



Board of Trustees Study Session

**October 15, 2018
10:00 a.m.**

**ATEC
Hardin Community Room**

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

Board of Trustees Study Session
Board Self-Evaluation
Big Bend Community College
Hardin Community Rm
Monday, October 15, 2018

10:00	Item #1: Board Self-Evaluation Moderator/Presenter: Dr. Bryce Humpherys & Dean Valerie Parton Outcome: 2017-18 Board Self-Evaluation Statement at November 15, 2018, board meeting.	Reference (Page) Mission, Vision, Values, Core Themes & Ends Statements (1) Monitoring Report on Mission Fulfillment (2) Policy Governance & By Laws (16) Policy Governance and Board Eval Sheet (31) for trustee use only, not to be turned in 2017-18 Board Activities Count (34) 2017-18 Board Motions Log (34) Dec 14, 2017, Board Evaluation Statement (38) Oct. 27, 2017, Retreat Meeting Minutes (39) 2018 Mission Fulfillment Workbook (49)
11:30	Item #2: Board Self-Evaluation Process Moderator/Presenter: Dr. Bryce Humpherys & Dean Valerie Parton Outcome: 2018-19 Board Self-Evaluation Process	

VP Bryce Humpherys & Dean Valerie Parton will facilitate a discussion and self-evaluation of how the board implemented Board Policy 1000 and carried out their duties as a board (Mission Fulfillment Workbook, Monitoring Report on Mission Fulfillment, Policy Governance & By Laws, Policy Governance and Board Evaluation Sheet, 2017-18 Board Activities Count, 2017-18 Board Motions Log, October 27, 2017, Retreat meeting minutes, July 3, 2017, Board Self-Eval Notes).

The board will review their 2017-18 Board Evaluation Statement (Dec 14, 2017 excerpt).

After reviewing the summative data of the trustees' formal action, the trustees will discuss and draw conclusions resulting in a formal self-evaluation statement for the November 15 board meeting.

The board may also confirm or revise their self-evaluation process.

Big Bend Community College

Excerpt from December 14, 2017, Board Meeting Minutes, Board Self-Evaluation:
The Board of Trustees will continue to define the board evaluation process, establish periodic review of policies, and improve communication and support to the foundation board during this year.

Vision

Big Bend Community College inspires every student to be successful.

Values

Student Success

Excellence in Teaching & Learning

Inclusion

Community Engagement

Integrity & Stewardship

(Mission, Vision, and Values approved by the Board of Trustees 5/23/13)

Core Themes

Student Success, Excellence in Teaching and Learning, Community Engagement

(Approved by the Board of Trustees 6/14/13)

Ends Statements

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

(Approved by the Board of Trustees 1/16/14)

2017-18 board actions for **E-1 Mission is 31, E-2 Student Success is 2, E-3 Excellence in Teaching & Learning is 16, E-4 Community Engagement is 0, E-5 Integrity and Stewardships is 5, and E-6 Inclusion and Climate is 1.**



2018 Monitoring Report on Mission Fulfillment



Presented to the BBCC Board of Trustees, June 7, 2018
Prepared by the Office of Institutional Research & Planning
Valerie Parton, Dean of Institutional Research & Planning
Starr Bernhardt, Research Analyst

Mission Statement

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

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Strategic Plan.

E-1 *Mission*

BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

E-2 *Student Success*

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

E-3 *Excellence in Teaching and Learning*

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

E-4 *Community Engagement*

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

E-5 *Integrity and Stewardship*

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

E-6 *Inclusion and Climate*

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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Mission Fulfillment 2018: Introduction

In 2017-18, BBCC revised the Mission Fulfillment process so that the Board of Trustees and all faculty and staff reviewed and rated the college's progress on fulfilling its Mission through an evaluation of Core Theme Indicators. The feedback and ratings identified areas where the college should focus efforts and recommended ways the college can improve. The primary areas of focus were on student success and BBCC processes, increasing access to education and training, internal and external partnerships, and creating a more inclusive campus climate through intentional diversity, equity and inclusion work. Trustee and staff feedback is provided on the following pages.

After reviewing Board and staff feedback, Shared Governance Council proposed next steps for the following year. Cabinet refined the proposed next steps and adopted plans for the 2018-19 academic year to improve college performance on each Core Theme Objective and to help the college achieve its strategic goals.

The above process coincided with assessment of departmental, program and discipline work plans and budget requests for the 2018-19 academic year. Department staff evaluated their work plans and how their work contributed to the college's progress toward specific Core Theme Objectives.

Budget allocations for the next academic year will be based on these mission fulfillment and departmental evaluation processes.

Mission Fulfillment Feedback 2018: Board of Trustees

Summary of Core Theme Objective Feedback

Student Experience and Success

BBCC continues to strive toward increased student success, which is the true driver of everything we do. Continued focus and dedication of resources are needed to implement best practices in teaching and services that strategically improve student success, especially for students in historically underrepresented groups.

The overall student experience should be continually reviewed. Students' utilization of support services plays a key role in their success. Encouraging student engagement with peers and services could be an opportunity for growth.

Equity & Inclusion

BBCC is becoming more informed about equity and inclusion factors that impact our students and communities. There is an opportunity for improvement as it relates to incorporating an emphasis on equity, inclusion, and social justice. These terms need to be better defined, operationalized, and assessed on an ongoing basis.

Continuous Improvement

A continuous improvement model would benefit the entire college. In a rapidly changing technological world where students have diverse learning styles, we need to monitor and adjust how we teach as we evaluate the effectiveness of new methods. To ensure improved student success over time, BBCC must adapt our student services and remain nimble and alert to students' changing needs.

External Partnerships

Increase Industry Outreach

Educational programs, testing, and CBIS, make efforts to meet workforce needs; however, BBCC Board members expressed a desire to understand better BBCC's engagement with industry in terms of surveying employers, the level of industry participation in BBCC surveys, meeting identified employers' needs, and BBCC outreach to industry.

K12/University Partners

Transfer rates and high school participation in college in the high school and Running Start have improved. Establishing ongoing relationships with our partners needs to be a high priority to maintain rapport with new K-12 students, administrators, faculty, and staff.

Infrastructure

BBCC is fiscally sound and well managed as evidenced through clean audits. Green efforts and energy efficiencies have increased and hazardous materials are properly disposed. BBCC could benefit from a formalized ongoing sustainability report. Continued professional development is critical to the overall goal of increasing student success.

Other

Workforce facilities need improvement, which may also impact other ratings for relevance and quality of instruction. The BBCC Foundation is an asset to the college and provides tremendous benefits to students.

Mission Fulfillment Feedback 2018: Staff

Summary of Core Theme Objective Feedback

Nearly all faculty and staff provided feedback and observations on the Mission Fulfillment information and data that was provided at the February 2nd In-service. The following themes emerged from specific suggestions and observations. Responses often fell under more than one theme. Specific action items are bulleted under each theme below.

Access to Services that promote student success

Faculty and staff noted the achievement gap that exists between Asian and/or White students and students from Historically Underrepresented Groups (HUGs; Historically Underrepresented Groups include African American, Native America, Native Hawaiian/Pacific Islander, and Hispanic students). Although HUGs are accessing services, the achievement gap remains. Multiple strategies were suggested to increase success for all students and to close the achievement gaps.

- Identify high-risk students and provide intentional and intrusive support, especially for students in the Historically Underrepresented Group
- Ensure all ABE students have access to advising, including advising related to financial aid
- Offer equal access to services in different ways, times and formats
- Support students' transfer efforts to four-year colleges
- Provide access to more advising appointments and find alternative advisors in the summer
- Provide resource announcements through emails, printed materials, and on TV monitors
- Post faculty office hours so students can access their faculty advisors

Internal and External Communication

The need for external communication focused on creating an ongoing dialog with business and industry to meet their training needs and on enhancing BBCC's relationships with high schools to help students transition from high school to BBCC.

Internal communication centered around creating an avenue to share best practices on student success strategies, activities that promote diversity and equity, departmental innovations, and general awareness of campus activities.

External Communication

- Community Outreach & Partnerships
 - Improve communication with local industry, establish on-going industry tours
 - Enhance high school outreach, communication, and help students transition to BBCC
 - Increase recruitment for Work Force Programs
- Identify individual program "owners" and content experts to provide up-to-date information for marketing and web content
- Review contact information on promotional materials (phone number, fax, etc.) for accuracy

Internal Communication

- Develop an avenue to share creative and best practices across the campus
- Share information on proven tools that help students succeed
- Provide accurate course descriptions to inform students

- Improve communication between faculty and staff who aren't involved in daily student issues
- Communicate faculty activities that promote diversity and equity in the classroom
- Communicate class cancellations, etc. to Student Services and the Business Office

Campus Climate

While BBCC has initiated equity conversations, a consistently applied definition is needed to operationalize equity at BBCC. Many college staff members viewed campus climate as an area where the college can improve.

Staff and faculty felt that intentional professional development opportunities need to be available to all employees.

- Develop equity goals with specified benchmarks
- Provide equity training and require attendance
- Plan student activities and services with a lens on diversity, equity, and inclusion
- Establish curriculum that teaches diversity, inclusion, and social justice
- Look for ways to implement diversity and equity in hiring best practices to increase candidate pool diversity

Facilities, Equipment, and Efficiencies

Facilities, equipment, and lab facilities were rated markedly lower than other instructional components for both former Workforce and Transfer students, staff raised the need to reinvest in facilities and equipment. Improved facilities and equipment may also contribute to BBCC's ability to attract students.

Incorporate energy efficiencies throughout the campus by replacing old windows, installing energy-saving fixtures, reducing paper and plastic use, and recycling whenever possible.

Mission Fulfillment 2018: Core Theme Objectives – Ratings and Next Steps

The college president leads BBCC faculty and staff in carrying out “next step” actions.

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
<u>E-1 Mission</u>	n/a	2.80	(see below)	All BBCC employees	
Student Success <u>E-2 Student Success</u>	1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students	2.53	Create an annual schedule with evening, weekend, and online classes in a 2-3 year class rotation; Update website content and navigation	Dean of Arts & Sciences; Dean of Transitional Studies; Dean of Workforce Education; Director of Communications	Part-time faculty pool funds to pay for evening classes Grant funds to support marketing & outreach (Perkins, Title V PAHP, Title V UAS, Title III STEM), class scheduling (Title III STEM), website updates (Title V UAS) and assistance to workforce and non-traditional students (Worker Retraining (WRT), Perkins, Basic Education for Adults (BEA), Workfirst (WF), Basic Food and Employment & Training (BFET), Opportunity Grant (OG) Part-time faculty pool funds to pay summer

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
					<p>taskforce groups focusing on elearning training and the pathway from adult education classes to college</p> <p>Formation of new Strategic Priorities Committee work group to help implement evening and online classes and services</p>
	1.2 Use of services correlates with success, retention, and completion	3.20	Expand services to evening, weekend, and online students	VP for Finance & Administration; Dean of Arts & Sciences; Dean of Student Services; Dean of Transitional Studies; Executive Director of Business Services	Formation of new Strategic Priorities Committee work group to help implement evening and online classes and services
	1.3 Students are prepared to graduate and to transfer or to seek employment	2.38	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college, use of advising maps, comprehensive supports, student tracking, intake process) and gain student perspective	VP for Learning & Student Success; Dean of Arts & Sciences; Dean of Institutional Research & Planning; Dean of Student Services; Dean of Transitional Studies; Dean of Workforce Education;	Grant funds to support developing and implementing pathway from adult education into college - accelerated learning (BFET, WF), contextualized math (Title III STEM), adult education to college pathway (BFET, BEdA) student mentoring (Title

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
				Director of Information Technology; Advisor Training Workgroup; Comprehensive Support Workgroup; New Student Experience Workgroup	III STEM), comprehensive student supports (BEaA, WF, BFET, OG) advising maps (Title V PAHP, Title V UAS, Title III STEM), potential purchase of student tracking software (Title III STEM) Part-time faculty pool funds to support accelerated learning
Excellence in Teaching and Learning <u>E-3 Excellence in Teaching and Learning</u>	2.1 BBCC implements innovation and creativity in programs and services	3.21	Continue assessment activities	Cabinet	State funds and grant funds to support assessment training (Title III STEM), professional development (Title III STEM, Perkins), and support for non-traditional students (Perkins, WF, BFET, OG, WRT) Dedicated in-service time to do assessment work
	2.2 BBCC helps students attain high academic standards	3.11	Continue assessment activities	Cabinet	Library and elearning resources and Perkins grant funds to support accessibility training and implementation

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
					Dedicated in-service time to do assessment work
	2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.82	Offer professional development on topics related to strategic priorities, including equity and use of data	Data Committee; Employee Experience Workgroup	State funds and grant funds (BEaA, Perkins, Title III STEM, Title V UAS, Title V PAHP, BFET) support employee training
Community Engagement <u>E-4 Community Engagement</u>	3.1 BBCC works with community and industry partners to support economic development	3.00	Improve communication with local businesses	BBCC President; Dean of Workforce Education; Executive Director of the BBCC Foundation; Director of Communications	Foundation funds and efforts by the President & Foundation to fundraise for Workforce Education Center Grant funds (BFET, WF, OG, WRT, Title III STEM, Title V PAHP, Title V UAS) and Career Services staff efforts to support internships, communicate with employers and conduct employer survey
<u>E-5 Integrity and Stewardship</u>					
<u>E-6 Inclusion and Climate</u>	3.2 BBCC works with K-12 and university partners to provide educational opportunities	2.67	Enhance high school outreach	Dean of Arts & Sciences; Dean of Student Services; Dean of Workforce Education; Dean of Transitional Studies;	State funds & Perkins grant funds to support Career Technical Education (CTE) dual credit

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
				High School Relations Workgroup	<p>College in High School (CiHS) revenue & grant funds (Perkins, Title V PAHP, Title III STEM, Title V UAS) to support high school outreach & recruitment</p> <p>Outreach and Recruitment staff focus on high school outreach</p> <p>Formation of new Strategic Priorities Committee work group on marketing, outreach and recruitment</p>
	3.3 BBCC practices responsible use of resources, including fiscal and natural resources	2.93	Improve internal communication	Cabinet; Employee Experience Workgroup	State funds and grant funds (Title III STEM, Perkins, WRT, BFET) to support professional development
	3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	2.64	Conduct environmental scan; Develop definition for equity and strategies to operationalize	Committee on Equity, Inclusion, & Diversity; Employee Experience Workgroup; Student Ready Workgroup	State funds and STEM grant funds to support environmental scan and professional development (Title III STEM, Perkins, WRT, BFET)

Legend

Average Rating	Color Code	Description
4.1 – 5.0	Blue	Exceptional. Well above target. Use as a best practice.
3.1 – 4.0	Green	Good. At or just above target. Continue to support.
2.1 – 3.0	Yellow	Making progress. Between baseline and target. Keep improving.
1.0 – 2.0	Red	Not acceptable. Below baseline. Take immediate action.

1000.1 ENDS**E-1 Mission Statement**

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

BBCC Goals

The College provides learning opportunities that include;

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

BBCC Characteristics

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

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

1000.2 EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

The President shall not allow in or by the operating organization of BBCC, any practice, activity, or decision, which is either unlawful, or in violation of commonly accepted professional ethics, or is contrary to the provisions set forth in the Governance Process Policies. The duties and responsibilities of the President are outlined in AP3500.

EL – 2 Respect For Students

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

The President may not:

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

EL – 3 Respect For Community Members

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

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

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

EL – 4 Respect For Employees

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

The President may not:

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

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

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

EL – 5 Ethical Conduct

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

The President may not:

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

EL – 6 Asset Protection

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

The President may not:

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

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

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

EL – 9 Communication And Support To The Board

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

The President may not:

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

EL – 10 Emergency Executive Succession

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

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

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

GP – 3 Board Job Descriptions

The job of the board is to represent the constituents of community college district #18 in determining and demanding appropriate organizational performance. To distinguish the board's own unique job from the jobs of its staff, the board will concentrate its efforts on the following job "products" or outputs:

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
 - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

- D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
- 3. The assurance of the President's performance (against policies in 2A and 2B).
- 4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chairperson's Role

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

- 1. The job result of the Chairperson is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.
 - B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
- 2. The authority of the Chairperson consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
 - A. The Chairperson is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
 - B. The Chairperson has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
 - C. The Chairperson may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
 - D. The Chairperson may delegate this authority, but remains accountable for its use.

3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chairperson.
4. In the absence of both the Chair and the Vice Chair, the President shall serve as Chair without privilege of vote in any official meeting of the board.

GP – 5 Board Members Code Of Ethics

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

1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
 - B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
 - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
 - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

- C. Members will give no consequence or voice to individual judgments of President or staff performance.
4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

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

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

GP – 7 Naming Of Facilities

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

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

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

The Board of Trustees shall hold at least one meeting each quarter and such other regular or special meetings as may be requested by the Chairman of the board or by a majority of the members of the board. Regular meeting dates and times are set by an annual schedule approved by the board and published by the Office of the President. All regular meetings of the board will be held within Community College District boundaries at locations published prior to the meeting.

- A. Information for Board Members. Information and materials pertinent to the agenda of all regular meeting of the board shall be sent to trustees prior to each meeting. Any matters of business or correspondence must be received by the Secretary of the Board by 12:00 noon the Monday of the week preceding the meeting in order to be included on the agenda. The chairman or secretary may, however, present a matter of urgent business received too late for inclusion on the agenda if in his/her judgment the matter is of an urgent nature.

- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

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

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

- E. The chairman shall announce at the beginning of each meeting that interested citizens or groups may make oral or written presentations to the board regarding any item on the agenda at the time of its presentation to the board. If a written presentation is to be made, a notice of such written presentation must be submitted to the Secretary of the Board of Trustees at least 24 hours prior to the scheduled meeting. The chairman shall have the right to limit the length of time used by a speaker for the discussion of a subject.

OFFICERS OF THE BOARD

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

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

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

The secretary of the board shall be the President of Big Bend Community College and shall serve as chairman, without privilege of vote, in any official meeting of the board conducted in the absence of the chairman and vice-chairman. In addition to any duties imposed by rules and regulations of the State Board for Community and Technical Colleges, he/she shall keep the official seal of the board, maintain all records of meetings and other official actions of the board.

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

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

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

The President, as chief executive officer, is accountable to the board acting as a body. The board will instruct the President through written policies, delegating to him or her interpretation and implementation of those policies, as per Board Resolution 2003-1 and BP1004. The duties and responsibilities of the President are outlined in AP3500.

BSL - 2 Delegation To The President

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

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President.

But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.

4. Only decisions of the board acting as a body are binding upon the President.
 - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
 - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President's Job Description

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

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

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

BSL – 4 Evaluating Presidential Performance

Evaluation of the President will be performed on an annual basis. Components of the evaluation include the President's Self-Evaluation form, annual work plan, feedback from stakeholder groups, monitoring reports, and financial reports.

At the beginning of each academic year, the President will outline yearly individual performance goals and suggested specific performance indicators reflective of the long-term strategic goals for the college. These goals will be reviewed with the Board of Trustees at their annual retreat.

At the end of the academic year, the President will document to what extent the goals and indicators were met in the previous year.

Upon completion of the annual evaluation, the Board of Trustees will prepare a written summary of the President's performance. The summary will be read in an open board meeting with any subsequent action to be taken at that open meeting.

A copy of the written summary will be filed and maintained in the President's personnel file.

POLICY GOVERNANCE AND BOARD SELF-EVALUATION SHEET

This document is for your reference only and does not need to be turned in.

BP 1000.1 Ends Statements

BP 1000.1 lists the current BBCC Ends Statements adopted by the Board of Trustees. As a part of BBCC's annual planning process, you had the opportunity to review data in the [Mission Fulfillment Workbook](#), draw conclusions about the extent to which the college was meeting its Mission and the Board End Statements, and contribute to the [Monitoring Report on Mission Fulfillment](#). Please reflect on your experience and evaluate your satisfaction with how the board participated in the process. If your rating is less than 4, how could your evaluation process be improved?

<u>ENDS</u>	Evaluation process rating				
E-1 Mission Statement E-2 Student Success E-3 Excellence in Teaching & Learning E-4 Community Engagement E-5 Integrity & Stewardship E-6 Inclusion & Climate Notes:	Not satisfactory		Satisfactory		
	0	1	2	3	4

BP1000.2 and 1000.4 Executive Limitations and Board-Staff Linkage

BP 1000.2 and 1000.4 describe the role of the BCC president and the relationship between the Board of Trustees and the president. As a Board you manage and evaluate the President within the parameters of this policy. Please reflect on your experience managing the president and the process you implemented to evaluate his performance. Then indicate your satisfaction with how the board conducted the process. If your rating is less than 4, how could your processes be improved?

<u>EXECUTIVE LIMITATIONS</u>	Evaluation process rating				
EL-1 General Executive Restraints EL-2 Respect for Students EL-3 Respect for Community Members EL-4 Respect for Employees EL-5 Ethical Conduct EL-6 Asset Protection EL-7 Financial Planning EL-8 Financial Condition & Activity EL-9 Communication & Support to the Board EL-10 Emergency Executive Succession Notes: <u>BOARD-STAFF LINKAGE</u> BSL-1 Chief Executive Role BSL-2 Delegation of the President BSL-3 President's Job Description BSL-4 Monitoring Presidential Performance Notes:	Not satisfactory				Satisfactory
	0	1	2	3	4

BP1000.3 Governance Process

BP1000.3 describes the role of the BCC Board of Trustees and how the Board governs the college. Please review the summary of your formal and individual actions. Then reflect on how you governed this past year and the extent to which you implemented and were compliant with the elements of the policy. Finally, indicate your satisfaction with how the Board implemented its governance duties. If your rating is less than 4, how could your evaluation process be improved?

<u>GOVERNANCE PROCESS</u>	Evaluation process rating				
GP-1 Governance Commitment GP-2 Governing Style GP-3 Board Job Descriptions GP-4 Chairperson's Role GP-5 Board Members Code of Ethics GP-6 Cost of Governance GP-7 Naming of Facilities GP-8 By Laws of Community College District #18	Not satisfactory				Satisfactory
	0	1	2	3	4
Notes:					

2017-18 Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
<h1>Trustee</h1>	E-1 Mission Deliver lifelong learning	E-2 Student Success Provide access, assist completion, develop skills	E-3 Excellence in Teaching & Learning Support innovation, creativity, high academic standards; professional development	E-4 Community Engagement Support economic development	E-5 Integrity & Stewardship Responsible, prudent resource management	E-6 Inclusion & Climate Welcoming to all
Anna Franz	18	10	9	11	14	8
Jon Lane	18	17	14	14	9	14
Stephen McFadden	12	6	6	15	9	4
Juanita Richards	13	7	4	6	10	5
Thomas Stredwick	6	3	3	3	5	2
Total	67	43	36	49	47	33

2017-18 Board Action

Motion	Date	Action	Carried	End	Page #
17-36	8/10/17	a) Approval of Regular Board Meeting Minutes June 8, 2017 (A); b) President's Update (I); c) Accreditation & Assessment Update (I); d) Student Success (I); e) Finance & Administration (I); f) Safety & Security Update (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Update (I).	C	E-1	2939
17-37	8/10/17	Approve the 2017-18 Operating Budget	C	E-5	2944
17-38	8/10/17	Approve the Electronic and Information Technology Access (EITA) Plan Board Policy.	C	E-5	2945
17-39	8/10/17	Approve revisions to the Public Records Request WAC	C	E-5	2945
17-40	8/10/17	Amend the president's contract to increase his salary by 2% to match the COLA increase authorized for all non-represented employees.	C	E-1	2946
17-41	8/10/17	Reschedule 10/5/17 meeting to 10/16/17, reschedule 11/16/17 meeting to 11/14/17, reschedule 12/21/17 meeting to 12/14/17	C	E-1	2957
17-42	10/16/17	a) Approval of Regular Board Meeting Minutes October 16, 2017 (A); b) President's Update (I); c) Accreditation & Assessment (I); d) Student Success Update (I); e) Finance & Administration Update (I); f) Human Resources Report (I); g) Classified Staff Report (I); h) Enrollment Report (I); i) Advisory Committee Lists (A).	C	E-1	2950
17-43	10/16/17	Approve 2017-18 Proprietary Funds budget & Financial Statements	C	E-5	2953
17-44	10/16/17	Approve WAC Revisions WAC 132R-117 Firearms and Weapons	C	E-1	2954
17-45	10/16/17	Approve WAC Revisions WAC 132R-04 Student Code of Conduct	C	E-1	2954
17-46	10/16/17	Select MaKinZee Rhodes as BBCC's ACT Transforming Lives student.	C	E-2	2955
17-47	10/16/17	Select Leonardo Paxtian-Ramirez as BBCC's alternate ACT Transforming Lives student.	C	E-2	2955
17-48	11/14/17	a) Approval of Regular Board Meeting Minutes October 16, 2017 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update & Assessment (I); e) Finance & Administration Update (I); f) Human Resources Report (I); g) Classified Staff Report (I); h) Enrollment Report (I); Public Correspondence.	C	E-1	2969
17-49	11/14/17	Approve President's 2016-17 evaluation	C	E-1	2974
17-50	11/14/17	Deletion of BP 1020 Naming of Facilities (due to duplication in BP 1000)	C	E-5	2975
17-51	11/14/17	Approve EFA to English Instructor Allison Palumbo, Nursing Instructor Sherry Donovan, and Nursing Instructor Mercedes Gonzalez-Aller.	C	E-3	2975
17-52	11/14/17	Approve using electronic board packets in the future.	C	E-1	2975
17-53	11/14/17	Establish 2018 board meeting schedule.	C	E-1	2976
17-54	12/14/17	a) Approval of Board Meeting Minutes October 27, 2017 and November 14, 2017 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment (I); f) Finance & Administration Update (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j.) Safety & Security Report.	C	E-1	2979
17-55	12/14/17	Approve revisions to BP8001 Smoking/Tobacco Policy	C	E-6	2981

Motion	Date	Action	Carried	End	Page #
17-56	12/14/17	Approve president's contract.	C	E-1	2982
17-57	12/14/17	Approve board self-evaluation.	C	E-1	2983
18-01	1/17/18	a) Approval of Board Meeting Minutes December 14, 2017, (A); b) President's Activity Update (I); c) Accreditation, Assessment, & Student Success (I); d) Finance & Administration Update; (I); e) Human Resources Report (I); f) Classified Staff Report (I); g) Enrollment Report (I); h) Safety & Security Report (I); i) Quarterly Budget Update (I).	C	E-1	2985
18-02	3/8/18	a) Approval of Board Meeting Minutes December 14, 2017, and February 6, 2018 (A); b) President's Activity Update (I); c) Accreditation and Assessment (I); d) Student Success (I); e) Finance & Administration Update; (I); f) Human Resources Report (I); g) Classified Staff Report (I); h) Enrollment Report (I); i) Safety & Security Report (I); j) Public Correspondence (I).	C	E-1	2994
18-03	3/8/18	Approve Exceptional Faculty Awards for Dr. Jim Hamm, Richard Wynder, and Erik Borg	C	E-3	2999
18-04	3/8/18	Renew probationary contract for Sarah Bauer effective Sept 17, 2018	C	E-3	3000
18-05	3/8/18	Renew probationary contract for Sherry Donovan effective Sept 17, 2018	C	E-3	3000
18-06	3/8/18	Renew probationary contract for Aaron Linthicum effective Sept 17, 2018	C	E-3	3000
18-07	3/8/18	Renew probationary contract for Lina Shehu Neel effective Sept 17, 2018	C	E-3	3000
18-08	3/8/18	Renew probationary contract for Zachary Olson effective Sept 17, 2018	C	E-3	3001
18-09	3/8/18	Renew probationary contract for Terry Pyle effective Sept 17, 2018	C	E-3	3001
18-10	3/8/18	Renew probationary contract for Mariah Whitney effective Sept 17, 2018	C	E-3	3001
18-11	3/8/18	Renew probationary contract for Ryan Duvall effective Sept 17, 2018	C	E-3	3001
18-12	3/8/18	Renew probationary contract for Allison Palumbo effective Sept 17, 2018	C	E-3	3001
18-13	3/8/18	Renew probationary contract for Jody Quitadamo effective Sept 17, 2018	C	E-3	3001
18-14	3/8/18	Renew probationary contract for Sean Twohy effective Sept 17, 2018	C	E-3	3001
18-15	3/8/18	Grant tenure to Michael Dzbenski effective Sept 17, 2018	C	E-3	3002
18-16	3/8/18	Grant tenure to Dawnne Ernette effective Sept 17, 2018	C	E-3	3002
18-17	3/8/18	Grant tenure to Jaime Garza effective Sept 17, 2018	C	E-3	3002
18-18	3/8/18	Approve revisions to BP1004 Delegation of Appointing Authority	C	E-1	3003
18-19	3/8/18	Approve that Board Chair Juanita Richards act on behalf of the board to complete ACT award nominations as appropriate	C	E-1	3004
18-20	4/12/18	a) Approval of Board Meeting Minutes March 8, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Assessment (I); e) Student Success (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); j) Public Correspondence (I).	C	E-1	3006

Motion	Date	Action	Carried	End	Page #	
18-21	4/12/18	Set Special Meeting/Study Session on May 29 from 9:00 – 1:00 p.m.	C	E-1	3010	
18-22	4/12/18	Approve BP1010 Goals 7 Outcomes as presented	C	E-1	3010	
18-23	4/12/18	Delete BP6500 Substance Abuse Policy and Goal Statement	C	E-1	3010	
No motion	4/12/18	BP8056 Business Competition Policy reviewed and unchanged	C	E-1		
18-24	6/7/18	a) Approval of Board Meeting Minutes April 12, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Student Success (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); j) Public Correspondence (I).	C	E-1	3018	
18-25	6/7/18	Approval of 2018 Mission Fulfillment Monitoring Report	C	E-1	3022	
18-26	6/7/18	Approval of 2017-20 Strategic Plan	C	E-1	3022	
18-27	6/7/18	Approval of 2018-19 Operating Budget	C	E-1	3023	
18-28	6/7/18	President Leas' 2017-18 evaluation	C	E-1	3025	
18-29	6/7/18	Approval BP6115 Policy Prohibiting Discrimination, Harassment, Sexual Harassment, and Sexual Misconduct as presented	C	E-1	3026	
18-30	6/7/18	Approve BP8100 Grants and Contracts as presented.	C	E-1	3026	
18-31	6/7/18	Approve BP2320 Vocational/Technical Program Advisory Committees as presented.	C	E-1	3026	
18-32	6/7/18	Approve the board chair matrix as presented with Trustee Jon Lane and Trustee Stephen McFadden moving into Chair and Vice Chair positions respectively.	C	E-1	3026	
2017-18 Academic YTD Ends Actions totals	E-1 Mission 31	E-2 Student Success 2	E-3 Excellence in Teaching & Learning 16	E-4 Community Engagement 0	E-5 Integrity & Stewardship 5	E-6 Inclusion & Climate 1

Board Policies Reviewed:

- Approve the Electronic and Information Technology Access (EITA) Plan Board Policy 6111.
- Delete BP 1020 Naming of Facilities (due to duplication in BP 1000).
- Approve revisions to BP8001 Smoking/Tobacco Policy.
- Approve revisions to BP1004 Delegation of Appointing Authority.
- Approve BP1010 Goals 7 Outcomes as presented.
- Delete BP6500 Substance Abuse Policy and Goal Statement.
- BP8056 Business Competition Policy reviewed and unchanged.
- Approval BP6115 Policy Prohibiting Discrimination, Harassment, Sexual Harassment, and Sexual Misconduct as presented.
- Approve BP8100 Grants and Contracts as presented.
- Approve BP2320 Vocational/Technical Program Advisory Committees as presented.

