI.

9. Achieving the Dream (AtD)

VP Bob Mohrbacher discussed rejoining AtD. BBCC was an AtD member 2006-2011. BBCC continues to use the evidence-based improvement methods introduced by AtD, which have increased retention and success rates. External advisors from AtD will provide momentum and national publicity. VP Mohrbacher asked for the trustees to affirm rejoining AtD. Trustee Jon Lane stated Washington State is a leader in the national AtD organization.

Motion 14-45

Trustee Stephen McFadden moved to affirm rejoining AtD.
Trustee Juanita Richards seconded, and the motion passed.

Chair Jon Lane announced a five-minute break that will be followed by a fifteen-minute executive session to discuss items provided for in RCW 42.30.110 (1): to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The executive session ended at 3:15 p.m. with no final action taken by the board.

10. President's Evaluation

Chair Jon Lane provided the president's evaluation as follows.

"We are pleased with the performance of the College and the President from the past year. Dr. Leas has shown us leadership style that is encouraging, collaborative, and transparent. When Dr. Leas was hired he began to implement processes that not only sustained the culture of Big Bend but have also created positive transformations to continue that culture in the future and foster success for our institution. Dr. Leas gives encouragement and support for innovation and excellence. People are willing to take risks with the knowledge that they will be supported even if their initiatives are not completely successful. He continues to encourage and develop leadership in those he comes in contact with. His staff and senior administration trust and enjoy working with Dr. Leas and we are very pleased with his efforts to create a collaborative environment through an open and transparent administration.

Dr. Leas has done a self-evaluation that supports and confirms our observations. His priorities are to ensure everyone is committed to student success. He gives credit to the great team that surrounds him for the successes of the college. He wants to work on establishing better relationships with our communities to strengthen the impact that Big Bend has on their future. Dr. Leas is committed to "Achieving the Dream" program: the continuous improvement, the data, and the opportunities it will give the college.

The Board would like Dr. Leas to set several goals for the future. First to focus on continued Community outreach; Big Bend needs to reach out to all our communities, especially the smaller and more remote communities, and make our presence known. The Board of Trustees is also committed to help this effort and will try to make themselves available to facilitate and join these visits. We would also like to see Dr. Leas continue to be involved in community activities like Rotary, High School Senior interviews and other community wide events. Secondly, it is a priority to reach out to businesses and industry to work together and meet their training needs. Our ability to work together to train the next generation of an educated workforce is critical. Industry also plays a role in securing precious resources privately and through their impact on government appropriations. Thirdly, State funding and support is critical to the mission of Big Bend. Dr. Leas needs to continue to work with our local and state legislators to help them understand the vital role that we play in our economy. We need both operating capital and support to build new facilities that will help us catch up with our un-met needs. While Big Bend is currently in line for state funding of a professional technical education center, there continues to be other unfunded facility needs. Finally, Big Bend Community College is a "Hispanic Serving Institution". We would like to see Dr. Leas continue to bring a focus on this significant population, as well as serving the disadvantaged, the first generation college students, and the under-educated. We have made some progress in helping with student success and we want Big Bend Community College to be known as the first choice of students throughout the Big Bend Service area who wish to get an education.

We encourage Dr. Leas to continue to articulate his vision, promote a collaborative working environment, commit to student success, and work with a wide range of constituents.

We are pleased with the performance of Dr. Leas and support his efforts to lead Big Bend Community College into the future.”

Trustee Anna Franz stated she appreciates Dr. Leas work for the institution. Trustee Stephen McFadden stated Dr. Leas is very responsive and swift to provide supporting materials. Trustee Jon lane challenged Dr. Leas to focus on continued community outreach with school districts, business and industry, legislative partners, and advocacy for state funding. BBCC is an Hispanic serving institution and ensuring BBCC is meeting the needs of its communities is a priority.

Motion 14-46 Trustee Anna Franz moved to accept the president’s evaluation as presented. Trustee Juanita Richards seconded, and the motion passed.

Motion 14-47 Trustee Stephen McFadden moved to extend President Leas’ employment contract by one year. Trustee Anna Franz seconded, and the motion passed.

President Leas responded that he appreciates the support from the trustees. The Carver Policy Governance Model provides a good working environment. Dr. Leas stated BBCC has a great team of faculty, staff, and trustees.

11. Board Policies for Action

VP Kim Garza stated the new personnel administration policy provides an overarching policy authorizing implementation of day-to-day personnel procedures to administer procedures.

Motion 14-48 Trustee Anna Franz moved to approve the new BP regarding Personnel Administration. Trustee Juanita Richards seconded, and the motion passed.

Motion 14-49 Trustee Anna Franz moved to repeal BP 4150. Trustee Stephen McFadden seconded, and the motion passed.

Motion 14-50 Trustee Stephen McFadden moved to approve revisions to BP 1000 as presented. Trustee Anna Franz seconded, and the motion passed.

Motion 14-51 Trustee Anna Franz moved to approve revisions to BP 2070 as presented. Trustee Juanita Richards seconded, and the motion passed.

Motion 14-52 Trustee Stephen McFadden moved to approve revisions to BP 7700 as presented. Trustee Anna Franz seconded, and the motion passed.

Motion 14-53 Trustee Anna Franz moved to approve revisions to BP 8001 as presented. Trustee Juanita Richards seconded, and the motion passed.

Revisions to BP 8021 were tabled until the next board meeting because the amended policy was not included in the packet.

Trustee Jon Lane thanked AAG Mirisa Bradbury and VP Kim Garza for their work on policies and procedures.

12. 2015 Regular Board Meeting Schedule

Motion 14-54 Trustee Stephen McFadden moved to approve the 2015 Board meeting schedule as presented. Trustee Juanita Richards seconded, and the motion passed.

13. Transforming Lives Award Recognition

Trustee McFadden stated he would like to continue the great celebration of student success that was started with the Transforming Lives Award Recognition event last year. Dinner for the awardees and guests was hosted by the trustees, gift cards were provided, and posters featuring each awardee were placed around the campus. Trustee McFadden said these activities help tell our students' stories and show BBCC's commitment to supporting student success. Trustee Richards agreed this event is a good opportunity to honor students. The trustees' scholarship fund pays for the event.

Motion 14-55 Trustee Juanita Richards moved to continue the Transforming Lives Award recognition ceremony this academic year. Trustee Stephen McFadden seconded, and the motion passed.

14. Assessment of Board Activity

Trustee Stephen McFadden attended the ACCT Leadership Congress in Chicago including a Board Chair session. He also attended a lunch hosted by President Leas on campus with Representative-Elect Tom Dent, Trustee Jon Lane, Vice President Gail Hamburg, and Public Information Director Doug Sly.

Trustee Jon Lane reported lunch with Representative-Elect Tom Dent was great, including the tour. Representative Susan Fagan will be on campus for lunch December 22. Trustee Lane attended the Legislative Action Committee and the TACTC Conference at SeaTac. Senator Schoesler from Ritzville is the Senate Majority Leader. Trustee Lane also attended Steve Duncan's Memorial Service.

Trustee Anna Franz worked on the president's evaluation.

Trustee Juanita Richards reported she attended an all managers meeting in Spokane for work, and she was recognized for her volunteer activities. She is eager to be involved.

15. Next Regular Meeting

Motion 14-56 Trustee Juanita Richards moved to set the next meeting for January 15, 2015, at 1:30 p.m. Trustee Anna Franz seconded, and the motion passed.

16. Miscellaneous

President Leas made a special presentation to Dean Valerie Kirkwood for her completion of the Association for Institutional Research Data and Decisions Academy.

President Leas provided Policy Governance training session options to the trustees. Options for presenters include Ron Baker from Baker Collegiate Consulting, CBC President Rich Cummins, Miriam Carver from Carver Policy Governance, and someone from the AAGs office. The trustees discussed their obligation to monitor and provide oversight to BBCC. A workshop specifically regarding monitoring activities would be very helpful. AAG Mirisa Bradbury is working with the education chief from her office, and she will share the information with Dr. Leas.

The TACTC Winter Conference will be held in Olympia January 28-29. Trustee Juanita Richards will attend the new trustee orientation with President Leas.

Former Trustee Mike Blakely was one of two TACTC Legislative Action Committee (LAC) members representing BBCC. Trustee Jon Lane recommended appointing Trustee Stephen McFadden as the secondary LAC member to fill the vacancy.

Motion 14-57 Trustee Juanita Richards moved to appoint Stephen McFadden to the TACTC Legislative Action Committee. Trustee Anna Franz seconded, and the motion passed.

President Leas reminded the trustees about the holiday potluck on December 16.

President Leas announced he is serving on the *Columbia Basin Herald* editorial board as a community member. He also shared the news that BBCC has again been named a military-friendly school.

The meeting adjourned at 4:08 p.m.

Jon Lane, Chair

ATTEST:

Dr. Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3 CONSENT AGENDA (for information)

b. President's Activity Update

BACKGROUND:

Highlights of President Leas' activities from November 17, through December 31, 2014 are following.

Prepared by the President's Office.

RECOMMENDATION:

None.

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
11/17/14	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning, Student Success	BBCC	
	Meet with Board Chair Jon Lane	Review Agenda	BBCC	
	Workforce Innovation & Opportunity Act Meeting	Discussion	BBCC	
	Dinner with ASB Officers	Student Success, Community Engagement	BBCC	
11/18/14	Cabinet Meeting	Information Sharing Consultation	BBCC	
	Architects	PTEC Planning	BBCC	
	Heritage University Provost Guaglianone Meet & Greet	Higher Education Partnership	BBCC	
	North Central WorkForce Development Council Meeting	Community Engagement	BBCC	
11/19/14	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon (Panel Presenter)	Community Engagement	Moses Lake	
	Columbia Basin Herald Editorial Board	Community Engagement	Moses Lake	
11/20/14	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning	BBCC	
	Donor Lunch	Advancement	Moses Lake	
	STEM Director Andre Guzman	Program Support	BBCC	
11/21/14	WACTC Conference Call	System Support	BBCC	
	Lunch with Salt Students	Student Success	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning	BBCC	
11/24/14	Lunch and BBCC Tour with Representative-Elect Tom Dent	Legislative Support	BBCC	Trustees Jon Lane, Stephen McFadden
	Review Board Agenda with Chair Jon Lane	Guidance	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
11/25/14	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	Director of Adult Education Tyler Wallace Presented
	Visit Duncan Family	Support	BBCC	
12/01/14	Duncan Memorial Planning	Staff Support	BBCC	
	WACTC Conference Call	System Support	BBCC	
12/02/15	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning	BBCC	
	STEM Director Andre Guzman	Program Support	BBCC	
	Columbia Basin Herald Editorial Board	Community Engagement	Moses Lake	
	Million Air Annual Christmas Party	Community Engagement	Moses Lake	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Duncan Memorial Planning	Support	BBCC	
12/04/14	Observe French Class Flash Mob	Support Excellence in Teaching & Learning, Student Success	BBCC	
	Observe Political Science 203 International Relations	Support Excellence in Teaching & Learning	BBCC	
	Student Support	Grant Planning	BBCC	
12/05/14	Shared Governance Council	Information Sharing & Coordination	BBCC	
	Duncan Memorial Service	Support	BBCC	
12/08/14	Observe Statistics Final Project Presentations	Support Excellence in Teaching & Learning, Student Success	BBCC	
	Master Planning Tour	Information Sharing Consultation	BBCC	
12/09/14	Columbia Basin Herald Editorial Board	Community Engagement	Moses Lake	
	Board of Trustees Meeting	Guidance	BBCC	
	Community Meetings	Information Sharing, Consultation	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
12/10/14	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
12/11-12/12/14	WACTC Meetings	System Support	Green River Community College	
12/13/14	Viking Basketball Games	Support Viking Sports	BBCC	
12/16/14	Cabinet Meeting	Information Sharing Consultation	BBCC	
	Holiday Potluck	Campus Celebration	BBCC	
	JATP 50 th Anniversary Meeting	Planning	BBCC	
	STEM Director Andre' Guzman	Program Support	BBCC	
	Rotary Scholarship Foundation Christmas Party	Community Engagement	BBCC	
12/17/14	Grant County EDC Board of Directors Meeting	Community Engagement	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
12/18/14	Library Initiative Update	Information Sharing Consultation	BBCC	
	Promoting Student Engagement	Information Sharing Consultation	BBCC	
	Foundation Director LeAnne Parton	Planning	BBCC	
12/19/14	Visit to EWU	Higher Education Partnership	Cheney	
12/22/14	Lunch with Representative Susan Fagan	Legislative Support	BBCC	Trustees Jon Lane, Stephen McFadden
	Work Plan Evaluations	Supervision	BBCC	
	Communication Meeting	Information Sharing Consultation	BBCC	
12/29/14	Legislative Visit Planning	Guidance	BBCC	
	Viking Basketball	Support Viking Sports	BBCC	
12/30/14	Viking Basketball	Support Viking Sports	BBCC	

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for information)

c. Student Success

Transfer Study 2013

The attached research report on Washington community college transfer students was published in August 2013, by the State Board for Community and Technical Colleges. While you may have seen this study previously, we would like to bring it to your attention once again. Recently, it was brought to our attention that representatives from both Eastern Washington University and Central Washington University have expressed concerns that students transferring to them from BBCC and other community colleges arrive with “too many” transfer credits. The attached research report shows that the data does not support these anecdotal claims made by the universities. The data in the transfer study is based on the records of 20,499 students.

You can see on pages 24 and 25 that the median credits earned for graduation was approximately the same for community college transfer students and for students who entered the universities directly. In fact, Figures 24 and 25 point out that the Business DTA and the Associate in Science Tracks 1 and 2 are actually more efficient for most students than direct entry into the university.

We hope that this information is useful in understanding issues related to transfer patterns. Should we hear other assertions from our transfer partners with regard to the transfer of credit, this study is a reliable source of data for examining those claims.

Prepared by VP Mohrbacher.

RECOMMENDATION:

None.

The Role of Transfer in the Attainment of Baccalaureate Degrees at Washington Public Bachelor's Degree Institutions Class of 2011

August 2013

Background

The *Role of Transfer* study is an update to two previous studies on the graduating classes of 2001 and 2006. The former was completed by the State Board for Community and Technical Colleges (SBCTC).¹ The latter study focused on similar questions for students who earned their first bachelor's degree as graduates of the Class of 2006, and was completed by the Washington State University Social and Economic Sciences Research Center (SESRC) under contract to the Higher Education Coordinating Board (HECB).²

As the case with the previous reports, a steering group for state level input and a technical workgroup of research specialists (see Appendix A) at Washington's public colleges and universities assisted in questions for the data during the study. The report focuses exclusively on Washington's public baccalaureate degree universities.

About the Data

The source of data for the system is the SBCTC Data Warehouse for community and technical college (CTC) enrollments, and Public Centralized Higher Education Enrollment System (PCHEES) for the university records as stored in The Mutual Research Transcript Exchange (MRTE+) data system.³ MRTE+ links student unit records from the CTCs and the public four year institutions in Washington. Overall data quality allowed for deep and rich analyses for student enrollments, transcripts, and completions.

The CTC data includes enrollment records from the 2004-05 through to the most current complete academic year. The university data begins in 2007-08.

¹ The first study can be found at:

http://www.sbctc.ctc.edu/docs/data/research_reports/transfer/2003june_role_of_transfer.doc.

² The second study can be found at:

<http://www.wsac.wa.gov/sites/default/files/HECBTransferStudyFINAL.pdf>.

Note that the Washington 'Student Achievement Council' (WSAC) has replaced the HECB.

³ The original Mutual Research Transcript Exchange was created in 2000 by Loretta Seppanen, (SBCTC) and Nina Oman (then of the University of Washington). MRTE+ was restarted with PCHEES data provided by the Education Research Data Center (ERDC).

For information about the report contact:

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Darby Kaikkonen, Policy Associate

Phone: 360-704-1019; email: dkaikkonen@sbctc.edu

Washington State Board for Community and Technical Colleges

TDD 800-833-6388

Previous data issues caveated in the last report are not present in the MRTE+ data. For example, the 2009 study did not have credits earned at the four year institutions. MRTE+ reports both previous credits transferred and credits earned for bachelor's degree completion. It identifies whether these credits were earned at the degree granting or another institution. This allows for more accurate analysis than the 2009 study for two significant issues: how to identify transfer students at entry point and how to determine total credits earned in completion of the bachelor's degree. However, because data sources are different from earlier versions of the study, precise trend analyses should be qualified. Going forward, iterations of this report will be based on a stable data source.

Study Definitions

Type of Student/Transfer Status

All 2011 bachelor's degree graduates were classified as being "direct entry," "CTC transfer," or "other transfer" based on the credits and credentials they brought with them when they first entered a public bachelor's degree institution. The criteria used for classifying the graduates are described more completely in Appendix D.

Majors

Student majors were grouped to simplify the analysis into one of seven categories. In cases where students earned more than one degree, their degrees were grouped and reported in the analysis, which provided some duplication. See Appendix C for a complete listing of the CIP codes within each major grouping.

Study Population

This report is based on the records of 20,499 students who earned a bachelor's degree as graduates of the Class of 2011. The study population includes all students who earned a degree from one of the six public bachelor's degree institutions or seven applied bachelor's degree institutions for whom transcript, demographic, and degree attainment data were available.

The study excludes international students, students without enough identifiable data in their record to create a match to the CTC system, and students not found in MRTE+ who earned a degree.

The 2013 Study – Key Questions

The study examines the graduating class of the public bachelor's degrees in 2010-11 (by gender, ethnicity, age, degree major, and institution type). Specifically, the study examines graduates in four parts:

1. By Four-Year Campus Type – What was the make-up of graduates at main campuses, branch campuses, university centers and community and technical college bachelor's degree programs?
2. By Transfer Status – How many bachelor's degree graduates entered four-year colleges directly? How many transferred from a Washington CTC? How many came through other paths?
3. By Pre-college Enrollments – What was the role of CTC pre-college English and math in preparing transfers and direct entry students to graduate with the bachelor's degree in 2011?

4. By Transfer Paths – What were the different transfer pathways delineated by the type of two-year degree CTC students received? How do these different pathways contribute to different bachelor's degree majors? How well do CTC transfer students perform compared to direct entry students on total credits earned to complete their bachelor's degree and senior year GPAs?

