



November 12, 2020

Board of Trustees

Regular Meeting 1:30 p.m.

Register in advance for this Zoom webinar:
[https://bigbend.zoom.us/webinar/register/WN_KoQW
METsS-CqAKg19Y-rQw](https://bigbend.zoom.us/webinar/register/WN_KoQWMETsS-CqAKg19Y-rQw)

After registering, you will receive a confirmation email containing information about joining the webinar.

Big Bend Community College District #18

Governing Board:

**Chair Anna Franz, Vice Chair Thomas Stredwick,
Jon Lane, Stephen McFadden, Juanita Richards**

President Sara Tweedy

Tentative 2021 Meeting Schedule

January 9, 2021

February 14, 2021

March 12, 2021

May 7, 2021

June 4, 2021

August 27, 2021

October 1, 2021

November 12, 2021

Board Goals

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

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

Regular Board Meeting

7662 Chanute Street Moses Lake, Washington 98837

Thursday, November 12, 2020, 1:30 p.m.

Zoom Webinar

1. Call to Order/Roll Call
2. Starfish Education Presentation – Student Success Center Coordinator Diana Villafana (E-1, Info)
3. Consent Agenda **(E-1)**
 - a. Meeting Minutes October 1, 2020 **(Action)**
 - b. Student Success **(Information)**
 - c. Assessment **(Information)**
 - d. Finance & Administration Report **(Information)**
 - e. Human Resources Report **(Information)**
 - f. ASB Report **(Information)**
 - g. Foundation Report **(Information)**
 - h. Classified Staff Report **(information)**
4. Remarks
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1001.3.E)
5. Faculty Updates – Faculty Association President Zach Olsen **(E-3, Information)**
6. President's Update
 - a. Accreditation Update **(E-1, Information)**
 - b. Budget/Enrollment Report **(E-2, Information)**
 - c. Campus Climate Action Plan **(E-6, Information)**
 - d. COVID-19 Impacts **(E-1, Information)**

Executive Session – President Tweedy/Trustees
7. Student Conduct Code WAC Revisions – President Tweedy **(E-6 Inclusion & Climate)**
8. Transforming Lives Nomination – Trustees **(E-3, Action)**
9. President's Onboarding Process – Trustees **(E-1, Information/Action)**
10. 2021 Board meeting Calendar - **(E-1, Action)**
11. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
12. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
13. Miscellaneous – Trustees, President Leas **(E-1, Information/Action)**
14. Adjournment

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

NEXT REGULAR MEETING: Tentatively Thursday, January 7, 2021

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #2: Starfish (information)

BACKGROUND:

Student Success Center Coordinator Diana Villafana will present an educational presentation on Starfish, a student management software system.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the board meeting held on October 1, 2020, are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:

President Tweedy recommends the Board of Trustees approves the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Thursday, October 1, 2020, at 1:30 p.m. via Zoom Webinar.

1. Call to Order

Present: Anna Franz
Jon Lane
Stephen McFadden
Juanita Richards
Thomas Stredwick

2. Consent Agenda

a) Approval of June 4, July 30, August 27, 2020, Board Meeting Minutes (A); b) Accreditation (I); c) Student Success Update (I); d) Assessment Update (I); e) Finance & Administration (I); f) Human Resources Report (I); g) Safety & Security Report (I); h) ASB Report (I); i) Foundation Report (I); j) Classified Staff Report.

Motion 20-49 Trustee Anna Franz moved to approve the consent agenda. Trustee Thomas Stredwick seconded, and the motion passed.

The trustees welcomed Dr. Sara Tweedy.

There were no public remarks

4. Faculty Association President Zach Olson reported faculty are doing well with online classes while encountering some challenges. Nursing Instructor Jennifer Reames Zilliox reported the nursing program has experienced challenges with clinical hours and issues with no staff to operate Simulation/High Fidelity Mannequins.

Early Childhood Education Instructor Dr. Michele Reeves is incorporating online materials from UW into her Child Development classes. Class is delivery synchronously or asynchronously whatever is best for the student.

Communications Instructor Dr. Barbara Bush is holding Salon hours for her students to share any topics of interest, which is helping build community.

English Instructor Dr. Allison Palumbo's book, *Love and the Fighting Female* has been published. They are teaching a class on the book for the Seattle Institute for Film in November.

Instructor Zach Olson is teaching an online asynchronous PE class that is going well with students around the service district.

5. President's Update

Dr. Tweedy expressed her gratitude and appreciation for BBCC employees. She reported that enrollment is holding steady thanks to student services and other employees making calls to recruit and retain students. Total FTEs are down 2%, which also affects the budget. Total tuition collections are also down.