WAC Revisions Reviewed:

- Approve revisions to the Public Records Request WAC
- Approve WAC Revisions WAC 132R-117 Firearms and Weapons
- Approve WAC Revisions WAC 132R-04 Student Code of Conduct

Board Self-Evaluation Statement from December 14, 2017 Meeting Minutes

Board Self-Evaluation

The board submitted the following statement for the self-evaluation.

The Board of Trustees commenced its annual self-evaluation by reviewing the Board Job Description set forth in the Board Policy Governance Bylaws. Pursuant to the Board's governance policies setting forth the adoption of policy governance, the Board reviewed its End Statements and Trustee activity to ensure that they reflected the goals of the Board for Big Bend Community College. A review of the NWCCU accreditation standards for trustees was also completed during this self-evaluation. Upon review of the End Statements and NWCCU accreditation standards for trustees, the Board determined that they are an accurate reflection of the Board's desired outcomes for the college.

The Board of Trustees will continue to define the board evaluation process, establish periodic review of policies, and improve communication and support to the foundation board during this past year.

The Board of Trustees will continue to strengthen communication with and support of the Foundation's efforts to support the College. The Foundation Board Liaisons will share foundation news at board meetings and provide any assistance the foundation board requests from the trustees.

The Board resolved to utilize a trustee activity report to identify individual trustee performance outside of board meetings and have highlighted Board Agenda items to align with the End Statements. Trustee activity will be shared by each trustee during the Assessment of Board Activity reporting at board meetings. The Board of Trustees recognizes that as we report individually on our activity, we will continue to focus on being "Deliberate in many voices, but govern in one."

Motion 17-57

Trustee Anna Franz moved to approve the board self-evaluation. Trustee Thomas Stredwick seconded, and the motion passed.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Special Meeting Board/Administrative Strategic Summit Friday, October 27, 2017, at 9:00 a.m. in the Samaritan Healthcare Building, Room 407.

Attendees: Faculty Association President Salah Abed, STAR Co-Chair Barbara Collins, Executive Assistant Melinda Dourte, Trustee Anna Franz, VP Kim Garza, VP Bryce Humpherys, Trustee Jon Lane, President Terry Leas, ASB President Marisol Lozano, Trustee Stephen McFadden, Dean Valerie Parton, Board Chair Juanita Richards, Executive Director of Business Services Char Rios, Director of Facilities James Saucedo, VP Linda Schoonmaker, Trustee Thomas Stredwick.

Board Chair Juanita Richards called the meeting to order at 9:00 a.m. with introductions of all participants.

1. Strategic Planning Overview

President Leas introduced VP Bryce Humpherys to facilitate the Strategic Planning Overview agenda item.

VP Humpherys explained that strategic planning ties back to accreditation. The accreditation recommendation BBCC received from the Northwest Commission on Colleges & Universities (NWCCU) requires accomplishing “enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes (4.A.3)” by August 2018.

Accreditation is required to receive federal funds. NWCCU accredits schools in the Northwest following a peer-review process to ensure the quality of education standard is met. Standards are written by the NWCCU, and each school interprets the standards. We define our purpose through the college mission. In 2011, the NWCCU accreditation standards changed from a compliance model to a more logic-based model of continuous improvement. Standard 2 is the compliance standard, and the other standards focus on continuous improvement and student learning. NWCCU uses a seven-year cycle. A recommendation is given when an educational institution is not in compliance with a standard.

A focused report was submitted to NWCCU on recommendation two in 2017. NWCCU determined that BBCC had not satisfied the recommendation and imposed a private sanction.

“The evaluators recommend that the college document enhancement of student learning achievement which is informed and guided by systematic assessment of student learning (4.B.2), that the college develop an effective, regular, and

comprehensive system of assessment that documents student achievement of identified course, program, and degree learning outcomes. (4.A.3)”

The next accreditation step is submission of a report and an ad-hoc visit in 2018. The next step, if BBCC does not resolve the recommendation, is a public sanction.

Trustee Stephen asked how BBCC got behind on the recommendation. He also stated BBCC should have been ahead of this story before it was published in the newspaper. VP Humpherys stated he has talked with NWCCU staff about how BBCC arrived at this place. Colleges within the NWCCU region have been evaluated under the new 2011 standards. NWCCU is adding heat to all colleges and universities with the expectation that we have adjusted to the new standards. Before VP Humpherys joined BBCC, there was some confusion about the mid-cycle report. The new NWCCU standards took effect in 2011; BBCC had a comprehensive visit in 2012, and BBCC was adjusting to the new NWCCU approach, expectations, and standards.

VP Humpherys recently served as an NWCCU accreditation evaluator and conducted a mid-cycle visit at another institution. Based on that experience, he said the BBCC mid-cycle report did not give examples of student learning as it should have. Peers serve as accreditation evaluators, and they sometimes have different expectations. BBCC has consistently conducted assessment, and we needed to close the loop between assessment and strategic planning. Other colleges have similar processes to BBCC's and have not received recommendations or private sanctions. Trustee McFadden commented that he could see that BBCC was pioneering with the new accreditation standards, and we fell short by not articulating the process the way the evaluators expected.

President Leas set the philosophical concept of BBCC being a student-ready educational institutional based on the League of Innovation monograph by Jim Riggs. He stated that structurally the procedures are in place to fully implement the accreditation standards. VP Linda Schoonmaker is making the budgetary process more open and transparent. VP Humpherys is updating BBCC's planning and assessment processes, including annual planning, assessment, and strategic planning development.

Trustee Jon Lane reported that he heard the accreditation evaluators' verbal report, and it did not include frustration about not meeting the recommendation. He said the trustees want to know the good news and the bad news. VP Humpherys agreed that the spring visit evaluators were very positive and said that BBCC's implementation plan is "one of the best models he had ever seen." The report went to the NWCCU board, and they determined the results. BBCC needs to show results of full implementation by 2018.

President Leas noted some of the work is housekeeping as BBCC is doing outstanding work according to national benchmarks. Dr. Leas and VP Humpherys expressed that they both previously worked at institutions accredited by the North Central Accreditation body, which is more mature than the NWCCU. Nonetheless, BBCC must interpret the standards and fully implement the assessment and strategic planning work that has been outlined.

President Leas stated there is good alignment between accreditation expectations and BBCC's modified Carver model. BBCC has six Ends Statements, which include the mission and core themes that are required by the NWCCU. Ends 1, 2, and 3 match with the core themes and Ends 4, 5 and 6 support student engagement. VP Humpherys advised the Ends and core themes should not be revised during the current accreditation cycle. The mission and core themes are policy level, and the indicators and objectives are at the operations level. President Leas stated he plans to provide the board with policy-level dashboards.

Next steps per BBCC's timeline include finalizing the yearly plans and begin implementation during fall quarter, evaluating work and developing budget requests during winter quarter, and summarizing accomplishments and making plans for the next year during spring quarter.

Trustee McFadden emphasized the importance of providing the board with updates, including the challenges and accomplishments.

Dr. Humpherys discussed accreditation terms such as course outcomes, which state what students will learn in class and are included on syllabi. Faculty assess course outcomes constantly, and there are lots of examples that can be used as evidence of this work.

Program and degree outcomes are core concepts and skills learned by students by the end of their program. They also need to be listed in the catalog, on brochures, and on the website to show what students learn in each program. This documentation has been spotty in the past. The Nursing Program has a separate accrediting body, so they have this covered. Faculty (full time and part time) from each program need to collaborate on implementing and assessing at the macro level and changing individual courses. An example of a program learning outcome is the four types of welds. Indirect measures and the number of graduates are not learning outcomes. Learning outcomes ripple into budgets to increase funds for certain activities. During the faculty in-service in May, all workforce faculty updated their learning outcomes.

General education and related-instruction learning outcomes are important accreditation terms. General education learning outcomes involve math, science, and humanities, and it is difficult to develop learning outcomes incorporating all the disciplines. It requires cross conversations between multiple-discipline faculty members. Last year, BBCC had 20 general education outcomes. NWCCU does not require a certain number of general education outcomes. Faculty proposed reducing the 20 outcomes identified last year to six outcomes to make assessment more realistic. Related-instruction learning outcomes is the term for general education in work force programs contextualized to the profession. Faculty are working to articulate more examples of general education and related-instruction outcomes within each department.

The board meeting accreditation update following the February in-service will include crucial information about general education and related-instruction learning outcomes.

During winter quarter, college staff will implement connecting assessment activities to budget requests which will fulfill the mission to help students succeed. BBCC will prioritize budget requests.

The strategic plan is a living document. Extensive employee feedback will increase connection between work and monitoring reports to provide more feedback, which was lacking in the past.

Mission fulfillment is another important part of the NWCCU standards. We evaluate and measure against the mission and implement improvements to current practice to close gaps between specific student groups. BBCC is establishing a baseline based on the accreditation cycle beginning in 2012. The student achievement initiative model breaks students into groups of historically underrepresented groups (HUGs) and Asian/White (AW). Employees are developing a target aligned with the accreditation cycle. The monitoring report that will be presented to the board in the spring will include targets aligned with the Ends, core themes, indicators, and objectives from which we can evaluate how we are fulfilling our mission.

Board chair Juanita Richards announced a five-minute break 11:00 a.m. The meeting reconvened at 11:05 a.m.

VP Humpherys explained that based on the mission, Ends, and core themes, Cabinet members recently identified three strategic priorities: comprehensive advising & student support, student-ready instruction and operational practices, and employee experience.

The guiding principles of this effort include:

- Timing corresponds with the accreditation cycle. After the final accreditation visit, BBCC will begin revising the mission, Ends, core themes, and strategic priorities if appropriate. We are learning how to build a strategic plan, and we will improve it in 2020 to include community forums. NWCCU evaluators will inform BBCC of commendations or recommendations the last day of the accreditation visit. These results will inform revisions to the framework for the following seven-year accreditation cycle.
- Identify a limited number of priorities. It is important to prioritize and decide what is most important; cannot prioritize every department. Employees will look for ways to help the prioritized departments.
- Aligned with core themes. Uses core themes indicators to measure progress.
- Provides guidance for other institutional and department plans.
- Living document updated yearly, consistent with the improvement model.

The Facilities Master Plan (FMP) features short-term, mid-term, and long-term plans for campus development.

Elements of the strategic plan include an environmental scan, a vision of the change we want to make in the service district, introduction of strategic priorities, and details around each priority which are updated regularly.

Trustee Anna Franz suggested that a trustee represent the board by participating in the strategic planning process. VP Humpherys said the core theme indicators were updated

with lots of feedback from employees, then a small sub-committee looked at the feedback and condensed it. BBCC will follow a similar process with the strategic plan involving trustees, employees, stakeholders, and students. This accreditation cycle is for two more years, and the next cycle will last seven years. Trustee Franz stated a smaller group could work on it for this cycle and then a larger group could begin the next seven-year cycle. Trustees McFadden, Lane, and Richards agreed the process must be streamlined for this cycle and then set the stage for wide-reaching feedback for the strategic plan in 2020.

ASB President Marisol Lozano stated the ASB officers and student body could provide feedback. The group agreed that for this cycle it is important to focus on the recommendation and get more stakeholder input involved during the next accreditation cycle.

Board Chair Juanita Richards announced a 30-minute lunch break at 11:44 a.m. The meeting reconvened at 12:14 p.m.

VP Linda Schoonmaker shared about the Facility Master Plan, including property lines. Port of Moses Lake may be interested in some of the college property. Most college campuses have a “front door” to the campus. BBCC currently does not have a logical “front door.” The location of PTEC has been moved from the west side of the Hirai Fine Arts building to the north side of ATEC with gated space behind PTEC for outside labs. There is vacant property at the original PTEC site, across from the Opportunity Center and across for the Job Corps campus. In 2007, the trustees were not interested in selling property. This board needs to consider how they think about that.

Priorities of the FMP include a health and wellness center with the gym, space for Big Bend Technology, which could be put on the 2nd floor of PTEC, and global studies.

The Port may be interested in acquiring or swapping land with BBCC. We need to identify BBCC’s growth boundary and potential for acquiring property. The SBCTC would need to sell the property or have the property designated as surplus. There may be public-private partnership opportunities. The future FMP needs a section dedicated to future land acquisition for many years out.

President Leas said we need guidance about Board’s vision about private-public partnerships. We could raise money through the Foundation and build a facility to lease. Trustee McFadden asked about robotics and mechatronics, which will be housed in the PTEC building. VP Schoonmaker is developing a mini-FMP update.

Soccer fields could be added west of the Hirai Fine Arts Building. Soccer fields would create a green space and may also be a revenue stream. The Nike Foundation, Paul Allen Foundation, and Lauzier Foundation are all options for all-weather soccer fields funded by a grant.

BBCC still owns the parcel of land near the south campus with water rights, which is currently being leased to a farmer. Trustee McFadden stated the value of water rights is rising substantially.

2. Board Self-Evaluation

VP Humpherys led the trustees through a reflection of the past year to conduct their evaluation. The NWWCU accreditation standards for trustees is 2.A.4-8, quoted from the NWCCU website below.

“2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board, as they relate to the institution, are clearly defined, widely communicated, and broadly understood.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.”

Trustees reviewed the seven points under governance style and four points under job descriptions from BP1000 for commenting. Quoted text below is taken from Board Policy 1000.

“GP – 2 Governing Style

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

The board will:

1. *“Deliberate in many voices, but govern in one.”*

Rated as okay.

- “2. *Be responsible for excellence in governing and an initiator of policy.”*

Rated as needing periodic reviews of board policies for continuous improvement. Reviews may include stakeholder input.

- “3. *Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board’s values and*

perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects."

Rated as needing periodic reviews of board policies for continuous improvement. Reviews may include stakeholder input.

- "4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability."*

Rated as okay.

- "5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories."*

Discussed that there is a major disconnect between individual activity reports at meetings and the board acting as a whole. Review campus calendar to share trustee attendance responsibility at the special events and activities. The board accomplishes what is needed through meetings, how do we monitor and measure accomplishments? Policies should be included as a regular agenda item. Need a better tool to evaluate the board performance.

- "6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement."*

Doing a good job but could improve.

- "7. Seek input from staff, students, alumni, employers and other community members on Board Policies."*

Rated as there is substantial reporting to trustees, which includes faculty, classified staff and student representation during meetings. Governance Styles were rated by the trustees.

"GP – 5 Board Members Code Of Ethics

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

- 1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services."*

Rated as good.

- “2. *Members must avoid conflict of interest with respect to their fiduciary responsibility.*
- A. *There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to “inside” information.*
 - B. *When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.*
 - C. *Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.*
 - D. *Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.”*

Rated as good.

- “3. *Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.*
- A. *Members’ interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.*
 - B. *Members’ interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.*
 - C. *Members will give no consequence or voice to individual judgments of President or staff performance.”*

Rated as good.

- “4. *Members will respect the confidentiality appropriate to issues of a sensitive nature.”*

Rated as good.

The trustees reviewed their 2016-17 evaluation statement and stated they want to continue to work on reviewing and strengthening their evaluation processes.

The trustees had an evaluative discussion about supporting the BBCC Foundation. Foundation board liaisons share Foundation news at board meetings not shared by Foundation Executive Director LeAnne Parton. Executive Director Parton shares

operational information, and it is appropriate for the board liaisons to share policy level information, including the linkage between the college and the foundation and any assistance the foundation board wants from the trustees.

July 3, 2017, a subcommittee met to review the board self-evaluation process. The revised draft trustee activity report form was a result of the subcommittee meeting. The trustees discussed which activities match with which Ends Statements.

E-1- attend graduation activities, board meeting attendance

E-2- attend Star Night, attend Transforming Lives Recognition, strategic planning

E-3- award Tenure, approve Exceptional Faculty Awards

E-4- attend advisory committees, attend Foundation events

E-5- monitor budget and policies

E-6- monitor policies and supporting programs, attend back-to-school meeting

The trustee activity report template helps identify individual trustee performance outside of board meetings.

Trustee Anna Franz stated the board has delegated operational and administrative duties to the president, and trustees should not be responsible for some of the Ends Statements because they have been delegated.

Trustees made revisions to the trustee activity report template, motions log, and board retreat agenda to track actions that fit within the Ends Statements.

The trustees reviewed the board job descriptions and evaluated their activities from the past year as follows: There were 23 identified activities supporting connection to the community; eight activities supporting policy governance, six activities supporting hiring and evaluating the president, and five activities supporting the link between the college and the foundation. Any activities difficult to fit into an area could be added to a fifth point about advocacy.

Trustee McFadden stated the board needs to approve the trustee activity report template and use it to track activities and monitor the year-to-date data.

Trustee Franz stated the board met its obligations and improvement areas, including continuing to define the board-evaluation process, establish periodic review of policies, and improve communication and support to the Foundation board. The board will use the trustee activity report template and monitor board actions related to the Ends Statements.

3. President's Evaluation

At 2:05 p.m., Board Chair Juanita Richards announced a 5-minute break and then a 30-minute executive session to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. At 2:40 p.m. Board Chair Richards extended the executive session for one hour. At 3:40 p.m. Board Chair Richards extended the

executive session for 20 minutes. At 4:00 p.m. the board meeting reconvened with no action taken.

4. President's Evaluation Process

VP Kim Garza led the president's evaluation process discussion.

Trustee Anna Franz stated the Carver model aligns with statutory requirements; the Ends Statement evaluation and the president's evaluation are the same thing. Trustee McFadden stated the trustees have made changes to connect their activities and actions to the Ends, and this same idea could be used with the president's log by adding a column to identify the Ends related to the activity.

The board discussed updating BP1000 Board Staff Linkage 1000.4 to reflect that the president is evaluated along with the Ends Statements. BP1000 should be the first policy to review at the next board meeting.

The trustees agreed to continue to use the president's evaluation form created this year. Trustee Franz stated focus group information is valuable, but it also has a cost attached to it. The revised president's log with the Ends identified will be helpful. The president's self-evaluation, 360 survey, and work plan are also helpful with the president's evaluation. Per the Carver Policy, employees should not be contacting trustees directly.

The trustees would like VP Garza to include a summary of exit interviews, without employee identification information. The trustees discussed how their networking efforts in the service district communities inform the president's evaluation.

VP Garza shared the president's contract with additional information regarding cost of living allowance increases that has been reviewed by the AAG.

The meeting adjourned at 4:22 p.m.

Chair Juanita Richards

ATTEST:

Terrence Leas, Secretary



Mission Fulfillment 2018 Workbook



January 24, 2018

Prepared by the Office of Institutional Research & Planni

(Final report to be presented to the BBCC Board of Trustees at the June 2018 Board Meeting)

Mission Statement

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

BBCC Board of Trustees' Ends Statements

The BBCC Board of Trustees provides policy direction through the following Ends Statements derived from the college Mission. The Ends Statements are implemented through the BBCC Academic Master Plan.

E-1 Mission

BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

BBCC Core Themes

Student Success

Excellence in Teaching and Learning

Community Engagement

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Introduction

The following report contains institutional information and data intended to help inform the college's annual planning and budgeting process. The report will also be used to determine if the college is fulfilling its mission. This information allows the Board of Trustees, faculty, and staff to assess how well the college is meeting each objective under the three Core Themes of Student Success, Excellence in Teaching and Learning, and Community Engagement. When you review this information what conclusions do you draw and how can these conclusions direct the work in your area or direction the college should take?

Overview on the data and information

This report contains multiple changes from prior years. The indicators were reviewed and updated to provide more concise and meaningful information. Where possible, baselines were established based on a three-year rolling average (2009-10, 2010-11, and 2011-12) which is consistent with practices at the State Board. These years were selected to compare progress since our last comprehensive accreditation evaluation in 2012. Additionally, targets were adopted for many indicators showing the level of performance the college wants to reach by 2020, when the college will experience its next comprehensive accreditation evaluation. Also following State Board practices, students were grouped by race/ethnicity into one of two groups: A/W (Asian and/or white) and HUG (Historically Underrepresented Groups – African American, Native American, Native Hawaiian/Pacific Islander and Hispanic). This student grouping allows the college to determine if there are achievement gaps between Asian and/or white students versus Historically Underrepresented Groups (students who have historically not progressed at the same levels) and make changes to close achievement gaps.

The data that is provided through the state's Student Achievement Initiative, which tracks student progress and success, contains data through the 2015-16 academic year. When the 2016-17 information becomes available from the state it will be shared with the college community.

Mission Fulfillment Outline

Big Bend Community College, 2017-2018

Core Theme **Student Success**: BBCC provides access to programs and services that meet the needs of our service district.

Objectives	Indicators	Actions or Decisions
<p>1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students</p>	<p>1.1a SAI points:</p> <ul style="list-style-type: none"> • ABE transition to college • 1st 15 credits • 1st 30 credits • 1st 45 credits • Retention • Dev Math to college level • Dev English to college level <p>1.1b Spring Enrollment Survey satisfaction of those who used the service</p> <p>1.1c Admissions survey of students who recently applied</p> <p>1.1d Outreach survey (AmeriCorps, Outreach Coordinator, etc.)</p>	<p>Is BBCC offering the programs and services needed by its current and future students or does it need to make changes to them?</p>
<p>1.2 Use of services correlates with success, retention, and completion</p>	<p>1.2a Course success rates based on students' use of the Writing Center, SI, tutoring</p> <p>1.2b SAI retention & completion points based on students' use of or participation in: STEM Center, Student Success Center, Disability Support Services, Viking Orientation, Workforce Education Services</p> <p>1.2c Spring Enrollment Survey use of services</p>	<p>Does BBCC need to make adjustments to its services to improve student success, retention or completion?</p>
<p>1.3 Students are prepared to graduate and to transfer or to seek employment</p>	<p>1.3a IPEDS graduation rates</p> <p>1.3b IPEDS transfer rates</p> <p>1.3c Former Workforce Education and Transfer Student Survey responses about quality of education</p> <p>1.3d Employment data</p> <p>1.3e SAI completion points</p>	<p>Does BBCC need to make changes to better help students graduate, transfer or secure employment?</p>

Core Theme **Excellence in Teaching and Learning**: BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

Objectives	Indicators	Actions or Decisions
2.1 BBCC implements innovation and creativity in programs and services	2.1a Spring Enrollment Survey responses related to advising and student engagement 2.1b Assessment of Student Learning Outcomes – innovative course-level items 2.1c Percent of departments completing department indicator worksheets	Is BBCC engaging students enough? Are the changing advising efforts meeting student needs? How can instruction at the course level be improved to better facilitate learning? Are departments engaged in continuous improvement efforts?
2.2 BBCC helps students attain high academic standards	2.2a External certification rates 2.2b Course success rates by modality and time of day 2.2c Gen Ed Assessment 2.2d Program Assessment	How can academic programs improve to better facilitate learning?
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.3a Employee generated professional development topics 2.3b BBCC professional development offerings 2.3c Evaluation of professional development	How can BBCC improve its professional development offerings related to its three strategic priorities?

Core Theme **Community Engagement:** BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objectives	Indicators	Actions or Decisions
3.1 BBCC works with community and industry partners to support economic development	3.1a Employer Survey responses related to needed training and how/when to offer the training 3.1b Align economic sectors with BBCC programs, CBIS offerings, and testing services	Does BBCC need to change its noncredit and for credit offerings to meet the needs of the local economy?
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a National Student Clearinghouse transfer data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start and College in the High School enrollments 3.2d Outreach survey (area schools)	Does BBCC need to better facilitate the transition of students from K-12 to BBCC to key university partners? Does BBCC need to make changes to increase the percentage of local high school graduates that enroll in BBCC?
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Hazardous materials management 3.3b Energy Use Index (EUI) tied to current and future projects 3.3c Paper and plastic use 3.3d Clean audits	Is BBCC appropriately managing hazardous waste, physical and fiscal resources? Is BBCC reducing its use of nonrenewable resources?
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a ICAT responses related to equity 3.4b Spring Enrollment Survey responses related to inclusion 3.4c Degree to which employee demographics reflect student body demographics	Does BBCC need to make changes to better serve all groups within its diverse student body and to support its employees?

Core Theme: Student Success – BBCC provides access to programs and services that meet the needs of our service district

Objective 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students

Indicator 1.1a Student Achievement Initiative (SAI) points

To increase student progression and completions, the Washington State Board for Community and Technical Colleges (SBCTC) developed the Student Achievement Initiative (SAI) to track and analyze student progress and success. The SAI framework is based on research conducted by the community and technical college system and the Community College Research Center (CCRC) at Columbia University that identified key achievement levels students must meet to successfully complete degrees and certificates. Colleges are awarded SAI points for each student who reaches specific achievement levels. For more information go to the SBCTC's [Student Achievement Initiative](#) webpage.