Selected Findings

1. **Transfer graduates are the majority of the baccalaureate graduating class of 2011. CTC transfers are the majority of those.**
 - Over half (51 percent) of all bachelor's degree graduates in the class of 2011 were transfer students.
 - This includes 40 percent who were CTC transfers. The definition of transfer is based upon previous credits transferred, previous credits earned at a CTC and/or a two-year degree earned.
 - Among the 49 percent counted as direct entry, half had transferred in credits from other institutions (less than 40 college credits) at entry, describing even a broader role for CTCs in the 2011 baccalaureate graduating class.
2. **CTC transfer is a substantial share of graduates in all majors, although the percent varies by campus type.**
 - Overall, CTC transfers were 40 percent of the 2011 graduating class. The percent of CTC transfers varied by campus type – 29 percent of research universities graduating classes, 37 percent of comprehensive regional classes, and 72-84 percent of branch campus, university center and CTC bachelor's degree classes.
 - CTC transfers graduated in all bachelor's degree majors in significant numbers. Of these graduates, CTC transfers comprised 51 percent of all education majors, 47 percent of business majors, 46 percent of health field majors, 40 percent of social sciences majors, 36 percent of liberal arts majors, and 35 percent of Science, Technology, Engineering and Mathematics (STEM) majors.
3. **Pre-college courses had a significant role preparing students to graduate in the 2011 class.**
 - Fifty-nine (59) percent of CTC transfer students completed remedial coursework at a CTC in English or math prior to progressing to a bachelor's degree (24 percent of all graduates).
 - For pre-college math, the percentage of students enrolled increased by age.
 - Forty-three (43) percent of CTC transfer STEM graduates and 53 percent of business graduates took pre-college math.
 - Students identifying as Hispanic, African American, and Native American had the highest rates of pre-college enrollments. Students as a whole from these groups were equally likely to start as direct entry or CTC transfer. However, the high participation in pre-college among CTC transfer students indicates that the availability of pre-college courses provided significant access for a segment of

students identifying as Hispanic, African American, and Native American who were less prepared and less likely to earn bachelor's degrees without this additional support.

- Pre-college preparation was also important for older students (those over age 25); another segment that CTC transfers significantly contributed to access and bachelor's degree completion.

4. Two-year degree paths proved efficient for CTC transfer graduates.

- The Direct Transfer Agreement (DTA) and the Major Related Pathways (MRP) in Business were the transfer paths chosen by 69 percent of CTC transfer bachelor's degree graduates. Statewide agreement for transfer to engineering, chemistry, and physics – the Associate of Science-Technology (AS-T) – was completed by four percent of transfers. Six percent of CTC transfers completed a technical degree.
- Overall, 79 percent of CTC transfers completed an associate degree.
- Graduates who completed associate degrees aligned with specific majors were very likely to complete a bachelor's degree in a related field:
 - Over eight in ten (83 percent) CTC transfers completing the Business DTA/MRP earned a bachelor's degree in business.
 - More than nine in ten (92 percent) CTC transfers completing an Associate in Science Track 1 or 2 completed a bachelor's degree in a STEM or health related major.
- Students earning AS-T Track 1 and Track 2 degrees were much more likely to enroll at research universities (81 percent and 72 percent, respectively) than students earning other degrees.
- Median credits earned for degree completion were comparable across all majors for CTC transfer and direct entry bachelor's degree graduates.
- Graduates earning Business DTA/MRP or Associate in Science Track 1 or Track 2 degrees needed to take fewer credits than those who did not use these specialized tracks.
- Senior year GPAs across all major degree fields were equivalent for CTC transfer and direct entry students.

Part One: Graduates by Campus Type

All institutions were grouped into five categories: research universities, branch campuses, regional comprehensive universities, university centers, and CTC bachelor's degrees.

Figure 1
Categorization of College Campuses

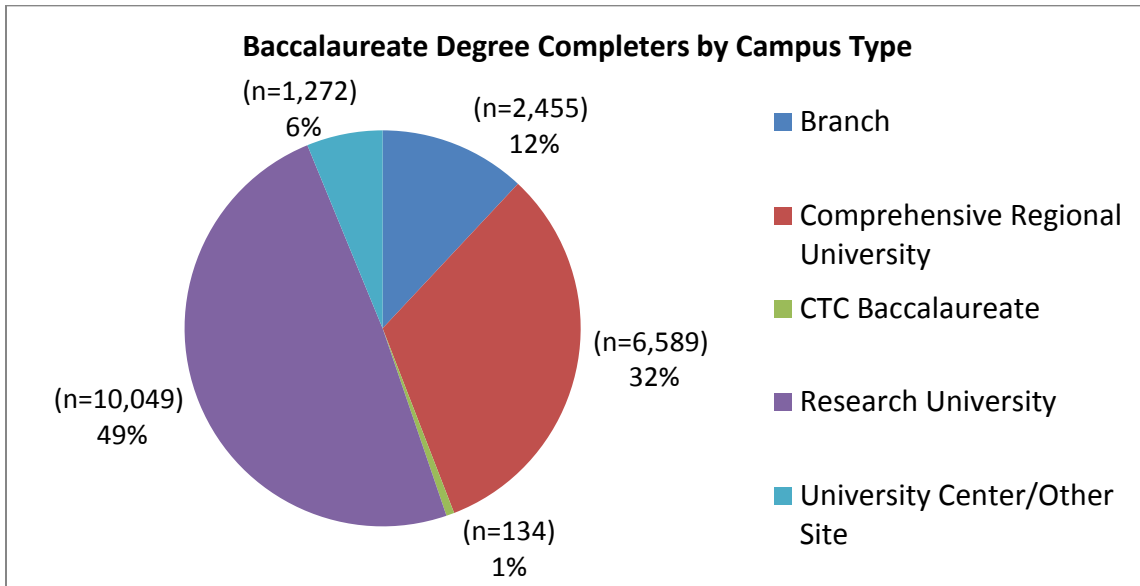
	Research Universities	Comprehensive Regional Universities	Branch Campuses	University Centers ⁴	CTC Bachelor's degree
University of Washington	Seattle		Tacoma, Bothell	Other sites	
Washington State University	Pullman		Spokane, Tri-Cities, Vancouver	Distance and other sites	
Central Washington University		Ellensburg		Other sites	
Eastern Washington University		Cheney		Other sites	
The Evergreen State College		Olympia		Other sites	
Western Washington University		Bellingham		Other sites	
Community and Technical Colleges					Bellevue, Columbia Basin, Lake Washington, Olympic, Peninsula, Seattle Central, South Seattle ⁵

This report is based on the records of 20,499 students who earned a bachelor's degree as graduates of the Class of 2011. Almost half (49 percent) of these students graduated from the main campus of a research university and about one third (32 percent) were from a regional comprehensive university. Twelve (12) percent of the graduates were from the branch campuses; another six percent graduated from university centers. One percent graduated from a CTC bachelor's degree institution.

⁴ Centers included programs offered by public baccalaureate institutions at various off-site locations and included WSU distance learning enrollments. See Appendix B for a list of all centers.

⁵ These colleges had applied baccalaureates in 2011. An additional three colleges were approved to offer applied baccalaureates at the time this report was written.

Figure 2



Graduates by Major

Degrees were grouped into seven categories. All degrees awarded were counted. The total number of degrees awarded was 21,281. Seven hundred and eighty-two (782) students earned double major degrees. The largest category was arts and letters, followed by social science and STEM. The highest percentage of research university degrees was in STEM (29 percent) followed by social science (26 percent) and arts and letters (23 percent). Regionals awarded over one third (35 percent) of their degrees in arts and letters and 20 percent in social sciences. Branch campuses awarded 24 percent of their degrees in business and 20 percent in social sciences. University Centers awarded 29 percent of their degrees in education and 27 percent in business. CTC bachelor's degrees focused on arts and letters (38 percent), business (37 percent), and health fields (25 percent).

Figure 3

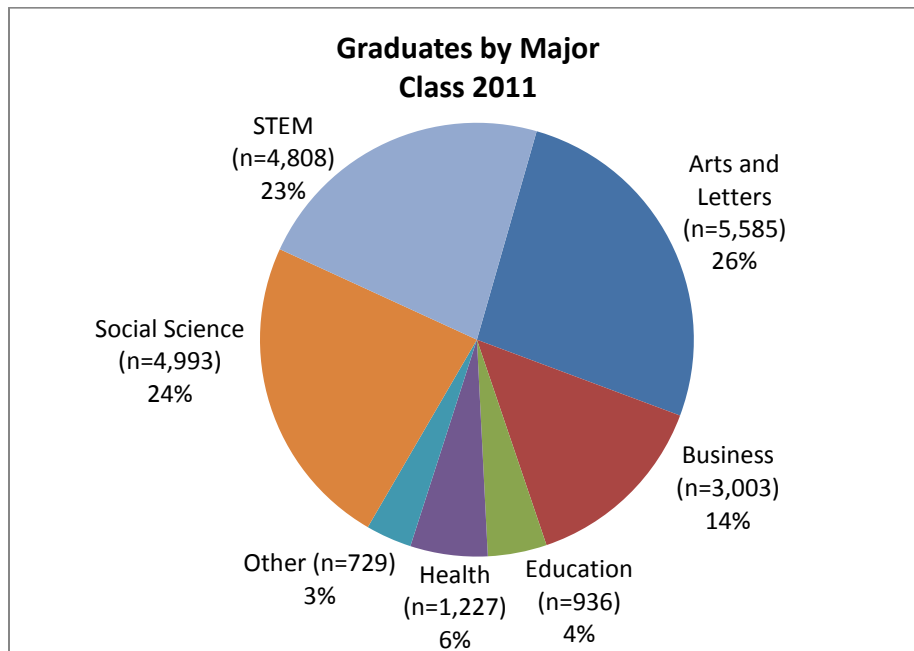
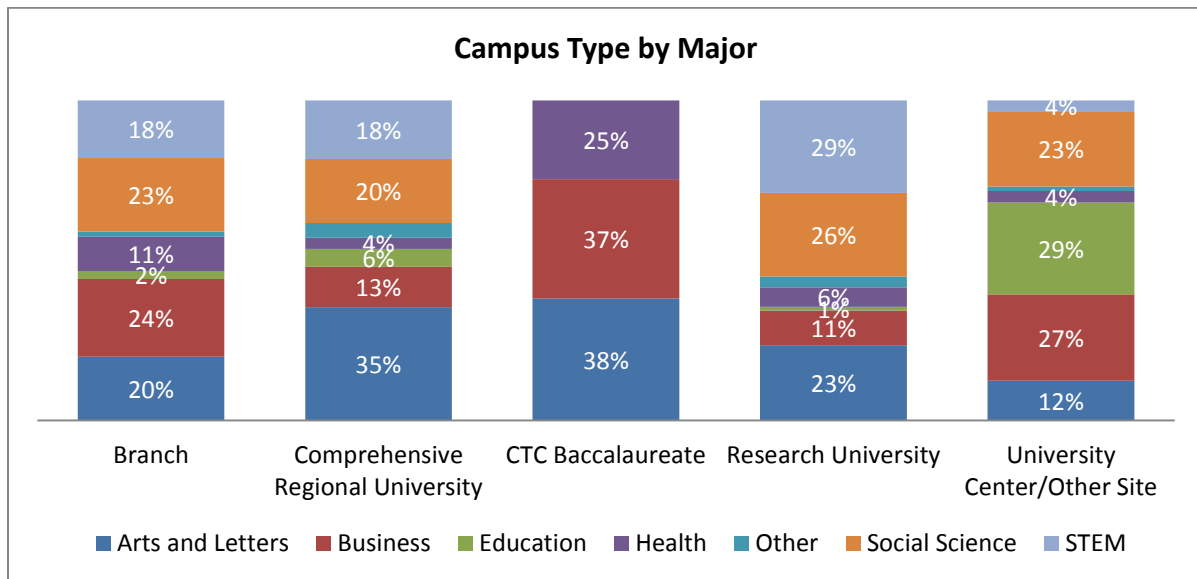


Figure 3.a
Degree Majors by Campus Type

Major	Branch	Comprehensive Regional University	CTC Baccalaureate	Research University	University Center/ Other Site	Total
Arts and Letters (n=5,585)	9%	43%	1%	45%	3%	100%
Business (n=3,003)	20%	28%	2%	38%	12%	100%
Education (n=936)	6%	41%	0%	13%	40%	100%
Health (n=1,227)	22%	19%	3%	52%	4%	100%
Other (n=729)	5%	43%	0%	50%	2%	100%
Social Science (n=4,993)	11%	27%	0%	56%	6%	100%
STEM (n=4,808)	9%	26%	0%	64%	1%	100%
Total (n=21,281)	12%	32%	1%	50%	6%	100%

Figure 3.b



Graduates by Race/Ethnicity, Gender, Age and Campus Type

This section describes the race/ethnicity, gender, and age of bachelor's degree graduates. Data are presented first in Figure 4 by campus type to show the percent of degrees earned by a group by campus type. Then in figure 4.a, the second view, the chart presents race/ethnicity by campus type. This chart shows the self-reported race/ethnicity of graduates disaggregated by the type of campus where they earned their degree. Each graduate is counted for each race and ethnic group reported and may be counted more than once.

Graduates' Self-Reported Race/Ethnicity

Data are presented first in Figure 4 by campus type to show the percent of degrees earned by a group by campus type. Then in figure 4.a, the second view, the chart presents race/ethnicity by campus type. This chart shows the self-reported race/ethnicity of graduates disaggregated by the type of campus where they earned their degree. Each graduate is counted for each race and ethnic group reported and may be counted more than once.

Figure 4 shows that research universities have the highest percentage of students of color. This is largely due to the substantial share (19 percent) of students identifying as Asian at these campuses. University Centers have the highest proportion of students identifying as Hispanic.

Figure 4
Campus Type by Student Reported Race/Ethnicity

Campus Type	Asian/Pacific Islander	African American	Native American	Hispanic	Multi-racial	White	Unknown
Branch (n=2,464)	14%	4%	1%	6%	2%	69%	5%
Comprehensive Regional University (n=6,561)	6%	2%	2%	5%	2%	77%	6%
CTC Baccalaureate (n=134)	11%	4%	1%	6%	1%	70%	6%
Research University (n=9,961)	19%	3%	1%	5%	1%	65%	6%
University Center/Other Site (n=1,311)	9%	6%	3%	8%	2%	67%	5%

The distribution of race/ethnicity by campus type (Figure 4.a) shows that 68 percent of graduates identifying as Asian received their degrees from a research university. Forty-six (46) to 47 percent of students identifying as white, Hispanic, and African American earned degrees from research universities and 31 to 37 percent earned degrees from regionals. Students identifying as Native American were the only group to have a higher percentage of graduates from regionals (45 percent) than from research universities (39 percent).

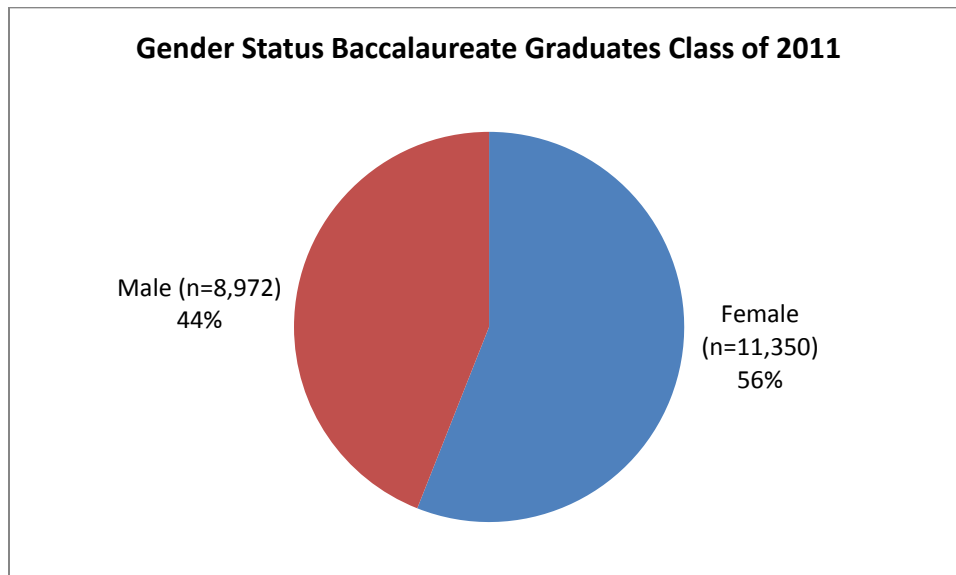
Figure 4.a
Student Reported Race/Ethnicity by Campus Type

Campus Type	Branch	Comprehensive Regional University	CTC Baccalaureate	Research University	University Center/Other Site
Asian/Pacific Islander (n=2,717)	12%	15%	1%	68%	4%
African American (n=602)	15%	26%	1%	47%	12%
Native American (n=317)	9%	39%	1%	38%	12%
Hispanic (n=1,094)	12%	30%	1%	47%	10%
Other, Multiracial (n=336)	14%	33%	1%	43%	9%
White (n=14,163)	12%	36%	1%	46%	6%
Unknown (n=1,204)	11%	33%	1%	49%	6%

Graduates by Gender

Females comprised over half (56 percent) of graduates at every campus type. The highest percentage of males by campus type was at research universities.

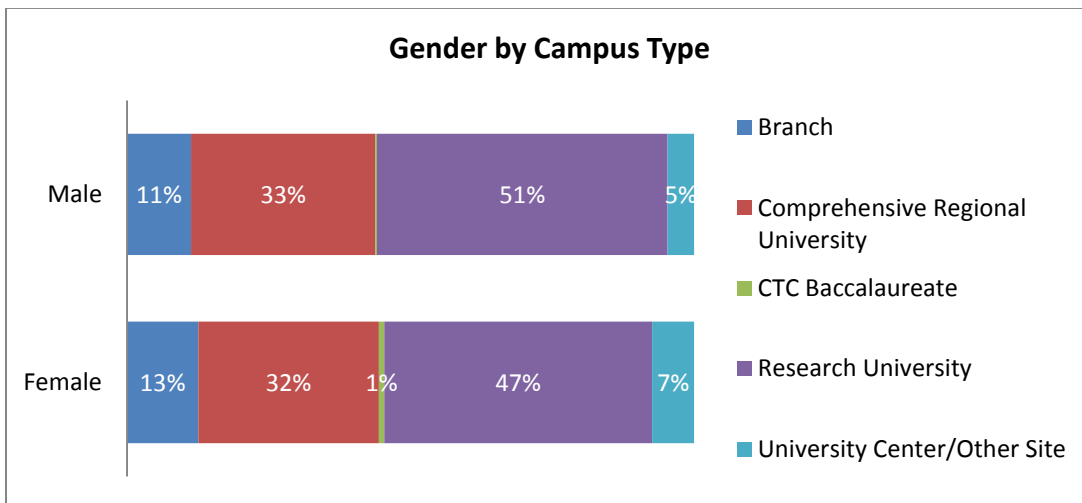
Figure 5



**Figure 5.a
Campus Type by Gender**

Campus Type	Female	Male
Branch (n=2,436)	58%	42%
Comprehensive Regional University (n=6,532)	55%	45%
CTC Baccalaureate (n=134)	80%	20%
Research University (n=9,956)	54%	46%
University Center/Other Site (n=1,264)	67%	33%
Total (n=20,322)	56%	44%

Figure 5.b



Graduates by Age

The majority (72 percent) of graduates were under 25 years. Younger students made up more than three-fourths of graduates at regional and research universities. Older graduates were more heavily concentrated at branches, university centers, and CTC bachelor’s degrees.