Dr. Tweedy reported that items from the Campus Climate Action Plan are being prioritized. The top of the list includes identifying an employee satisfaction survey tool and effective communication across campus. Healthy relationships and commitment to the mission are important. Dr. Tweedy reported she has observed that employees are working very hard with multiple priorities. More than 30 employees are working with ctclink, which includes additional critical tasks on top of their regular duties. Campus is also preparing for the virtual campus visit from the Northwest Commission on Colleges and Universities (NWCCU).

Effects from COVID 19 have impacted budgets, students, and employee morale. Dr. Tweedy stated an announcement regarding winter quarter arrangements will be released soon. She is working with the Executive Team to make Wi-Fi access available to students on campus, in a safe space. BBCC is committed to student and employee safety.

Dr. Tweedy stated she will launch a strategic planning process in the New Year. The board may reconsider their Ends Statements to synchronize with the strategic plan.

Board members have asked for a systematic review of board policies and a presentation on Starfish. Study sessions may be scheduled for one hour just prior to board meetings to provide discussion and then streamlined board meetings.

6. Operating Budget

Dr. Tweedy expressed appreciation to VP Linda Schoonmaker, Executive Director of Business Services Charlene Rios, and Assistant Director of Business Services Angela Garza for preparing the budget. VP Linda Schoonmaker shared the budget for the trustees' approval. She said there was nothing out of the ordinary and BBCC does not have current budget cuts. VP Schoonmaker anticipates near the end of the fiscal there may be cuts of 10% or less. The budget carryover from 2019-20 is \$1.8 million including additional funding. This carryover is due to conservatively budgeting expenses high and revenue low. CARES Act funding and lower expenses in some areas compensated for COVID expenses.

VP Schoonmaker noted that Student Services supplies expenses are up from last year due to Guided Pathways. Supplies in the institutional support account includes the \$500,000 board contingency requirements and ctclink funding. The potential increase for WEC and AMT utility expenses has been anticipated and the money is banked

Motion 20-50

Trustee Jon Lane moved to approve the 2020-21 Operating Budget. Trustee Juanita Richards seconded, and the motion passed.

7. Proprietary Budget

VP Schoonmaker reported the ASB budget includes Open Doors program fees. Bookstore sales are down and the bookstore is operating at a loss. An ATEC fee of \$30,000 takes away from their profit. The bookstore is considering e-campus book delivery. The Sodexo contract ended May 31, 2020, and there are no food services on campus now. The bookstore advertises snacks daily. Housing revenue is down and expenses are about the same. Students are in single rooms but they are paying the double occupancy price.

Trustee Jon Lane asked about athletics. VP Schoonmaker reported that BBCC is following the Northwest Athletic Conference guidelines. Return to play guidelines require following the health district recommendations, which include following the WA Interscholastic Activities Association (WIAA) guidelines for high schools. President Tweedy stated she met with the athletic department and she commended the coaching staff and Athletic Director Poth for continuing to recruit athletes to the college including ASB President Savana Stephensen. Team practices are not happening and BBCC is committed to safety for athletes.

Motion 20-51

Trustee Anna Franz moved to approve the 2020-21 Proprietary Budget at the 2019-20 levels until the 2020-21 Proprietary Budget is approved. Trustee Thomas Stredwick seconded, and the motion passed.

8. Board resolution 2020-1

President Tweedy stated the attached resolution delegates responsibilities to the president. The only change to the updated document is exchanging the presidents' names and revising the dates.

Motion 20-52

Trustee Anna Franz moved to approve the 2020-1 resolution. Trustee Jon Lane second, and the motion passed.

9 Professional Development for Board

Board Chair Stephen McFadden reported the board took action to engage in training with leadership consultant Linda Seppa Salisbury in their board meeting November 14, 2019. Trustee Thomas Stredwick reported that communication between trustees has improved over time and the retreat in August provided connection time with Dr. Tweedy. He suggesting using the training time to work on the Ends Statements for the new strategic planning process. Trustee Anna Franz and Juanita Richards agreed the board's time and energy could be used in a different way.

Motion 20-53

Trustee Jon Lane moved to approve canceling the contract with Leadership Consultant Linda Seppa Salisbury. Trustee Anna Franz seconded, and the motion passed.

10. Board Self Evaluation

Board Chair Stephen McFadden stated the trustees had discussed their self-evaluation during the retreat in August. He shared the following self-evaluation statement.

Annually, the BBCC Board of Trustees conducts a self-evaluation during its retreat. The effort was completed on Thursday, August 27, 2020. The process includes determining whether or not the Board has met its goals, maintained trustee activity aligned with the Ends, and followed and fulfilled board policies.

2019-2020 Trustees Activity Reports:

*Via this tracking tool, members of the Board collectively reported 268 engagements that met the Core Themes and Ends. **The summary:***

E-1 Mission: = 75 engagements

E-2 Student Success = 44 engagements

E-3 Excellence in Teaching & Learning = 34 engagements

E-4 Community Engagement = 41 engagements

E-5 Integrity and Stewardship = 31 engagements

E-6 Inclusion and Climate = 43 engagements

Board Policies:

During the 2019-2020 academic year the Board successfully continued to review and update Board Policies, including BP 1000, Policy Governance – By Laws.