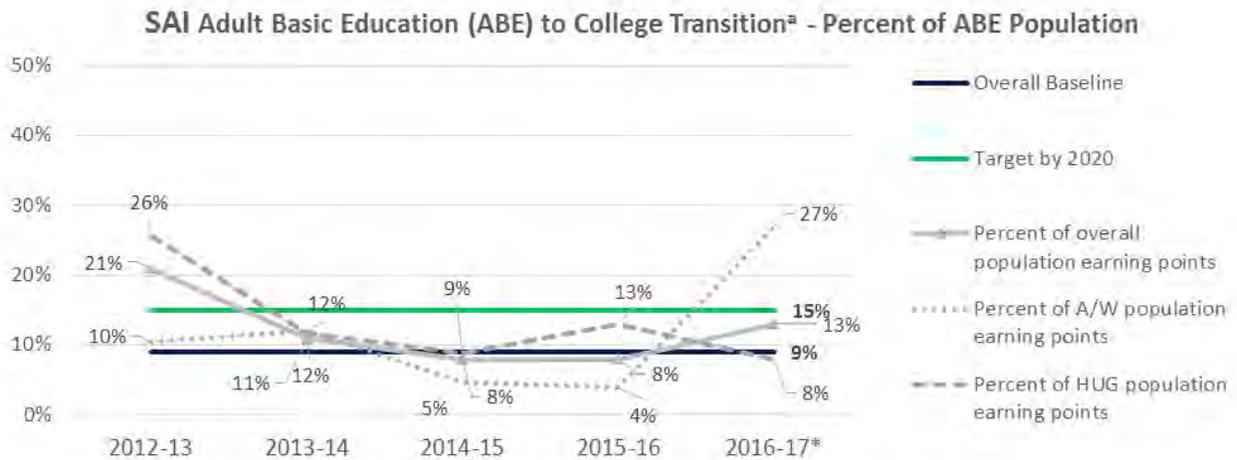
Colleges are awarded funds based on SAI points earned. Nine percent (9.2%) of the college's 2017/18 state-funded operating budget is based on money earned from SAI points.

Indicator 1.1a Student Achievement Initiative (SAI) points (ABE to college transition)

This chart represents the percentage of all former Adult Basic Education (ABE) students who transitioned into Transfer or Workforce programs in the same year. This measure does not take into account how long students were in ABE.

Percent of ABE population earning SAI points - ABE to college transition

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	10%	12%	5%	4%	27%
HUG	26%	12%	9%	13%	8%
Ethnicity not reported	21%	3%	9%	5%	8%
Overall	21%	11%	8%	8%	13%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

^aStudent coded as workforce or transfer in the current year *and* was formerly a basic skills student

A/W = Asian and/or White

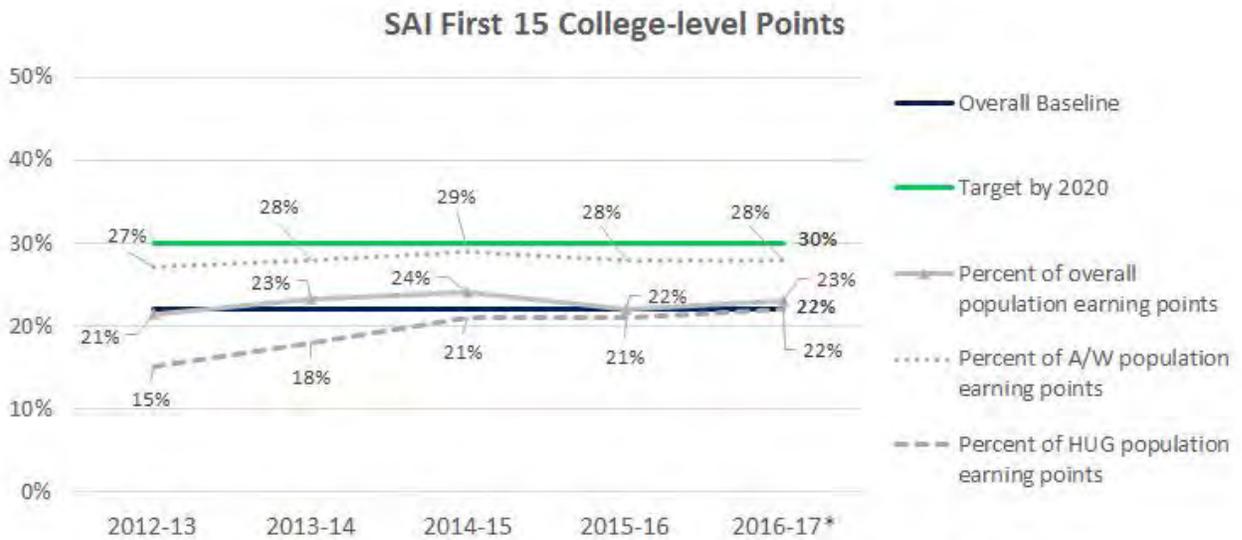
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1a Student Achievement Initiative (SAI) points (first 15 college-level points)

The college is awarded a point when a student earns 15 cumulative college-level credits (at least five of which must be earned in the current academic year). Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who have already earned 15 college-level credits; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - 1st 15 college-level credits

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	27%	28%	29%	28%	28%
HUG	15%	18%	21%	21%	22%
Ethnicity not reported	21%	18%	12%	7%	9%
Overall	21%	23%	24%	22%	23%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

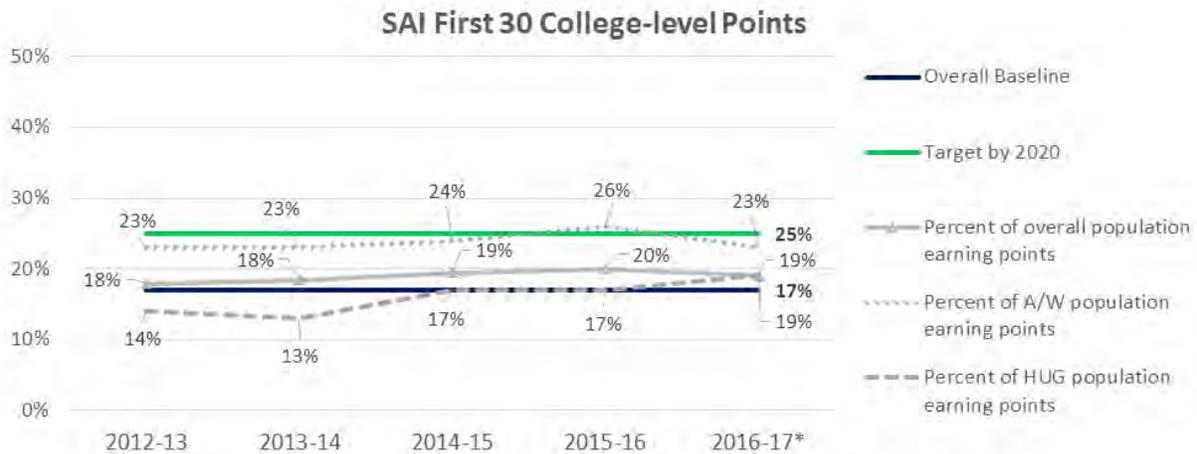
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1a Student Achievement Initiative (SAI) points (first 30 college-level points)

The college is awarded a point when a student earns 30 cumulative college-level credits (at least five of which must be earned in the current academic year). Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who have already earned 30 college-level credits; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - 1st 30 college-level credits

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	23%	23%	24%	26%	23%
HUG	14%	13%	17%	17%	19%
Ethnicity not reported	10%	15%	8%	7%	5%
Overall	18%	18%	19%	20%	19%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

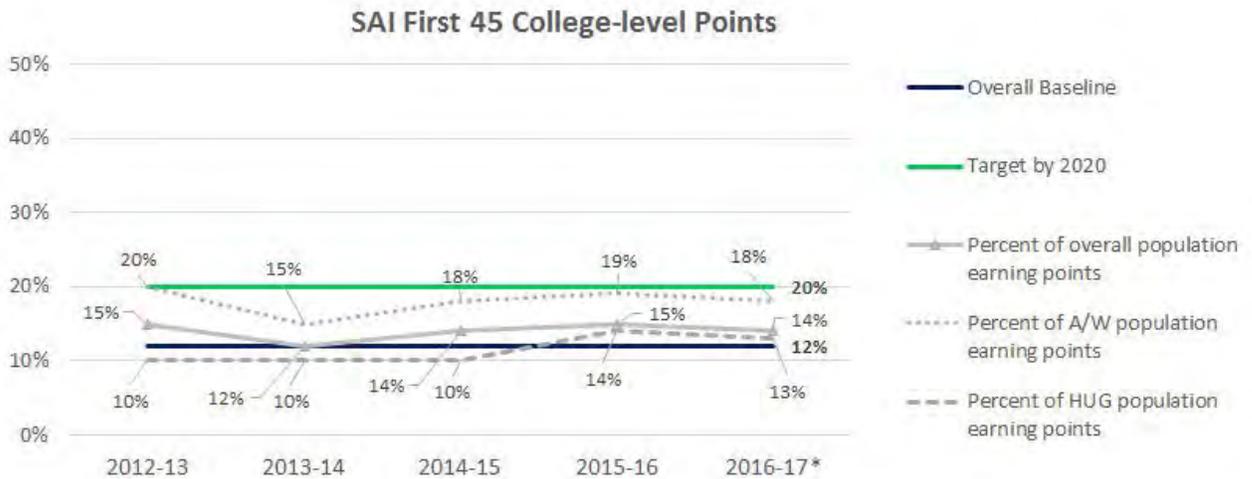
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1a Student Achievement Initiative (SAI) points (first 45 college-level points)

The college is awarded a point when a student earns 45 cumulative college-level credits (at least five of which must be earned in the current academic year). Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who have already earned 45 college-level credits; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - 1st 45 college-level credits

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	20%	15%	18%	19%	18%
HUG	10%	10%	10%	14%	13%
Ethnicity not reported	3%	8%	5%	3%	4%
Overall	15%	12%	14%	15%	14%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

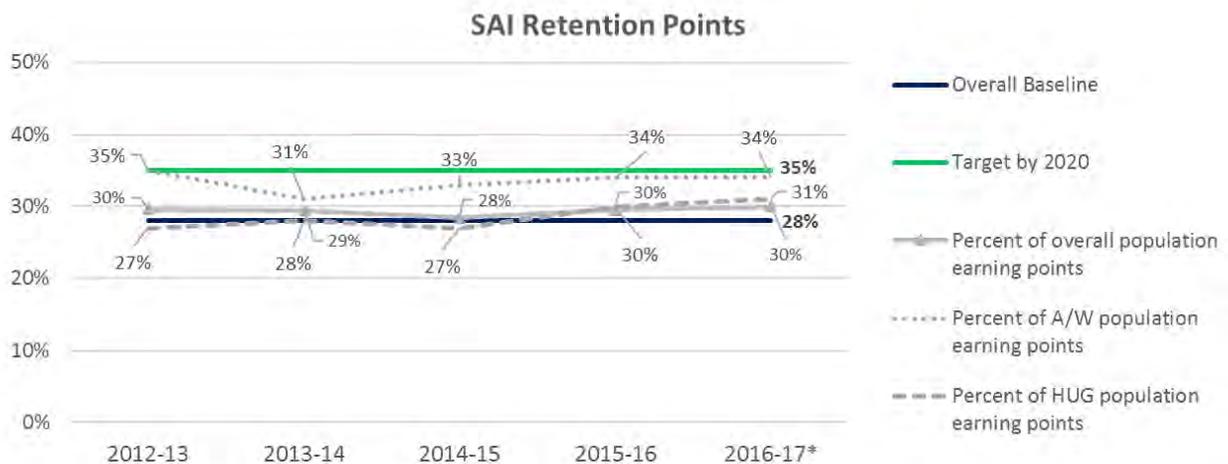
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1a Student Achievement Initiative (SAI) points (retention point)

The college is awarded a point when a student reaches at least one achievement level during the current year and was enrolled in the previous year. The college can be awarded points for this progress over multiple years. This chart represents *all* enrolled students in a given year including those who were not enrolled in the previous year; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - Retention point

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	35%	31%	33%	34%	34%
HUG	27%	28%	27%	30%	31%
Ethnicity not reported	6%	19%	9%	11%	12%
Overall	30%	29%	28%	30%	30%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1a Student Achievement Initiative (SAI) points (developmental math to college-level math points)

The college is awarded a point when a student completes a college level math course or Symbolic Logic during the current year and completed the highest level of pre-college math in the previous year. If a student completes both the highest level of pre-college math and a college level math *in the same year*, the college is awarded additional points. Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those not enrolled in math classes; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - Developmental math to college-level math

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	11%	10%	10%	12%	11%
HUG	6%	6%	9%	10%	8%
Ethnicity not reported	2%	3%	4%	2%	1%
Overall	8%	8%	9%	10%	8%

SAI Developmental Math to College-level Math^a Points



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

^aStudent transitioned from developmental into college-level coursework and passed college-level coursework with a 2.0 grade point or higher

A/W = Asian and/or White

HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

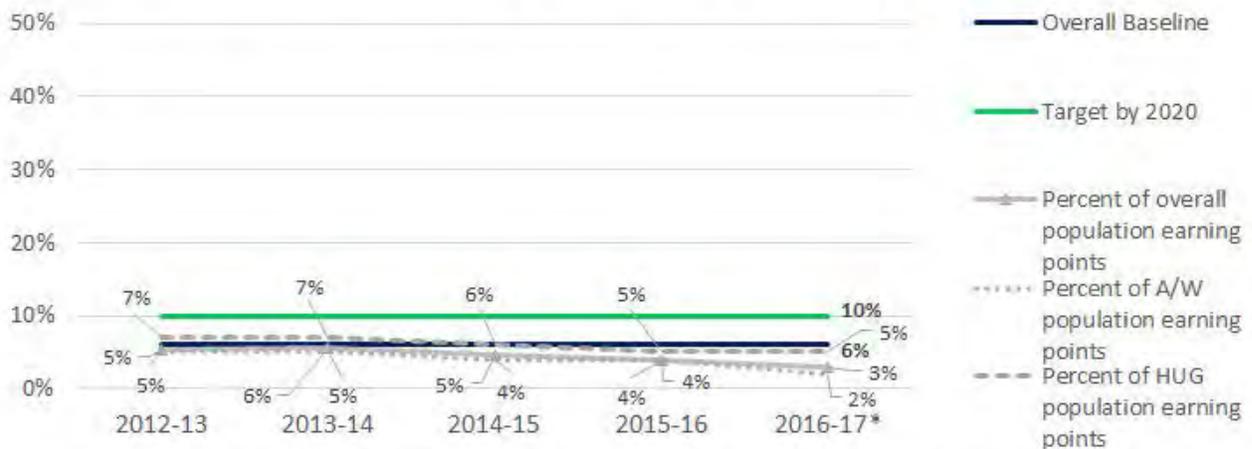
Indicator 1.1a Student Achievement Initiative (SAI) points (developmental English to college-level English points)

The college is awarded a point when a student completes a college level English course during the current year and completed the highest level of pre-college English in the previous year. If a student completes both the highest level of pre-college English and a college level English *in the same year*, the college is awarded additional points. Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those not enrolled in English classes; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - Developmental English to college-level English

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	5%	5%	4%	4%	2%
HUG	7%	7%	6%	5%	5%
Ethnicity not reported	1%	2%	1%	1%	1%
Overall	5%	6%	5%	4%	3%

SAI Developmental English to College-level English^a Points



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

^aStudent transitioned from developmental into college-level coursework and passed college-level coursework with a 2.0 grade point or higher

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

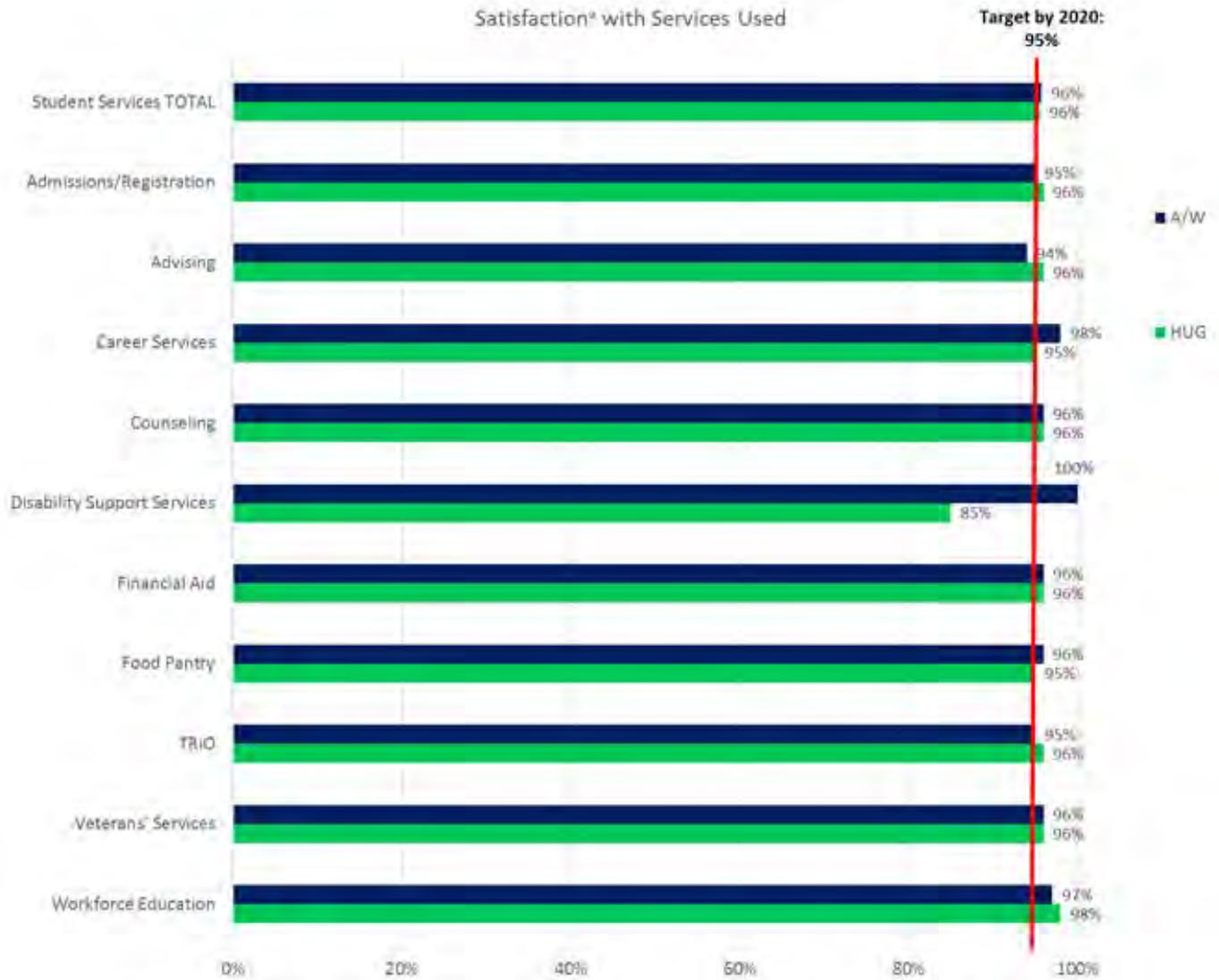
Indicator 1.1b Spring Enrollment Survey satisfaction of those who used the service

The Spring Enrollment Survey (SES) is an online in-house survey given to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2017, 362 students responded (14% of the overall student population in spring 2017). The results of the 2017 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses. This year, we will look into ways to gather ABE students' feedback.

Students were asked to rate their satisfaction with the specified services on a five-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1). Overall satisfaction level for a given service in the charts that follow is the total of responses *Very Satisfied* (5) to *Satisfied* (3).

Indicator 1.1b Spring Enrollment Survey satisfaction of those who used the service (student services areas)

This chart represents overall satisfaction with student services areas in 2017. The target for student satisfaction in all areas is 95 percent.



None of the differences between A/W and HUG groups are statistically significant using Chi-square test, $p < .05$. (Fisher exact test was used for Disability Support Services due to low numbers.)

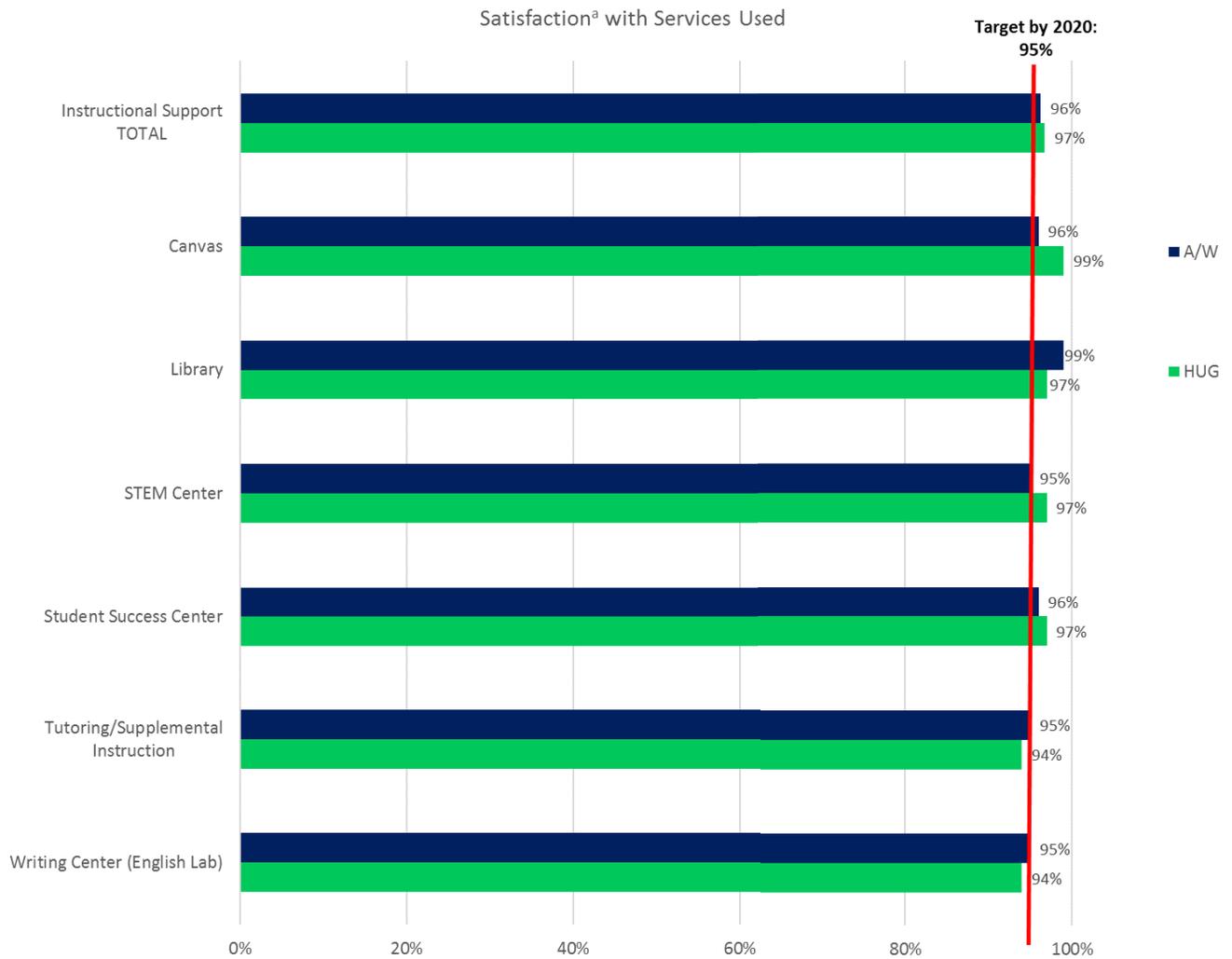
*Satisfaction defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1b Spring Enrollment Survey satisfaction of those who used the service (instructional support)

This chart represents overall satisfaction with instructional support areas in 2017. The target for student satisfaction in all areas is 95 percent.



No differences between A/W and HUG groups are statistically significant using Chi-square test, $p < .05$.

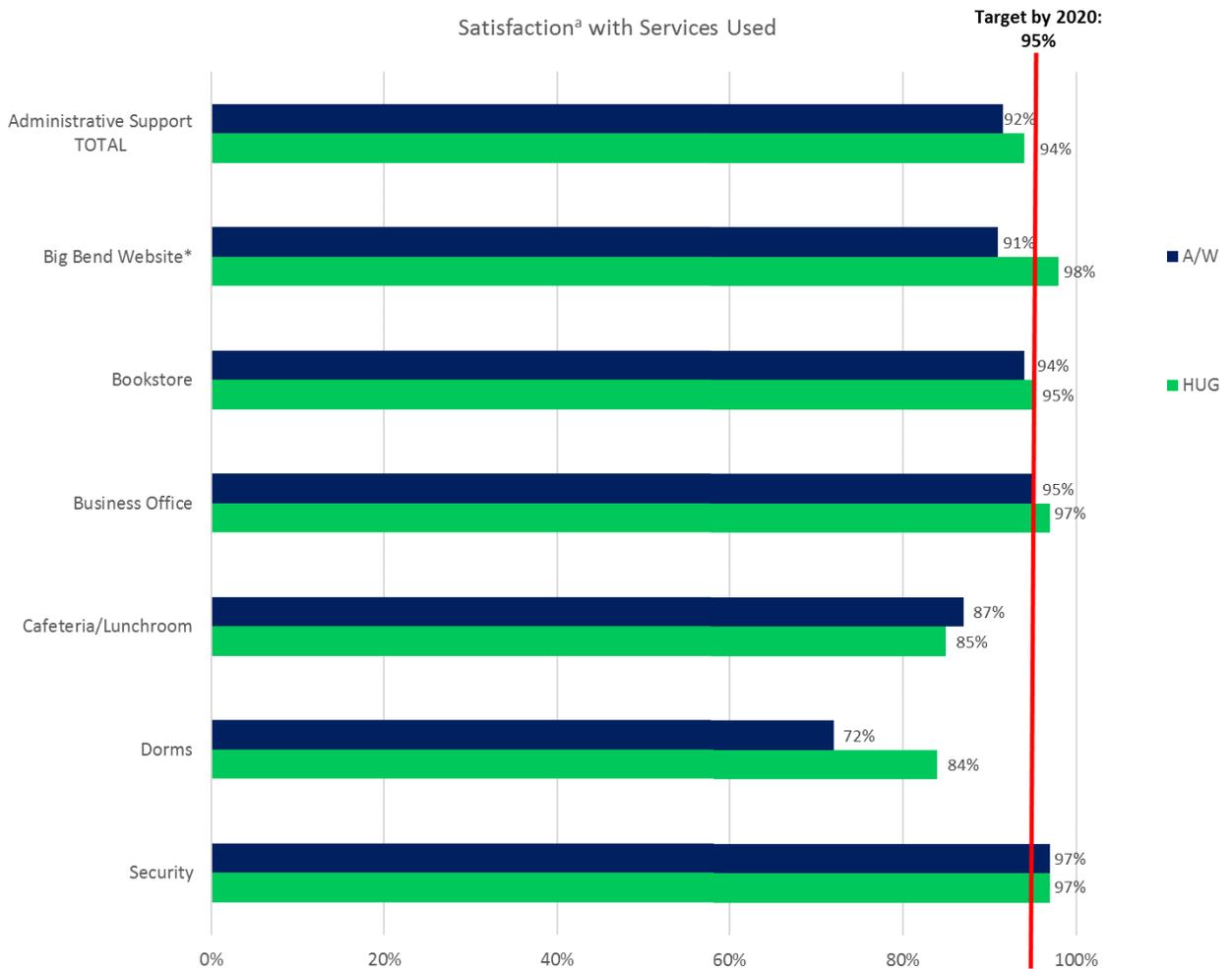
^aSatisfaction defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1b Spring Enrollment Survey satisfaction of those who used the service (administrative support)

This chart represents overall satisfaction with administrative support areas in 2017. The target for student satisfaction in all areas is 95 percent.