Figure 6

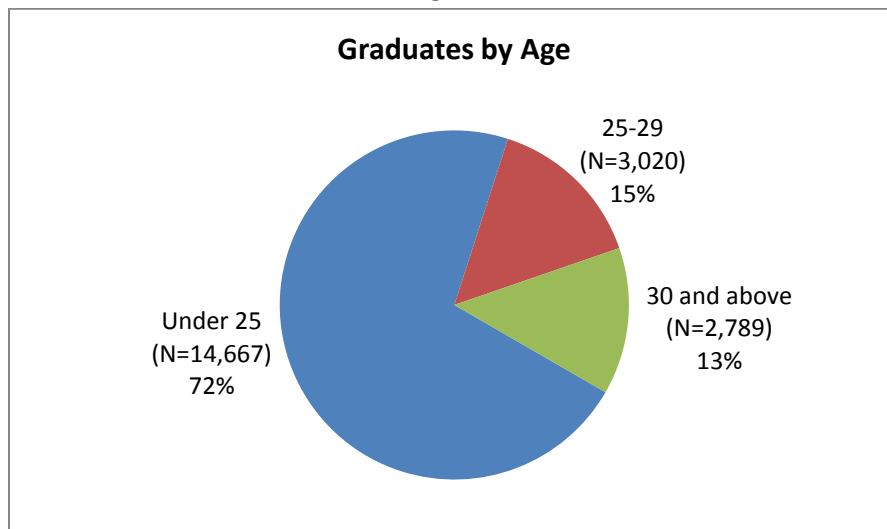
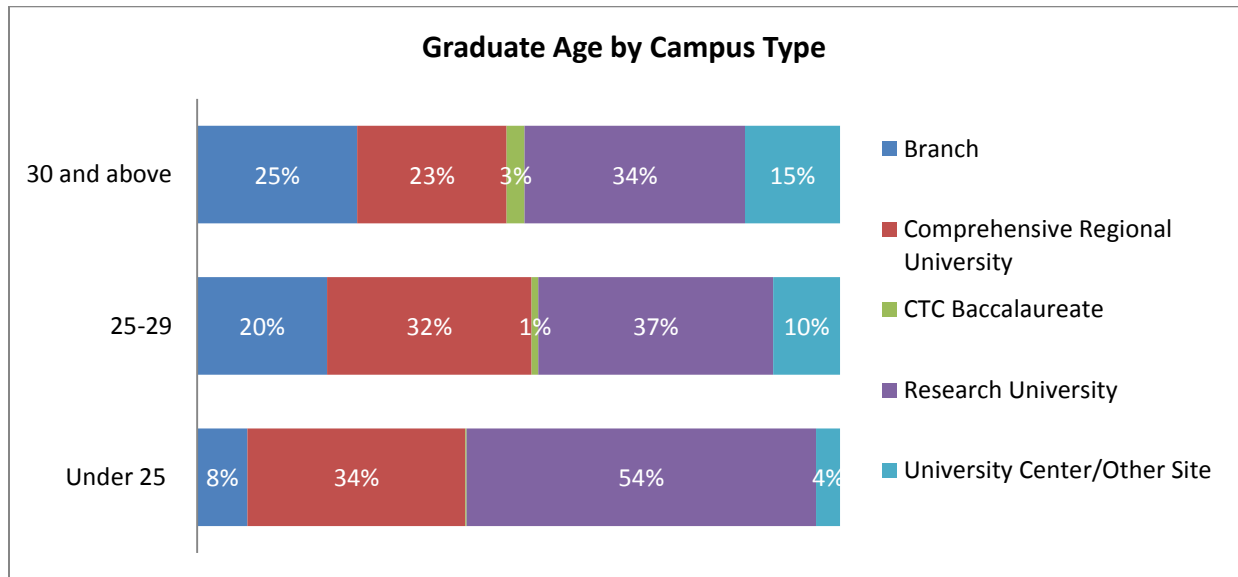


Figure 6.a
Campus Type by Age at Graduation

Campus Type	Under 25	25-29	30 and above
Branch (n=2,454)	47%	25%	28%
Comprehensive Regional University (n=6,582)	76%	15%	10%
CTC Baccalaureate (n=134)	18%	24%	58%
Research University (n=10,034)	79%	11%	10%
University Center/Other Site (n=1,272)	43%	25%	32%
Total (n=20,476)	72%	15%	14%

Figure 6.b



Part Two: Baccalaureate Graduates Entry Status

All graduates were classified as being a “direct entry,” “CTC transfer,” or “other transfer” based on the credits and credentials they brought with them when they first entered a public bachelor’s degree institution. The criteria used for classifying the graduates are described more completely in Appendix D.

Over half (51 percent) of graduates in the class of 2011 were classified as transfer students (Figure 7). Transfer students included CTC transfers (40 percent) and other transfers (11 percent). Forty-nine (49) percent of bachelor’s degrees were direct entry. About half of this group had previously transferred credits, however, less than the 40 credit threshold used to define a transfer student (Figure 8).

Figure 7

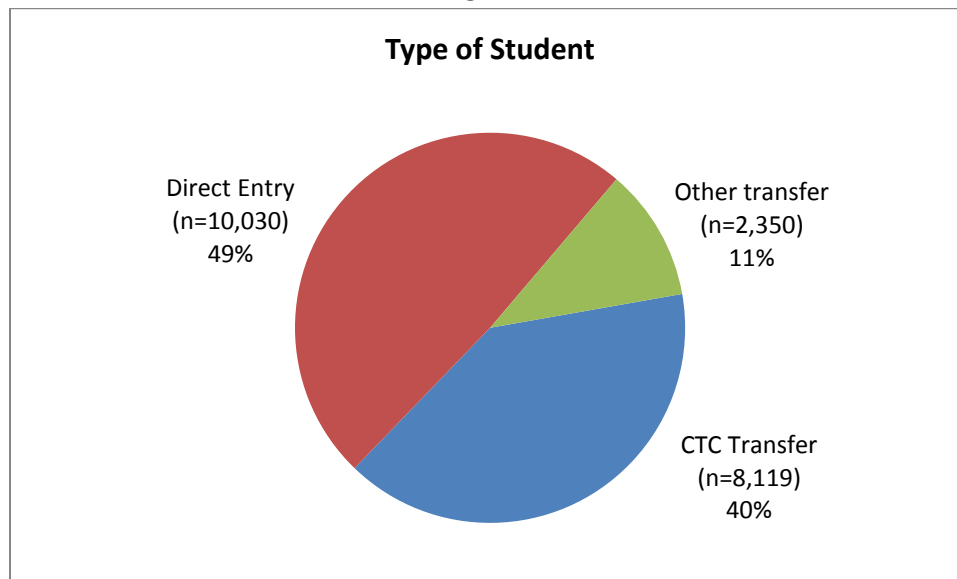
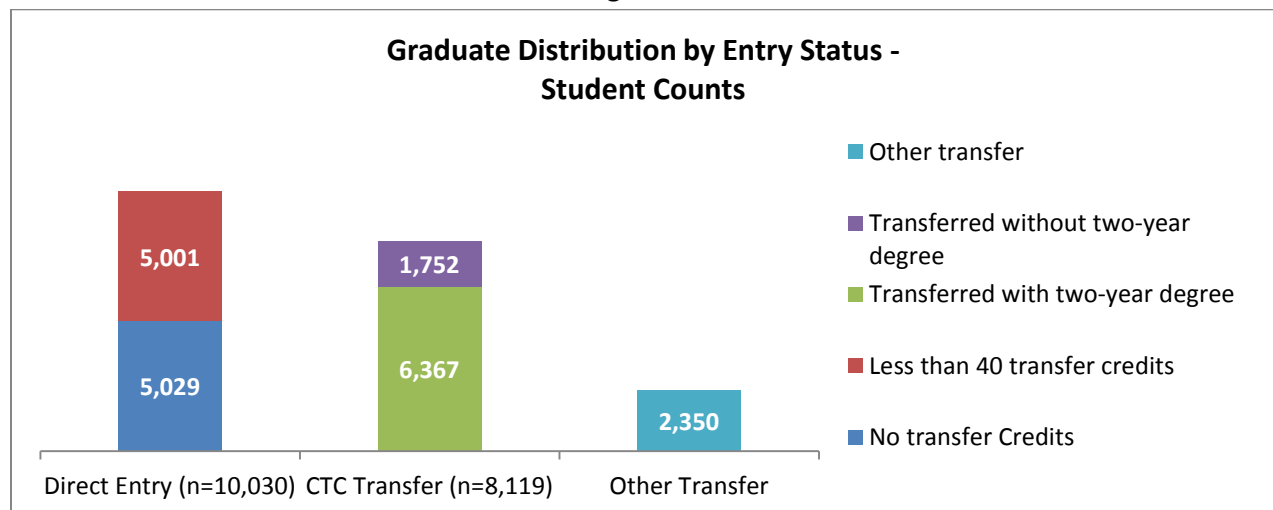


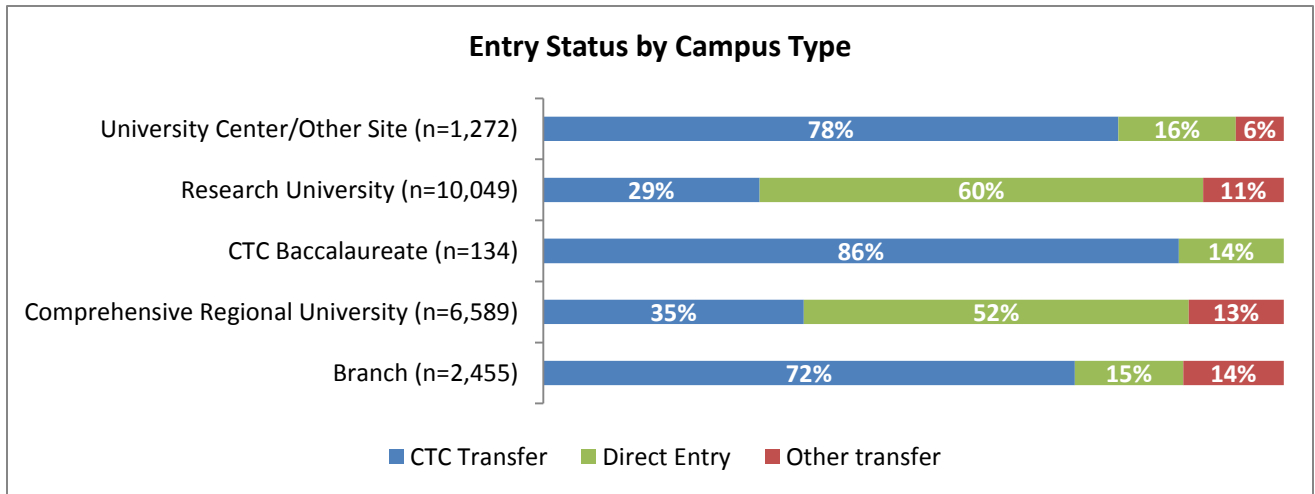
Figure 8



Entry Status by Campus type

Figure 9 below describes entry status by campus type. CTC transfers as a percent of graduates ranges from 29 percent of graduates at the research universities to 86 percent of graduates at the CTC bachelor's degrees. The number of CTC transfer graduates from university centers and branch campuses was on par with the total CTC transfer graduates in the regionals and nearly on par with the research universities.

Figure 9



Entry Status by Major

In Figure 10, CTC transfer students comprised at least one third of the graduates in each of the seven major categories (Figure 10). They comprised the largest share of graduates in education (51 percent), business (47 percent), and health (46 percent). They comprised 40 percent of social science graduates and 35 percent of STEM graduates.

Figure 10

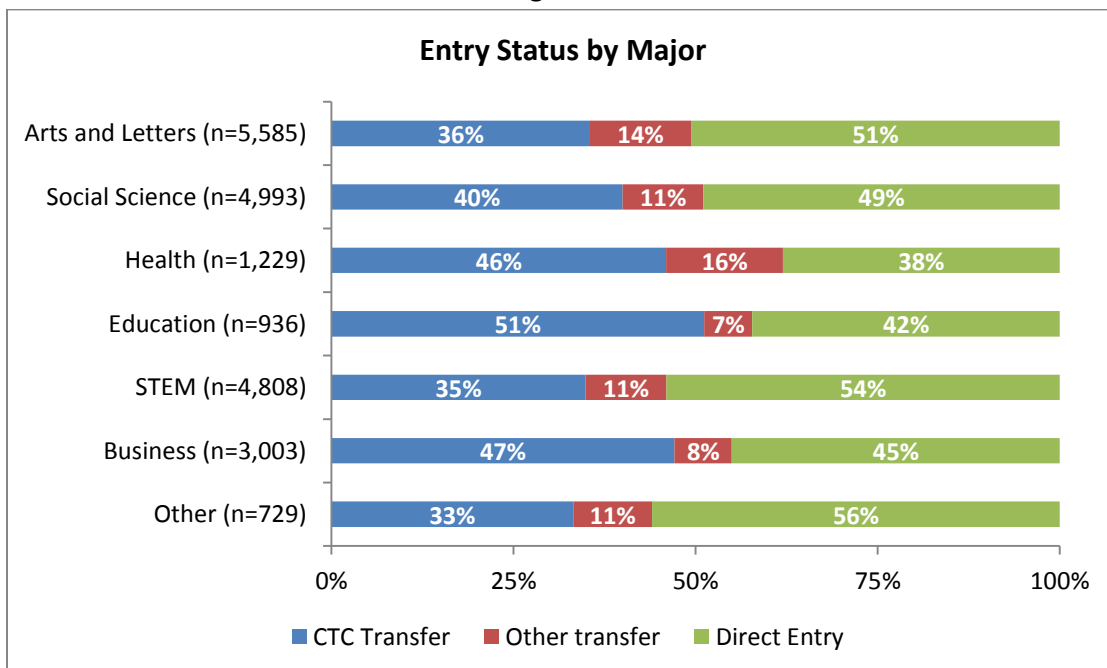
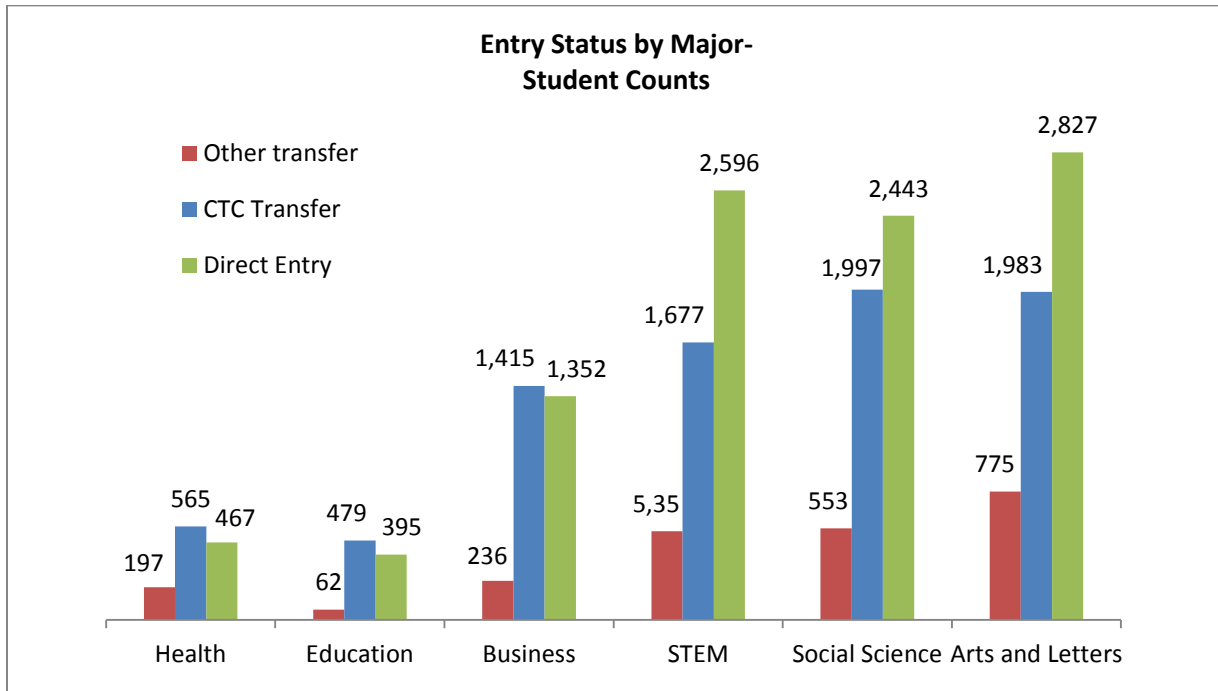


Figure 10.a

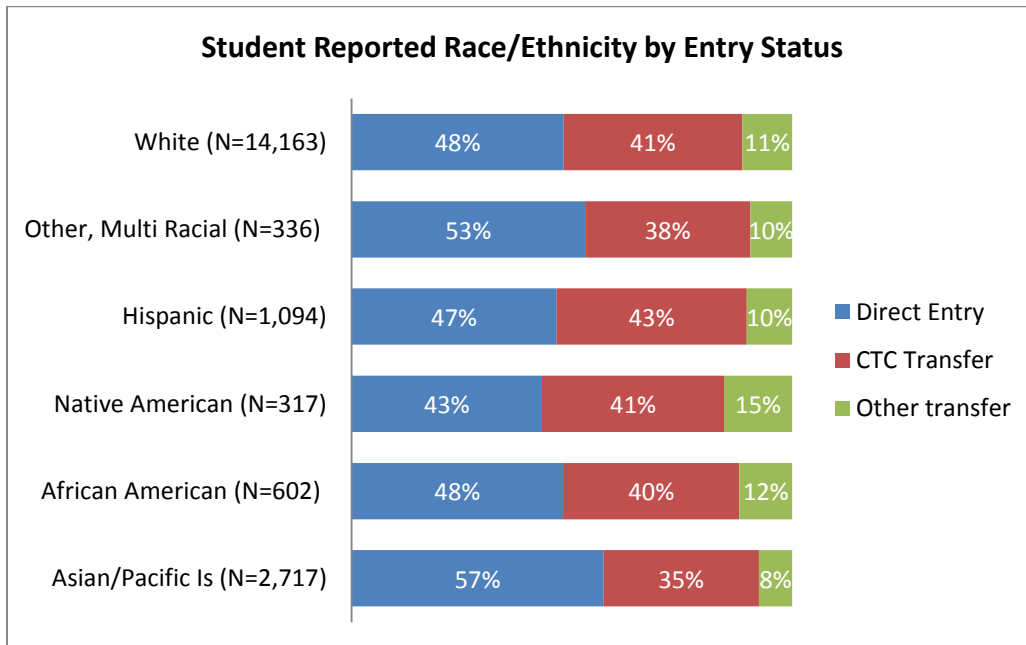


Entry Status by Student Characteristics

Race/Ethnicity

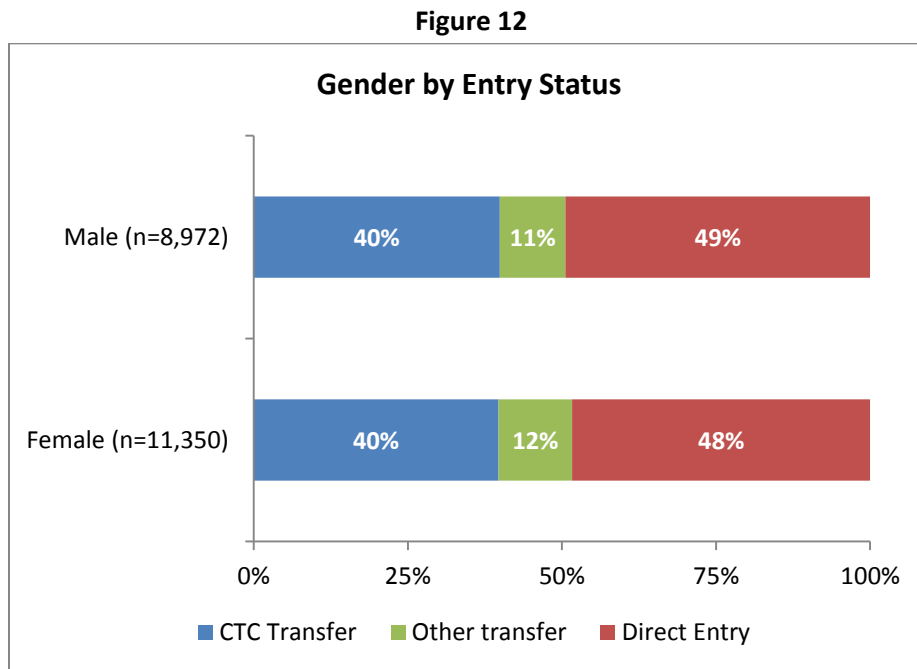
Over half of graduates reporting as Asian Pacific Islander and multi-race were direct entry students in their institutions. Graduates reporting as Native American had the smallest proportion of total graduates who were direct entry.