Board Goals:

For the 2019-2020 academic year, the BBCC Board of Trustees adopted three goals. They were:

- 1. Conduct a successful search for the next BBCC president. Ensure effective onboarding and orientation of the new president upon arrival on campus. Develop goals for the president's first year of service.*
- 2. Be actively engaged and monitor the progress of the Campus Climate Action Plan. Ensure the president has the tools and means to lead the campus community as it improves climate for students, staff, and faculty.*
- 3. Develop and implement an improved system for monitoring Board effectiveness that includes establishing an annual checklist for monitoring the overall performance of BBCC.*

During the August 27 retreat, the Board agreed that it had succeeded in fulfilling two of the three goals. The summary of that assessment follows:

Goal #1: Presidential Search:

The Board agreed the goal had been met with the completion of a successful search and a new president in place in August 2020. It was noted that the onboarding process for the new president continues into the 2020-2021 academic year.

Goal #2 Campus Climate Action Plan:

The Board agreed the goal had been met, while acknowledging the importance of BBCC continuing to make improvements. It was stated that it's important for the college to seek future feedback from staff and faculty in reviewing the performance of the institution.

Goal #3 Monitoring Board Effectiveness:

The Board agreed this goal was not met and the effort impacted by a presidential search and COVID-19. It was agreed that this is a work in progress that will continue in 2020-2021. It was suggested the effort should be tied to the development of the strategic plan and the process to evaluate the end statements.

Motion 20-54

Trustee Thomas Stredwick moved to approve the board's self-evaluation statement. Trustee Jon Lane seconded, and the motion passed.

11. Board Goals

Board Vice-Chair Anna Franz shared draft board goals she developed based on the discussion during the Board retreat August 27.

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

Motion 20-55

Trustee Thomas Stredwick moved to approve the board's 2020-21 goals. Trustee Juanita Richards seconded, and the motion passed.

12. President's Onboarding

The trustees discussed opportunities to introduce Dr. Tweedy to community members. The trustees will work with Executive Assistant Melinda Owens-Dourte to schedule introductory Zoom meetings with external stakeholders in the next two months.

13. Assessment of Board Activity

Trustee Anna Franz reported she attended the Foundation Cellarbration event (E-4) and she met with Board Chair McFadden, President Tweedy, and Executive Assistant Owens-Dourte to prepare the board agenda (E-1).

Trustee Juanita Richards reported she attended the Board Retreat (E-1), Cellarbration (E-4), President Leas' retirement drive by (E-6), and President Tweedy's campus-wide Zoom meeting (E-6).

Trustee Jon Lane reported that he participated in President Leas' drive-by retirement (E-6), an ACT Diversity, Equity and Inclusion (DEI) meeting (E-6), the board retreat (E-1), an ACCT state coordinator meeting (E-4), and a regional caucus meeting (E-6).

Trustee Thomas Stredwick reported that he attended a SBCTC DEI sub-committee meeting (E-6), toured the Workforce Education Center (WEC) with Grant County PUD staff (E-4), Cellarbration ((E-4), and the Board Retreat (E-1).

Trustee Stephen McFadden reported that he attended the Board Retreat (E-1), President Leas' retirement drive by (E-6), met with Trustee Vice-Chair Anna Franz, President Tweedy, and Executive Assistant Owens-Dourte to prepare the board agenda (E-1). He also attended Cellarbration (E-4) and the campus-wide Zoom regarding the student death by President Tweedy (E-6). President Tweedy stated that VP Garza put a lot of work into the campus response arranging training/counseling quickly for students and employees. Trustee McFadden commended the Executive Team and employees for their support of students an each other.

15. Next Meeting

The next board meeting is scheduled on November 12, 2020 at 1:30 p.m.

16. Miscellaneous

Trustee Jon Lane introduced ASB President Savana Stephenson.

17. Board Chair Rotation

Vice-Chair Anna Franz rotated into the Chair position and Trustee Thomas Stredwick moved into the Vice-Chair position.

Motion 20-56

Trustee Jon Lane moved to approve the Board Chair and Vice Chair rotation as scheduled. Trustee Thomas Stredwick seconded, and the motion passed.

The meeting adjourned at 2:40 p.m.

Stephen McFadden, Chair

ATTEST:

Sara Tweedy, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for information)

b. Student Success

October 15 the Washington State Board of Community and Technical Colleges (SBCTC) approved BBCC's Program Proposal to offer a Bachelor of Applied Science degree in Applied Management (BAS-AM). This was the second and final approval needed from the SBCTC for BBCC to move forward with the BAS-AM degree.