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

^aSatisfaction defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

1.1c Admissions survey of students who recently applied

BBCC seeks to help students successfully navigate the college system, engage in campus resources, and develop the skills to effectively advocate for themselves, create an educational plan, and make effective decisions concerning their program of study and career goals. A review of BBCC student performance data shows that we can improve in overall student persistence and completion rates. Additionally, many BBCC students show characteristics that put them at risk of completing a program of study. Successful students recommend new students attend Viking Orientation, enroll in a College Success Skills (CSS) class, make connections with faculty and staff, develop an educational plan when they first get to campus, and utilize college support resources (feedback from Latino/a Student Focus Groups, 2016). This feedback aligns with employee suggestions of intentionally building relationships with students and improving the college’s advising program.

One strategy to improve student success is to group all academic programs into areas of interest. This will help new students select a program of study and inform college decisions related to outreach, advising, and other student supports. To help students select a program of study as early as possible, BBCC updated the new student intake process to include career exploration and selection of a program or area of interest. In support of New Student Registration (NSR) for winter quarter 2018, admissions staff asked students to complete a career interest inventory/assessment before attending NSR, allowing college advisors to help students make more intentional and effective decisions regarding their academic journey. Counts of students interested in specific areas of interest from this effort are shown in Table 1.

Table 1 Results of career interest assessment for winter 2018 New Student Registration

Area of Interest and Program (if provided)	Number of Students
Aviation	1
Aviation Maintenance	1
Business	9
Business (general)	3
Medical Billing	1
Business, Transfer	5
Healthcare	19
Healthcare (general)	5
Medical Assistant	2
Nursing	11
Vet Medicine	1
Industry, Manufacturing, and Trades	10
Industry, Manufacturing, and Trades (general)	1
Automotive	1
Information Systems Technology	4
Maintenance	1

Area of Interest and Program (if provided)	Number of Students
Welding	3
STEM	12
STEM (general)	1
Biology	3
Civil Engineering	1
Computer Science	5
Forensic Science/Pathology	1
Architect	1
The Arts, Education, and Human Services	12
The Arts, Education, and Human Services (general)	5
Mortuary Science	1
Criminal Justice	2
Criminal Justice (non-transfer)	1
Early Child Care	1
Psychology	1
Social Work	1
General Studies	1
Undecided	5
Undecided (transfer)	1

Indicator 1.1d Outreach survey (AmeriCorps, Outreach Coordinator, etc.)

BBCB developed an outreach survey for potential students that will allow the college to determine interest levels in various educational programs and student services. This information will allow the college to anticipate potential students’ educational interests and direct them to services that will meet their needs.

In fall 2017, 161 surveys were collected from potential BBCB students. Forty-two (42) of these were from community members. Counts of community members interested in specific programs or student services are displayed in Table 2 (community members could select more than one item on the survey).

Table 2 Results of Fall 2017 Outreach Survey – community members

Program or Student Service* of Interest	Number of Interested Community Members
Aviation	3
Aviation (general)	1
Aviation Maintenance Technology	2
Business	10
Accounting	2
Agriculture	8
Healthcare	14
Medical Assistant	8
Nursing	6
Industry, Manufacturing, and Trades	25
Automotive	8
Commercial Driver’s License	7
Early Childhood Education	3
Information Systems Technology	2
Welding	5
STEM	3
Computer Science	3
The Arts, Education, and Human Services	2
Criminal Justice	2
Transfer degree	2
Dual Enrollment	1
Adult Basic Education	36
Student Services*	12

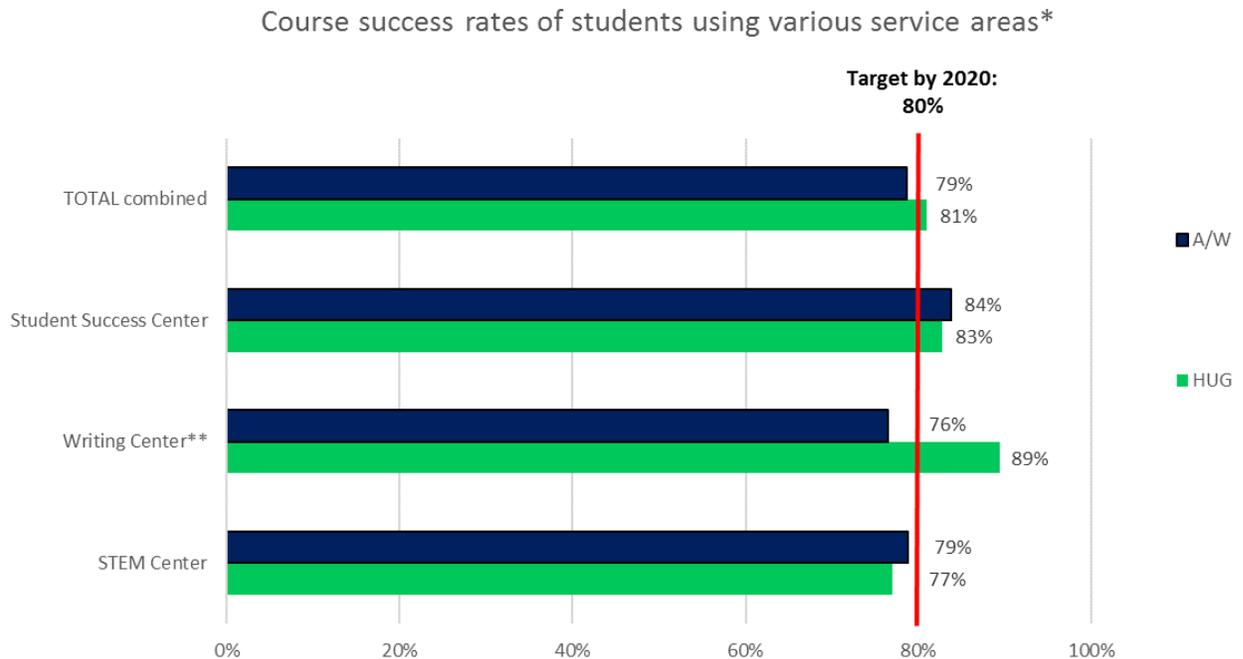
*All student services areas are grouped together

Objective 1.2 Use of services correlates with success, retention, and completion

Indicator 1.2a Course success rates based on students' use of the Writing Center, Supplemental Instruction (SI), Tutoring

The Student Success Center, Writing Center, and STEM Center offer students support in classes through tutoring, supplemental instruction (SI), paper writing and editing, access to resources, space to study and do homework, and engage with other students. These services are designed to help students successfully complete their courses.

The following chart represents the 2016-17 course success rates of students accessing services, overall and in the specified locations. Information about the student, the services sought, and the course(s) for which they seek help is collected at the time students visit the centers. These data represent all classes for which students sought help; therefore, students may be represented more than once. Course success is defined as earning a 2.0 grade point or higher (or a “pass” grade) in the class and includes withdrawals in the calculation.



*Data where students identified the class they were there to study for and used one of the following study codes: study/homework, tutoring access, meet with tutor, study & class work, or Supplemental Instruction study session

**Difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2b SAI retention and completion points based on students' use of or participation in STEM Center, Student Success Center, or Viking Orientation

The Student Success Center, Writing Center, and STEM Center offer students support in classes through tutoring, supplemental instruction, paper writing and editing, access to resources, space to study and do homework, and engage with other students. Viking Orientation helps students learn about services and how to navigate college processes. All of these are designed to help students successfully complete their courses, stay enrolled, and complete a certificate or degree.

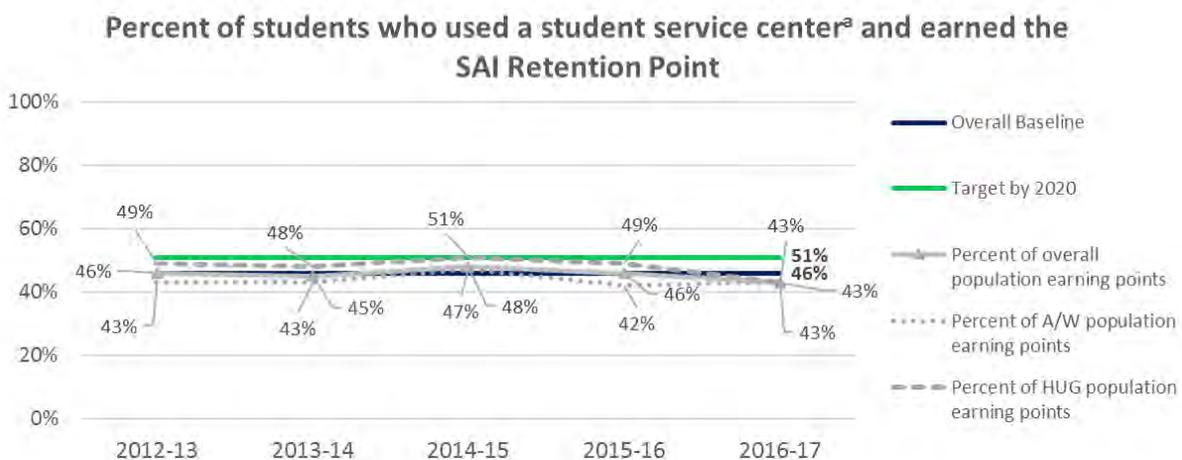
Indicator 1.2b SAI retention points based on use of STEM Center, Student Success Center, and Writing Center

The college is awarded a point when a student reaches at least one achievement level during the current year and was enrolled in the previous year. The college can be awarded points for this progress over multiple years. This chart represents *all* enrolled students in a given year including those who were not enrolled in the previous year; therefore, the college can only earn points for this achievement level for some of our students.

Because students using one service center are likely to also use the other centers and because of the fact that the SAI retention point is not specific to any one course or service, the *combined* effect of the STEM Center, Student Success Center, and Writing Center are provided for this indicator.

Percent of students who used a student service center and earned the SAI Retention Point

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	43%	43%	47%	42%	43%
HUG	49%	48%	51%	49%	43%
Ethnicity not reported	12%	30%	33%	26%	55%
Overall	46%	45%	48%	46%	43%



^aStudents used at least one of the following: STEM Center, Student Success Center, Writing Center at least one time during the year

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2b SAI completion points based on use of STEM Center, Student Success Center, and Writing Center

The college is awarded a point when a student earns a certificate or degree. Only awards earned during the academic year are counted. Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who are not near completion; therefore, the college can only earn points for this achievement level for some of our students.

Percent of students who used a student service center and earned the SAI Completion Point in the same year

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	15%	15%	16%	19%	21%
HUG	9%	7%	14%	14%	19%
Ethnicity not reported	6%	17%	25%	21%	27%
Overall	12%	11%	15%	16%	20%

Percent of students who used a student service center^a and earned the SAI Completion Point in the same year



*Difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$

^aStudents used at least one of the following: STEM Center, Student Success Center, Writing Center at least one time during the year

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

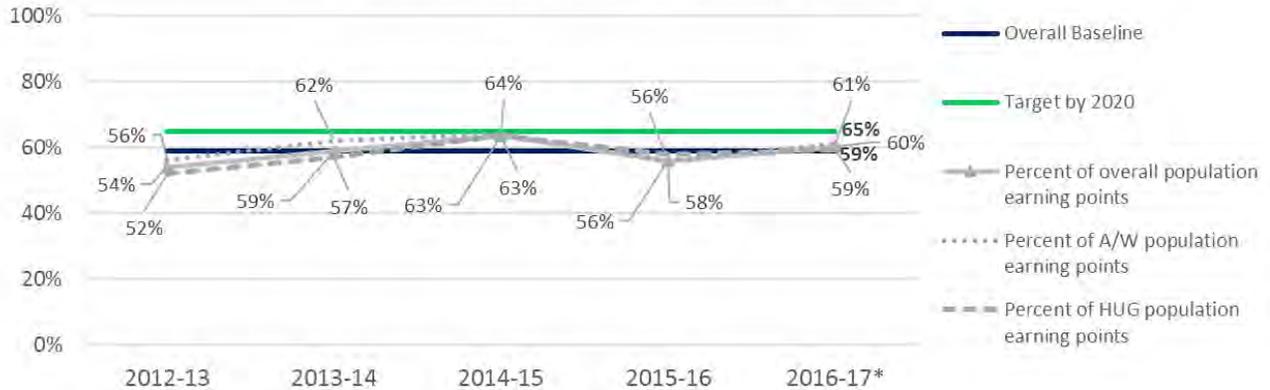
Indicator 1.2b SAI retention points based on attendance at Viking Orientation

The college is awarded a point when a student reaches at least one achievement level during the current year and was enrolled in the previous year. The college can be awarded points for this progress over multiple years. This chart represents *all* enrolled students in a given year including those who were not enrolled in the previous year; therefore, the college can only earn points for this achievement level for some of our students.

Percent of students who earned the SAI Retention Point and had attended Viking Orientation the prior fall

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	56%	62%	64%	56%	61%
HUG	52%	57%	63%	58%	59%
Ethnicity not reported	20%	39%	55%	35%	54%
Overall	54%	59%	63%	56%	60%

Percent of students who earned the SAI Retention Point and had attended Viking Orientation the prior fall



*Difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$

A/W = Asian or White

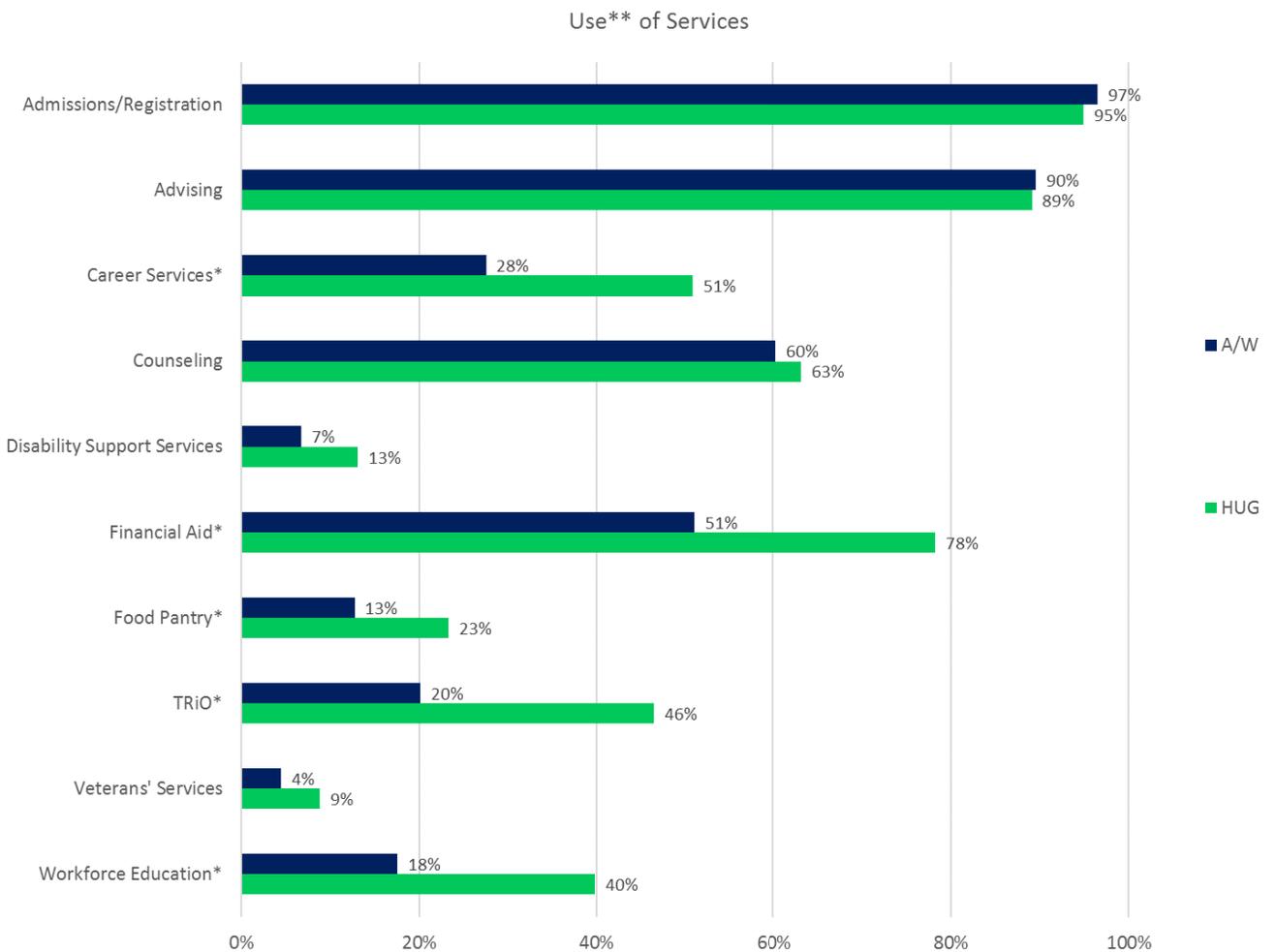
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2c Spring Enrollment Survey use of services

The Spring Enrollment Survey (SES) is an online in-house survey given to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2017, 362 students responded (14% of the overall student population in spring 2017). The results of the 2017 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses. This year we will look into ways to gather ABE students' feedback.

Indicator 1.2c Spring Enrollment Survey use of services (student services areas)

The following chart represents students who reported having used student services areas one or more times a quarter in 2017.



*Difference is statistically significant using chi-square test, $p < .05$

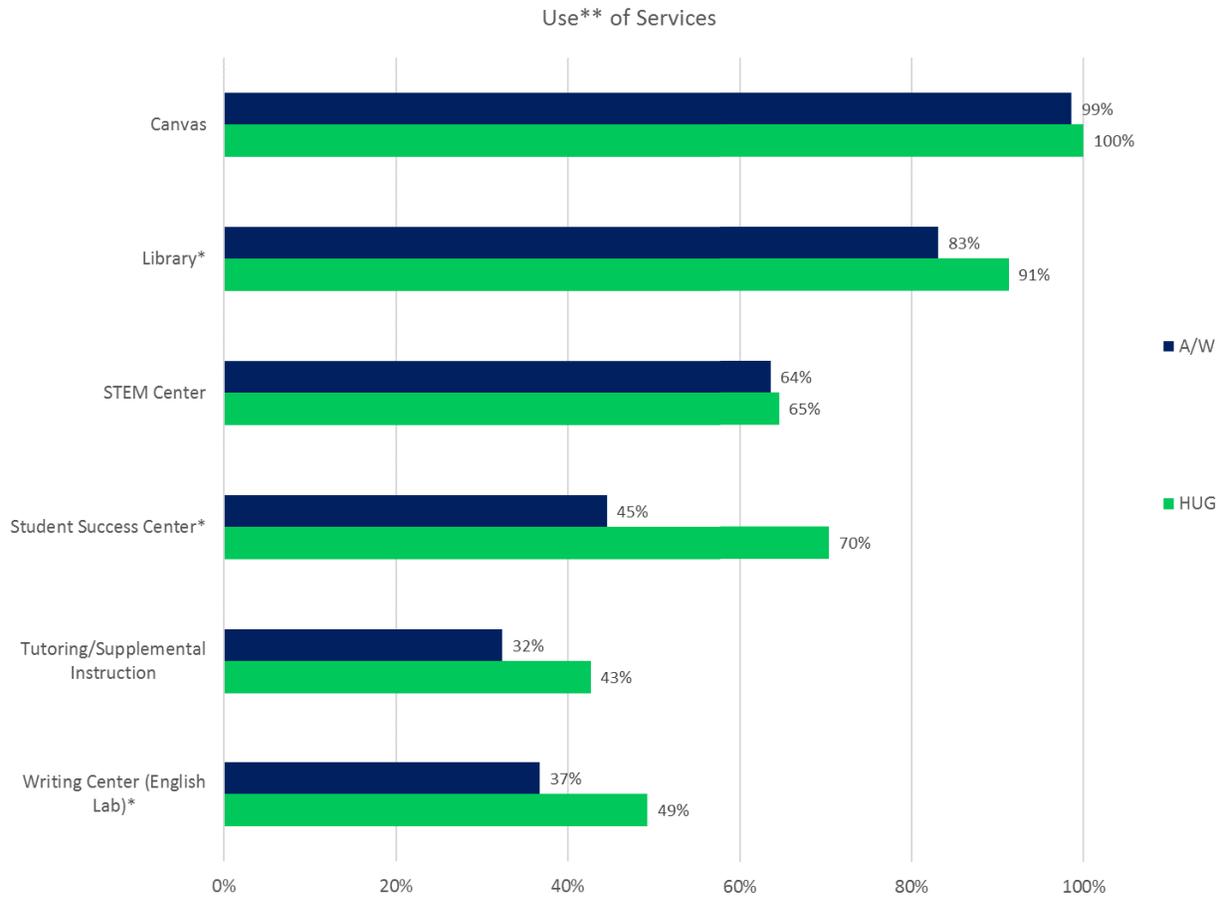
**Student used the service one or more times a quarter

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2c Spring Enrollment Survey use of services (instructional support)

The following chart represents students who reported having used instructional support areas one or more times a quarter in 2017.



*Difference is statistically significant using chi-square test, $p < .05$

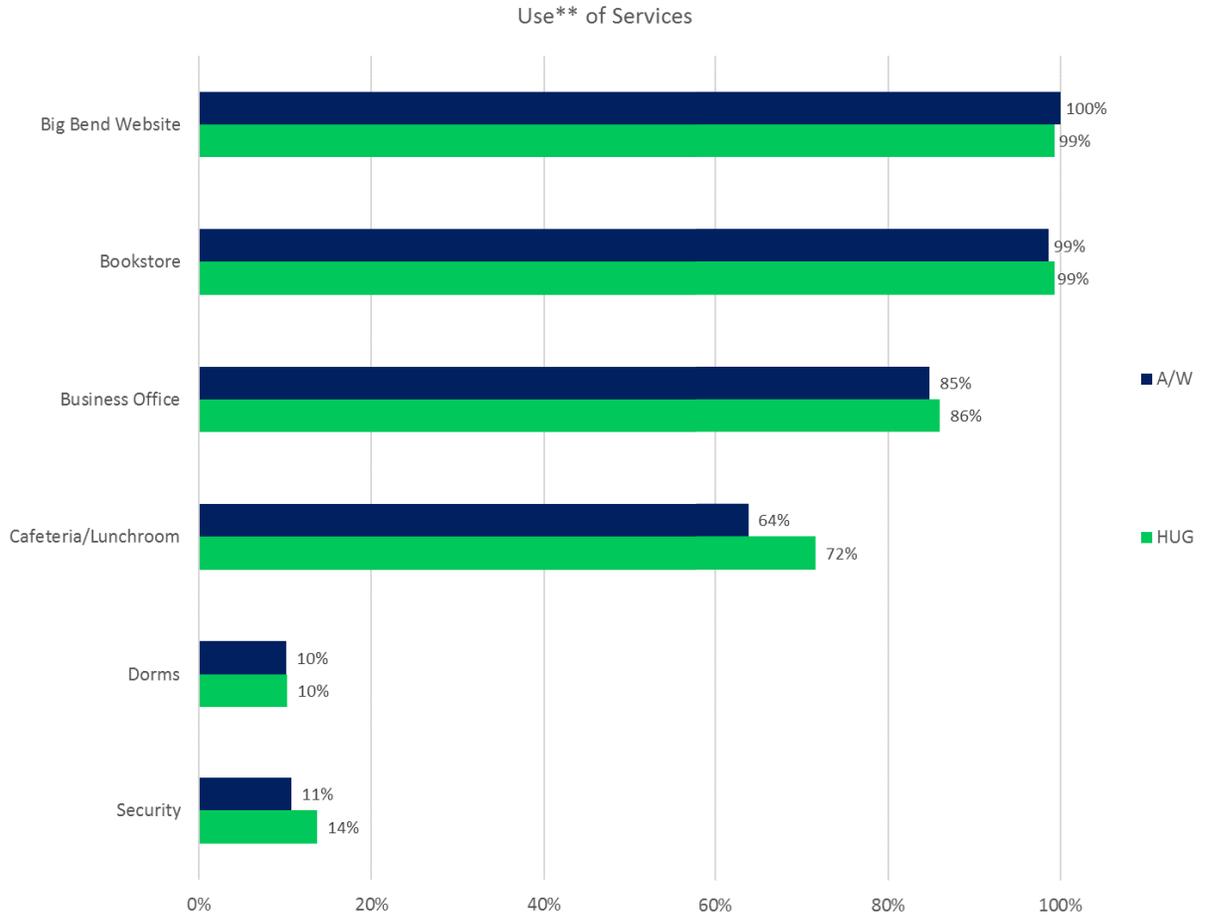
**Student used the service one or more times a quarter

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2c Spring Enrollment Survey use of services (administrative support)

The following chart represents students who reported having used administrative support areas one or more times a quarter in 2017.



No differences were statistically significant using chi-square test, $p < .05$

**Student used the service one or more times a quarter

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Objective 1.3 Students are prepared to graduate and to transfer or to seek employment

Indicators 1.3a and 1.3b IPEDS graduation and/or transfer rates

The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES) within the U.S. Department of Education. IPEDS cohorts are fall cohorts consisting of full-time, first-time degree/certificate-seeking students who are tracked for three years (i.e. 150% of normal time to completion) after initial enrollment. For example, a student in the 2013 cohort (full-time, first-time, degree-seeking student in fall 2013) will be tracked until spring 2016 graduation (enrolled in academic years: 2013-14, 2014-15, and 2015-16). These cohorts do not include Running Start students.

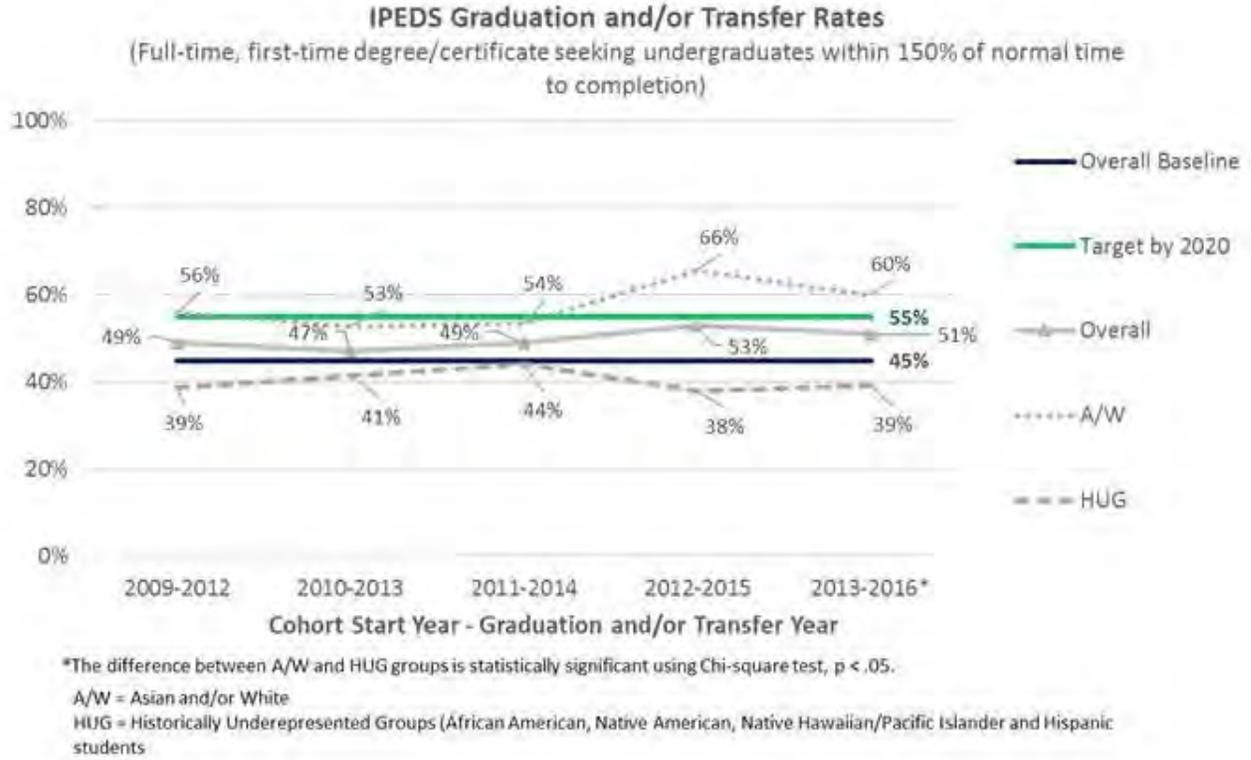


Table 3 IPEDS graduation and transfer rates of students over five years

	All Graduated (and may have transferred)	All Transferred only	A/W Graduated (and may have transferred)	A/W Transferred only	HUG Graduated (and may have transferred)	HUG Transferred only
2009-2012	33%	16%	37%	19%	28%	11%
2010-2013	33%	14%	36%	17%	30%	11%
2011-2014	32%	17%	37%	17%	26%	18%
2012-2015	36%	17%	44%	22%	26%	12%
2013-2016	37%	14%	42%	18%	30%	9%

Indicator 1.3c Former Workforce Education and Transfer Student Survey responses about quality of education

Former workforce education and transfer students who had attended BBCC between fall 2012 and spring 2015 and had at least 45 credits or a credential were surveyed in 2016 about their educational experiences, quality of services, transfer experience (transfer students), and overall perception of their time at BBCC. Their feedback allows BBCC to understand what is working well for students and identify opportunities to improve the student experience.