Figure 11



Gender

There is little difference in entry status by gender between males and females.



Entry Status by Age

CTC transfer students at entry are typically older than other graduates as shown in figure 13.

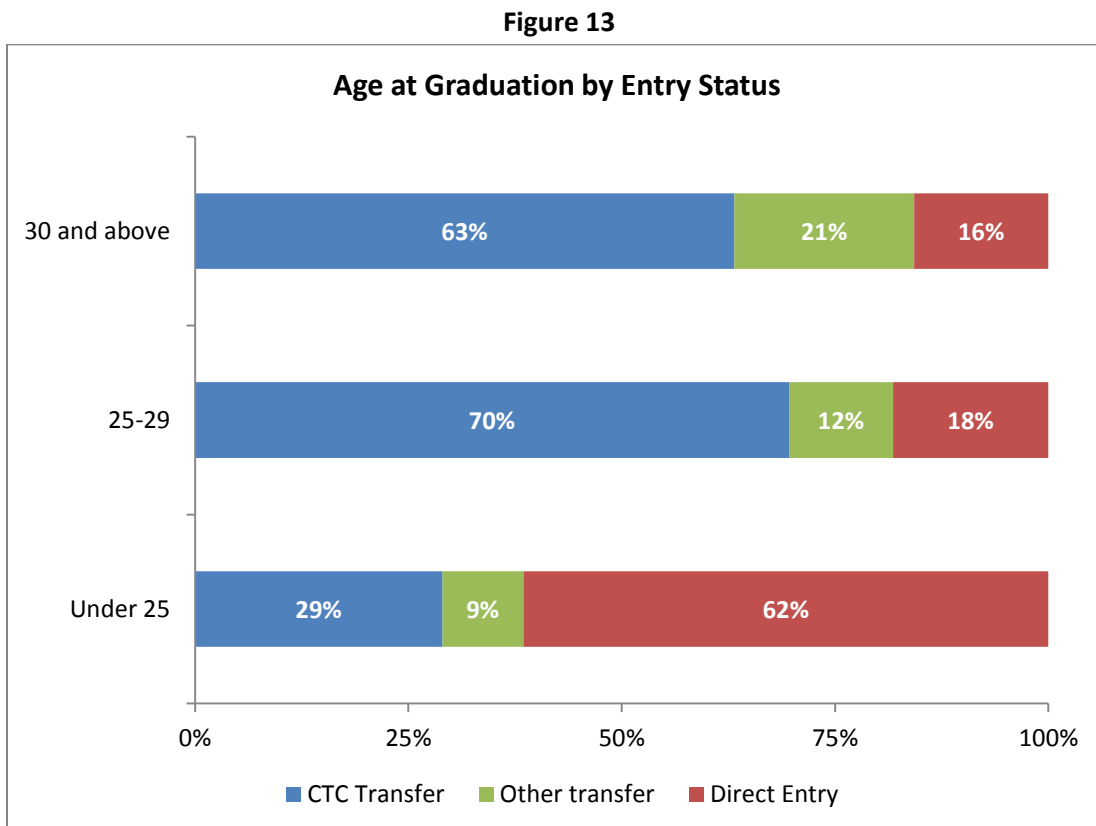
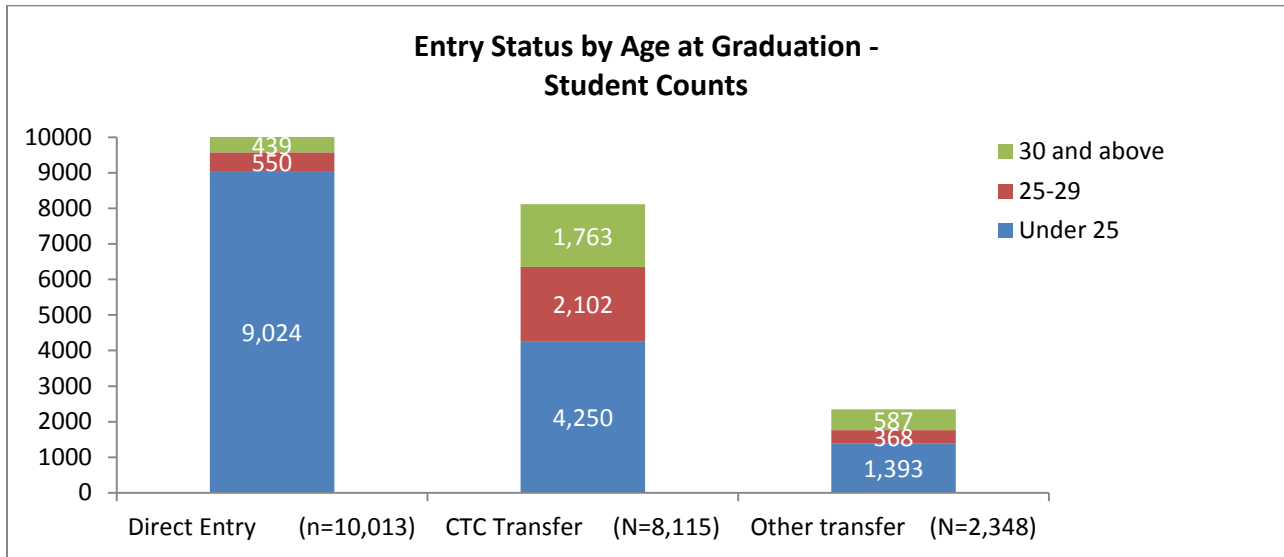


Figure 13.a

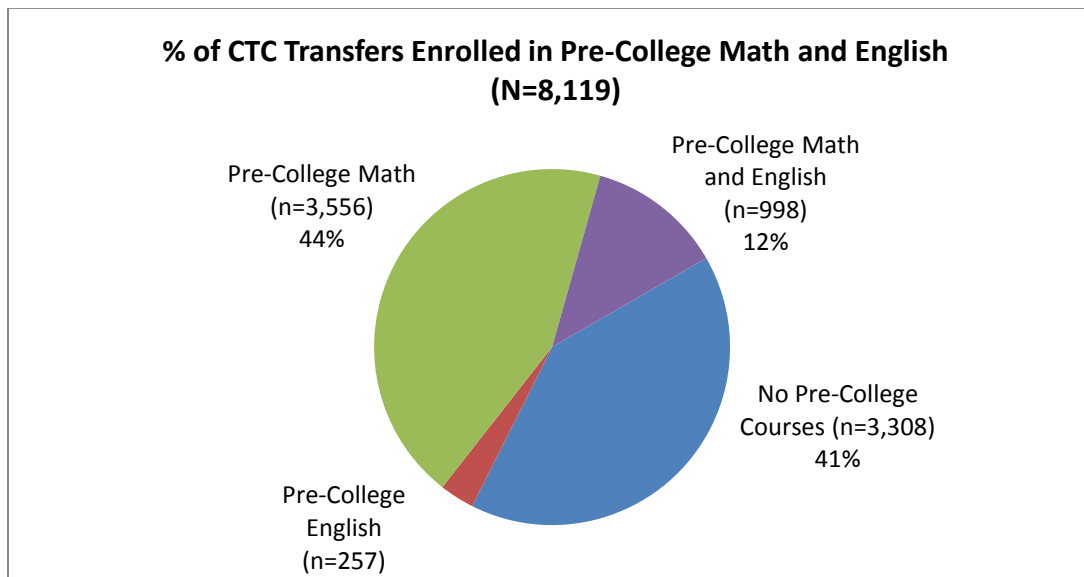


Part Three: Contribution of Community and Technical College Pre-College Preparation to 2011 Baccalaureate Graduates

Four thousand eight hundred eleven (4,811) CTC baccalaureate completers (nearly six in ten) enrolled in pre-college coursework at their CTC as part of their preparation to transfer.

In addition to the CTC transfer students reported above, there were nearly 900 students classified as “direct entry” and “other transfer” who also took pre-college courses at the CTCs: Forty-one (41) students took English, 786 took math, and 55 took math and English. This demonstrates the strong role played by the CTCs in supporting bachelor’s degree students particularly with their math requirements.

Figure 14



Pre-College Enrollments by Baccalaureate Graduation Major and Campus Type

Pre-college course taking prior to transfer contributed substantially to graduates in all major fields (figure 15) and all campus types (figure 16).

Figure 15

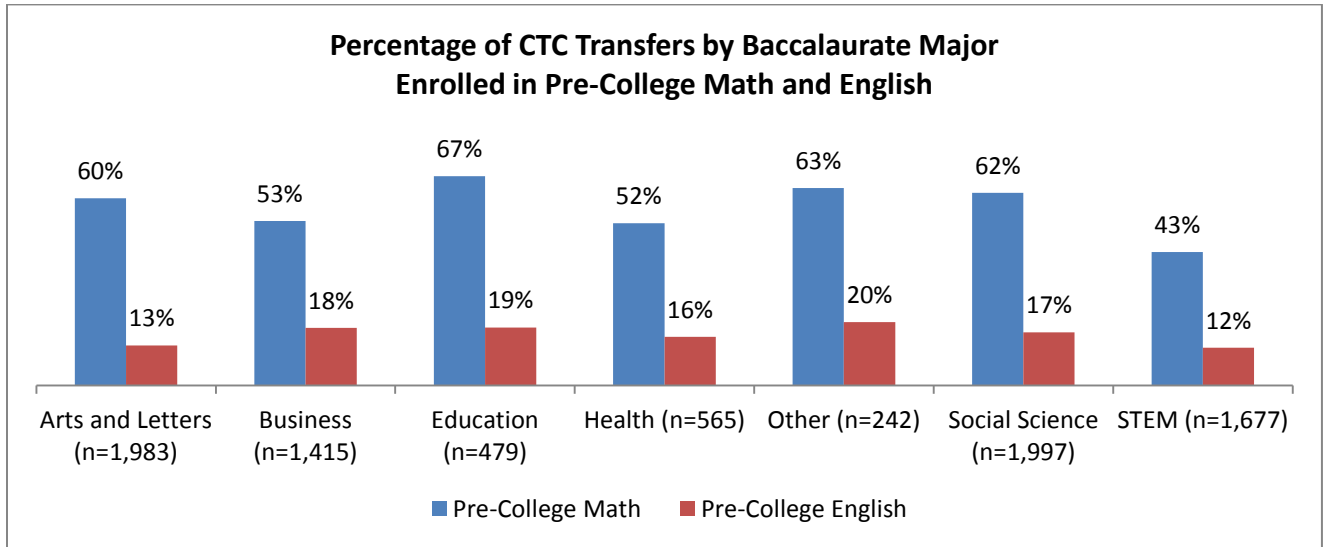
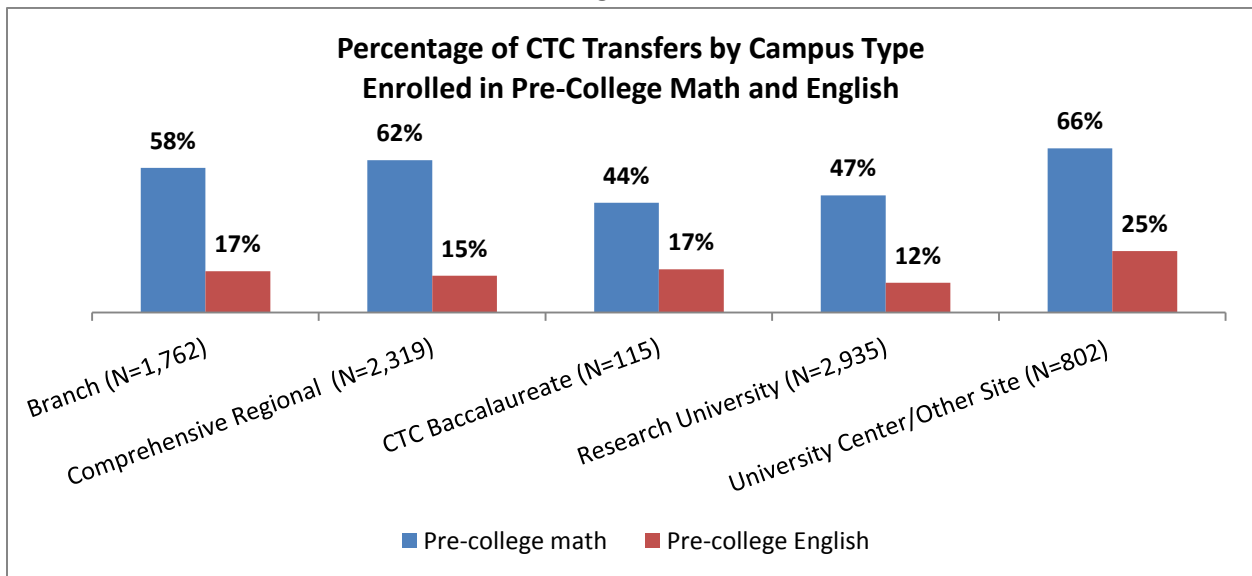


Figure 16



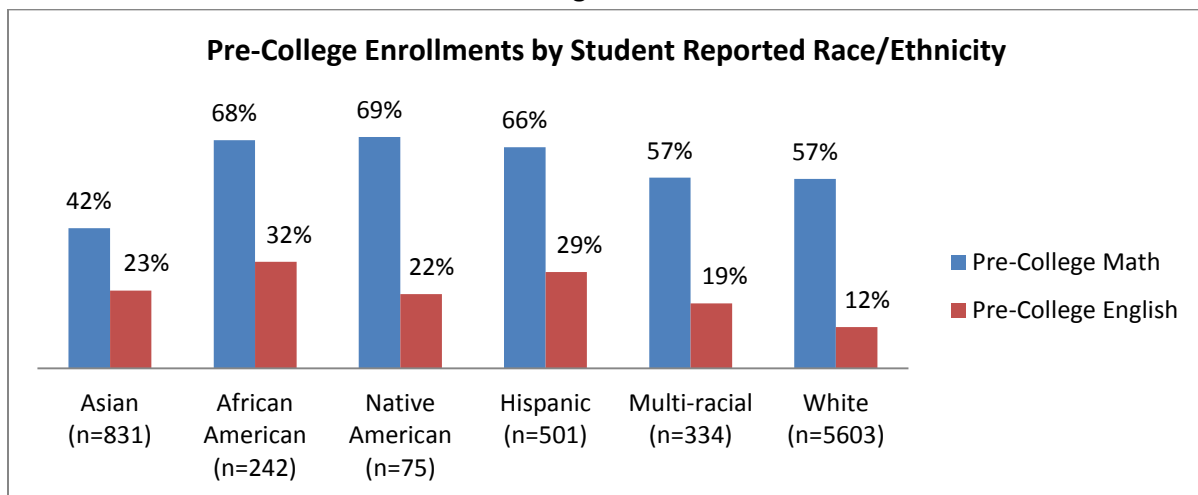
Characteristics of Pre-College CTC Transfer Students

Race/Ethnicity

Participation in pre-college courses was critical to preparing students in all race/ethnic groups.

Students identifying as Hispanic, African American and Native American had the highest rates of pre-college enrollments. Students from these groups were equally likely to start as direct entry or CTC transfer (Figure 11). However, the high participation in pre-college among CTC transfer students indicates that the availability of pre-college courses provided significant access for a segment of students who identified as Hispanic, African American, and Native American who were less prepared and less likely to earn bachelor's degrees without this additional support.

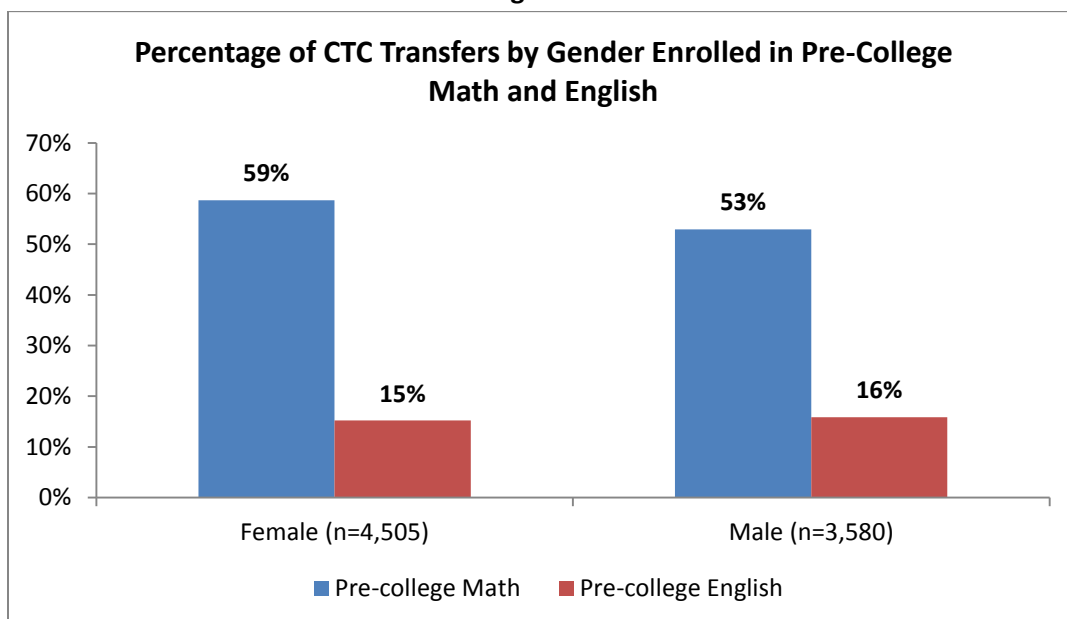
Figure 17



Gender

While over half of females and males enrolled in pre-college math, participation was higher for females. Males and females participated in pre-college English in about the same proportion.