BBCC submitted a substantive change request to the Northwest Commission on Colleges and Universities (NWCCU) requesting approval to offer the degree. The NWCCU requires member institutions to secure prior approval for "substantive changes in educational programs". The addition of a Bachelor of Applied Science degree by BBCC is considered a major substantive change because the college is "adding the first academic program at a degree or credential level not previously included in the institution's accreditation by NWCCU." The specifics around substantive changes are described in the [NWCCU Substantive Change Manual](#).

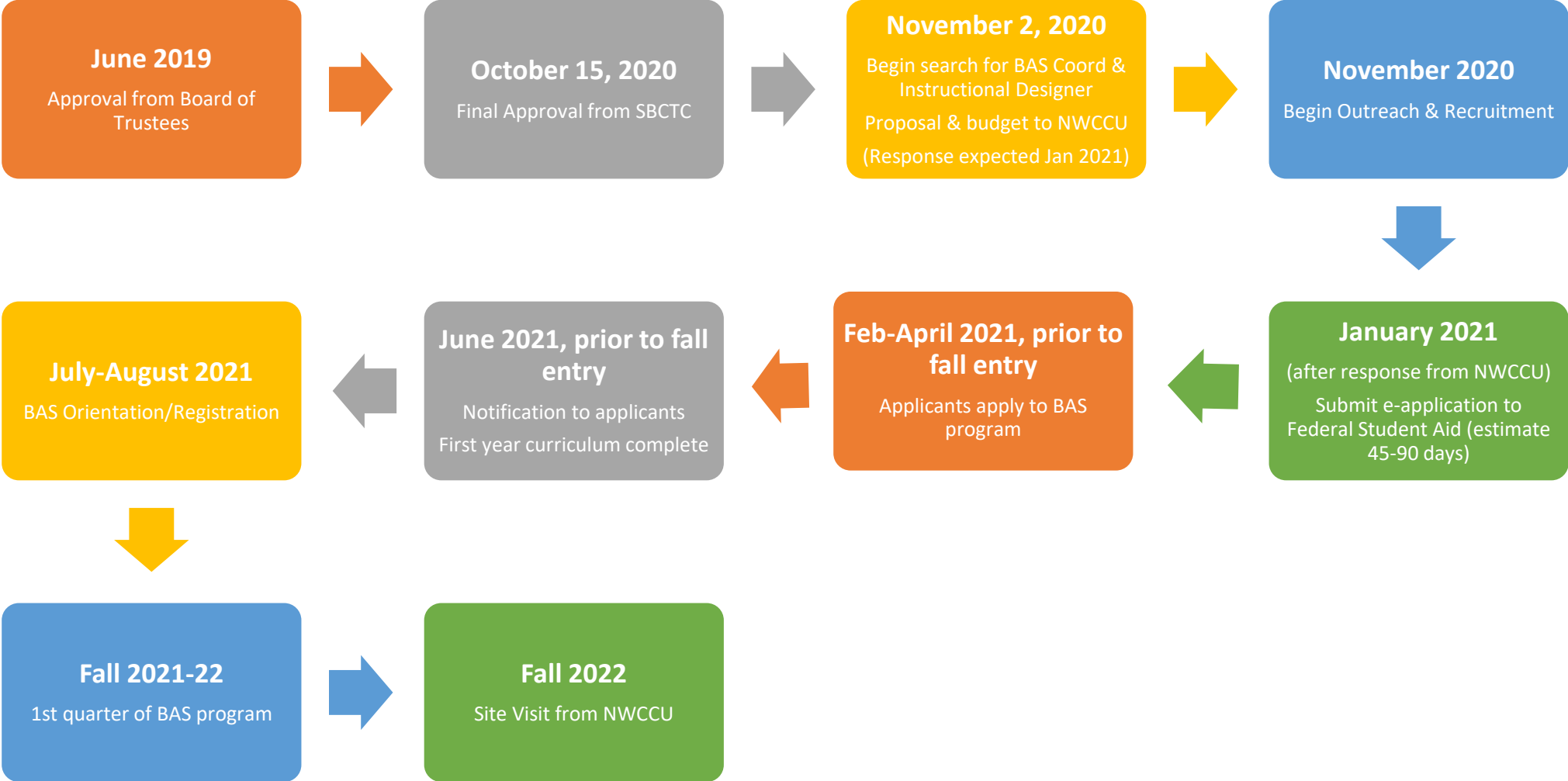
We hope to have approval from the NWCCU by January. Then we will pursue approval from the Department of Education to award financial aid to students in a bachelor's degree. We will also work on program marketing, recruiting and admitting students into the program, and developing new courses needed for the program. We are working toward a Fall 2021 program launch. A graphic showing the implementation timeline on the next page.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BAS Implementation Timeline



BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for information)

c. Assessment

A large portion of the Northwest Commission on Colleges and Universities (NWCCU) site visit focused on our assessment of student learning practices. This is an area of significant focus and work by faculty over the past few years as they have worked to refine our assessment practices. It is, therefore, highly significant that the evaluation team recognized the excellent work the faculty have done around assessment. In a draft of their evaluation report, the Evaluation Committee gave the following compliment:

Compliment: The Evaluation Committee recognizes the BBCC Faculty for their dedication, leadership, and efforts in developing an effective assessment to evaluate the quality of learning its programs.