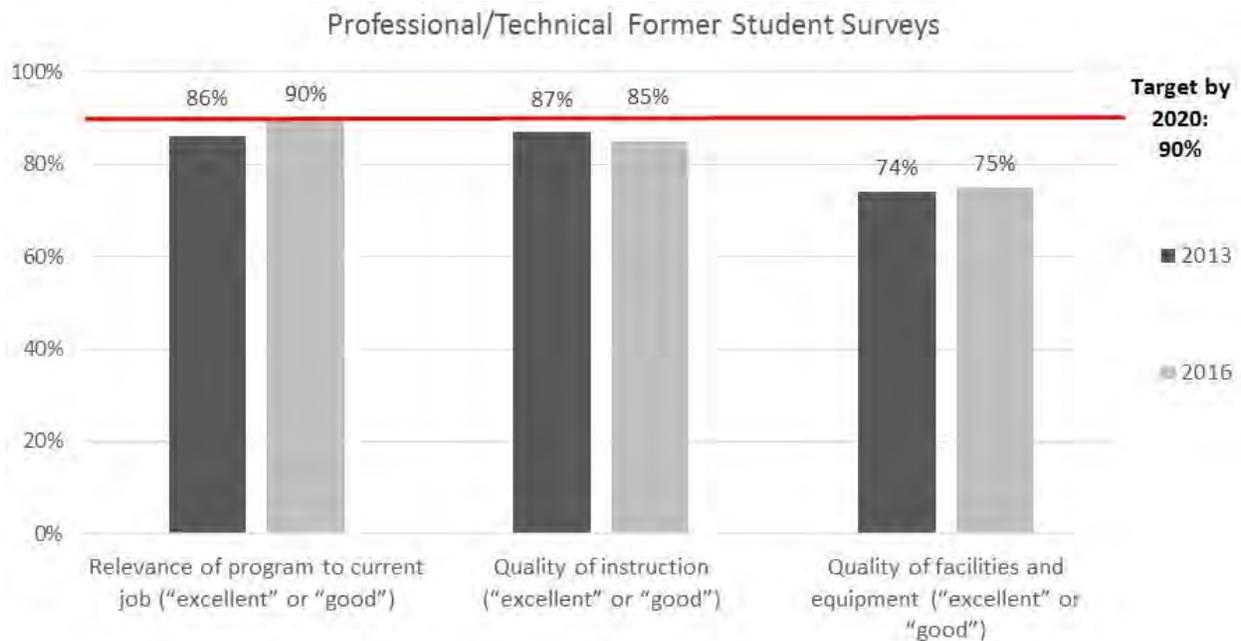
Indicator 1.3c Former Workforce Education and Transfer Student Survey responses about quality of education (Former Workforce Education Student Survey responses)

Number of respondents:

2013: Overall = 117

2016: Overall = 93

Eighty-three percent of respondents were employed and 61 percent of those were employed in the area they studied at BBCC. Overall, 78 percent of all respondents said they were using the skills they learned in their program of study (both technical and soft skills).



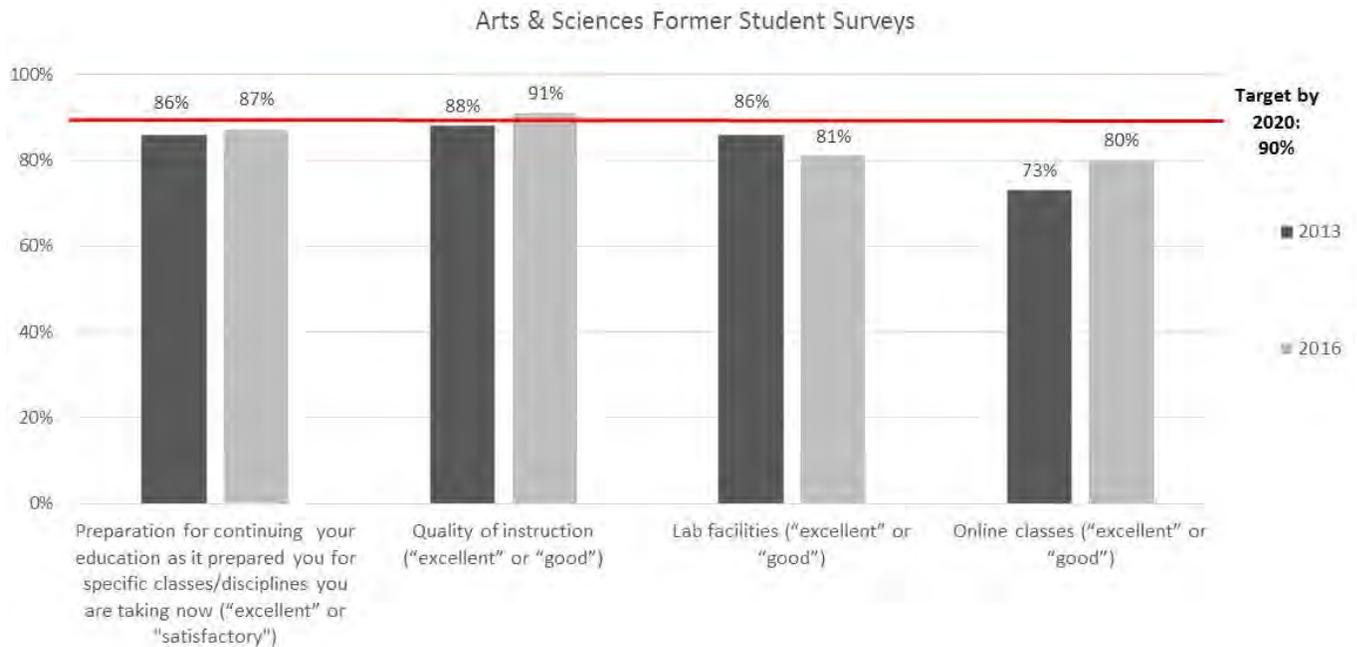
Indicator 1.3c Former Workforce Education and Transfer Student Survey responses about quality of education (Former Transfer Student Survey responses)

Number of respondents:

2013: Overall = 180

2016: Overall = 127

Approximately 70 percent of respondents transferred to baccalaureate institutions and less than 20 percent had problems transferring. Of students experiencing problems, the primary issue was that BBCC credits were not accepted as the students had expected.



Indicator 1.3d Employment data

Table 4 shows a combined total of three years of employment data for Workforce Students' in Washington or Oregon the third quarter (nine months) after they left BBCC. Three years of student employment is used to even out fluctuations that might occur in any one year. Information is reported for students who have earned a credential (certificate and degree) or who have gained least 45 credits with a 2.0 GPA.

To protect students' privacy, rates are reported for groups with 10 or more students. Students who transferred are also removed from this group.

Table 4 Workforce students' employment (students who completed 45 credits with a 2.0 GPA or received a certificate or degree and left BBCC in 2014-15, 2013-14, or 2012-13)

Program	Attainment Level	Number of Students	Percent Employed in WA or OR in the 3rd Quarter After They Left BBCC
Accounting Technician	Degree	17	53%
Associate Degree Nursing	Degree	42	95%
Automotive Technology	Degree	24	71%
Aviation Maintenance Technology	Degree	14	93%
Aviation Maintenance Technology	Certificate	20	75%
Aviation Maintenance Technology	45+ Credits and 2.0 GPA	22	50%
Business Information Technology	Degree	12	83%
Business Information Technology	Certificate	18	78%
Business Information Technology	45+ Credits and 2.0 GPA	34	62%
Commercial Driver's License	Certificate	106	82%
Commercial Pilot	Degree	18	78%
Commercial Pilot	45+ Credits and 2.0 GPA	27	52%
Early Childhood Education	Degree	24	75%
Industrial Systems Technology - Emphasis Industrial Electrical	Degree	27	63%
Industrial Systems Technology - Emphasis Industrial Electrical	45+ Credits and 2.0 GPA	16	81%
Industrial Systems Technology - Maintenance Mechanics Technology	Degree	16	81%

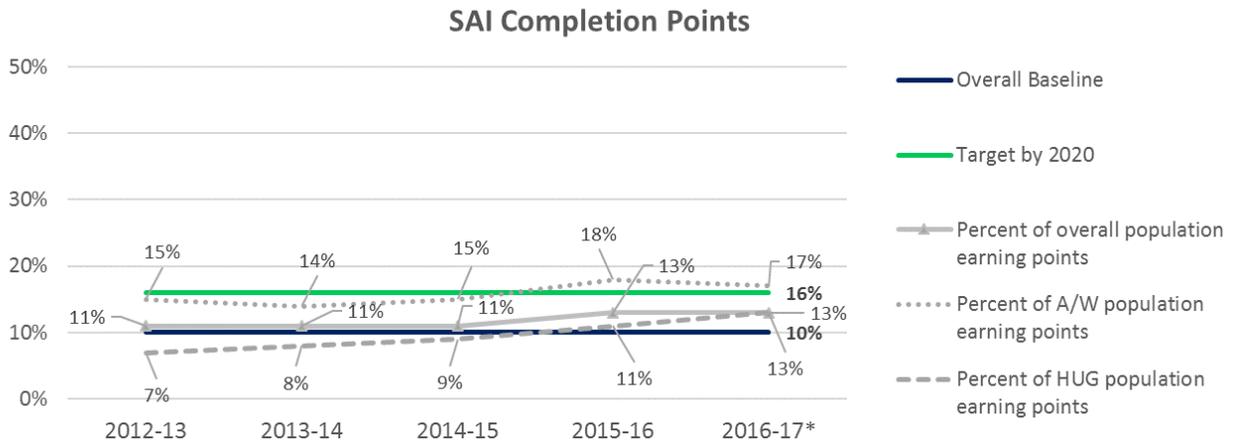
Program	Attainment Level	Number of Students	Percent Employed in WA or OR in the 3rd Quarter After They Left BCC
Medical Assistant	Degree	54	98%
Medical Assistant	45+ Credits and 2.0 GPA	12	50%
Nursing Assistant	Certificate	94	64%
Welding Technology	Degree	15	87%
Welding Technology	45+ Credits and 2.0 GPA	32	75%
ALL WORKFORCE STUDENTS	Degree	280	82%
ALL WORKFORCE STUDENTS	Certificate	261	74%
ALL WORKFORCE STUDENTS	45+ Credits and 2.0 GPA	198	65%

Indicator 1.3e Student Achievement Initiative (SAI) completion points

The college is awarded a point when a student earns a certificate or degree. Only awards earned during the academic year are counted. Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who are not near completion; therefore, the college can only earn points for this achievement level for some of our students.

Percent of population earning SAI points - Completion point

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	15%	14%	15%	18%	17%
HUG	7%	8%	9%	11%	13%
Ethnicity not reported	2%	5%	3%	4%	3%
Overall	11%	11%	11%	13%	13%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Core Theme: Excellence in Teaching and Learning – BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth

Objective 2.1 BBCC implements innovation and creativity in programs and services

Indicator 2.1a Spring Enrollment Survey responses related to advising and student engagement

The Spring Enrollment Survey (SES) is an online in-house survey given to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2017, 362 students responded (14% of the overall student population in spring 2017). The results of the 2017 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses. This year we will look into ways to gather ABE students' feedback.

Indicator 2.1a Spring Enrollment Survey responses related to advising

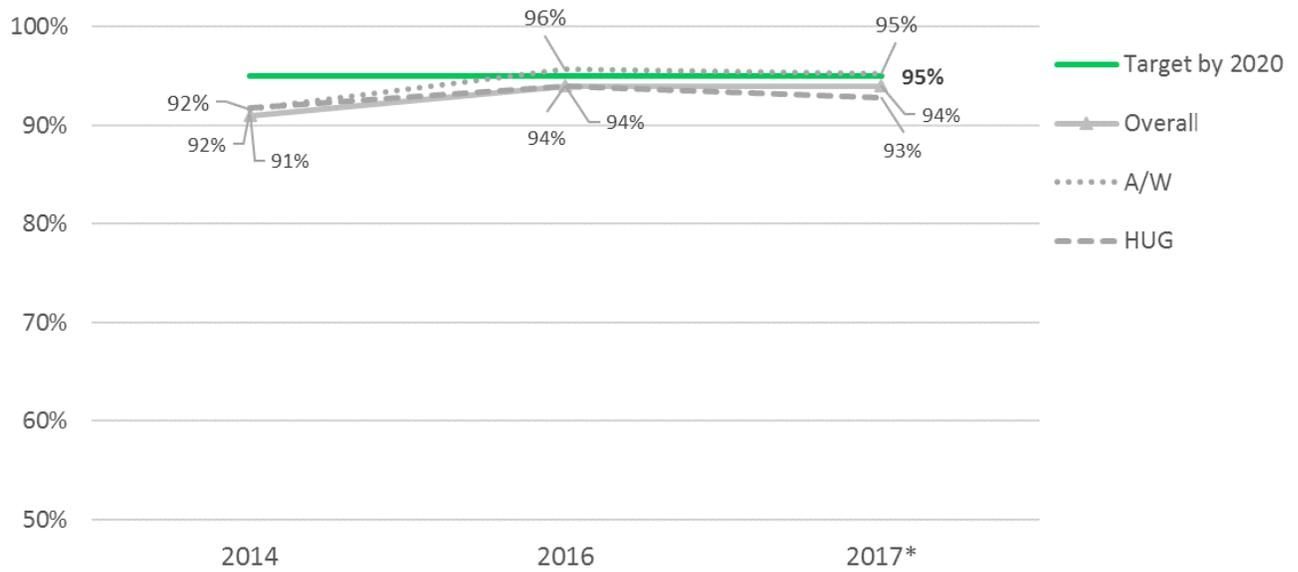
Number of respondents:

2014: Overall = 471; Asian and/or white = 252; Historically Underrepresented Groups = 158

2016: Overall = 240; Asian and/or white = 115; Historically Underrepresented Groups = 94

2017: Overall = 362; Asian and/or white = 147; Historically Underrepresented Groups = 141

Spring Enrollment Survey of Current Students
 Yes, I developed a plan for completing my educational goals



*Difference between A/W and HUG groups is not statistically significant using chi-square test, $p < .05$

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

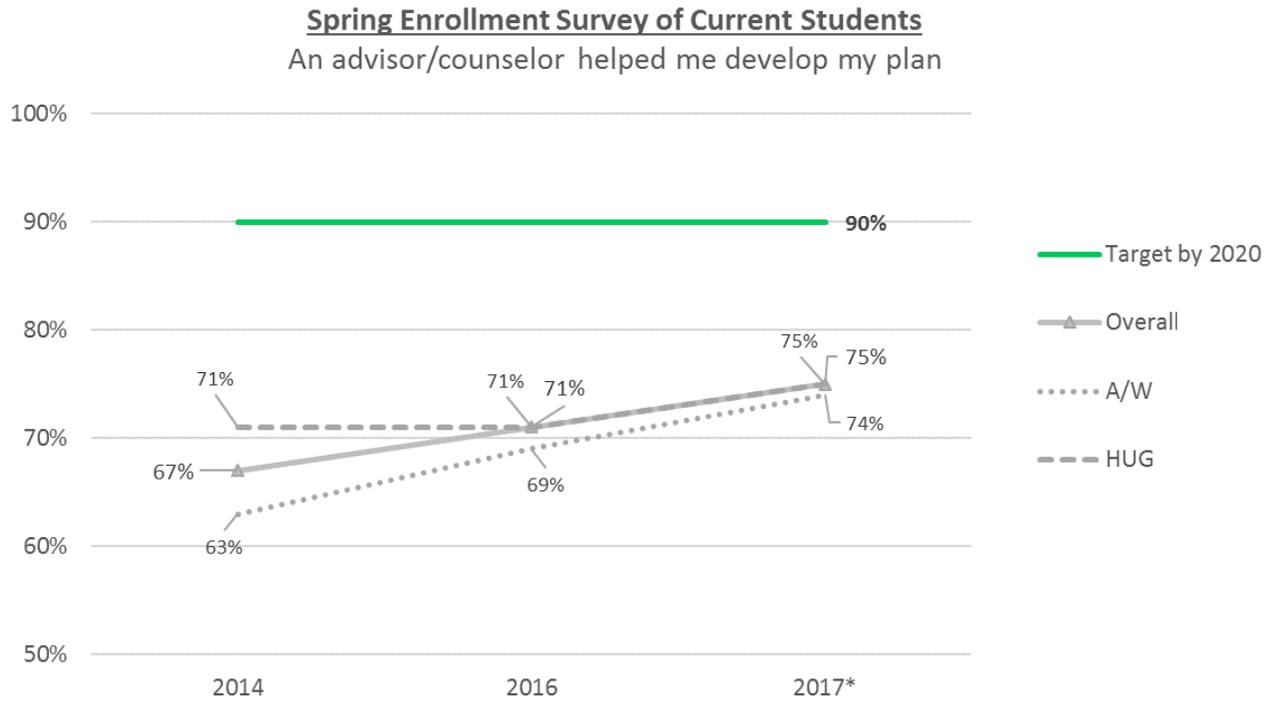
Indicator 2.1a Spring Enrollment Survey responses related to advising (cont.)

Number of respondents:

2014: Overall = 471; Asian and/or white = 252; Historically Underrepresented Groups = 158

2016: Overall = 240; Asian and/or white = 115; Historically Underrepresented Groups = 94

2017: Overall = 362; Asian and/or white = 147; Historically Underrepresented Groups = 141

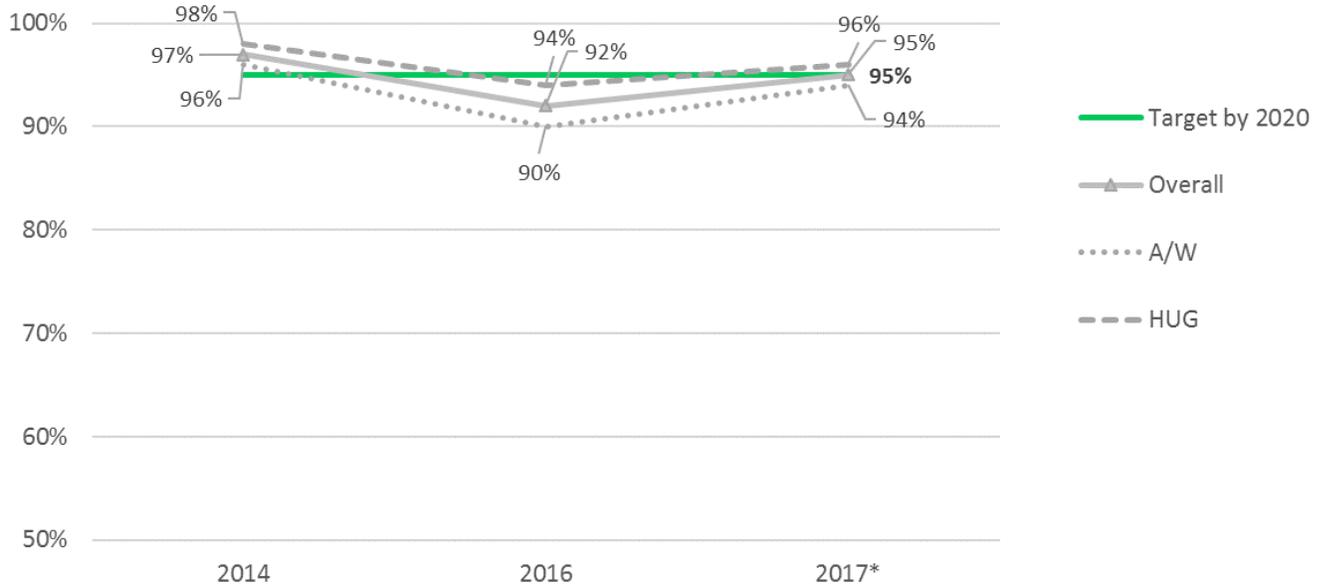


*Difference between A/W and HUG groups is not statistically significant using chi-square test, $p < .05$

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Spring Enrollment Survey of Current Students
*Satisfied to very satisfied with advising service***



*Difference between A/W and HUG groups is not statistically significant using chi-square test, $p < .05$

**On a 5-point rating scale ranging from *very satisfied* (5) to *very dissatisfied* (1)

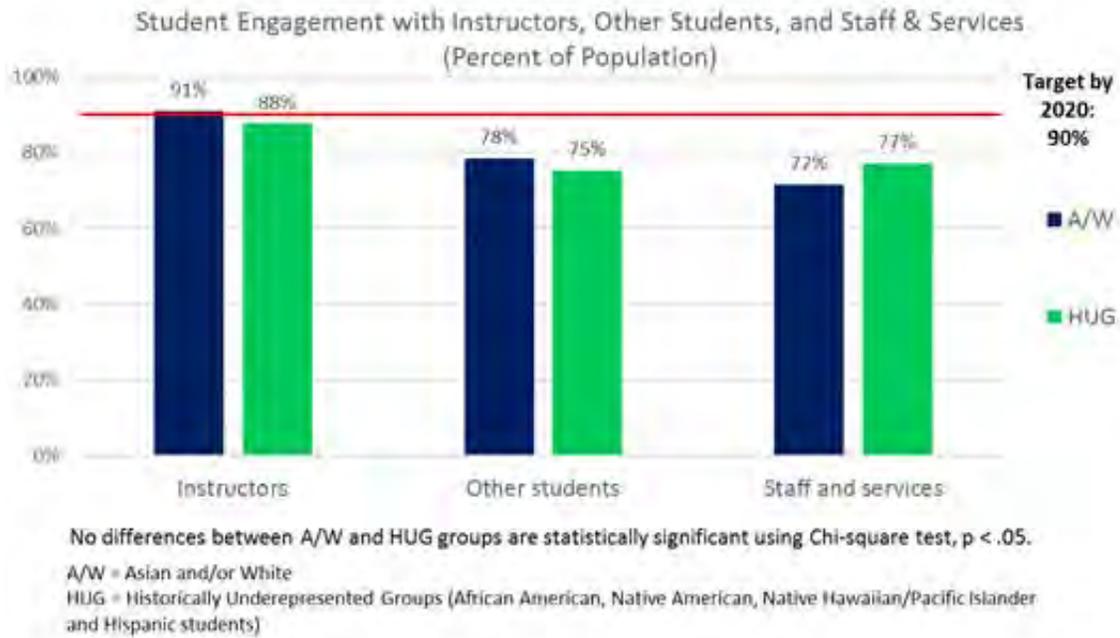
A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1a Spring Enrollment Survey responses related to student engagement

Number of respondents:

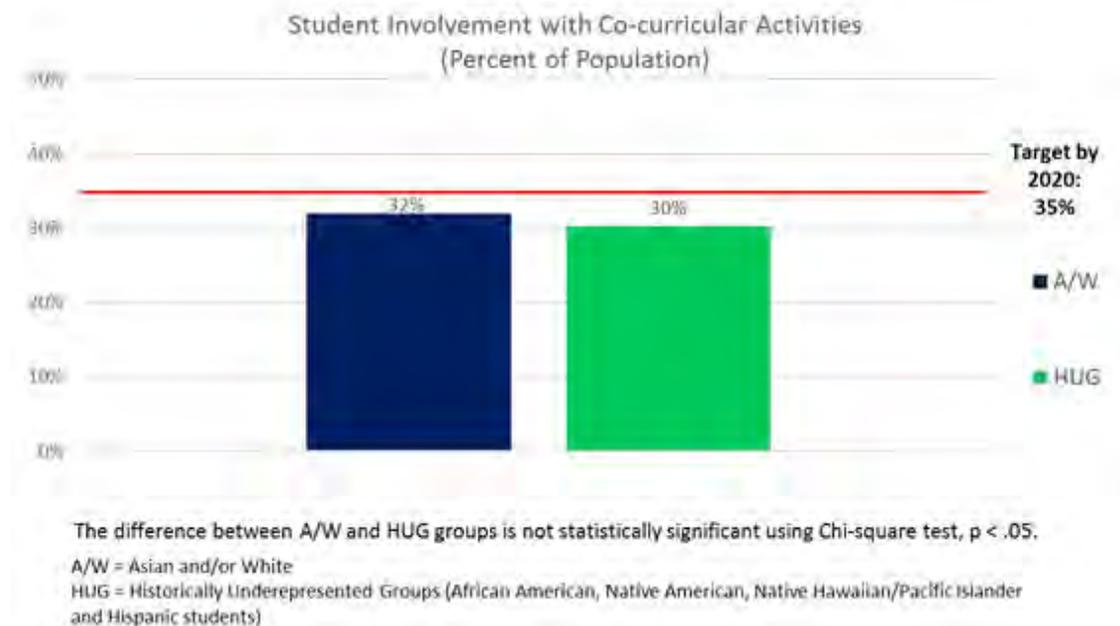
Overall = 362; Asian and/or white = 147; Historically Underrepresented Groups = 141



Indicator 2.1a Spring Enrollment Survey responses related to student engagement (cont.)

Number of respondents:

Overall = 362; Asian and/or white = 147; Historically Underrepresented Groups = 141



Indicator 2.1b Assessment of Student Learning Outcomes – innovative course-level items

Summary of course level assessment in Workforce Programs from Assessment Committee report on General Education Assessment:

Course level conclusions primarily were based on the assessment reports in two programs: Business/Accounting and Criminal Justice. In these two programs, we found there to be an active process of assessment taking place with the loop being closed as demonstrated below.

1. Accounting 201 is providing additional class time and revised assessment tools.
2. Business 201 is changing course delivery.
3. Criminal Justice 101 demonstrated validating the loop closing process by reassessing changes made based on previous assessments (i.e. a new text book).

At the course level, systematic assessment and loop closing is taking place in a limited number of classes. The challenge remains to extend this process to each course and program with a follow up at the institutional level of the General Education Outcomes.

Good examples of course level assessment completed in 2016-17:

Arts & Sciences

- Chemistry 121 – Instructor developed and implemented a “Cognitive Learning Module” to help students learn active learning approaches for learning chemistry. For two consecutive quarters after implementing, students’ Unit 2 test scores improved. The instructor is expanding implementation into other courses.
- Art 218 – Instructor moved a peer evaluation activity from Canvas to a classroom discussion. As a result, student writing for the activity was more specific than previously.
- Math 098 – Math department implemented a new video describing methods of factoring trinomials. After implementation, student test scores for factoring increased and the math department is focusing on teaching one specific method of factoring.
- Math 094, 098, 099 – In an effort to increase course completions, the math department is implementing a rigorous attendance policy, promoting campus resources to students, reaching out to students who exhibit at risk behaviors, aligning homework and exam content, and adding supplemental homework questions.

Workforce Education

- Criminal Justice 101 – A review of a project that uses a real, local case showed a correlation between students’ work on the project and students’ grade in the class. The instructor will next investigate how specific aspects of the project relate to program and general education outcomes.
- Nursing 110, 120, 130, 210, 220, 230 – A flipped model of instruction allows the instructors to use class time to reinforce concepts rather than introduce them, using strategies such as scenarios, group games, concept mapping and outlining. To help students acquire documentation skills, the department has added specific assignments to practice developing the skill.