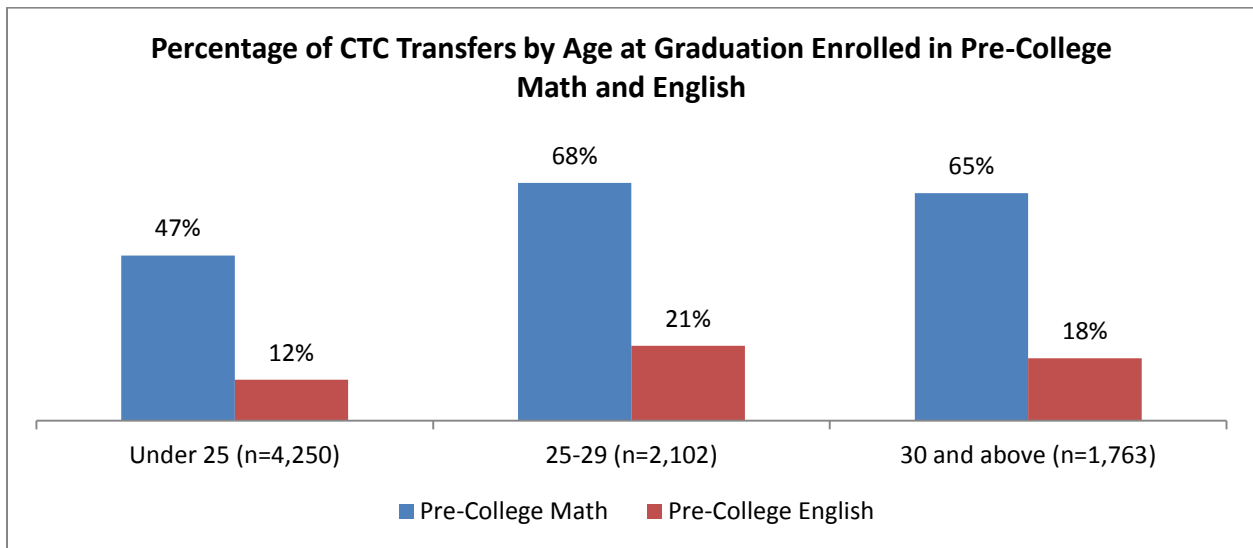
Figure 18



Age

Older graduates were more likely to have needed pre-college preparation prior to transfer than students under 25. However, there was substantial need in all age groupings.

Figure 19

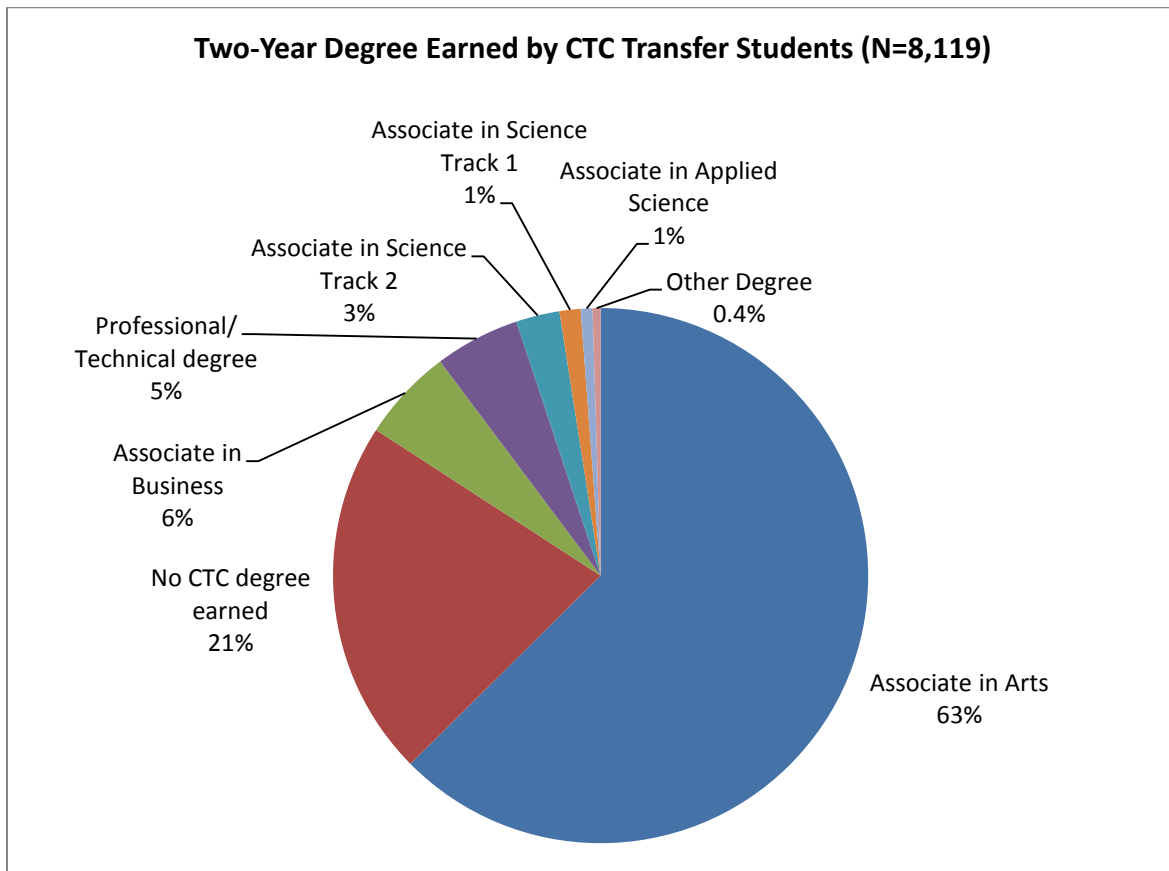


Part Four: CTC Transfer Pathways and How Transfer Graduates Perform Compared to Direct Entry Graduates

CTC Transfers by Two-Year Degree Type

Nearly eight in ten (79 percent) of CTC transfers earned their two year degree prior to transfer. The Direct Transfer Agreement (DTA) Associate degree (sometimes called the Associate in Arts, Associate in Arts and Sciences), was by far the most common degree transferred (63 percent). Another 10 percent earned specialized Associate in Arts and Science degrees. These degrees focus on specific transfer pathways for business, engineering, and sciences. Five (5) percent transferred with a professional technical degree. One (1) percent transferred with Associate in Applied Science degrees, professional technical degrees that include general education transfer required coursework. Finally, a very small portion (less than 1 percent) had transfer degrees in major ready pathways for education and pre-nursing.

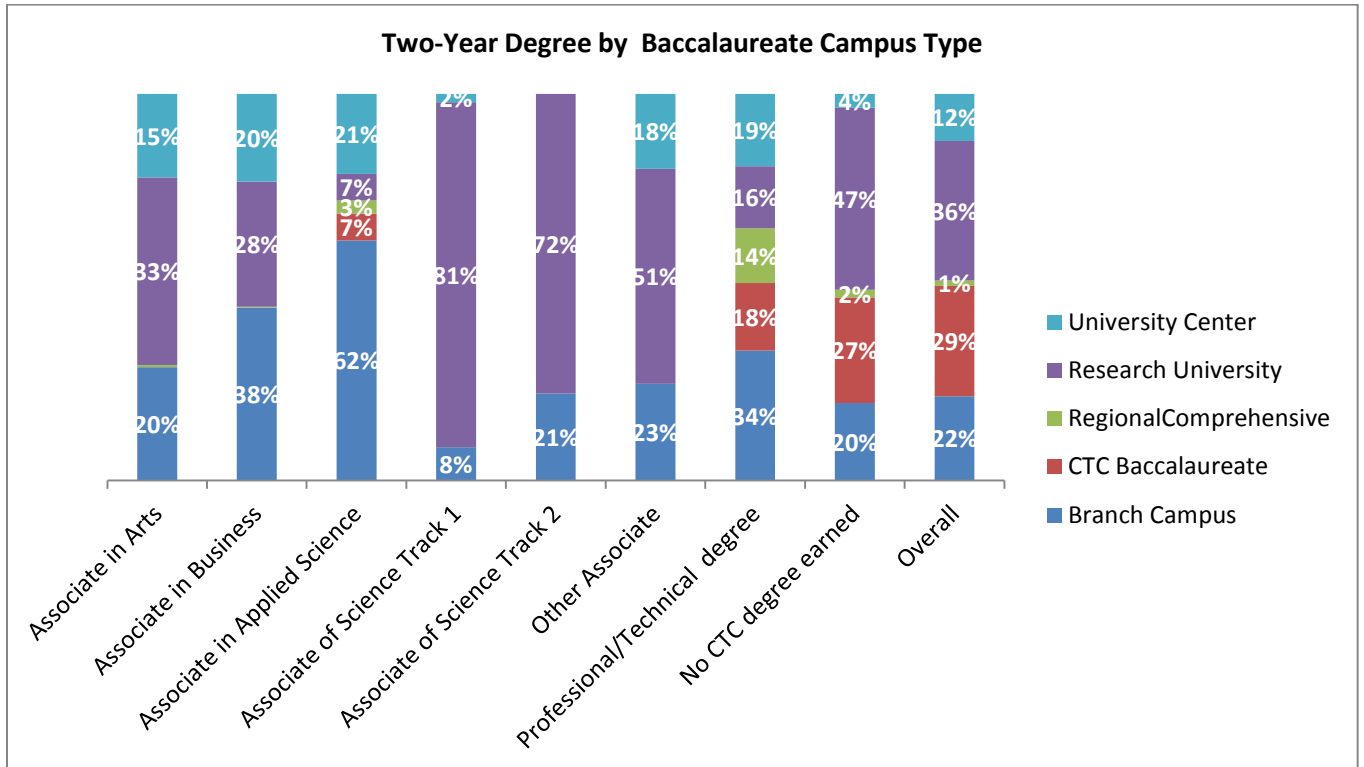
Figure 20



Two-Year Degree by Four-Year Campus Type

The DTA was successfully used by transfer students to all campus types. Associate in Science degrees were particularly significant for transfer to research universities. The largest portion of Associate in Applied Science degrees were used to transfer to branch campuses.

Figure 21



Two-Year Degree by Baccalaureate Major

The Associate in Arts - DTA degree was distributed across bachelor's degree majors. Specialized degrees were well targeted towards the articulated bachelor's degree major associated with it. Professional technical and transfer professional technical degrees were both focused on business and health. The former was also applied to the “upside down” degree, which rounds out the two year degree with general education coursework.

Figure 22

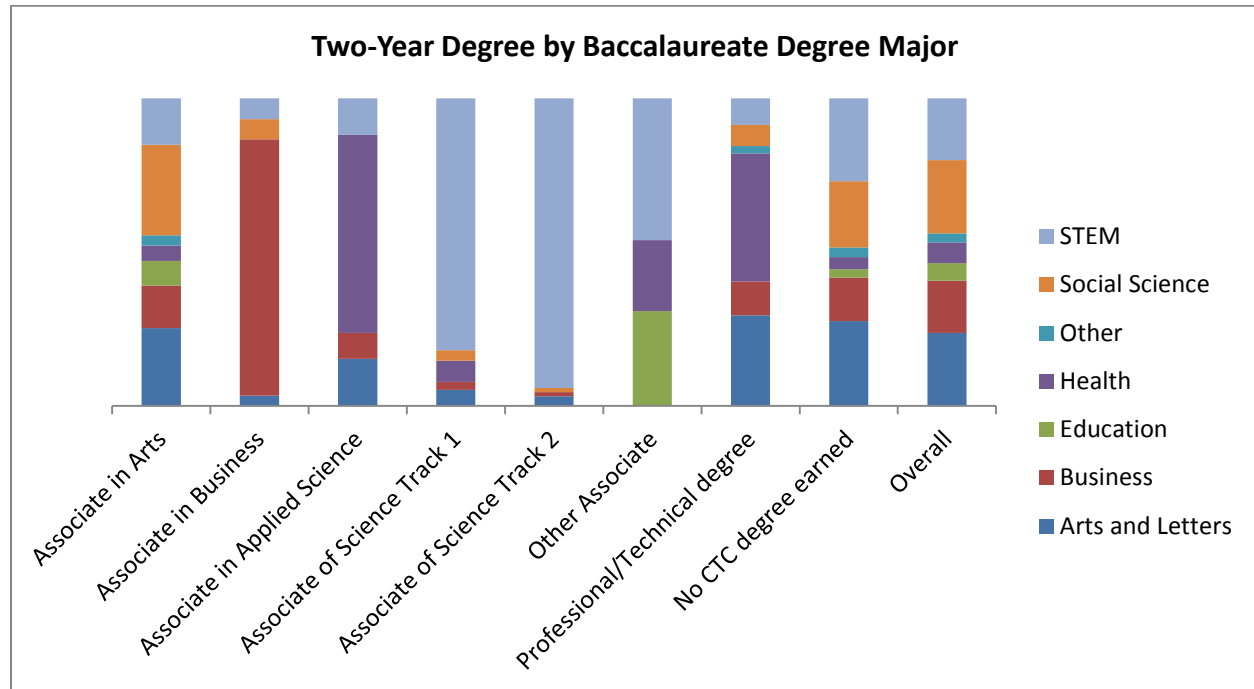


Figure 22.a

Two-Year Degree by Bachelor's Degree Major- Detailed Table

CTC Degree	Arts and Letters	Business	Education	Health	Other	Social Science	STEM
Associate in Arts (n=5,206)	25%	14%	8%	5%	3%	30%	15%
Associate in Business (n=461)	3%	83%				7%	7%
Associate in Applied Science (n=59)	15%	8%		64%			12%
Associate of Science Track 1 (n=116)	5%	3%		7%		3%	82%
Associate of Science Track 2 (n=225)	3%	1%				1%	94%
Other Associate (n=39)			31%	23%			46%
Professional/Technical degree (n=419)	29%	11%		42%	2%	7%	9%
No CTC degree earned (n=1,833)	28%	14%	3%	4%	3%	21%	27%
Overall (n=8,358)	24%	17%	6%	7%	3%	24%	20%

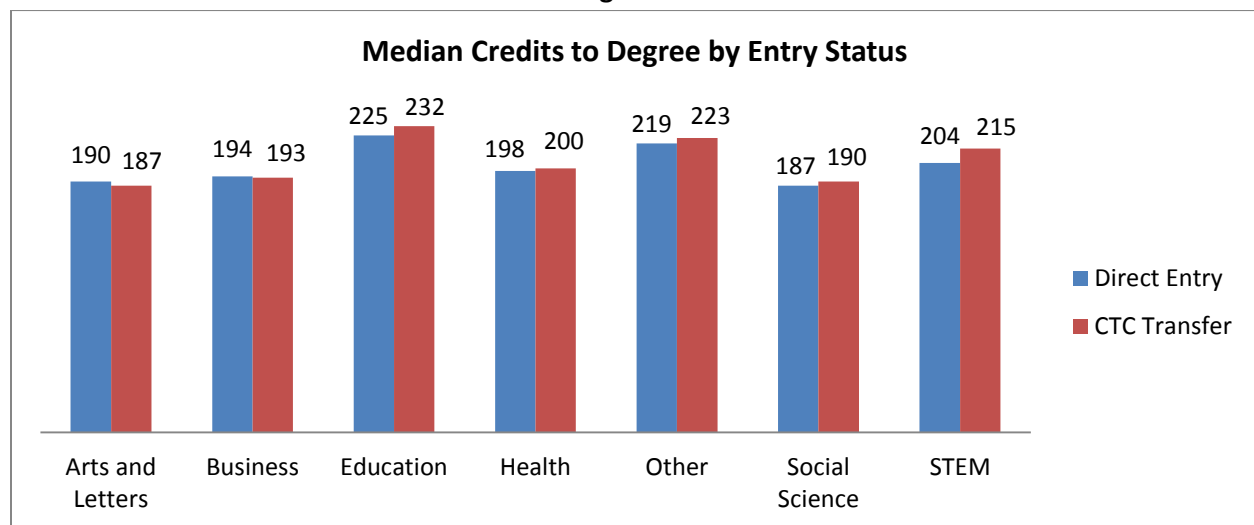
CTC Transfer Performance: Credits Earned For Bachelor’s Degree Completion and Senior Year GP

This section describes CTC transfer and direct entry graduate performance along two dimensions: credits earned for the bachelor’s degree and senior year GPA. Credits earned include “institutional credits earned” and “non-institutional credits earned” from PCHEES to create a “total credits to degree” field. An adjustment was made to the credits earned for all Washington State University campuses to normalize the semester credits to quarter credits. Graduates with more than one degree awarded were excluded from the analysis due to inconsistent application of credits to each completion record. Graduates from a CTC bachelor’s degree institution were not included in the analysis of major pathways, nor were graduates who showed no total credits. Average senior GPA was compiled by averaging the term GPA of all terms where “bachelor’s degree class standing” = senior.

All Graduates Median Credits Earned

Median credits earned for graduation was approximately the same for CTC transfer and direct entry graduates. The CTC transfer pathway judged by this dimension is equally efficient to direct entry for degree completion across degree majors.

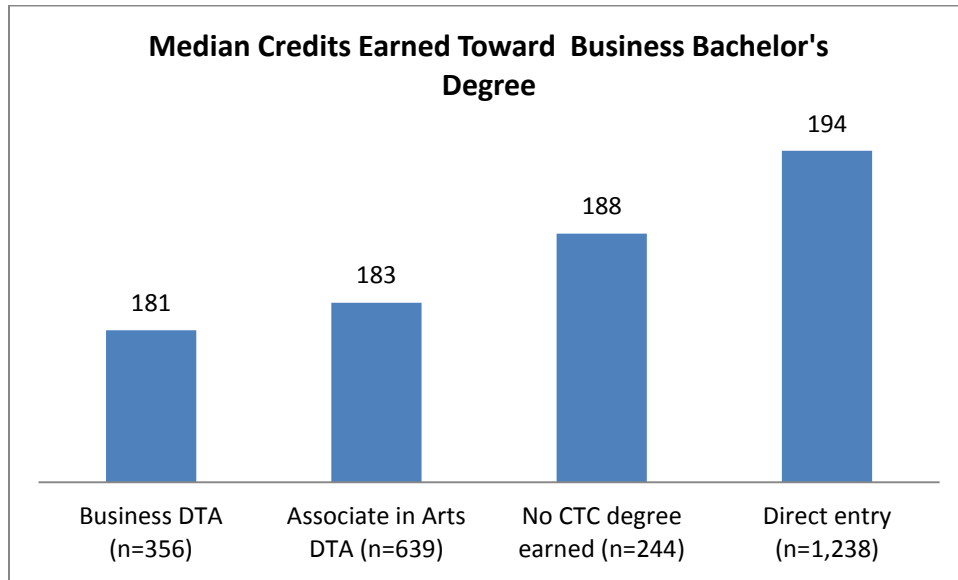
Figure 23



Baccalaureate Business Degree Median Credits Earned

For business majors, the specialized Business DTA degree was slightly more efficient than other CTC degrees, transferring without a degree, or even direct entry in terms of credits earned for degree completion.