In the draft report, the Evaluation Committee also gave some suggestions for improving the assessment process. The Assessment Committee will continue to lead faculty in working to improve assessment practices.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for information)

d. Finance & Administration Update

ctcLink Update: Financial aid (FA), Human capital management (HCM), and Finance (FIN) have completed their final Business Process Fit Gap (BPF) sessions. Student Financials (SF) will complete their sessions on November 9 and Campus Solutions (CS) will complete their final sessions on December 10. Homework (configuration assignments) from all of these sessions are currently due through the end of January.

Ongoing Capital Projects:

Workforce Education Center (New Building): Continuing work on punch list items. Capital Art Project work has been installed outside of the main entrance.

Aviation Maintenance Technology (New Building): Continuing work on punch list items. Permit requested from Grant County for installation of the new paint booth.

Science Labs in 1200 renovation/remodel (Minor Project for this biennium): Architect and faculty have met via Zoom and preliminary drawings are getting close.

Campus Safety:

The Department of Education has moved the deadline filing date of the **2020 Annual Security and Fire Report** from October 1, 2020 to December 31, 2020 due to the ongoing effects of COVID-19.

Hazardous Waste Storage room at the new WEC Building (3700) has been equipped and is now in use.

Response/Recovery – Student Suicide on Campus: The After-Action Review/Improvement Plan meeting resulted in the improvement and update of the Student Death protocol in the Emergency Operations Plan.

Prepared by VP Schoonmaker and Director Kyle Foreman.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for action)

e. Human Resources & Labor

BACKGROUND:

Recruitment & Selection:

Debbie Simpson accepted a promotional transfer to the position of Program Coordinator in the Aviation Department. Debbie transitioned from her previous position of Program Assistant in Admissions/Registration to her new position on October 5, 2020.

Abraham Guadarrama was selected as an interim Educational Planner for the Open Doors Program. Abraham started work with Big Bend on November 1, 2020.

The following searches are in process with an expected completion by the end of the academic year:

- Allied Health Programs Coordinator
- Business/Accounting Instructor, tenure-track
- English Instructor, tenure-track
- Math Instructor, tenure-track

Retention:

The year-to-date turnover rate is 5.168%. Separation reasons include Contract Non-Renewal – 2, Layoff – 1, Retirement – 1, Relocation – 2, Other Job – 2 and Personal Reasons/Other – 2. Our goal for 2020 is to have a turnover rate less than 12%.

Prepared by VP Kim Garza.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for information)

f. ASB Report

BACKGROUND:

The ASB Welcome Back DIY Boxes, with four projects, were well received. Twenty-one students posted their Lego creation pictures on Facebook earning points through the social media recruitment activity. ASB posted several messages including “Get Out & Vote,” National Coming Out Day, weekday posts about top movies since 2000, honoring National Hispanic Heritage Month, Dia De Los Muertos, and Disability Awareness Month. Part-time employee, Lori Winston, recorded a video about service animals and emotional support animals to highlight Disability Awareness Month. ASB had 14 students participate in another DIY project, Origami, from their “Welcome Back DIY Box.” ASB officers demonstrated several origami creations and students posted creations on social media for points. Points will accumulate throughout the quarter and students with the top three highest points will receive money towards a scholarship for Winter quarter - \$300, \$200 and \$100 prizes.

The ASB Officers recorded and shared a NewsCast video via email and social media in October. The NewCast covered events happening on campus, with a video clip from Heidi Gephart about the importance of seeing an advisor before registering for Winter quarter classes; Covid-19 update, an interview with Sarah Bauer, one of our full-time instructors and finished off with a BBCC trivia challenge for points.

ASB’s intentional event planning this quarter reached online and on-campus students. They hosted a Curbside Papa John’s Pizza Pick-up activity on October 21, with 56 students participating. ASB also gave the students handouts of our October events BBCC counselors contact information. ASB combined leftover Welcome Boxes (not to be confused with the Welcome Back DIY Boxes) with the pizza slices. The leftover pizza was donated to our Viking Food Pantry.

Last week, ASB handed out pumpkins, carving tools, battery operated candles and Halloween treat bags to 57 students. The following day, ASB distributed leftover pumpkins and bags to any faculty and staff, who were interested. Along with these bags, they also shared flyers about the Counseling Office, as well as campus and community resources. The Viking Food Pantry also participated in the activity by handing out really cute goodie bags, as well as boxes of food for the students.