Transitional Studies

- English 099 – Instructor evaluated student writing samples using a common rubric. Evidence of critical reading and interpretation as well as evidence of revision were two areas that needed improvement. Based on the results, the master course outline was updated and clearer expectations were given to associate faculty about teaching writing.

Indicator 2.1c Percent of departments completing department indicator worksheets

Departments that identify performance indicators for self-evaluation and set department goals are more likely to implement innovation and creativity than if they do not. By setting goals, measuring progress, and engaging in a continuous improvement process, departments can support excellence in teaching and learning.

For the 2017-18 academic year, a total of 37 departments (100% of those assigned) set goals and identified performance indicators by completing department indicator worksheets.

Objective 2.2 BBCC helps students attain high academic standards

Indicator 2.2a External certification rates

Industry certifications allow workforce programs to gauge if students are gaining industry specific knowledge and skills. In July 2017, BBCC began tracking the number of students who took the industry certification tests and the number who passed to establish a certification rate. Table 5 lists certification rates from July 1, 2017 through December 30, 2017.

Table 5 Industry certification rates, July 2017 through December 2017

Educational Program	Name of Industry Certification, License, or Recognized Standard	Total # attempted	# of certificates earned	Certification Rate	Notes
Automotive	A8 Engine Performance	19	8	42%	Three students scored incomplete, numbers may change
Aviation	Private Pilot Certificate	19	19	100%	Certificates for July - September
Aviation	Instrument Pilot Rating	11	11	100%	
Aviation	Commercial Pilot Certificate	8	8	100%	Certificates for July - September
Aviation	Certified Flight Instructor Certificate	4	4	100%	Certificates for July - September
Aviation	Multi-Engine Certificate	2	2	100%	Certificates for July - September
Aviation	Tailwheel Endorsement	2	2	100%	Certificates for July - September
Aviation	Complex Endorsement	3	3	100%	Certificates for July - September
Aviation	High Performance Endorsement	3	3	100%	Certificates for July - September
Aviation Maintenance	General	9	6	67%	
Aviation Maintenance	Airframe	10	7	70%	
Aviation Maintenance	Powerplant	2	1	50%	

Educational Program	Name of Industry Certification, License, or Recognized Standard	Total # attempted	# of certificates earned	Certification Rate	Notes
Business Information Management	MOS Word	4	4	100%	
Business Information Management	MOS Excel	8	5	63%	
Commercial Driver's License	CDL Certification Course	7	7	100%	Approved CDL Training Program
Commercial Driver's License	CDL Class A Driver's License	7	7	100%	Passed the CDL State Test with 3 rd party tester.
Computer Science	CompTIA A+ 901	1	1	100%	
Computer Science	CompTIA A+ 902	1	1	100%	
Computer Science	Cisco CCNA Security	1	1	100%	
Early Childhood Education	State Short Certificate-Infant/Toddler	9	9	100%	
Nursing	LPN license	12	12	100%	
Nursing	NA Cert exam	10	10	100%	
Nursing	NCLEX-RN	17	17	100%	
Welding	WABO Certification	6	4	67%	Certificates for July - September
Welding	Initial Certificate	13	13	100%	
Welding	State Short Certificate-General	18	18	100%	

Indicator 2.2b Course success rates by modality and time of day

Research shows that grades predict success in subsequent classes among community college students (Hagedorn, Lester & Cypers, 2010). Hagedorn et al (2010) found that students could succeed in subsequent levels if they earned a C grade; however, they were more successful at the next level when they earned A or B grades. Pass grades also indicated better performance in subsequent classes (Hagedorn et al, 2010). The ≥ 2.0 grade point used here represents a high C through an A grade at BCC. Course success rates are calculated by dividing the number of students who earned that 2.0 grade point (or higher) or a “pass” grade in the class by the total number of 10th day enrollees, including students who withdrew during the quarter, resulting in the course success rates depicted in the following charts.

Hagedorn, L. S., Lester, J., & Cypers, S. J. (2010). C Problem: Climb or Catastrophe. *Community College Journal of Research and Practice*, 34(3), 240-255.

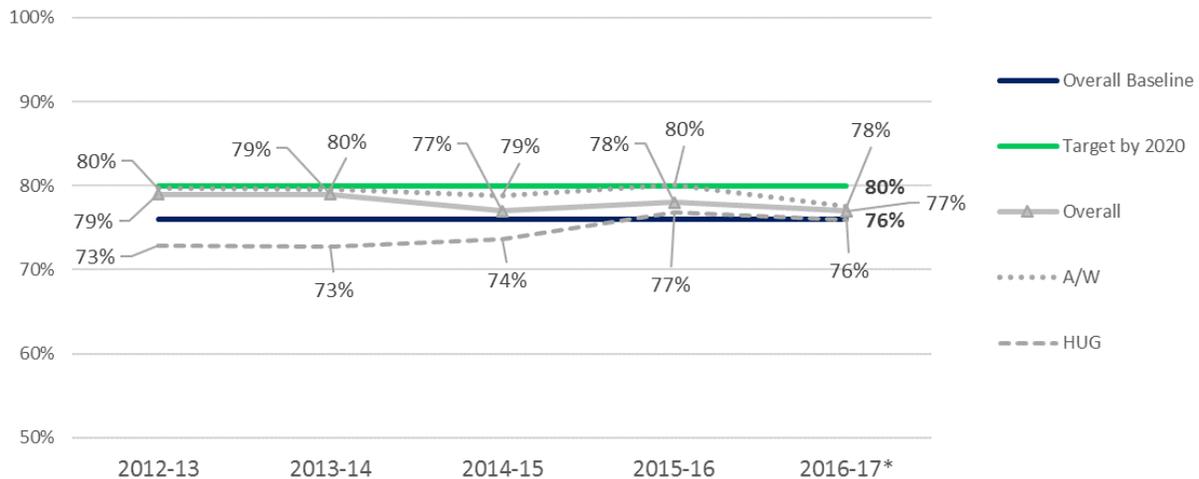
Indicator 2.2b Course success rates (overall)

Overall course success rates represent all courses, all modalities, and all times of day combined into one, overall rate.

Overall Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	80%	80%	79%	80%	78%
HUG	73%	73%	74%	77%	76%
Ethnicity not reported	80%	83%	84%	84%	80%
Overall	79%	79%	77%	78%	77%

Overall Course Success Rates



*The difference between the A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rates (face-to-face)

Face-to face course success rates represent only courses delivered in the traditional lecture, face-to-face modality.

Face-to-face Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	82%	83%	81%	82%	78%
HUG	76%	77%	76%	78%	75%
Ethnicity not reported	82%	79%	87%	82%	78%
Overall	80%	81%	80%	80%	77%



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

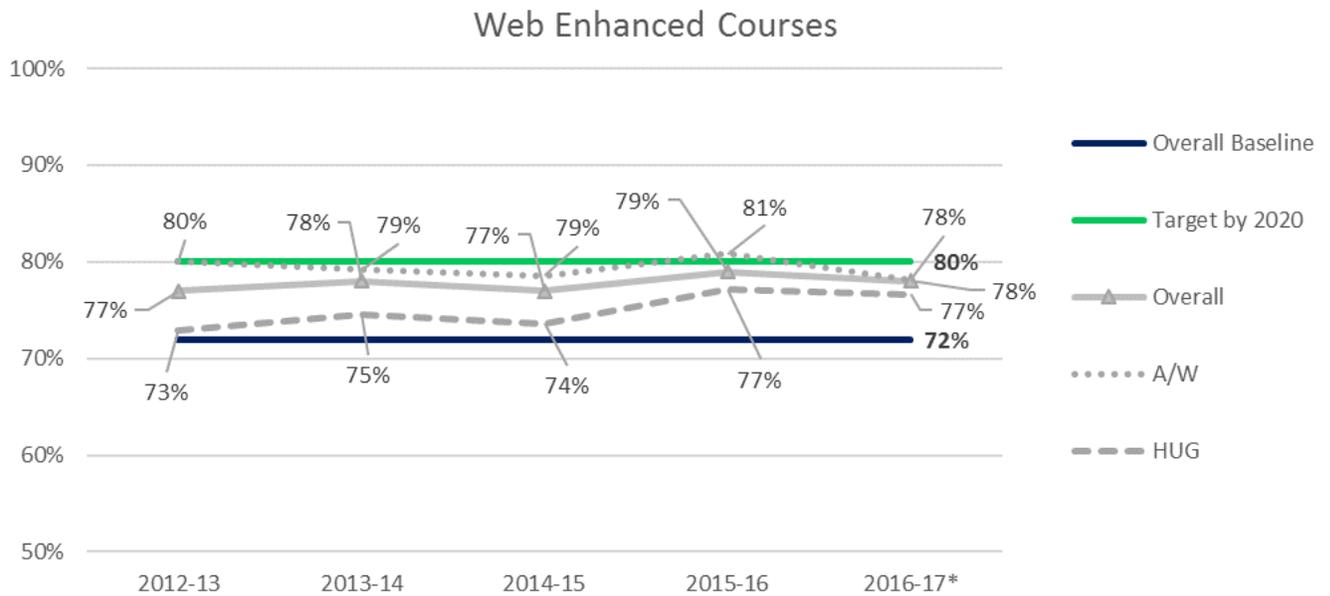
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rates (web enhanced)

Web enhanced course success rates represent face-to-face courses that do not replace any face-to-face seat time, and access to web-based tools is required.

Web Enhanced Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	80%	79%	79%	81%	78%
HUG	73%	75%	74%	77%	77%
Ethnicity not reported	76%	86%	84%	82%	82%
Overall	77%	78%	77%	79%	78%



*The difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

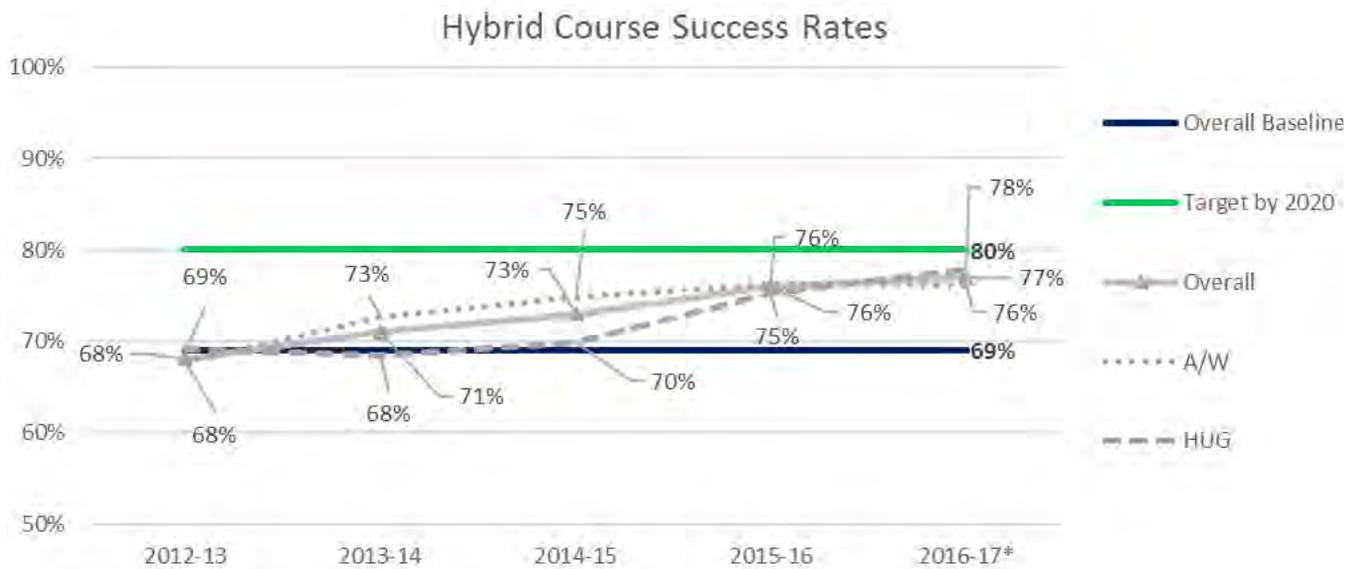
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rates (hybrid)

Hybrid course success rates represent courses that displace some, but not all, face-to-face class time with web-based tools.

Hybrid Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	68%	73%	75%	76%	76%
HUG	69%	68%	70%	75%	78%
Ethnicity not reported	46%	65%	82%	82%	89%
Overall	68%	71%	73%	76%	77%



*The difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

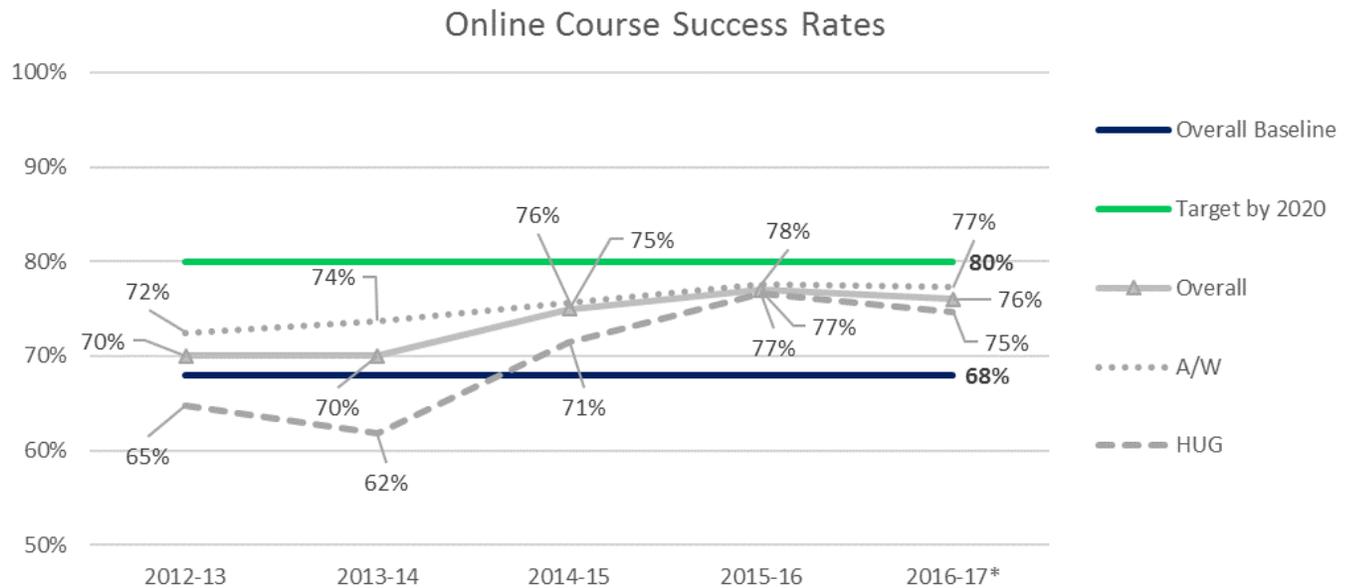
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rates (online)

Online course success rates represent courses that use web-based tool and where 100 percent of the instruction and interaction between instructor and student is done online. (Proctored exams are still allowed for this classification.)

Online Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	72%	74%	76%	78%	77%
HUG	65%	62%	71%	77%	75%
Ethnicity not reported	73%	85%	94%	86%	73%
Overall	70%	70%	75%	77%	76%



*The difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

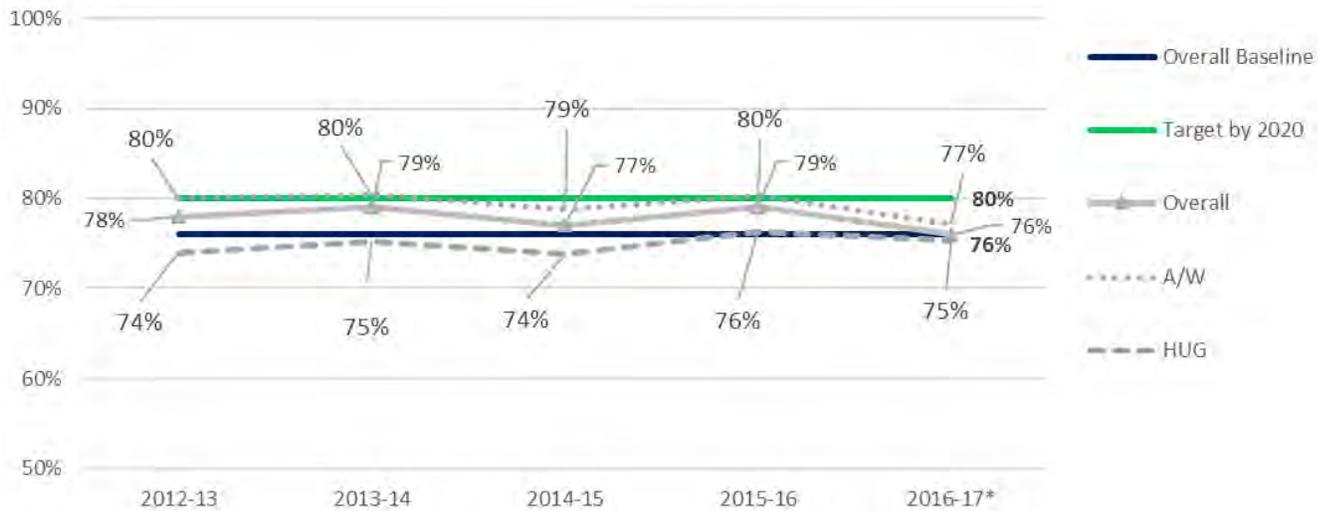
Indicator 2.2b Course success rates (day)

Day course success rates represent courses delivered before 4:00pm.

Day Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	80%	80%	79%	80%	77%
HUG	74%	75%	74%	76%	75%
Ethnicity not reported	86%	84%	87%	79%	81%
Overall	78%	79%	77%	79%	76%

Day Course Success Rates



*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rates (night)

Night course success rates represent courses delivered at 4:00pm or later.

Night Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	81%	82%	79%	82%	80%
HUG	80%	79%	81%	85%	81%
Ethnicity not reported	93%	76%	88%	93%	86%
Overall	81%	80%	79%	83%	80%



*The difference between A/W and HUG groups is not statistically significant using Chi-square test, $p < .05$.

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2c General Education (Gen Ed) Assessment

During the 2016-1017 academic year, Big Bend Community College had a significant shift in assessment procedure. As part of that shift, department and program reports were reviewed and conclusions were drawn regarding the quality of the assessment and the institutional impact. Reports were divided based on the revised General Education Outcomes and were evaluated by the Assessment Team. Below are the results of the review.

General Education Outcome #1: “Students will be able to communicate clearly and effectively.”

We reviewed assessment reports from four different disciplines, Chemistry, Developmental English, English, and Foreign Language. All reports addressed the specified Gen Ed outcome, but the manner and focus of each report was very different. Chemistry assessed Chemistry 105 students’ ability to show clarity of ideas and sound support of assertions; their students demonstrated proficiency in the first area but not in the second. Chemistry instructors plan to clarify assignment requirements and student expectations. Developmental English focused on English 099 classes, gathered writing samples from multiple classes, and assessed those samples for numerous facets of communication ability. As observed within the assessment, these students needed improvement in critical reading and interpretation, as well as evidence of revision. These results were used as a basis to revise the Master Course Outline and clarifying conversations among Developmental English faculty. English assessed English 101 students in their ability to show an understanding of MLA format using a standardized quiz; the sample size was small for the optional quiz, so the small data set yielded inconclusive results. While Developmental English and English had limited results this year, their assessment methods were greatly improved from previous years. Foreign Language assessed Spanish 121 students’ ability to write a unique paragraph in the target language. Ninety-five percent of students achieved the objective. With such a high proficiency, no changes were proposed and continued assessment of this area seems unnecessary.

Interpretation of this Gen Ed outcome is difficult with such a small sample of assessments in this area. With each discipline looking at different facets of communication, there is insufficient data to ascertain whether our students are communicating clearly and effectively across all disciplines and programs. Spanish students can write unique paragraphs in the Spanish language and Chemistry students can express themselves clearly. Those same Chemistry students need improvement on supporting assertions, and English 099 students need to improve critical reading and interpretation and evidence of revision. It is clear that larger sample sizes are needed that would be available if all sections of a course were assessed within a discipline and more disciplines were assessing this Gen Ed outcome.

General Education Outcomes #2 and #3: “Students will be able to reason mathematically” and “students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources,” respectively.

Not many departments look at Gen Ed outcome #2 (students will be able to reason mathematically). Math and Physics both assessed this outcome by looking at specific problem areas for students in their courses. Both looked to provide more resources and change the method of instruction for these topics and found that further investigation is needed because of a skewed sample in winter 2017 due to weather conditions that impacted student attendance. Math made changes that might have impacted the results found in Physics.

Seven departments, ranging from humanities to sciences, analyzed Gen Ed outcome 3 (students will be able to solve problems by gathering, interpreting, combining and/or applying information from multiple sources) in some of their courses. There were a variety of assessments ranging from research papers to lab reports to specific problems on exams. In general, we found that the assessments covered all of the components of the outcome: gathering, interpreting, combining, and applying information.

We found that some of the assessments had very clear meaning and details, but others were less clear and lacked specific data, an explanation of the process, and how they would close the loop. We found ourselves asking “What tools were being used to assess this?” and could not find supporting data to show the detail of the process. The assessment tools were listed, but not always explained in the narrative. For example, the tool was a lab assignment, but there was no indication of what part of the lab or what specific information was used in the assessment. Part of this is due to the fact that our prior understanding of the assessment process was built more around benchmarks and less about learning outcomes. Fundamentally, there seemed to be a disconnect between what was assessed in courses and the purpose of the assessment report. In general, we can see an improvement from the 2015/16 reports to the 2016/17 reports. Now that the process is clearer, we are working towards a more cohesive, campus-wide approach to reporting assessment and how to use the results (closing the loop).

What we have interpreted from looking over these reports is that, while many departments were looking at Gen Ed outcomes #2 and #3, many reported on departmental/program changes and how those changes impacted student success across their curriculum. We do not know how this fits into the assessment process because of the way they were reported – they seem to assess learning, but the reports do not fit into a specific Gen Ed outcome. These assessments seem important and speak to the idea that sometimes closing the loop means improving the method we use to make assessments. There are many departments and classes that are assessing the same outcomes and it could be beneficial to have more formal conversations about student success across multiple disciplines. This leads us to believe that there is a need for more communication between departments and programs that could be better facilitated by the institution. Time is a factor, not only to have the conversations, but also to implement ideas.

General Education Outcome #4: “Students will be able to recognize or articulate personal/interpersonal aspects of, or connections between, diverse cultural, social, or political contexts.”

Three courses assessed this outcome in different ways. Two of the courses embedded the diversity assessment in parts of an assignment. While they both found that students reached a benchmark, there was very little information to evaluate the quality of the assessment and to draw conclusions regarding students’ preparedness related to this outcome. The third class provided no information to allow us to interpret results. We need more narrative and description of the assessment and how it directly ties to student learning at the General Education and Course Outcome levels. With the current narrative, one cannot determine the logical next steps.

We feel this is an important and relevant outcome that could specifically be tied to our diversity course requirement recently approved for the AAS (DTA). We are in the process of determining the criteria used to evaluate which courses would fit this requirement. Faculty who evaluate this outcome and believe that our General Education Diversity Requirement is relevant to their course could use their assessment to justify their course being selected as a diversity course. Their assessment could also be

used to further validate that their course is meeting the requirements. However, this can only be done with more a detailed assessment and possibly some standard assessment rubrics for this outcome.

General Education Outcome #5: “Students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills.”

Workforce Education Assessment Summary

The following is an assessment summary for the Workforce Education programs at BCC. This summary was based upon the submissions from each program in their annual assessment reports to the assessment committee. Reflected in this summary is the assessment committee’s effort to transition to the following three key indicators of outcome-based assessment: Gen Ed Outcomes, Program Outcomes, and Course Outcomes.

General Education Outcomes:

The primary Gen Ed outcome that Workforce Education programs support is outcome #5 (students will be able to demonstrate teamwork, ethics, appropriate safety awareness and/or workplace specific skills). All Workforce Education courses have this outcome in common, making it a valuable key indicator and assessment tool. In our review of each of the assessment reports against this outcome, the following three items were noted:

1. On a program level we were able to infer from the high level of success in the courses with certification testing that our students were meeting General Education/Related Instruction Outcome #5.
2. Certification testing is not an exclusive assessment tool shared by all programs in Workforce Education.
3. In the future, there needs to be a closer link between specific learning outcomes and Gen Ed Outcome #5.

Conclusion: The programs are making progress on linking course and program outcomes to a Gen Ed Outcome; however, it is incomplete at this time.

Program Outcomes:

On the program assessment level, three commonalities were found in the Nursing, Aviation, Aviation Maintenance Technology, and Medical Assistant reports.

1. We met or exceeded our goals for certifications.
2. There was no specific learning outcomes being addressed in these classes at a program level.
3. Closing the loop with assessment was very limited to non-existent, with the exception of Nursing.

Conclusion: Guided/Questions or a worksheet model of reports would help the assessment be more comprehensive and allow for a completion of the assessment loop at the program level.

Course Outcomes:

Course-level conclusions primarily were based on the assessment reports in two programs: Business/Accounting and Criminal Justice. In these, we found an active process of assessment taking place with the loop being closed, as demonstrated below.

1. Accounting 201 is providing additional class time and revised assessment tools.
2. Business 201 is changing course delivery.
3. Criminal Justice 101 demonstrated validating the loop closing process by reassessing changes made based on previous assessments (e.g. a new text book).

Conclusion: At the course level, systematic assessment and closing the loop is taking place in a limited number of classes. The challenge remains to expand this process to each course and program with a follow up at the institutional level of the Gen Ed outcomes.

Workforce Education Assessment Conclusion:

This year marks a transition in the focus of the assessment committee's work with an emphasis on the three key outcome indicators: Gen Ed, Program and Course. The assessment summary of the Workforce Education programs reflects an attempt at standardization across various departments and disciplines on the campus. While the Workforce Education programs are diverse and the reports were only partially standardized during this transition, three conclusions were noted from this summary:

1. Programs with certification standards are meeting and exceeding their goals.
2. There is an overemphasis on arbitrary percentages of pass rates in certification that is not always clearly linked with meeting a specific learning outcome.
3. Assessment reports tend to be focused on strengths and could be better utilized to direct institutional planning if they validated areas needing improvement within courses and programs.

Indicator 2.2d Program Assessment

Summary of course level assessment in Workforce Programs from Assessment Committee report on General Education Assessment:

On the program level of assessment, three commonalities were found in Nursing, Aviation, Aviation Maintenance Technology, and Medical Assistant reports.

1. We met or exceeded our goals for certifications.
2. There was no specific learning outcomes being addressed in these classes at a program level.
3. Closing the loop with assessment was very limited to non-existent with the exception of Nursing.

Guided/Questions or a worksheet model of reports would help the assessment be more comprehensive and allow for a completion of the assessment loop at the program level.

Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicator 2.3a Employee generated professional development topics

Following BBCC-provided training, attendees are asked to rate the effectiveness of the training and provide ideas for future training. In fall 2017, trainees suggested the following topics for future training:

- Advising
- Best practices in Student Services
- Community resources for students
- Inclusive design and delivery
- Accessibility in Excel documents and PowerPoint
- Big Bend 101
- Building skills in Microsoft Office
- Career exploration platforms
- Marketing and communication training
- Cultural competence
- Innovative ways to use Canvas
- Student-ready practices

Indicator 2.3b BBCC professional development offerings

Six training sessions have been offered since September 2017. These include New Faculty Advising, Clery Act Training, Accessibility Training, Autism Cultural Responsiveness, Screening Committee Preparation with an emphasis on Managing Bias, and Data Analysis Training for Classified Staff.

Indicator 2.3c Evaluation of professional development

Historically, BBCC has assessed the effectiveness of professional development by reviewing the number of training sessions offered, the number of participants, and the costs associated with the professional development opportunities. During the strategic planning process, it was determined that a different method of assessment was needed.