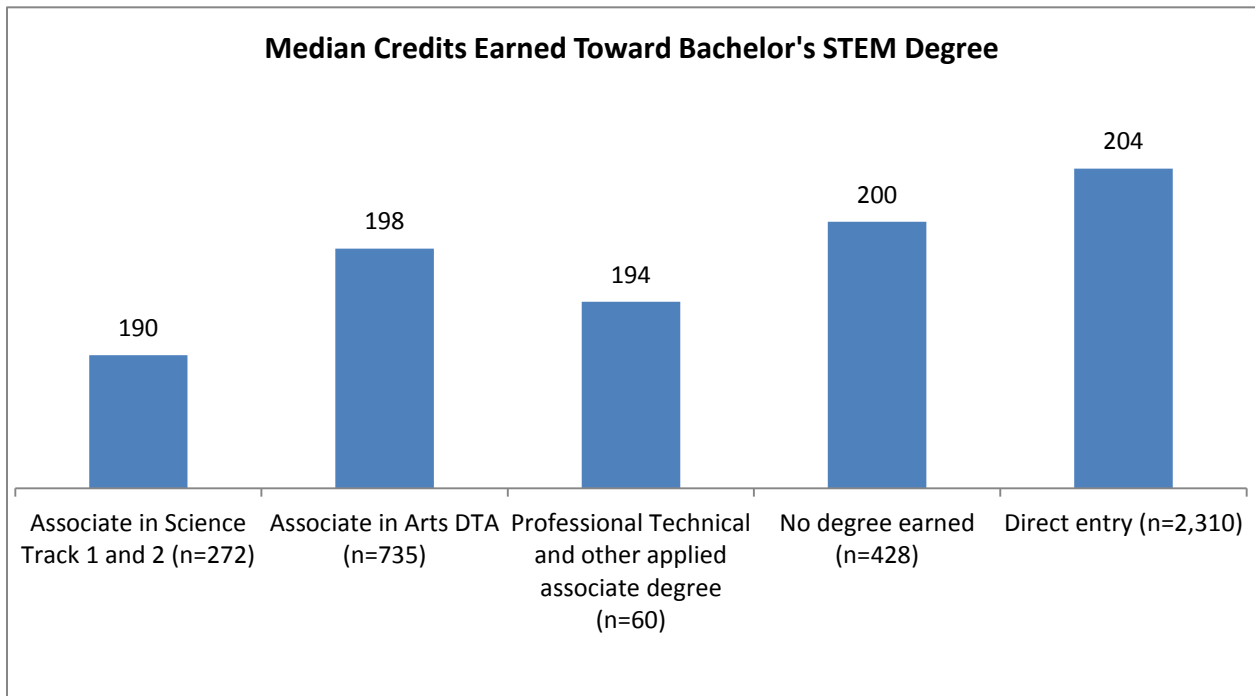
Figure 24



Baccalaureate STEM Graduates - Median Credits Earned

Associate in Science degrees were the most efficient pathway to Bachelor's degree completion based upon credits earned.

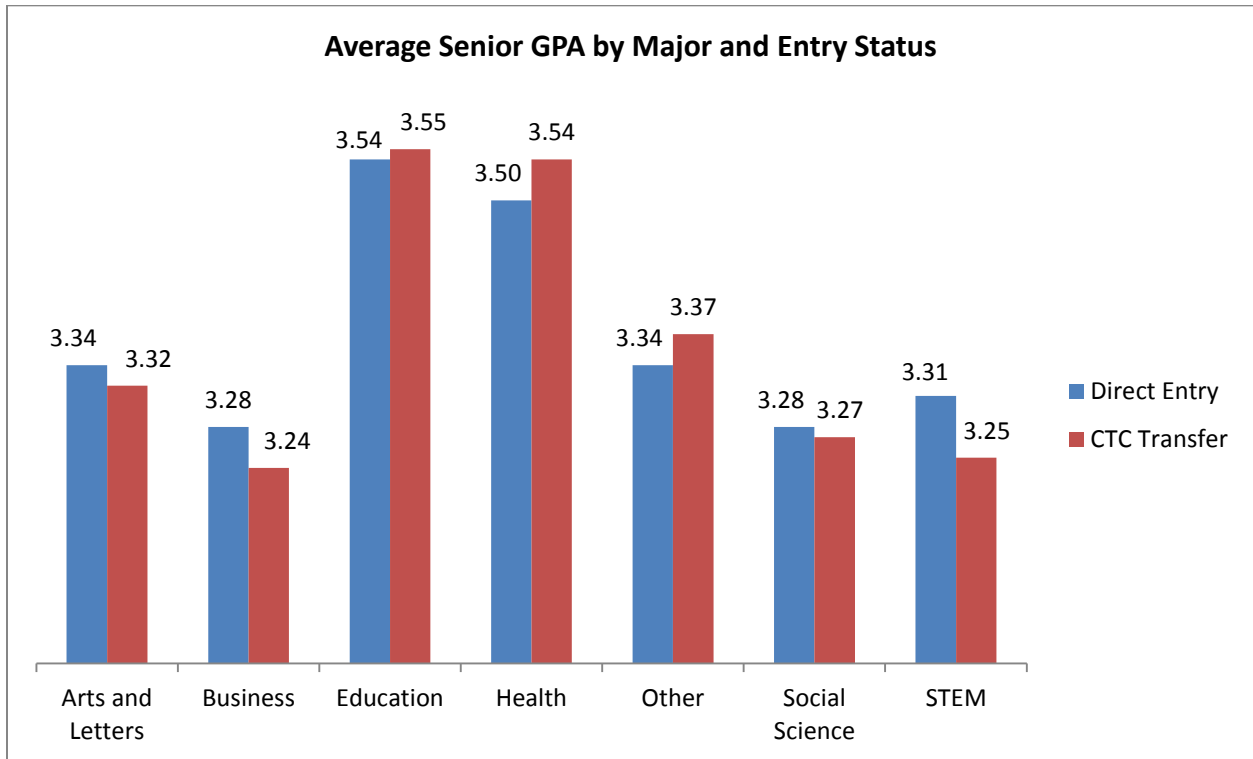
Figure 25



Senior Year GPA by Major

Senior year GPAs were similar for CTC transfer and direct entry students across majors.

Figure 26



Appendix A: Steering and Technical Workgroup Membership

Steering Group

Michelle Andreas, State Board for Community and Technical Colleges (SBCTC) Director of Student Services & Transfer Education

Darby Kaikkonen, SBCTC Policy Research Associate

David Prince, SBCTC Policy Research Director

Jan Yoshiwara, SBCTC Deputy Executive Director for Education Services

Wilma Dulin, CTC Research and Planning Commission President

Tomas Ybarra, CTC Instruction Commission President

Jane Sherman, Council of Presidents (COP) Associate Director for Academic Policy

Paul Francis, Council of Presidents (COP) Executive Director

Melissa Beard, Education Research and Data Center

Chadd Bennett, Independent Colleges of Washington Director Research and Publications

Randy Spaulding, Washington Student Achievement Council (WSAC) Director of Academic Affairs and Policy

Jim West, WSAC Associate Director Policy Planning and Research

Christy England-Siegerdt, WSAC Director Research and Planning

College and University Institutional Researchers

Patty James, Bellevue College

Colleen Gelatt, Central Washington University

Keith Klauss, Eastern Washington University

Hal Royaltey, Peninsula College

Kelley Cadman, Tacoma Community College

Laura Coghlan, The Evergreen State College

Nevena Lalic, University of Washington

Fran Hermanson, Washington State University

Corinna Lo, Washington State University

Chris Stark, Western Washington University

Appendix B: List of All Centers and the Related University Sites

Central Washington University	Big Bend Community College Edmonds Community College Edmonds Community College Partnership Everett Community College Green River Community College Highline Community College Pierce College Partnership Pierce Community College -- Fort Steilacoom Skagit Valley College U Center of N Puget Sound Partnership Wenatchee Valley College Yakima Valley College
Eastern Washington University	Bellevue College Clark College Clark College Partnership North Seattle Community College Pierce Community College -- Fort Steilacoom South Seattle Community College Spokane Community Colleges Spokane Falls Community College
The Evergreen State College	Grays Harbor College Muckleshoot Reservation Nisqually Reservation Northwest Indian College-Tulalip Port Gamble S'klallam Reservation The Evergreen State College-Tacoma U Center of N Puget Sound Partnership
University of Washington – Seattle and Bothell	U Center of N Puget Sound Partnership
Washington State University - Tri-Cities Campus	Walla Walla Community College
Washington State University - Vancouver Campus	Grays Harbor College
Western Washington University	Everett Community College North Seattle Community College Olympic College Peninsula College U Center of N Puget Sound Partnership

Appendix C: Majors Defined and Grouped

Each degree was associated with a Classification of Instructional Program (CIP) six digit code, which was used to identify a graduate's major. With the exception of some CIP codes for the STEM areas, most two-digit CIP's could be classified into a single major category. These categories were further grouped into clusters for the purposes of this report.

All bachelor's degree degrees earned were reported in the sections that counted total number of majors, even if a student earned two or sometimes three degrees. The first criteria for grouping majors came from the 2009 Role of Transfer study, Appendix 2. The criteria was applied first to all CIP codes, then the criteria for STEM degrees established in the dashboard reports from the Education Research and Data Center was applied. See below for all CIP codes earned by 2011 graduates and the major grouping assigned:

2 or 6-digit CIP code	Major Grouping for Report	CIP Title
01.	Other	Ag. & Natural Conservation
01.090.1	STEM	
01.10.01	STEM	
01.11.02	STEM	
01.11.03	STEM	
01.12.01	STEM	
03.	STEM	Ag. & Natural Conservation
04.	STEM	Engineering, CIS, & Architecture
05.	Arts and Letters	Humanities
09.	Arts and Letters	Communications
10.	Arts and Letters	Communications
11.	STEM	Engineering, CIS, & Architecture
13.	Education	Education & Teaching
14.	STEM	Engineering, CIS, & Architecture
15.	STEM	Engineering, CIS, & Architecture
16.	Arts and Letters	Arts & Letters
19.	Other	Ag. & Natural Conservation
19.05.01	STEM	
19.05.05	STEM	
22.	Other	Law
23.	Arts and Letters	Arts & Letters
24.	Arts and Letters	Humanities
26.	STEM	Science & Math
27.	STEM	Science & Math
30.01.01	STEM	Science & Math
30.08.01	STEM	Science & Math
30.11.01	Other	
30.15.01	STEM	
30.19.01	STEM	
30.20.01	Arts and Letters	Humanities
2 or 6-digit CIP code	Major Grouping for Report	CIP Title
30.24.01	STEM	Science & Math
30.99.99	Arts and Letters	Humanities
31.	Other	Ag. & Natural Conservation

38.	Arts and Letters	Humanities
40.	STEM	Science & Math
42.	Social Science	Psychology
43.	Social Science	Social Sciences- Applied
44.	Social Science	Social Sciences- Applied
45.	Social Science	Social Sciences- General
49.	Other	Trades
50.	Arts and Letters	Arts & Letters
51.	Health	Health
52.	Business	Business
54.	Social Science	Social Sciences- General
99.	Other	Unknown

Appendix D: Entry Status Definition

Students were given an entry status using the following criteria:

Code	Criteria
Direct Entry- no Transfer Credits	Previous Credits=0, no degree
Direct Entry< less than 40 Credits Transferred	Previous Credits <40, no degree
CTC Transfer with Two Year Degree	Has CTC Degree
CTC Transfer, no Degree	Previous Credits >=40, CTC credits >=20 , no degree
Other Transfer	Previous Credits >=40, CTC Credits <20, no degree

Based on the above, graduates were grouped into three categories of direct entry, CTC transfer, or other transfer for the comparisons within the report.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for information)

d. Assessment

Student Achievement Cohort

The Student Achievement Initiative (SAI) is the accountability system for the Washington Community and Technical College (CTC) System. Its purposes are to accurately describe what students achieve from enrolling in our colleges each year and to provide financial incentives to colleges for increasing the levels of achievement attained by their students.

There are five categories of Achievement measures:

1. Building towards college level skills (basic skills gains, passing precollege writing or math)
2. First-year retention (earning 15 then 30 college level credits)
3. Second year retention and progression (earning 45 credits in transfer or professional-technical coursework)
4. Completing college-level math (passing math courses required for either technical or academic associate degrees)
5. Completions (degrees, certificates, apprenticeship training)

The Student Achievement Initiative measures total points, completions, and points per student as the funding pots for activity within a year.

The measures chosen for SA Cohorts come from Student Achievement points. However, instead of measuring annual achievement for all students, these measures follow specific subsets of new students to analyze how far and fast they progress after two and four years.

The charts on the following pages show BBCC and Washington State CTC cohort achievement.

Chart 1 - New Transfer Students' (started fall 2010) Status Four Years after Start
Percent of Starting Cohort who Earned an SAI Completion Point, Transferred without Degree, or were Still Enrolled Four Years after Start

Chart 2 – New BBCC Transfer Students (started fall 2010) by Race and Ethnicity
Four Years After Start

Chart 3 – New BBCC Transfer Students Who Attempted a Pre-College Math Course - Achievement of College Math/Quantitative Reasoning by End of Second Year

Chart 4 - New Professional/Technical Students' (Started fall 2010) Status Four Years After Start

Percent of Starting Cohort who Earned a SAI Completion Point, Earned a Short Certificate or were Still Enrolled Four Years After Start

Chart 5 - New BBCC Professional/Technical Students (started fall 2010) by Race and Ethnicity Four Years After Start

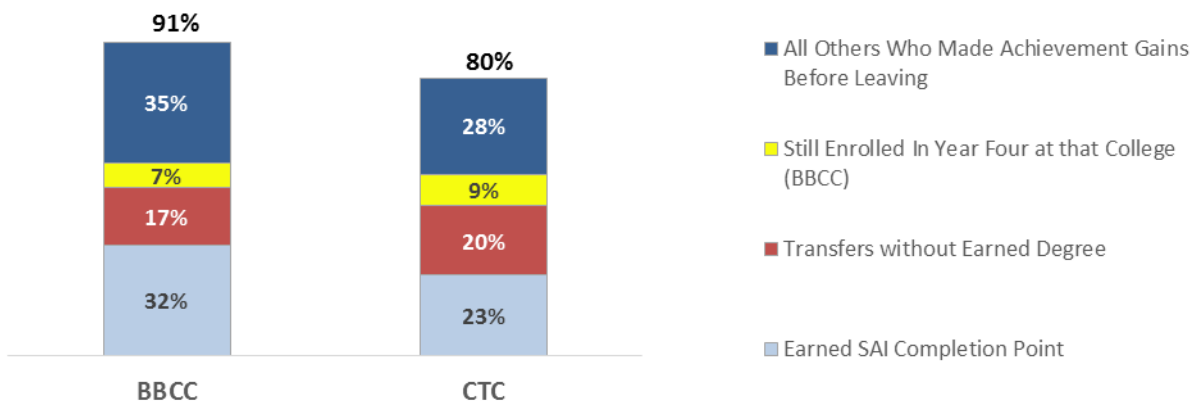
Chart 6 – Status of Basic Skills Students Four Years After Start

Prepared by Dean Kirkwood.

RECOMMENDATION: None

SA Transfer Cohort

Chart 1 - New Transfer Students' (started fall 2010) Status Four Years after Start
Percent of Starting Cohort who Earned a SAI Completion Point, Transferred without Degree, or were Still Enrolled Four Years after Start



BBCC Transfer students make the most progress compared to the CTC System. Forty-nine percent (49%) of BBCC Transfer Students either earned a SAI completion point or transferred, compared to 43% in the CTC System.

Chart 2 – New BBCC Transfer Students (started fall 2010) by Race and Ethnicity Four Years After Start

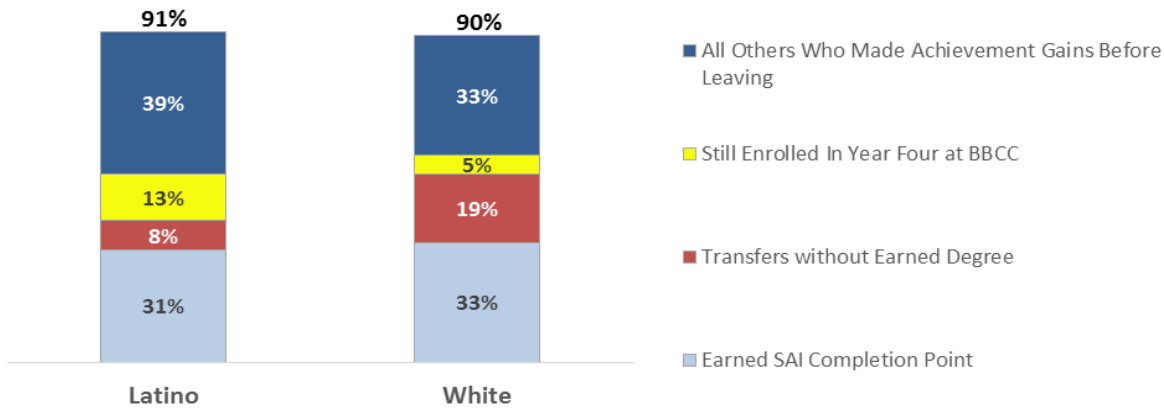
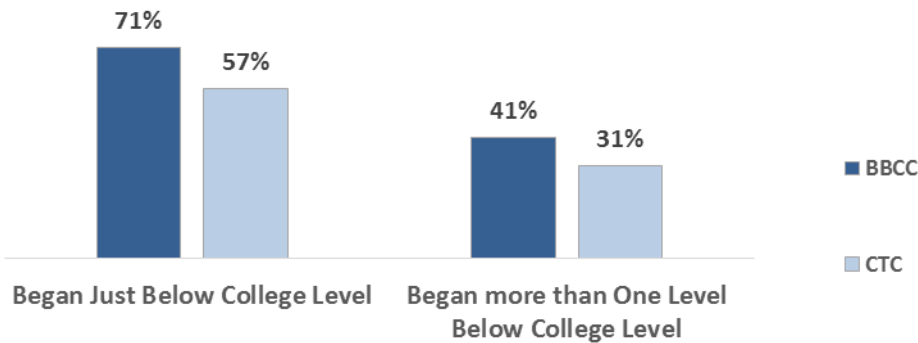


Chart 3 – New BBCC Transfer Students Who Attempted a Pre-College Math Course - Achievement of College Math/Quantitative Reasoning by End of Second Year



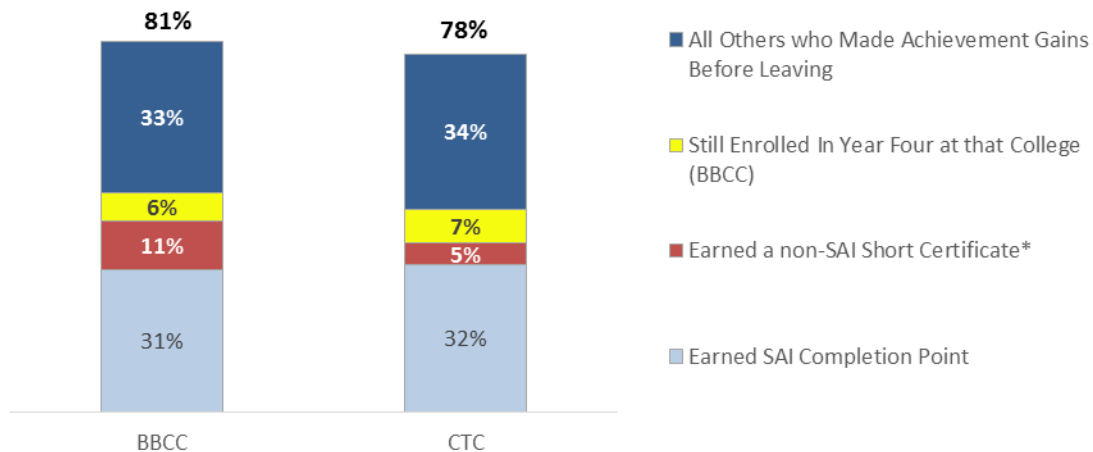
BBCC Transfer students who started in Developmental Math made more progress than the CTC System.