As for our virtual events, ASB sponsored a fantastic motivational speaker, Hoan Do. He resides in the Seattle area and was an American Ninja Warrior participant. He addressed mental health topics and how students can be resilient through these challenging times. There were 24 participants, with several winning prizes throughout the event, including a chance to win by completing our post-event survey. During his presentation, he also mentioned BBCC campus resources, such as the Viking Food Pantry, Counseling Office and other areas of support.

Last week ASB sponsored a Halloween-themed Virtual Escape room and a virtual Bingo Night. Both events were interactive. We limited the participation on the Escape Room, finding that many students who register, don't necessarily show up for the event. Fortunately the ASB Officers were in the wings and quickly joined in to make the event a success! They solved the mystery with five minutes and nine seconds to spare! We had close to 30 lively participants in our "Boom, Boom Bingo" event, with many winning prizes.

The month concluded with 12 students posting their carved pumpkins on ASB social media accounts for points.

The next virtual event with comedian/impressionist Justin Ruppel is at 7:00 p.m., Friday, November 6. Please check links posted on ASB's social media and we would encourage you to like us on Facebook(<http://www.facebook.com/BigBendASB/>) and Instagram(@BigBendASB), so that you don't miss out on all of our fun!

Prepared by Director of Student Activities Kim Jackson.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for information)

g. Foundation Report

BACKGROUND:

Executive Director Parton reports that the Alumni 360 software is set to launch in the middle of November. There are 1,600 prepopulated names in the software.

The scholarship software went live last week and scholarships are due March 12, 2021. The Foundation received a grant from the Grant County Commissioners via the Grant County Economic Development Council for \$10,000. The funding was allocated to the Emergency Assistance Program (\$6,500) and the Food Pantry (\$3,500).

Foundation staff are filming a video for STAR night for sharing with donors. In the video, students Elizabeth Ramos and Uriel Velazquez, Dr. Tweedy, and Executive Director Parton thank all who help our students through scholarship assistance. This video is another pivot in our new normal.

Prepared by Executive Director of the Foundation LeAnne Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #3: CONSENT AGENDA (for action)

h. Classified Staff Report

BACKGROUND:

Our classified staff continue to work remotely and on-campus, as scheduled, in support of students and preparation for the 2020-21 academic year.

STTACC Board Update:

The fall STTACC Board meeting was held October 29, 2020 and professional development for 2020-21 academic year was on the agenda. The Board reviewed the 2020 conference survey and discussed plans for 2021, including training sessions for new leadership roles. A lot is happening statewide with the current pandemic, campus closures, remote work locations and ctcLink launches. Some colleges are doing a great job providing resources and options and STTACC wants to help promote with social media platforms (Facebook, LinkedIn, Blog, formerly STTACC Chat).

With hope of finding replacements, Barbara Collins, Secretary Senior, has agreed to serve as the BBCC College Contact and Region D Coordinator until September 2021. A goal of the STTACC Board is to provide leadership roles for classified staff personnel. There is still a vacancy for President Elect and in the STTACC Bylaws; this is a 3-year term.

Robin Arriaga, HR Consultant I, coordinated and hosted a Social Security 101 Webinar on 10/28/2020 with guest speaker Kirk Larson, Washington Public Affairs Specialist for the Social Security Administration. All BBCC employees and alumni were invited.

In addition, Robin successfully transitioned the college's new employee orientation from face-to-face to online. She also prepared and delivered all full-time faculty contracts remotely.

Barbara Collins, Secretary Senior, recently completed the post-award Developing Hispanic-Serving Institutions (DHSI) webinar for New Grantees. This is required training as a recipient of the new 2020-2025 Title V grant - BAS-Expanding Equitable Education.

In addition, Barb provided the following update on Title III and Title V grant projects. (see next page)

1. **Online Viking Orientation** – the program was piloted during Summer 2020. Several work groups were started with Barb providing support and assistance to student services fall quarter screening calls for a variety of inquiries. Work continues for the team for launch of the new website with a target launch date of December 2020.
2. **High School Relations Work Group** - In 2019 BBCC hosted a High School Counselor Summit that resulted in stronger relationships and great conversations about enrollment processes. The 2020 event will introduce counselors to new features on the college website, including the online Viking orientation, and continue discussion about Getting Started and other college processes such as placement testing and receipt of transcripts.
3. **New Student Intake Work Group** - Barb became reacquainted with the college website and student advising resources to provide accurate feedback or email follow-up to students. By providing this service, Barb is able to provide a real voice in real time, something many new students need. A listening ear is sometimes all they need to defuse their frustrations.
4. **Starfish** - Will complete basic training soon. Starfish Coordinator will assign overflow students reported in Early Alert. Provide necessary follow-up to faculty or department personnel.