In September 2017, an evaluation tool was developed to better assess the effectiveness of training. The survey asks participants to rate their knowledge on the training topic before and after the training session. Participants are also asked to rate the likelihood they will make changes to their practice or work process based on the information provided in the training.

Survey responses from the training sessions completed since September (excluding Data Analysis Training for Classified Staff) have been positive with respondents indicating a higher level of knowledge upon completing the training than prior to training. On a scale of 1-10, participants rated the likelihood of changing their practice based on information received in the training at 7.125.

Core Theme: Community Engagement – BBCC supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources

Objective 3.1 BBCC works with community and industry partners to support economic development

Indicator 3.1a Employer Survey responses related to needed training and how/when to offer the training

Every three to four years, BBCC surveys industry partners about the former Big Bend students they employ or have employed. Questions related to former students’ technical, personal, and general education skills are included, as well as questions related to needed training. In 2016, 21 employers responded to the survey. Responses related to needed training are in Table 6.

Table 6 Employer Survey 2016 responses to what types of training are needed from BBCC

Needed training:	How/when to offer the training:
Avionics	Depends on the audience
Medical coding, dental assistant, phlebotomy	Day, evening, weekend; on-site in industry
More Soils and Agronomic courses	Day, evening, weekend; on-site in industry
Special Education and English Language Learners	Day, evening; on-site in industry

Indicator 3.1b Align economic sectors with BBCC programs, CBIS offerings, and testing services

BBCC supports economic development within its service district by offering programs and services that support each of the primary economic sectors in the district. A review of the alignment between primary local economic sectors with BBCC programs and services illustrates both areas of strength and improvement for the college (Table 7).

Table 7 Leading Industries in Adams & Grant Counties 2016 (Industries from Employment Security Department, County Profiles 2016)

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Agriculture, forestry and fishing	<ul style="list-style-type: none"> • Agriculture • Aviation • Aviation Maintenance • Commercial Driver’s License (CDL) • Mechatronics • Unmanned Aerial Systems 	<ul style="list-style-type: none"> • CDL Certification 	<ul style="list-style-type: none"> • Commercial Driver’s License (CDL) Certification • Federal Aviation Administration (FAA) Airframe & Powerplant • FAA Commercial Pilot • FAA – Part 107 Remote Pilot Certification (Unmanned Aerial Systems, UAS)

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
	<ul style="list-style-type: none"> • Industrial Systems Technology • Welding 		<ul style="list-style-type: none"> • WSDA Pesticide (Washington State Department of Agriculture/Pesticide) exams – provides initial certification and continuing education for pesticide applicators, dealers, consultants, and structural pest inspectors. • WABO – Washington Association-Building Officials Welder Certification
Local government	<ul style="list-style-type: none"> • Accounting • Administrative Professional Services • Commercial Driver’s License • Computer Science • Criminal Justice • Early Childhood Education • Homeland Security 	Several local governments participate and attend our Flagging Certification. City of Moses Lake, City of Ephrata	<ul style="list-style-type: none"> • CDL Certification • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional Flagging Certification • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • NES - National Evaluation Series test – fulfills the content knowledge requirement for candidates seeking an endorsement to a Washington teaching certificate. • WEST-B – (Washington Educators Skills Tests-Basic) - assesses basic writing, reading, and mathematics skills to ensure the necessary minimum level of basic knowledge for prospective teachers or out-of-state candidates applying for a Washington State teaching certificate. • WEST-E (Washington Educator Skills Test) – provides an endorsement to a new or existing Washington State teaching certificate. • GED – (General Education Development/Diploma) – HS equivalency test • DSST – allows a person to demonstrate knowledge acquired outside of the classroom to earn college credit. • PAN (Performance Assessment Network) – provides pre-employment assessments to those seeking jobs with such

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
			<p>agencies as the TSA, FBI, or CBP (Customs Border Patrol).</p> <ul style="list-style-type: none"> • Nextec/Castle - provides certification and licensure testing for certification boards, government agencies, corporations, educational institutions, and trade and professional associations. • CLEP (College-Level Examination Program) a College Board program - demonstrates students' mastery of college-level material to earn college credit. • CASAS (ESL) - measures the level of adult literacy. • Test proctoring - serves distance learners in the general public or agencies (example: coroner's office or insurance agencies) requiring testing services.
<p>Manufacturing (includes food processing plants)</p>	<ul style="list-style-type: none"> • Automotive • Industrial Systems Technology • Mechatronics • Welding 	<ul style="list-style-type: none"> • Leadership Training • Microsoft Office • Chemistry • ISO 9001 • Success for Team Leads • TPC Online Training Maintenance Department • CCV206-Factory Talk Maintenance and Troubleshooting • CCI 108-Centerline MMC with Intellicenter • Microbiology • Forklift Recertification • Technical Writing • Electrical Safety • Workplace communications • ISO-14001 Emergency Medical Services Environmental Health and Safety • Lean Black Belt • Human Resources on the Job • Clear, Concise Communications • Train the Trainer • Microbiology – WSU Extension • The Competent Person Training • Journeyman Training 	<ul style="list-style-type: none"> • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional • Flagging Certification • Microsoft Office Specialist (MOS) Certification • WABO – Washington Association-Building Officials Welder Certification

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
		<p>These trainings were provided to: Moses Lake Industries, ChemiCon, McCain Foods, TAKATA, AstaReal</p>	
<p>Health Services</p>	<ul style="list-style-type: none"> • Medical Assistant • Medical Office and Billing Services • Medical Simulation • Nursing 	<ul style="list-style-type: none"> • Time Management • Progressive Office-Excel, Word, PowerPoint • Suicide Training- EWU <p>These trainings were provided to Samaritan Healthcare</p>	<ul style="list-style-type: none"> • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional NREMT & Paramedic - National Registry Emergency Medical Technicians • AMT/RMA - American Medical Technologists • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • TEAS (Test of Essential Academic Sills) – assesses students’ preparedness entering health science fields.
<p>Retail Trade</p>	<ul style="list-style-type: none"> • Accounting • Administrative Professional Services 		<ul style="list-style-type: none"> • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • Fundamental Technology Associate series – measures knowledge among students seeking a career in technology.

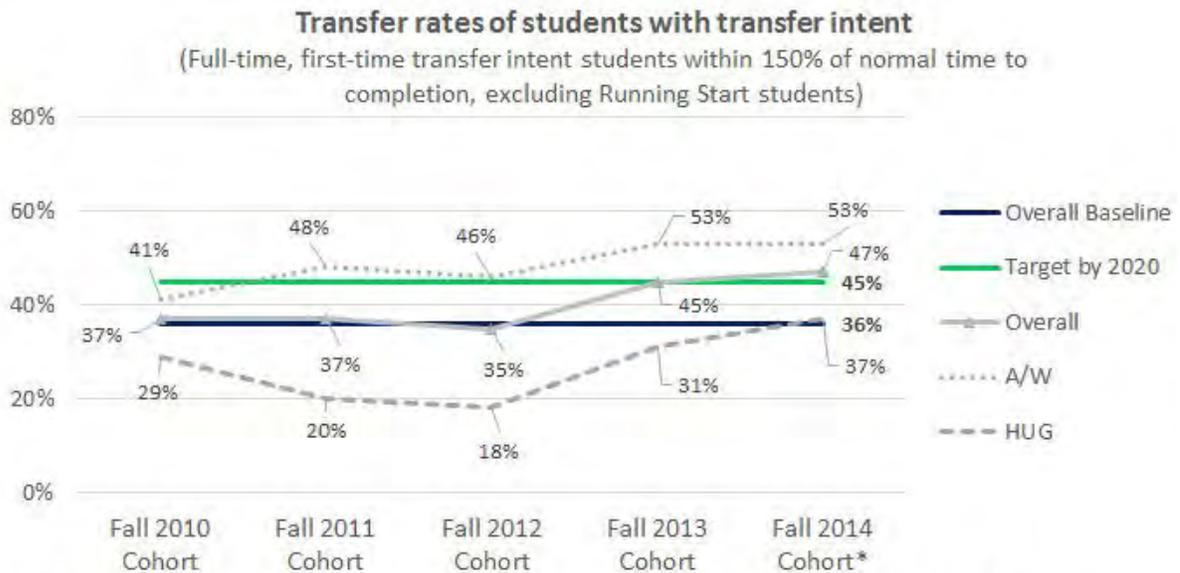
Objective 3.2 BBCC works with K-12 and university partners to provide educational opportunities

Indicator 3.2a National Student Clearinghouse transfer data

With more than 3,600 colleges reporting enrollment and degree information each year, the National Student Clearinghouse provides accurate longitudinal data on student outcomes. This allows us to track students to determine transfer patterns over time. Cohorts consist of full-time, first-time transfer students in fall quarter who are followed for three years after initial enrollment. For example, a student in the 2013 cohort (full-time, first-time, transfer student in fall 2013) will be tracked until spring 2016 (enrolled in academic years: 2013-14, 2014-15, and 2015-16). These cohorts do not include Running Start students.

Transfer Rates of Full-time, First-time Students with Transfer Intent

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	41%	48%	46%	53%	53%
HUG	29%	20%	18%	31%	37%
Ethnicity not reported	40%	0%	50%	100%	60%
Overall	37%	37%	35%	45%	47%



*Difference between A/W and HUG groups is statistically significant using chi-square test, $p < .05$

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.2b Percent of local high school graduates attending BBCC

Table 8 shows a five-year trend in college-going rates of BBCC's service district high school students. It includes the number of high school graduates, percent who are going to college, percent attending BBCC, percent attending a Washington public 2-year college, and percent attending a Washington public 4-year college. A dash indicates that the data was not reported for that school or did not meet reporting standards. This information informs outreach and recruiting efforts.

Table 8 BBCC's Service District High Schools' Postsecondary Enrollment Rates

High School	Category	2011	2012	2013	2014	2015
Almira Coulee Hartline High School	Total High School Graduates	26	-	30	25	10
Almira Coulee Hartline High School	Percent Going to College	70-79%	-	70-79%	70-79%	40-59%
Almira Coulee Hartline High School	Percent attending Big Bend	0-10%	-	11-19%	0-20%	-
Almira Coulee Hartline High School	Percent attending WA Public 2-year	11-19%	-	40-49%	21-39%	-
Almira Coulee Hartline High School	Percent attending WA Public 4-year	50-59%	-	30-39%	40-59%	-
Ephrata High School	Total High School Graduates	156	154	150	146	158
Ephrata High School	Percent Going to College	55-59%	60-64%	60-64%	60-64%	55-59%
Ephrata High School	Big Bend	30-34%	25-29%	35-39%	45-49%	35-39%
Ephrata High School	WA Public 2-year	45-49%	55-59%	55-59%	55-59%	55-59%
Ephrata High School	WA Public 4-year	30-34%	25-29%	20-24%	25-29%	30-34%
Lake Roosevelt High School	Total High School Graduates	37	54	36	32	45
Lake Roosevelt High School	Percent Going to College	40-49%	50-54%	50-59%	40-49%	40-44%
Lake Roosevelt High School	Big Bend	0-20%	0-10%	0-10%	0-20%	21-39%
Lake Roosevelt High School	WA Public 2-year	40-59%	30-39%	30-39%	21-39%	60-79%
Lake Roosevelt High School	WA Public 4-year	21-39%	40-49%	30-39%	21-39%	0-20%
Lind High School	Total High School Graduates	11	17	15	5	-
Lind High School	Percent Going to College	40-59%	40-59%	80-100%	-	-
Lind High School	Big Bend	-	-	21-39%	-	-
Lind High School	WA Public 2-year	-	-	40-59%	-	-
Lind High School	WA Public 4-year	-	-	60-79%	-	-
Moses Lake High School	Total High School Graduates	377	328	357	421	459
Moses Lake High School	Percent Going to College	55%	59%	57%	53%	55%
Moses Lake High School	Big Bend	56%	46%	49%	47%	44%
Moses Lake High School	WA Public 2-year	64%	51%	57%	53%	53%
Moses Lake High School	WA Public 4-year	19%	25%	18%	27%	28%
Odessa High School	Total High School Graduates	13	14	12	17	16
Odessa High School	Percent Going to College	60-79%	60-79%	80-100%	40-59%	60-79%
Odessa High School	Big Bend	0-20%	0-20%	-	-	0-20%
Odessa High School	WA Public 2-year	21-39%	0-20%	21-39%	-	21-39%
Odessa High School	WA Public 4-year	40-59%	60-79%	60-79%	-	60-79%
Othello High School	Total High School Graduates	227	182	175	178	206

High School	Category	2011	2012	2013	2014	2015
Othello High School	Percent Going to College	56%	55-59%	50-54%	55-59%	54%
Othello High School	Big Bend	15-19%	15-19%	15-19%	15-19%	15-19%
Othello High School	WA Public 2-year	55-59%	50-54%	55-59%	50-54%	60-64%
Othello High School	WA Public 4-year	25-29%	25-29%	25-29%	40-44%	30-34%
Quincy High School	Total High School Graduates	110	131	156	132	186
Quincy High School	Percent Going to College	70-74%	60-64%	50-54%	55-59%	55-59%
Quincy High School	Big Bend	25-29%	30-34%	20-24%	30-34%	25-29%
Quincy High School	WA Public 2-year	65-69%	60-64%	60-64%	75-79%	60-64%
Quincy High School	WA Public 4-year	20-24%	30-34%	15-19%	10-14%	30-34%
Quincy High Tech High	Total High School Graduates	8	-	9	9	12
Quincy High Tech High	Percent Going to College	-	-	-	-	0-20%
Quincy High Tech High	Big Bend	-	-	-	-	-
Quincy High Tech High	WA Public 2-year	-	-	-	-	-
Quincy High Tech High	WA Public 4-year	-	-	-	-	-
Ritzville High School	Total High School Graduates	29	26	29	23	27
Ritzville High School	Percent Going to College	50-59%	70-79%	70-79%	70-79%	40-49%
Ritzville High School	Big Bend	-	0-10%	0-10%	-	-
Ritzville High School	WA Public 2-year	21-39%	50-59%	40-49%	40-49%	0-20%
Ritzville High School	WA Public 4-year	40-59%	30-39%	30-39%	40-59%	40-59%
Royal High School	Total High School Graduates	79	81	76	87	77
Royal High School	Percent Going to College	55-59%	55-59%	70-74%	55-59%	55-59%
Royal High School	Big Bend	40-44%	20-24%	15-19%	25-29%	35-39%
Royal High School	WA Public 2-year	55-59%	55-59%	55-59%	45-49%	50-54%
Royal High School	WA Public 4-year	25-29%	30-34%	25-29%	35-39%	35-39%
Sage Hills High School (Ephrata)	Total High School Graduates	22	19	23	19	19
Sage Hills High School (Ephrata)	Percent Going to College	11-19%	21-39%	20-29%	0-20%	0-20%
Sage Hills High School (Ephrata)	Big Bend	-	-	-	-	-
Sage Hills High School (Ephrata)	WA Public 2-year	-	-	-	-	-
Sage Hills High School (Ephrata)	WA Public 4-year	-	-	-	-	-
Smokiam Alternative High School (Soap Lake)	Total High School Graduates	44	34	22	-	17
Smokiam Alternative High School (Soap Lake)	Percent Going to College	15-19%	20-29%	20-29%	-	21-39%
Smokiam Alternative High School (Soap Lake)	Big Bend	-	-	-	-	-
Smokiam Alternative High School (Soap Lake)	WA Public 2-year	-	-	-	-	-
Smokiam Alternative High School (Soap Lake)	WA Public 4-year	-	-	-	-	-
Soap Lake High School	Total High School Graduates	15	12	17	-	25
Soap Lake High School	Percent Going to College	60-79%	80-100%	40-59%	-	70-79%
Soap Lake High School	Big Bend	80-100%	40-59%	-	-	50-59%

High School	Category	2011	2012	2013	2014	2015
Soap Lake High School	WA Public 2-year	80-100%	60-79%	-	-	60-69%
Soap Lake High School	WA Public 4-year	0-20%	21-39%	-	-	20-29%
Wahluke High School (Mattawa)	Total High School Graduates	83	101	85	96	80
Wahluke High School (Mattawa)	Percent Going to College	55-59%	50-54%	45-49%	45-49%	55-59%
Wahluke High School (Mattawa)	Big Bend	15-19%	0-5%	15-19%	0-5%	15-19%
Wahluke High School (Mattawa)	WA Public 2-year	90-94%	65-69%	65-69%	60-64%	70-74%
Wahluke High School (Mattawa)	WA Public 4-year	6-9%	20-24%	25-29%	25-29%	25-29%
Warden High School	Total High School Graduates	48	73	50	61	54
Warden High School	Percent Going to College	55-59%	55-59%	55-59%	50-54%	55-59%
Warden High School	Big Bend	40-49%	45-49%	50-59%	40-49%	30-39%
Warden High School	WA Public 2-year	60-69%	60-64%	70-79%	70-79%	50-59%
Warden High School	WA Public 4-year	11-19%	30-34%	20-29%	11-19%	30-39%
Washtucna	Total High School Graduates	-	-	-	3	5
Washtucna	Percent Going to College	-	-	-	-	-
Washtucna	Big Bend	-	-	-	-	-
Washtucna	WA Public 2-year	-	-	-	-	-
Washtucna	WA Public 4-year	-	-	-	-	-
Wilson Creek High School	Total High School Graduates	-	-	4	-	8
Wilson Creek High School	Percent Going to College	-	-	-	-	-
Wilson Creek High School	Big Bend	-	-	-	-	-
Wilson Creek High School	WA Public 2-year	-	-	-	-	-
Wilson Creek High School	WA Public 4-year	-	-	-	-	-

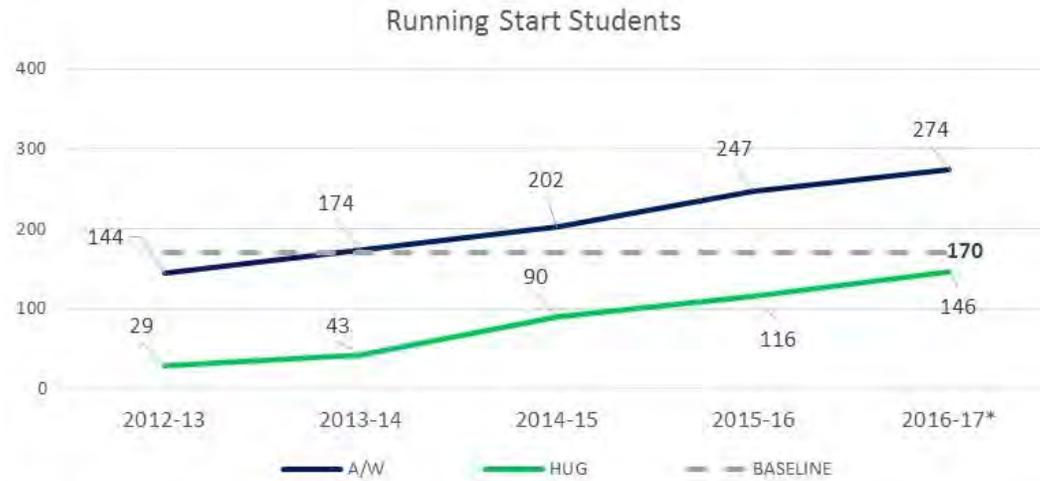
Note: The data presented here are consistent with SLDS Technical Brief 3 (NCES 2011-603

<http://nces.ed.gov/pubs2011/2011603.pdf>) to protect personally identifiable information in aggregate reporting. The number of enrollments or high school graduates determines the width of the reported percentage intervals. The greater the uncertainty in the calculated percentage, the greater the width. For example, high schools reporting 10-20 graduates in a given year have percentages reported in interval widths of 20%; high schools reporting 41-100 graduates in a given year have interval widths of 5%.

Data retrieved from: Education Research & Data Center, <http://www.erdcddata.wa.gov>, on 10/21/2017

Indicator 3.2c Running Start and College in the High School enrollments

Running Start and College in the High School are dual enrollment programs that allow students to receive high school and college-level credit while the students are still enrolled in high school. The enrollment in both programs has continued to rise over the last five years.

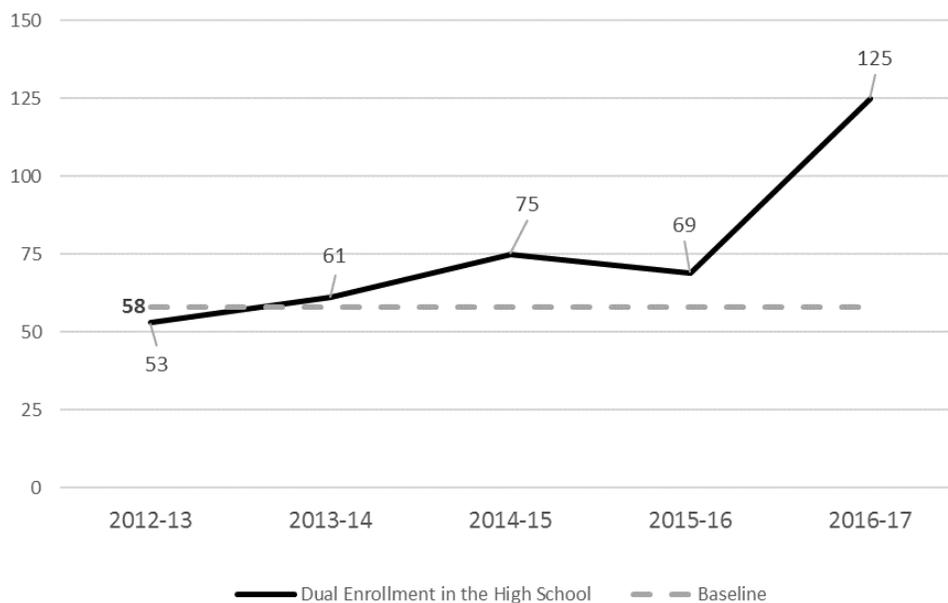


*Difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$

A/W = Asian or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

College in the High School, Unduplicated Headcount



Indicator 3.2d Outreach survey (area schools)

BBCC developed an outreach survey for potential students that will allow the college to determine interest in various educational programs and student services. This information will allow the college to anticipate educational needs and direct students to programs and services that will meet those needs.

In fall 2017, 161 surveys were collected from potential BBCC students. One-hundred nineteen (119) of these were from area high school students. Counts of high school students interested in specific programs or student services are displayed in Table 9 (high school students could select more than one item on the survey).

Table 9 Results of Fall 2017 Outreach Survey – high school students

Program or Student Service* of Interest	Number of Interested High School Students
Aviation	11
Aviation	2
Aviation Maintenance Technology	2
Unmanned Aerial Systems	7
Business	7
Accounting	3
Agriculture	4
Healthcare	34
Medical Assistant	9
Nursing	25
Industry, Manufacturing, and Trades	14
Automotive	6
Commercial Driver’s License	0
Early Childhood Education	6
Information Systems Technology	1
Welding	1
STEM	9
Computer Science	9
The Arts, Education, and Human Services	12
Criminal Justice	12
Transfer degree	59
Dual Enrollment	4
Student Services*	36

*All student services areas are grouped together

Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a Hazardous materials management

Hazardous materials management includes hazardous waste tracking, staff use of Personal Protective Equipment (PPE) and practice of proper safety procedures, and regulation compliance. Hazardous materials are tracked on campus to help monitor and identify areas where products can be reduced and/or eliminated. Employee safety training will be increased to expand employees' safety knowledge and work toward mandated compliance.

In calendar year (CY) 2017, the college disposed of:

- 518 tons (1.036M lbs.) of contaminated soil from an accidental spill of 30-50 gallons of #2 diesel fuel at two locations at the commercial driver's license training facility on March 22-28, 2017. Cost: \$76,536
- 3,468 square feet of asbestos-exposed carpet, asbestos flooring tiles, and mastic from 17 dormitory rooms in Buildings 5000 and 6000 during summer quarter 2017. Cost: \$24,817.
- 1,400 square feet of asbestos floor tile removed from Building 3000 Flight Center in August 2017. Cost \$4,816
- 55 gallon drum of multiple hazardous wastes (flammable liquids, acetone, and hydrochloric acid) from Building 1200 Science Lab storage in August 2017. Cost: \$183
- 257 gallons of used oil from Automotive. Cost: \$277

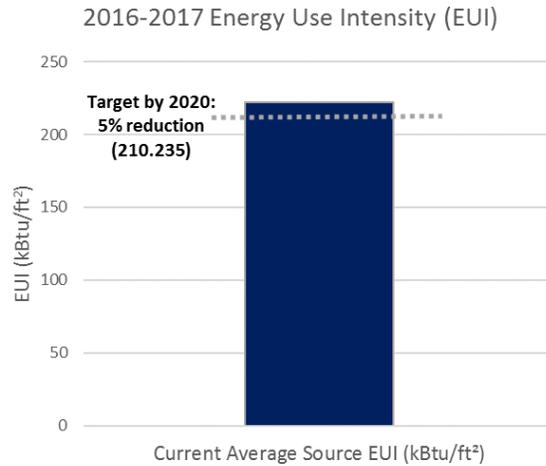
Total disposal costs for CY2017: \$106,629

Two minor injuries due to hazardous materials were sustained by students or employees:

- Incident #17-BC-066, 10/03/2017: Spill of Nitric Acid Solution. Student sustained chemical burn to arm. Student(s) mishandled container using incorrect devices. Spill was contained by staff.
- Incident #17-BC-073, 10/18/2017: Spill of 400 cc of sulfuric acid, aluminum potassium hydroxide and water in Building 1200 science lab. Minor injury to student's arm. Student(s) mishandled container using incorrect devices. Spill was contained by staff.

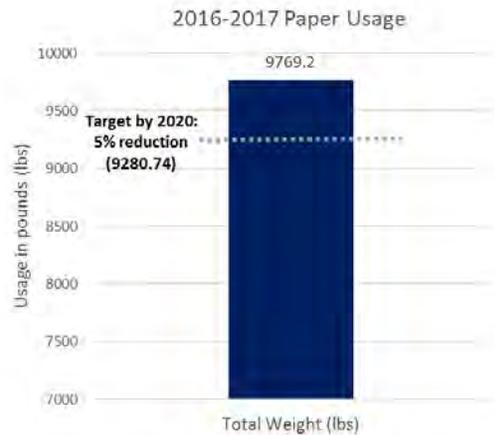
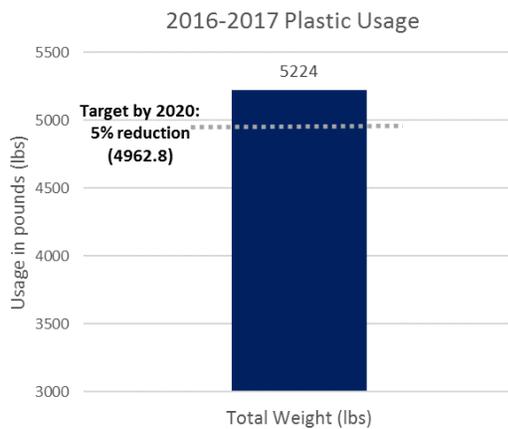
Indicator 3.3b Energy Use Intensity (EUI)

Energy Use Intensity (EUI) is a measurement that defines how much energy the college is using per square foot per year. The EUI is used to assess the energy efficiency of BBCC buildings and other campus areas.



Indicator 3.3c Paper and plastic use

Paper and plastic use in the BBCC custodial department is tracked to see how we can optimize operations in an effort to reduce overall use of these materials.



Indicator 3.3d Clean audits

Prior to Fiscal Year (FY) 2013-14, BBCC, as an agency of Washington State, met the Northwest Commission of Colleges and Universities (NWCCU) requirement for an annual financial audit under the Single Audit prepared by the Office of Financial Management (OFM) for the State as a whole. Starting with FY 2013-14, BBCC was required by NWCCU to prepare annual Financial Statements specifically for the college for audit on an annual basis. The State Wide Single Audit (SWSA) would no longer be accepted by NWCCU as the college's financial statement audit. Due to state law, the audits of the college's financial statement are required to be performed by the State Auditor's Office.