- Seventy-one percent (71%) of BBCC students who started one level below college-level math earned a math/quantitative reasoning point by the end of the second year, compared to 57% system-wide.
- Forty-one percent (41%) of BBCC students who started more than one level below college level math earned a math/quantitative reasoning point by the end of the second year, compared to 31% system-wide.

SA Professional/Technical Cohort

Chart 4 - New Professional/Technical Students' (Started fall 2010) Status Four Years After Start

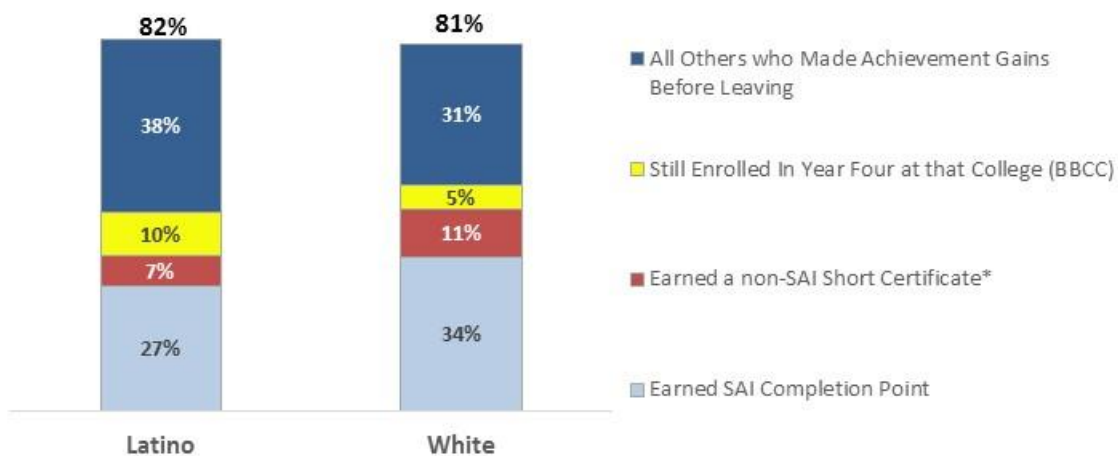
Percent of Starting Cohort who Earned a SAI Completion Point, Earned a Short Certificate or were Still Enrolled Four Years After Start



*Short-term certificates count in SAI only if the student earns at least 20 vocational credits within the current or prior year of completion

BBCC had more (11% vs 5%) short-term certificates than the CTC System. For BBCC this includes completions in Commercial Driver's License, Certified Nursing Assistant, and other certificates under 20 credits.

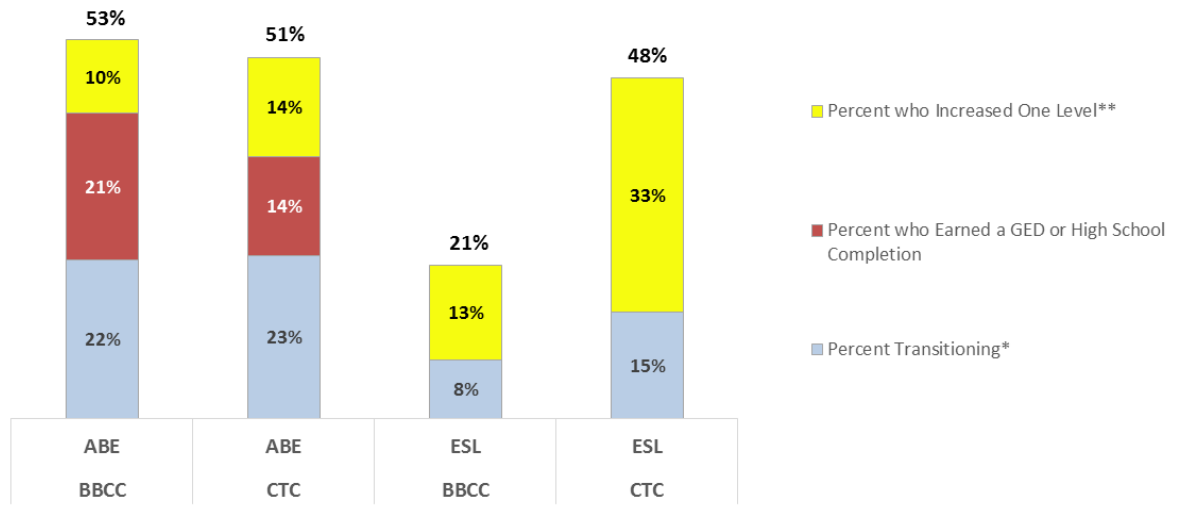
Chart 5 - New BBCC Professional/Technical Students (started fall 2010) by Race and Ethnicity Four Years After Start



*Short-term certificates count in SAI only if the student earns at least 20 vocational credits within the current or prior year of completion

SA Basic Skills Cohort

Chart 6 – Status of Basic Skills Students Four Years After Start



* Transition is movement from lower level (1-3) to upper level (4-6, or GED Prep) basic skills or the movement from upper level basic skills to a college-level achievement point

**Increased one level means student earned at least 3 basic skills achievement points, roughly equivalent to advancing from one basic skills course level to the next

ABE students made up 54% of the Basic Skills Cohort.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for information)

- e. Capital Project Update

BACKGROUND:

Facilities Master Planning:

We scheduled a Facilities Master Plan Meeting January 23, at Columbia Basin College (CBC). The committee and some professional technical faculty will attend and have the opportunity to tour CBC's new professional technical center.

12/09/14:

Work on finalizing the Facilities Master Plan continues. It should be completed by the end of December.

10/30/14: The Facility Master Planning Committee has been reviewing survey results and program needs. The group is looking at an Allied Health/Fitness Center Building for our next capital proposal. We met with Allied Health faculty and staff to discuss department needs and future plans. We also met with the Athletic Director, Student Activities Director, Associate Vice President of Student Services and some students to investigate the interest and need for a Fitness Center. Both meetings generated positive ideas and showed a need to move forward with this proposal. We are now finalizing the Facility Master Plan, and it should be completed by December.

8/07/14: Most Facilities Master Plan committee members are off campus for the summer. The committee will reconvene in the fall.

6/13/14: Work continues on the Facilities Master Plan.

5/22/14: Our capital proposal to State Board for PTEC was submitted by the February 28 due date. On April 21, we received an email with the prioritized list, and we were #1 on the list! We had a great team working on the proposal and a special "thank you" goes out to everyone involved.

We met with the architects on April 10 and have a plan for spending the Minor Improvement funds based on the current Facilities Master Plan. We are also working on standards for building finishes, HVAC systems, landscaping and so forth to incorporate into the Facilities Master Plan. The Academic Master Plan Committee met and is finalizing the update to the AMP. After careful review of this updated plan, the Facilities Master Plan will be completed.

4/14/2014: The architects were on campus on April 10 to review the Facilities Condition Report further. The purpose of this exercise is to address needed repairs and improvements that could be funded from Minor Improvement funds. This information will be included in the Facilities Master Plan. The Academic Master Plan Committee met on April 14. They are in the final stages of updating the AMP. After careful review of this updated plan, the Facilities Master Plan will be completed.

3/06/2014: The Facilities Master Plan is in the process of being finalized. The Master Plan identifies a new interactive Professional Technical Education Center (PTEC) as its number one priority. It further distinguishes five primary goals: promote student success; offer state-of-the-art teaching and learning opportunities; provide a safe, accessible, and sustainable campus; create a sense of campus identity; and expand and enhance partnerships and collaboration. This Master Plan has been guiding our capital proposal to the State Board for a PTEC proposal. The proposal is due February 28, and then all of the proposals will be scored in March and April. We expect to hear where our proposal ranks in early May.

1/16/2014: The Facilities Master Planning Committee met again on January 10, 2014 to discuss Master Plan goals and objectives, including both short-term and long-term facility needs.

The architects have been meeting with personnel from the Grant County Economic Development Council and the Moses Lake School District. They have also reviewed information from the Facility Condition Report with mechanical, electrical and structural engineers.

Surveys were administered to students, faculty, staff, and business & industry; survey responses were analyzed.

12/12/2013: The Facilities Master Planning Committee was formed and met on December 6 to start the process of updating the Facilities Master Plan. Three different facility assessment surveys were distributed to business and industry, students, and faculty and staff. Input from these surveys helps us better understand the current and future needs of all programs. One of the committee's goals is to align the Facilities Master Plan with the Academic Master Plan.

Prepared by VP Hamburg.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for information)

f. Safety & Security Update

Director Foreman's safety & security update follows.

Prepared by Director Kyle Foreman.

RECOMMENDATION:

None.



MONTHLY REPORT DEC. 2014

SECURITY VEHICLE – MILES DRIVEN ON CAMPUS PATROL	753
SECURITY INCIDENTS INVESTIGATED RESULTING IN FORMAL REPORT	2
SAFETY INCIDENTS INVESTIGATED	0
TIMELY WARNINGS ISSUED (as per Clery Act)	1
EMERGENCY NOTIFICATIONS ISSUED (as per Clery Act)	0
FIRE EVACUATION DRILLS CONDUCTED	0

Digits in brackets [] represent Nat'l Incident Based Recording System (NIBRS) categories.

Digits in parenthesis () represent Uniform Crime Reporting categories, which the Clery Act uses to define crimes.

Reportable Offenses per VAWA and Clery Act 20 USC 1092
(f) are in **RED shaded categories**

	Jan. 2014	Feb. 2014	Mar. 2014	Apr. 2014	May 2014	June 2014	July 2014	Aug. 2014	Sept. 2014	Oct. 2014	Nov. 2014	Dec. 2014	YTD
Arrests and Violations													
[90G] Liquor Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0	0
[90G] Liquor Law Violations	0	0	0	0	0	0	0	0	0	0	0	0	0
[35A] Drug Law Arrests	0	0	0	0	0	0	0	0	0	0	0	0	0
[35A] Drug Law Violations	0	0	0	0	0	0	0	0	0	0	1	1	2
[520] Illegal Weapons Arrests	0	0	0	0	0	0	0	0	0	0	0	0	0
[520] Illegal Weapons Violations	0	0	0	0	0	0	0	1	0	0	0	0	1
Criminal Offenses													
(1a) [09A] Murder/Non-Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
(1b) [09B] Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0
(3a, 3b, 3c, 3d) [120] Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0
(4a, 4b, 4c, 4d) [13A] Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0
(5a, 5b, 5c) [220] Burglary	0	0	0	0	0	0	0	0	0	0	1	0	1
(7a, 7b, 7c) [240] Motor Vehicle Theft	0	0	0	0	0	1	0	1	0	0	0	0	2
(8a-g, 8 h-i, 8j) Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0	0	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0	0	0	0	0	0	0	0
Stalking	0	0	0	0	0	0	0	0	0	0	0	0	0
(8a-g, 8 h-i, 8j) [200] Arson	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offenses													
(2a) Forcible													

[11A] Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[11B] Sodomy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[11C] Sexual Assault w/ Object	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[11D] Forcible Fondling	2	0	0	0	0	0	0	0	0	0	0	0	0	2
(2b) Non-Forcible														
[36A] Incest	0	0	0	0	0	0	0	0	0	0	0	0	0	0
[36B] Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hate Crimes														
Larceny or theft														
Race bias	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Gender bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Simple Assault														
Race bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intimidation														
Race bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Destruction, damage or vandalism of property														
Race bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Religion bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sexual orientation bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disability bias	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Criminal Offenses													
[510] Bribery	0	0	0	0	0	0	0	0	0	0	0	0	0
[13B] Simple Assault	0	0	0	1	0	0	0	0	0	0	0	0	1
[13C] Intimidation (incl. threats, bomb threats)	0	0	0	0	0	0	0	0	0	0	0	0	0
[250] Counterfeiting/Forgery	0	0	0	0	0	0	0	0	0	0	0	0	0
[290] Destruction/Damage/Vandalism	0	0	0	0	0	0	0	0	0	0	0	0	0
[270] Embezzlement	0	0	0	0	0	0	0	0	0	0	0	0	0
[210] Extortion/Blackmail	0	0	0	0	0	0	0	0	0	0	0	0	0
[26A] Fraud: False Pretenses/Confidence Game	0	0	0	0	0	0	0	0	0	0	0	0	0
[26B] Fraud: Credit Card/ATM Fraud	0	0	0	0	0	0	0	0	0	0	0	0	0
[26C] Fraud: Impersonation	0	0	0	0	0	0	0	0	0	0	0	0	0
[39A] Gambling: Betting/Wagering	0	0	0	0	0	0	0	0	0	0	0	0	0
[39B] Gambling: Operating/Promoting	0	0	0	0	0	0	0	0	0	0	0	0	0
[100] Kidnapping/Abduction	0	0	0	0	0	0	0	0	0	0	0	0	0
[23A] Larceny: Pocket Picking	0	0	0	0	0	0	0	0	0	0	0	0	0
[23B] Larceny: Purse Snatching	0	0	0	0	0	0	0	0	0	0	0	0	0
[23C] Larceny: Shoplifting	0	0	0	0	0	0	0	0	0	0	0	1	1
[23D] Larceny: Theft from Building	0	0	0	0	0	0	0	0	0	3	0	0	3
[23E] Larceny: Theft from Coin Operated Machine	0	0	0	0	0	0	0	0	0	0	0	0	0
[23F] Larceny: Theft from Motor Vehicle	0	0	0	0	0	0	0	0	0	0	0	0	0
[23G] (6Xe) Larceny: Theft of Motor Vehicle Parts/Accessories	0	0	0	0	0	0	0	0	0	0	0	0	0
[23H] Other Larceny	0	0	1	0	0	0	0	0	1	0	0	0	2
(6Xf) Larceny: Theft of Bicycle	0	0	0	0	0	0	0	0	0	0	0	0	0
[370] Pornography/Obscene Material	0	0	0	0	0	0	0	0	0	0	0	0	0
[40A] Prostitution	0	0	0	0	0	0	0	0	0	0	0	0	0
[40B] Assisting/Promoting Prostitution	0	0	0	0	0	0	0	0	0	0	0	0	0
NIBRS Group B Offenses													
[90A] Bad Checks	0	0	0	0	0	0	0	0	0	0	0	0	0
[90B] Curfew/Loitering/Vagrancy Violations	0	0	0	0	0	0	0	0	0	0	0	0	0
[90C] Disorderly Conduct	0	0	0	0	0	0	0	0	0	0	0	0	0
[90D] Driving Under the Influence	0	0	0	0	0	0	0	0	0	0	0	0	0
[90E] Drunkenness	0	0	0	0	0	0	0	0	0	0	0	0	0
[90F] Family Offenses - Cruelty Toward Child, Child Neglect	0	0	0	0	0	0	0	0	0	0	0	0	0
[90H] Peeping Tom	0	0	0	0	0	0	0	0	0	0	0	0	0
[90J] Trespass of Real Property	0	0	0	0	0	0	0	0	0	0	0	0	0
[90Z] All Other Offenses	0	0	0	1	0	0	0	0	0	0	0	0	1

Vehicle Collisions														
Non-injury	0	0	0	0	2	0	0	0	0	0	0	1	0	3
Injury	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Type Incident (Not categorized)														
Overdose w/o Intent to Harm Self	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Suicide Attempt/Gesture/Threats	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hostile Person - No Assault/Crime	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fires														
All incidents	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Total Combined Incidents

21

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for action)

g. Human Resources Report

BACKGROUND:

Recruitment & Selection:

Interviews for the position of IT Tech 2 were conducted on November 18. This is a full-time, grant-funded, classified position supporting the STEM grant. One candidate withdrew his application from consideration after the interview, and the remaining candidate did not possess the combination of technical knowledge and work experience we were seeking. This position will be re-posted in 2015.

Interviews for the position of Student Success Center Coordinator are scheduled for January 12 and 13. This position is a full-time, admin/exempt position replacing Beth Laszlo, who accepted the position of CBIS Coordinator in November.

The position of Activity Coordinator/Advising Specialist-Title V was posted on December 23, 2014. This is a new full-time, grant-funded, admin/exempt position supporting the Title V cooperative grant with Columbia Basin College. First review of applications is scheduled for January 23, 2015.

Training:

The following is a list of additional admin/exempt training that has occurred since the last Board of Trustees meeting.