Prepared by VP Kim Garza.

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #4: Faculty Updates (information)

BACKGROUND:

Faculty Association President Zach Olson will report faculty activities.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #5: President's Update (information)

BACKGROUND:

Dr. Tweedy will report the following information.

- a. Accreditation (E-1, Information)
- b. Budget/Enrollment Report (E-5, Information)
- c. Campus Climate Action Plan (E-6, Information)
- d. COVID-19 Impacts (E-1, Information)

RECOMMENDATION:

None.

a. Accreditation

Regional Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) conducted a virtual site visit of BBCC on October 12-14. It was a comprehensive accreditation visit conducted once every seven years. All BBCC employees involved were amazing! They were prepared for the visit, knowledgeable about the topics discussed by evaluators, and represented the college in a professional and positive manner. The visit proceeded smoothly and at the exit meeting, the evaluators shared four commendations and one recommendation. It is unusual to receive so many commendations with only one recommendation. The one recommendation was not a surprise. We knew we needed to simplify and update the framework for institutional planning and have been waiting for the current accreditation cycle to conclude before making the changes. The wording of the commendations and recommendation from the draft report from the evaluators is as follows:

Commendation 1: The College is commended for development of a data-focused culture that engages employees in use of institutional data to identify student needs, provision of resources that enhance student success, and assessment of the impacts of initiatives on student achievement.

Commendation 2: The William C. Bonaudi Library staff is commended for their outstanding commitment to student service during the COVID Pandemic as evidenced by providing drive-up food distribution from the Viking Food Pantry, printing, technology and textbook services; as well as delivery of these items to students without transportation.

Commendation 3: The College is commended for its data-driven efforts to close the achievement gap for Historically Underrepresented Groups, including expanding assistance for transfer to Bachelor Degree programs, implementing accelerated paths for developmental math and English programs, providing faculty development in equity-based pedagogy, and intentional grant making that includes the Title V grant targeting increased student success.

Commendation 4: The College is commended for fostering a proactive environment focused on student success, as evidenced by the responsive changes made in admissions, financial aid, and advising to remove perceived barriers for student enrollment and retention.

Recommendation 1: The Evaluation Committee recommends Big Bend Community College review and articulate its goals, objectives, and indicators to provide consistent and meaningful direction for planning to determine mission fulfillment and improve effectiveness in the context of and in comparison with regional and national peer institutions. (Standard 1.B.2.)

The chair of the evaluation team will soon submit a final report to the NWCCU. At the January 2021 meeting of the NWCCU, the Commissioners will take formal action and then notify BBCC via letter of their determination. The letter will include the final version of commendations and the recommendation as well as the actions BBCC will need to take in order to address the recommendation.

Nursing Program Accreditation

The BBCC Nursing Department received a letter dated October 9, 2020 from ACEN (Accreditation Commission for Education in Nursing) stating that the ACEN Commissioners granted continuing program accreditation to the BBCC Nursing program! The program will have its next program accreditation visit in Spring of 2026. ACEN is the leading authority and accrediting body in nursing education by the U.S. Department of Education (USDE) and by the Council for Higher Education Accreditation (CHEA). For a program to be ACEN accredited, and maintain this status it must demonstrate an ongoing commitment to educational excellence. The BBCC nursing program, under the leadership and direction of Katherine Christian RN MSN/ED, former Director of Health Education programs (now faculty) and her team: Jen Reames-Zilliox RN, MCE, Mercedes Aller-Gonzalez RN, MSN, ARNP, Hannah Capelo MSN, RN, CCRN, and Heidi Wiester, Health Education Program Assistant, have demonstrated this commitment by meeting the rigorous educational standards required year after year. What does the college and community gain by having such an ACEN Accredited Nursing program? Confidence, because our nurses are highly educated, tech savvy, critical thinking leaders who will not just meet the demands but excel in today's healthcare environment. It is our own BBCC nursing graduates who are prepared to begin ushering in, supporting, and providing the complex care for the new and cutting-edge treatments our community needs. This means growth within our healthcare system. Treatments and procedures that once required you to leave town for could be performed here because we have graduated nurses that are able to support those complex patients.



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DELIVERED VIA EMAIL ONLY

October 9, 2020

Wendy Farr, MSN Ed, BSN, RN
Director of Health Education Programs
Big Bend Community College
7662 Chanute Street NE
Moses Lake, WA 98837

Dear Ms. Farr:

This letter is formal notification of the action taken by the Accreditation Commission for Education in Nursing (ACEN) at its meeting in September 2020. The Board of Commissioners granted continuing accreditation to the associate nursing program with removal of conditions and affirmed the next evaluation visit for Spring 2026. Please see ACEN Policy #9 Disclosure of Information About an Accredited Program for the required disclosure statement regarding this decision that must be made to all current and prospective students within seven business days of this letter.