The FY 2013-14 audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2013-14 audit report was published in February of 2016 and can be found in the [BBCC 2014 Financial Report](#).

In FY 2014-15, BBCC implemented Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting of Pensions, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2014-15 audit report was published in February of 2017 and can be found in the [BBCC 2015 Financial Report](#).

In FY 2015-16, no new GASB statements were implemented. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. Results of the FY 2015-16 audit were that the financial statement fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2015-16 audit report was published in July of 2017 and can be found in the [BBCC 2016 Financial Report](#).

Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

Institutional Capacity Assessment Tool (ICAT)

BBCC participates in Achieving the Dream (ATD)—the most comprehensive non-governmental reform movement for student success in higher education history. ATD has introduced a self-assessment instrument known as the ICAT, which is based upon seven capacities that ATD has determined a college needs to be successful in meeting its goals to improve student success and build a student-focused culture: Leadership & Vision, Data & Technology, Equity, Engagement & Communication, Teaching & Learning, Strategy & Planning, and Policies & Practices.

In October 2017, all BBCC employees were invited to complete the ICAT. Results were provided for the college overall and were also broken down by employee type (faculty, staff, and administrators) and act as a springboard for further conversations around each capacity area. These conversations can provide insight into ways of communicating, planning, and implementing strategic changes more effectively and inform strategic planning by identifying potential actions the college can take to achieve its strategic priorities.

Indicator 3.4a ICAT responses related to equity

Equity, as defined in the ICAT, is “the commitment, capabilities, and experiences of an institution to fairly serve low income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.”

Survey responses on equity are summarized below and do not include employee interpretation from the World Café employee exercise. The summary on equity is broken down as it relates to each ICAT capacity area.

Overall, the college is seen as having equity as a goal, but has not yet operationalized it into the day-to-day workings and decisions of the college.

Leadership & Vision: There is an operationalized definition of equity but there is inconsistency on how equity is applied throughout the institution.

Strategy & Planning: The campus equity committee (defined at BBCC as the Committee on Equity Inclusion and Diversity, CEID) serves as the primary structure to support equity goals; however, not all areas consider equity as part of individual area operational practices.

Engagement & Communication: Conversations on equity are happening, but are not intentional or structured in a way that leads to action.

Policies & Practices: BBCC does apply an equity lens to improve policies that impact students but the practice is applied inconsistently. Policies and practices have been designed to hire and train a diverse workforce, but have not been fully implemented.

Teaching & Learning: More than any other area, employees did not know the extent of equity efforts in teaching and learning. Opinion varied greatly on how faculty take into consideration the ways students learn based on their different cultural values, whether or not concepts such as inclusion and social justice are embedded into curriculum, and how equity concepts are embedded in academic support activities.

There were two very distinct perceptions on employee training that meet the needs of a diverse campus. The first perception is that limited training is available but it is optional; the second perception is that equity training is encouraged and supported.

Data & Technology: Although some employees felt the college has identified useful equity measures for access and success, more felt that the college has not identified such measures. Decision-makers have access to pre-set data broken out by various demographics but the data is not accessible in a way that encourages in-depth analysis. A limited number of employees use student outcome data to inform decisions related to student success.

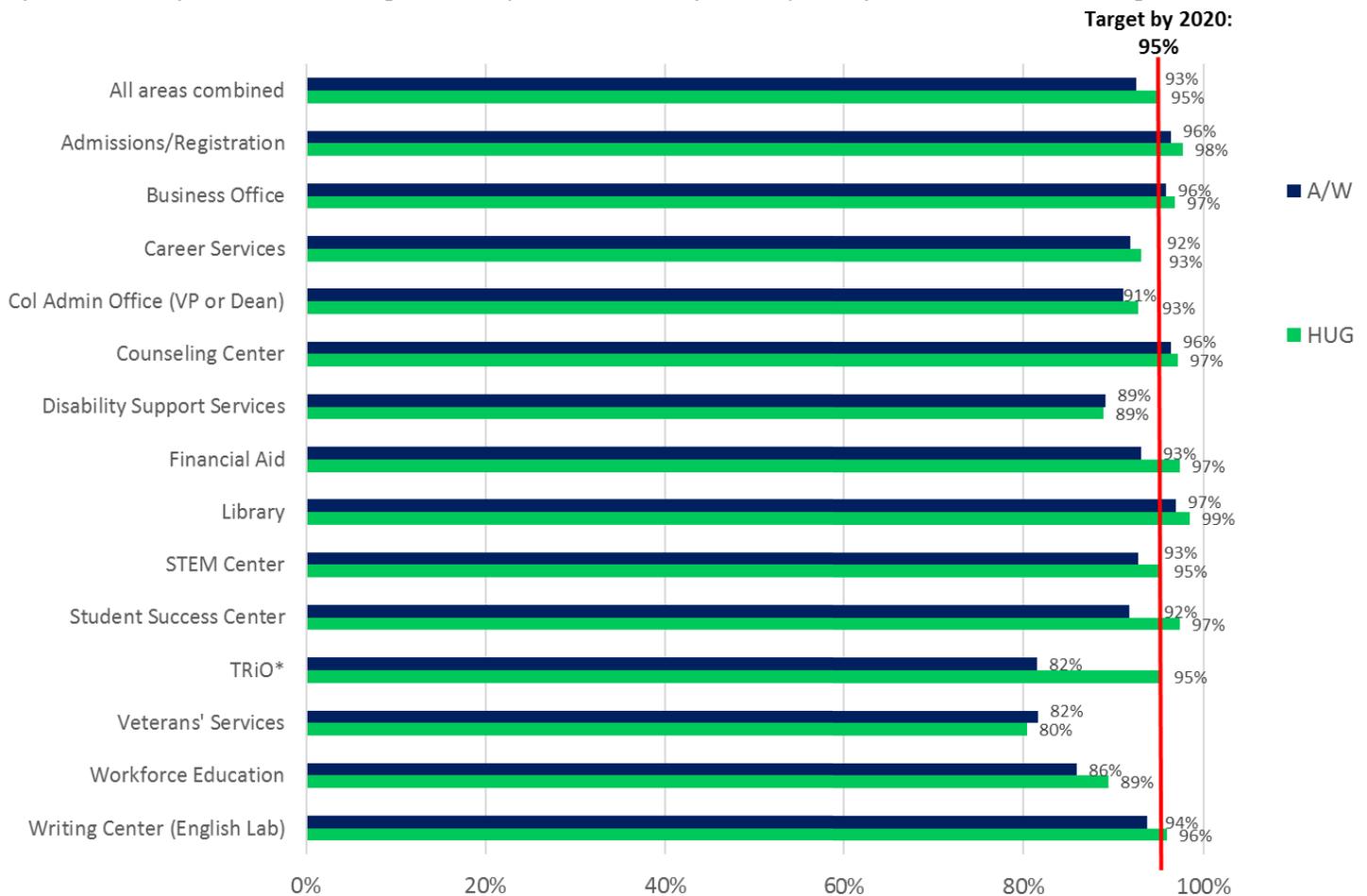
Indicator 3.4b Spring Enrollment Survey responses related to inclusion

The Spring Enrollment Survey (SES) is an online in-house survey given to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2017, 362 students responded (14% of the overall student population in spring 2017). The results of the 2017 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses. This year we will look into ways to gather ABE students' feedback.

Number of respondents:

Overall = 471; Asian and/or white = 252; Historically Underrepresented Groups = 158

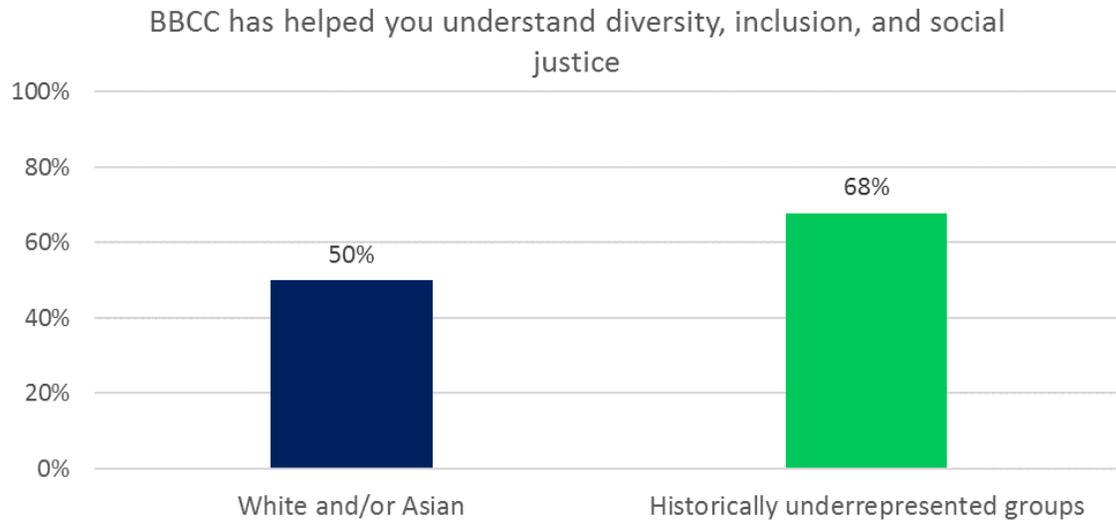
Yes, you feel that your cultural background or personal identity is accepted by others in the following areas:



*Difference between A/W and HUG groups is statistically significant using chi-square test, p < .05

A/W = Asian and/or White

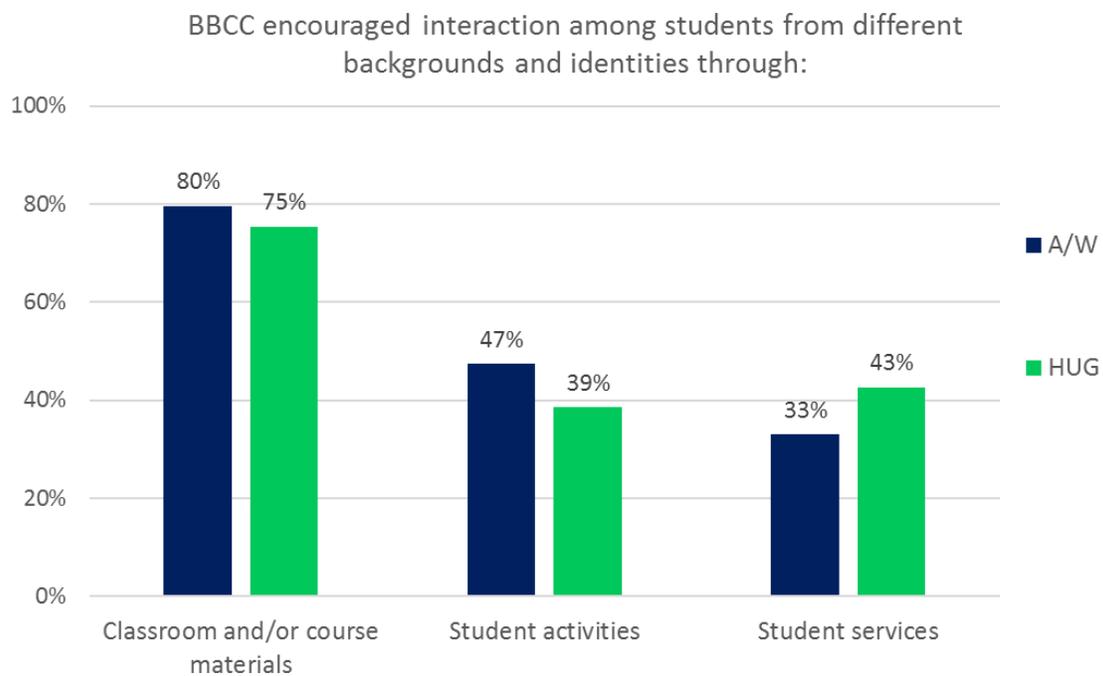
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)



Difference between student groups is statistically significant using chi-square test, $p < .05$

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

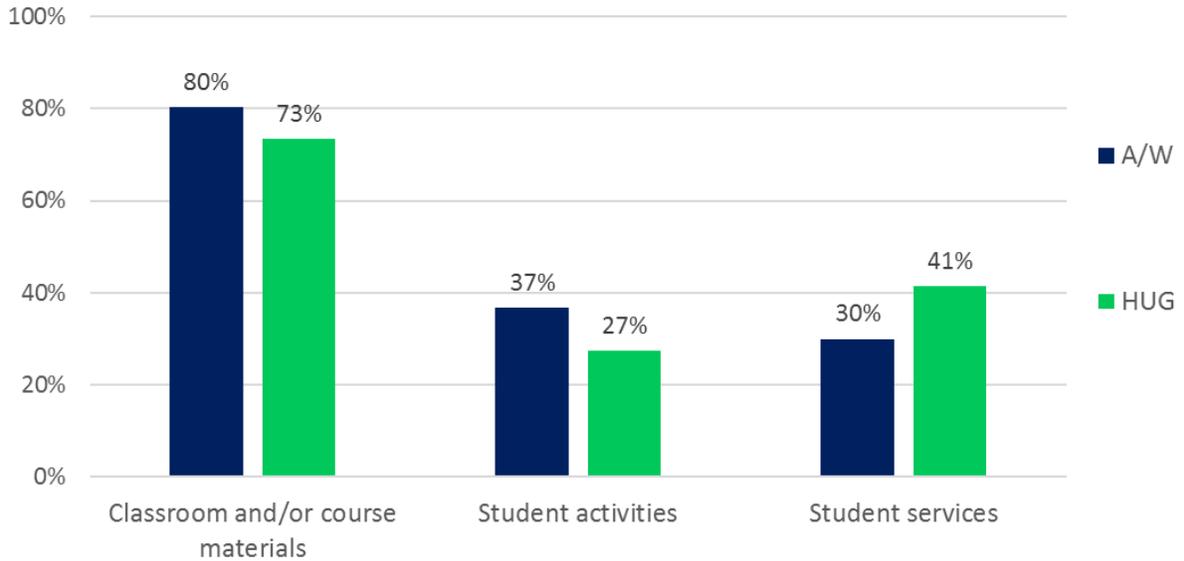


Differences between student groups are not statistically significant using chi-square test, $p < .05$

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

BBCC helped you understand your own and other people's backgrounds and identities through:

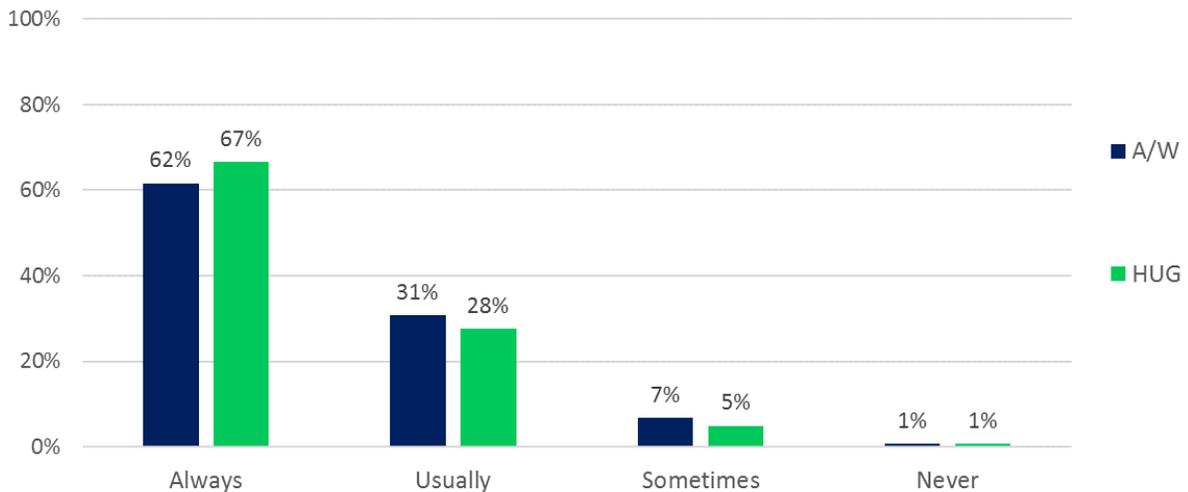


Differences between student groups are not statistically significant using chi-square test, $p < .05$

A/W = Asian and/or White

HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

How often does BBCC provide a classroom environment where you feel safe to be yourself or freely share your opinion(s)?



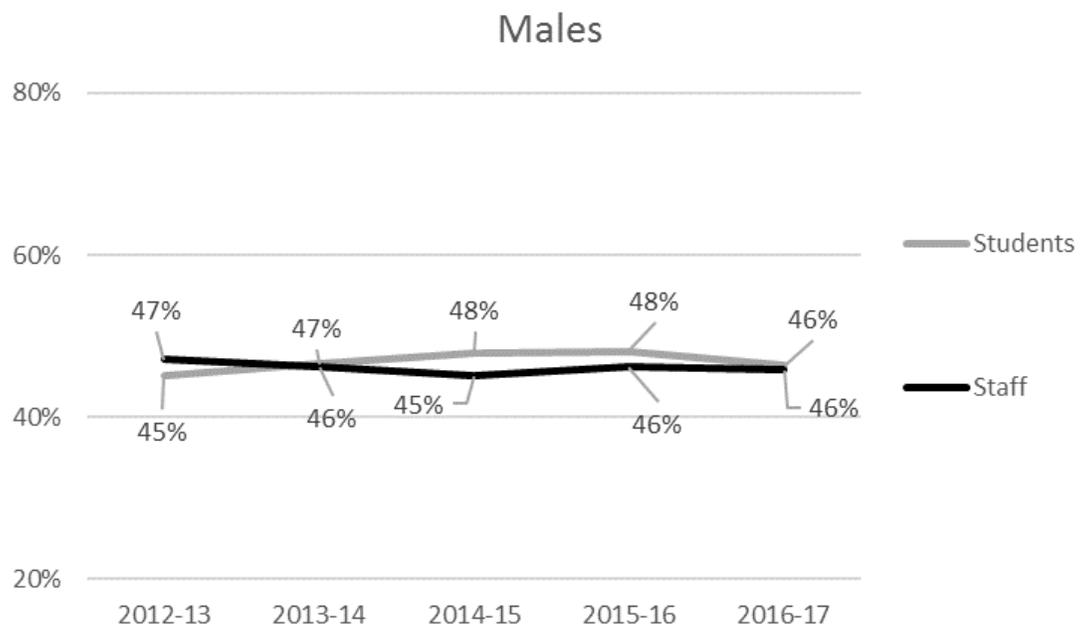
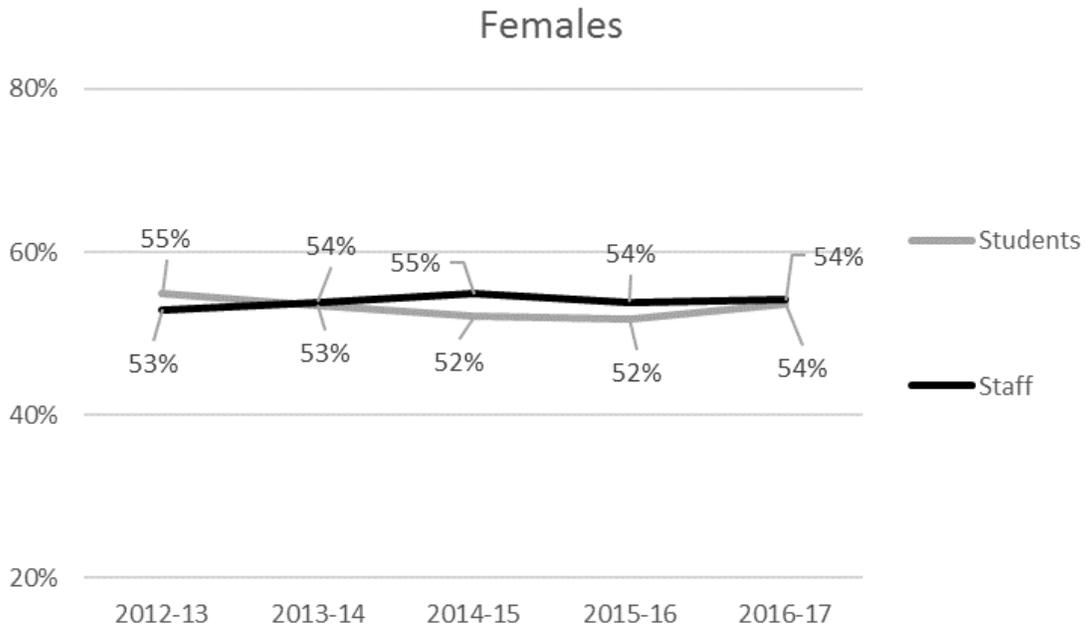
Differences between student groups are not statistically significant using chi-square test, $p < .05$

A/W = Asian and/or White

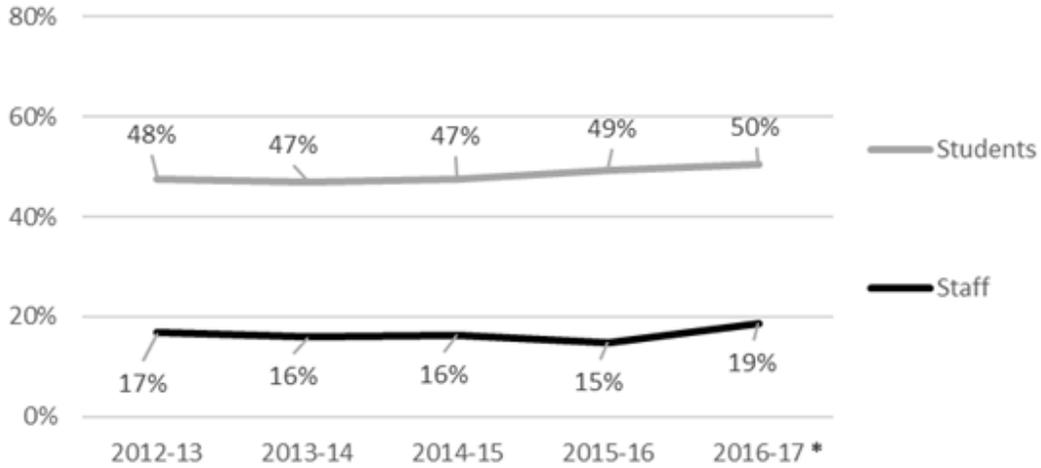
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.4c Degree to which employee demographics reflect student body demographics

The following charts represent the demographics of BBCC students compared to BBCC employees over five years.



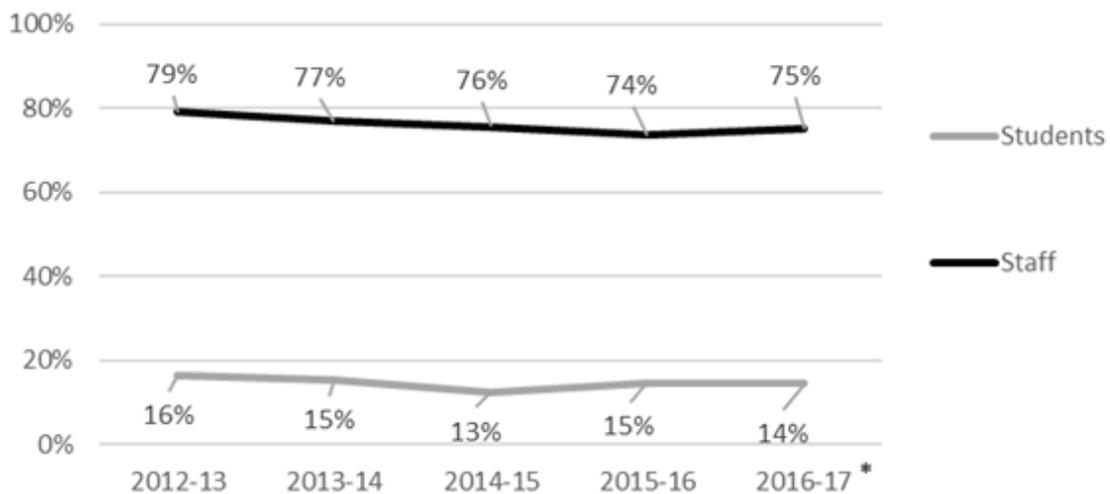
Faculty, Staff, and Students of Color (see NOTE below)



NOTE: In 2016, 49% of BBCC's Service District population consisted of people of color, derived from total population minus "White alone" category (US Census Bureau)

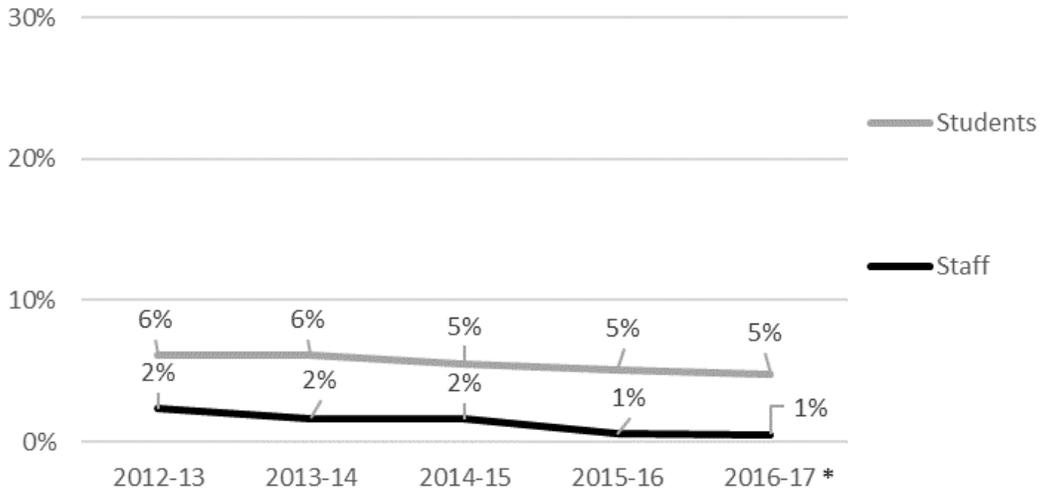
*Difference between staff and students is statistically significant using chi-square test, $p < .05$

Age - 40 or above



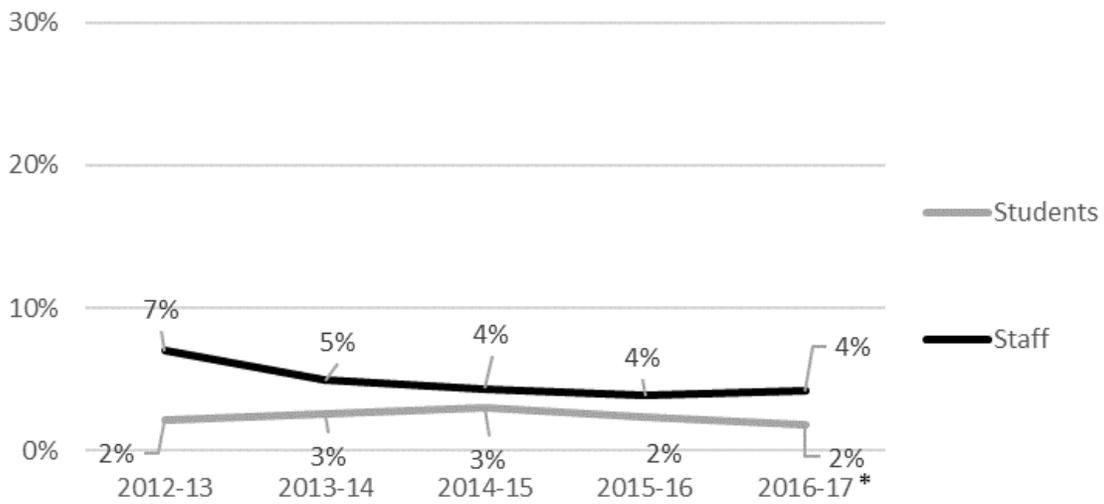
*Difference between staff and students is statistically significant using chi-square test, $p < .05$

Disability Status - Yes



*Difference between staff and students is statistically significant using chi-square test, $p < .05$

Veteran Status - Yes



*Difference between staff and students is statistically significant using chi-square test, $p < .05$