Loralyn Allen-

Quality Matters Accessibility and Usability Training Online on October 31-
November 7 at BBCC

Luis Alvarez-

Emerging Leaders Institute 2014 on October 3-4 in Anchorage
Northwest Association of Educational Opportunity Programs Conference on
October 5-8 in Anchorage

Annemarie Cadle-

Active Shooter Training Online on November 4 at BBCC

Linda Chadwick-

Emergency Management Institute-FEMA Certificate-Active Shooter: What You
Can Do Online on November 3 at BBCC

Kyle Foreman-

Win With the Media on November 14 in Snoqualmie

Kara Garrett-

RN to BSN Program Revisions via ITV on November 19 at BBCC

CWU Biology and Chemistry tour on November 21 at CWU

Kim Garza-

Title IX Administrators Conference on November 12 in Walla Walla

HRMC Meeting on November 13 in Walla Walla

Monica Medrano-

Faculty and Staff of Color Conference on November 5-7 in Vancouver, WA

Bob Mohrbacher-

TACTC Conference on November 14 in Seattle

State Board Orientation on November 20 in Olympia

Raffaella Pixton-

Grants.gov Webinar on October 24 at BBCC

Tyler Wallace-

National Reporting System Training for New Directors on November 7 at Renton Technical College

WABERS Training Webinar on November 13 at BBCC

State Board Training on November 20 in Olympia

Zach Welhouse-

Open Education Resources/OER Grant-Writing Training on November 6-7 at Tacoma Community College

Prepared by VP Kim Garza.

RECOMMENDATIONS:

None

PERSONNEL REPORT OCTOBER 1, 2014 - DECEMBER 31, 2014

EMPLOYEE SEPARATIONS 10/1/14 -12/31/14			
SEPARATION DATE	NAME	POSITION	SEPARATION REASON
12/11/2014	Chad Lower	Aircraft Pilot 1	Position Ended
12/12/2014	Gail Erickson	Developmental Studies Instructor	Retired
NEW HIRES/PROMOTIONS/TRANSFERS 10/1/14 - 12/31/14			
START DATE	NAME	POSITION	REPLACING
10/1/2014	Beth Laszlo	Student Success Center Coordinator	Jenny Ratigan
10/1/2004	Tyler Wallace	Director of Adult Education	Sandy Cheek
10/16/2014	Bonnie Jeffery	Career Services Coordinator	New position
11/13/2014	Sarah Adams	Math Instructional Specialist-STEM	Tyler Wallace
11/19/2014	Beth Laszlo	Coordinator for Center for Business and Industry Services	Jaxon Riley
SEARCHES IN PROCESS			
POSITION	STATUS	REPLACING	
Flight Instructor	To be reposted 2015	Greg Crane	
Information Technology Technician 2-STEM	To be reposted 2015	Robert Barksdale	
Systems Engineer	To be reposted 2015	New position	
Student Success Center Coordinator	Interviews scheduled for 1/12 & 1/13/15	Beth Laszlo	
Activity Coordinator/Advising Specialist-Title V	First review 1/23/15	New position	
FALL PART-TIME FACULTY: 105			
FALL PART-TIME HOURLY: 81			

1/5/2015

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for action)

h. Classified Staff Report

BACKGROUND:

The STAR Committee consists of 10 classified staff members (four acting in positions of higher responsibility) and is currently in the process of finalizing new committee membership for 2015. By rotating two to four current members off (depending on the number of years served and/or their workload demands) and bringing on an equal number of new members each year, the committee strives to maintain representation from areas and departments across campus, encourage participation from both men and women, and inspire participation of newly hired BBCC staff members – all while maintaining consistency in the “flow” of efforts year-to-year. At the end of 2014, all classified staff members were made aware of the opportunity to participate on the committee in 2015 and were encouraged to respond, if interested. Once finalized, the new committee members will design a 2015 Classified Staff Training Calendar and continue work on staff recognition efforts.

Specific STAR Committee positions in 2015 will be filled as follows:

- Classified Staff Co-representatives – Robin Arriaga and Starr Bernhardt
- Alternate Classified Staff Representative – Barbara Collins
- Secretary/Treasurer – vacant
- Marketing/Publicity – Alicia Wallace

Classified Staff Training (November & December, 2014)

Name	Department	Training	Location	Date(s)
Starr Bernhardt	Institutional Research	IPEDS Data Users Workshop	Seattle, WA	Nov. 5
		Tableau Drive Webinar	Webinar	Nov. 18
		BBCC Delegation to SBCTC (Professional Development)	Olympia, WA	Nov. 20
Debbie Simpson	Registration	Running Start Fall Training	ITV	Nov. 6
Karen Girone	Human Resources	Regulatory Compliance	BBCC	Nov. 10
Eugene Hanover	M&O	Bloodborne Pathogens;	Online	Nov. 17
		Driver Safety;		Nov. 18
		Ladder Safety; Slips, Trips, and Falls		Nov. 19
Randy Fish	M&O	Excavation, Trenching, and Shoring Safety	Online	Nov. 18

Name	Department	Training	Location	Date(s)
Thomas Munyan	M&O	Driver Safety; Fire Safety; Ladder Safety; Slips, Trips, and Falls	Online	Nov. 20 Nov. 21
Robin Arriaga	Human Resources	Investigation & Discipline Training	BBCC	Nov. 21
Valerie Mestdagh	M&O	Ladder Safety	Online	Nov. 21
Todd Cesario	M&O	Driver Safety; Fire Safety; Ladder Safety; Slips, Trips, and Falls	Online	Dec. 5 Dec. 12 Dec. 16 Dec. 17
Linda White	M&O	Driver Safety	Online	Dec. 17

Prepared by Starr Bernhardt.

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #3: CONSENT AGENDA (for information)

i. Enrollment Report

BACKGROUND:

The final fall 2014 enrollment report is included for your information. State FTE was down 5.4% from fall 2013, total FTE was just 0.5% down from last year. Headcount was also fairly stable with drop of just 1%. Running Start numbers were at record highs: headcount was up 66.9% and FTE was up 37.2%.

Winter Quarter 2015 numbers as of the beginning of the quarter are following the same trends as fall quarter. Headcount is 1,937 which is down just 9 students (0.5%) from last year at this time. Total FTE is currently at 1,679 a decrease of 10 FTE (0.6%) and state-funded FTE is 1,415 which is 88 FTE (5.9%) lower than last winter.

The tuition amount budgeted for 2014-2015 is \$4,400,000. As of November 30, 2014 we have collected \$1,832,073 or 41.6% of the budgeted amount. As of November 30, 2013, we had collected \$1,864,103 or 43.7%.

TUITION COLLECTION REPORT

As of November 30, 2015 and November 31, 2014

	<u>2014-15</u>	<u>2013-14</u>
Annual Budget	\$4,400,000	\$ 4,264,284
Total Collections as of Nov 30	\$ 1,832,073	\$ 1,864,103
As a % of annual budget	41.6%	43.7%
Left to collect to meet budget target	\$ 2,567,927	\$ 2,400,181

Prepared by Associate Vice President of Student Services Candy Lacher and Director of Business Services Charlene Rios.

RECOMMENDATION:

None

FALL FINAL ENROLLMENT REPORT

HEADCOUNTS

	<u>FALL 2014</u>	<u>FALL 2013</u>	<u>FALL 2012</u>	<u>FALL 2011</u>	<u>FALL 2010</u>	<u>FALL 2009</u>	<u>FALL 2008</u>
<u>ETHNIC ORIGIN</u>							
Amer. Indian/Alaska Ntv	29	30	31	34	25	50	50
Asian/Pacific Islander	43	44	30	30	37	42	33
Black	45	34	40	42	44	47	29
Hispanic	854	876	836	917	975	953	961
White	1,475	1,485	1,373	1,375	1,662	1,505	1,351
<u>SEX</u>							
Female	1,274	1,387	1,307	1,389	1,558	1,626	1,514
Male	1,163	1,073	986	1,008	1,062	1,118	1,065
Not Coded	9	9	17	1	123	87	74
<u>STUDENT STATUS</u>							
Full time (12 or more crs)	1,479	1,504	1,378	1,481	1,666	1,563	1,330
Part time (less than 12 crs)	967	965	932	917	1,077	1,268	1,323
Percent full time	60.5	60.9	59.6	61.7	60.7	55.2	50.1
<u>BY TIME/LOCATION</u>							
On-Campus Day	1,951	1,844	1,783	1,887	2,152	2,095	1,803
On-Campus Evening	179	194	185	137	176	203	222
Off-Campus Day/Online	191	264	151	192	198	251	230
Off-Campus Evening	125	167	191	182	217	282	398
TOTAL HEADCOUNT	2,446	2,469	2,310	2,398	2,743	2,831	2,653
Running Start	357	214	165	166	153	146	159
International	9	4	2	7	5	3	4

FTES

	<u>FALL 2014</u>	<u>FALL 2013</u>	<u>FALL 2012</u>	<u>FALL 2011</u>	<u>FALL 2010</u>	<u>FALL 2009</u>	<u>FALL 2008</u>
<u>STATE FUNDED</u>							
ABE/ESL	130.2	169.6	170.2	174.7	164.4	218.1	252.9
Academic	931.9	952.8	858.3	949.9	1,030.80	956.6	806.7
Occupational	529.0	558.8	584.3	564.3	618.3	593.5	539.3
TOTAL STATE FTES	1,591.1	1,681.2	1,612.8	1,688.9	1,813.5	1,768.2	1,598.9
<u>OTHER FTES</u>							
Community Service	2.5	0.7	3.1	5.4	2.9	8.0	9.0
International Students		0	0	0	0	0	0
Contract Funded	27.7	17.3	14.9	10.6	86.7	121.9	38.5
Running Start	264.3	192.7	146.3	147.3	131.1	125.5	131.0
Other (Employ., Sr. Cit.)	16.9	20.7	4.5	13.1	13.4	13.8	11.5
GRAND TOTAL FTES	1,902.50	1,912.6	1,781.6	1,865.3	2,047.6	2,037.4	1,788.9

F.T.E. REPORT

1/3/2015

	<u>QTRLY</u> <u>FTEs</u>	<u>ANNUAL</u> <u>FTEs</u>
1st year (13-14)		
SUMMER	337.3	112.4
FALL	1681.2	560.4
WINTER	1683.2	561.1
SPRING	1494.9	498.3
2nd year (14-15)		
SUMMER	309.9	103.3
FALL	1591.1	530.4
WINTER	1415.5	471.8
SPRING		0.0
TOTAL	<u>8513.1</u>	<u>2837.7</u>
1st year annual FTE Target	5049	1683
2nd year annual FTE Target	5181	1727
SBCTC 2-year rolling enrollment count		
Past year + current year actual FTE		2837.7
Past year + current year allocation		3410.0
% of allocation target attained to date		83.2%
Add'l FTEs to meet minimum 96%	1307.7	435.9
Add'l FTEs to meet target 100%	1716.9	572.3
FTEs over funding level - 1st year	147.6	49.2
FTEs over funding level - 2nd year	-1864.5	-621.5

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #5: Sabbatical Leave Requests (for information)

BACKGROUND:

Two requests have been received for sabbatical leave during the 2015-16 academic year. These requests are being reviewed by the Professional Leave Recommending Committee, as required by the Negotiated Agreement. The committee has not yet convened to compose their recommendation.

Prepared by VP Bob Mohrbacher.

RECOMMENDATION:

Table until next meeting.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #6: Probationary/Tenure Reviews (for information)

BACKGROUND:

For your review in anticipation of the March 5, 2015, Board meeting. The probationary tenure binders for the following faculty members will be available for your review soon (date announced at meeting). Please contact Melinda to make arrangements for reviewing the information.

The Board will consider probationary faculty contract renewal for the following faculty at the March 5 Board meeting.

<u>Faculty Member</u>	<u>Position</u>	<u>Current Status</u>
Benjamin Altrogge	Aviation Instructor	1 st probationary year
Heidi Gephart	Counselor	1 st probationary year
John Marc Swedburg II	Aviation Instructor	1 st probationary year
Arthur Wanner	Computer Science Instructor	1 st probationary year
James Ayers	Industrial Systems Instructor	2 nd probationary year
Clint Gilbert	Welding Instructor	2 nd probationary year
Lindsay Groce	Chemistry Instructor	2 nd probationary year
Cara Stoddard	English Instructor	2 nd probationary year
Libby Sullivan	Reference Librarian	2 nd probationary year
Valerie Wade	Dev Ed/ABE Instructor	2 nd probationary year
Jan Elliston	Nursing Instructor	3 rd probationary year

Prepared by Vice President of Student Services and Instruction Bob Mohrbacher and President Leas.

RECOMMENDATION:

Please schedule time with Melinda to complete your review by March 5, 2015.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #7: Board Policies (for information)

BACKGROUND:

The following board policy drafts are included for your consideration and subsequent action at the next meeting.

BP 3001 Shared Leave

This is a revision of BP 3001, which was last revised in 1990. AAG Mirisa Bradbury has reviewed and approved the revisions.

BP#### Student Holidays for Reasons of Faith or Conscience

This is a new board policy to implement new RCW 28B-10-039. AAG Mirisa Bradbury has reviewed and approved this draft BP.

RECOMMENDATION:

None.

3001.1 Brief Summary:

Law permits college exempt, administrative and classified employees to donate annual leave (vacation) to another state employee who has or soon will exhaust all leave. Faculty can donate sick leave.

3001.2 Background:

In the 1989 legislative session the legislature established an annual leave (vacation) sharing program for employees who accrue vacation and sick leave. State employees historically have joined together to help their fellow employees who suffer from, or have relatives or household members who suffer from an extraordinary or severe illness, injury, impairment or physical or mental condition which prevents the individual from working and causes great economic and emotional distress to the employee and his/her family. These circumstances may be exacerbated because the employee has used all his/her personal holiday, accrued sick and annual leave and is forced to take leave without pay or terminate employment.

The 1990 legislative session approved SSB 6452 which allows sick leave donation only by employees who do not accrue vacation leave. SSB 6452 excludes sick leave donation by exempt, administrative and classified employees who may only donate vacation leave, but does now allow faculty to donate sick leave. RCW 41.04.650

Both the Department of Personnel and the Office of Financial Management have developed rules and procedures to implement this new law. A local campus committee consisting of administration, faculty and classified staff recommend the following procedure for the local administration of the leave sharing program:

3001.3 Restrictions:

- A. Maximum amount that can be received by an employee is 261 days.
- B. Exempt, administrative and classified employees who donate vacation cannot have their vacation leave balance drop below 80 hours. Faculty who donate sick leave cannot have their sick leave balance go below 480 hours nor can they request a transfer of more than six days of sick leave during any twelve-month period.
- C. Those employees paid from federal grants and contracts must obtain written approval from their funding source prior to participation in the leave sharing program.

3001.4 Impact:

- A. Exempt, administrative and classified employees can donate vacation and receive "shared leave."
- B. Faculty can donate sick leave and receive "shared leave."
- C. Leave may be donated among permanent employees within the college and other state agencies.
- D. Donated vacation or sick leave shall be deducted from the donating employee's budget and credited to the receiving budget or follow other current OFM prescribed method.

Big Bend Community College employees may participate in a Shared Leave Program in accordance with RCW 41.04.650 to 670 and WAC 357-31-380 to 455.

The purpose of the program is to permit eligible employees, at no significantly increased cost to the state of providing annual leave, sick leave, or personal holidays, to come to the aid of another eligible employee who is suffering from or has a relative or household member suffering from an extraordinary or severe illness, injury, impairment, or physical or mental condition; a fellow state employee who is a victim of domestic violence, sexual assault, or stalking; or a fellow state employee who has been called to service in the uniformed services, which has caused or is likely to cause the employee to take leave without pay or terminate his or her employment.

Big Bend Community College employees may participate in the leave sharing program according to state regulations and as outlined in the corresponding BBCC administrative procedure.

DRAFT

BP####

Student Holidays for Reasons of Faith or Conscience

BP####

Big Bend Community College provides discrimination-free environment which promotes diversity and 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.

In accordance with RCW 28B-10-039 Big Bend Community College will accommodate student absences for up to two days per academic year, to allow students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization, so that students' grades are not adversely impacted by the absences.

RCW 28B-10-039

Draft

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #8: Board Policy (for action)

BACKGROUND:

The following board policy draft was included in the October 30 board packet for the trustees' consideration. The drafts are included today for the trustees' action.

BP 8021 Gifts, Grants, and Donations

The draft policy changes remove the operational elements from the BP, which are more appropriate in the AP.

RECOMMENDATION:

President Leas recommends that the Board approves BP 8021 as revised.

8021.1 GENERAL

A. Gifts, Grants and Donations. All gifts, grants and donations are to be approved by the college President, or his/her designee prior to its acceptance by the Board of Trustees to insure that the terms of the gift, grant or donation are consistent with the institution's and the community college's systems programs as specified by state law. All gifts, grants and donations must be accepted by action of the Board of Trustees. Since each gift, grant and donation has different terms, the conditions set forth in the gift, grant or donation should be considered as to the following:

1. Is it compatible with the institution's current fiscal practices and requirements?
2. Under the conditions of the gift, grant or donation, is it permissible to make reasonable overhead charges for the costs incurred in the management of the funds?
3. All gifts and donations should be approved by the college President or his/her designee prior to being utilized by any member of the college community.
4. The Vice President for Administrative Services will be responsible for the coordination of all gifts, grants and donations at each institution to insure that the terms of the gift, grant or donation are complied with at the outset and during the entire term of the agreement.

NEW TEXT

8021.1 GENERAL

A. Grants

All grants are to be approved by the college President, or his/her designee to ensure that the terms of all grants are consistent with the institution's and the community college system's programs as specified by state law.

B. Cash Gifts and Donations

All cash gifts and donations will be coordinated with and routed through the BBCC Foundation. If the donor wishes to donate directly to the college the regulations for management of state monies will be followed.

C. Non-cash Gifts and Donations

All non-cash gifts and donations will be coordinated with and routed through the BBCC Foundation after approval by the President. If the donation is complex in nature the President may ask the board of trustees to approve the donation.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #9: Assessment of Board Activity (for information)

Northwest Commission on Colleges and Universities Standard 2.A Governance

BACKGROUND:

This agenda item provides an opportunity for the individual trustees to report on community contacts they have made and/or meetings they have attended since the previous board meeting. This reporting process has been implemented as an assessment tool to give the board a way to measure definitively what is accomplished throughout the year for its next self-evaluation review.

Prepared by VP Mohrbacher and Dean Kirkwood.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #10: Regularly Scheduled Board Meeting Date (for action)

BACKGROUND:

The next regular board meeting is scheduled on Thursday, March 5, at 1:30 p.m.

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the Board of Trustees confirm the schedule for its next board meeting.

BIG BEND COMMUNITY COLLEGE

Date: 1/15/15

ITEM #11: Miscellaneous (for information/action)

BACKGROUND:

President Leas will attend the TACTC New Trustee Orientation and the TACTC Winter Conference in Olympia January 28-29.

President Leas will accompany a group of faculty and staff to the 2015 DREAM Conference, which includes a one-day special session for Working Families Success Network in Community Colleges.

A committee is meeting to plan the Transforming Lives Award Recognition event.

President Leas has arranged for Dr. Gene Sharratt, Executive Director of the Washington Student Achievement Council, to deliver the 2015 BBCC Commencement Address.

RECOMMENDATION:

None.