Deliberations centered on the materials available to the Board from this accreditation review process and the recommendation for accreditation proposed by the peer evaluators on the Evaluation Review Panel and, if applicable, the site visit team.

The Board of Commissioners identified the following:

Areas Needing Development

Standard 6 Outcomes, Criterion 6.3

- Review and revise the program completion outcome statement(s) to be congruent with the ACEN definition of program completion by including enrollment in the first nursing course.

We look forward to continued successes for your nursing program. On behalf of the ACEN Board of Commissioners, we thank you and your colleagues for your commitment to quality nursing education. If you have questions about this action or about ACEN policies and procedures, please contact me.

Sincerely,

Marsal P. Stoll, EdD, MSN
Chief Executive Officer

b. Budget/Enrollment Report (E-5, Information)

Fall 2020 enrollments are down significantly from last year. As of November 1, 2020, headcount was 2,271 (an 11.7% decrease from last fall). On the same date, this fall's total FTEs were 1857.5 and state-funded FTEs were 1229.0 – a 5.8% and 15.7% decrease, respectively, from last fall.

At the fall 10th day count on October 2, 2020, state-funded FTEs (1224.2) were down 13.4% from fall 2019 10th day state-funded FTEs (1413.6). Overall, the Community and Technical College System is down 15.3% in state-funded FTEs. The BBCC Fall 2020 10th Day Enrollment Report is included.

The tuition amount budgeted for 2020-2021 is \$3,800,000. As of Sept 30, 2020 we have collected \$1,294,956 or 34.1% of the budgeted amount. As of Sept 30, 2019 we had collected \$1,363,206 or 34.1%.

TUITION COLLECTION REPORT

	<u>2020-21</u>	<u>2019-20</u>
Annual Budget	\$ 3,800,000	\$ 4,000,000
Total Collections as of Sept 30	1,294,956	1,363,206
As a % of annual budget	34.1%	34.1%
Left to collect to meet budget target	\$2,505,044	\$2,636,794

Prepared by Registrar Starr Bernhardt and Executive Director of Business Services Charlene Rios. Note by VP Finance & Administration Linda Schoonmaker

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM:#6 Student Conduct Code WAC Revisions (action)

BACKGROUND:

During the Special Board Meeting held July 30, 2020, the board approved the emergency revision filing regarding Title IX changes impacting BBCC's Student Code of Conduct in compliance with Department of Education (DOE) mandates. This agenda item provides for filing permanent WAC 132R-04 revisions consistent with the emergency filing. The revisions redefine sexual harassment, narrow the Title IX jurisdiction, and also creates a "beefed up" hearing process.

The changes in WAC 132R-04-057 are in addition to the emergency filing in August and provide instructors the opportunity to address academic dishonesty.

RECOMMENDATION:

Dr. Tweedy and Dean André Guzman recommend the trustees approve the WAC revisions.

NEW SECTION

WAC 132R-04-300 Order of precedence. This supplemental procedure applies to allegations of sexual harassment subject to Title IX jurisdiction pursuant to regulations promulgated by the United States Department of Education. See 34 C.F.R. Part 106. To the extent these supplemental hearing procedures conflict with the college's standard disciplinary procedures, WAC 132R-04-010 through 132R-04-200, these supplemental procedures shall take precedence.

NEW SECTION

WAC 132R-04-305 Prohibited conduct under Title IX. Pursuant to RCW 28B.50.140(13) and Title IX of the Education Amendments Act of 1972, 20 U.S.C. Sec. 1681, the college may impose disciplinary sanctions against a student who commits, attempts to commit, or aids, abets, incites, encourages, or assists another person to commit, an act(s) of "sexual harassment."

For purposes of this supplemental procedure, "sexual harassment" encompasses the following conduct:

(1) Quid pro quo harassment. A college employee conditioning the provision of an aid, benefit, or service of the college on an individual's participation in unwelcome sexual conduct.

(2) Hostile environment. Unwelcome conduct that a reasonable person would find to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the college's educational programs or activities, or employment.

(3) Sexual assault. Sexual assault includes the following conduct:

(a) Nonconsensual sexual intercourse. Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(b) Nonconsensual sexual contact. Any actual or attempted sexual touching, however slight, with any body part or object, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(c) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren and adopted children under the age of eighteen.

(d) Statutory rape. Consensual sexual intercourse between someone who is eighteen years of age or older and someone who is under the age of sixteen.

(4) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with

the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the state of Washington, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the state of Washington, RCW 26.50.010.

(5) Dating violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(a) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(b) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(i) The length of the relationship;

(ii) The type of relationship; and

(iii) The frequency of interaction between the persons involved in the relationship.

(6) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

NEW SECTION

WAC 132R-04-310 Title IX jurisdiction. (1) This supplemental procedure applies only if the alleged misconduct:

(a) Occurred in the United States;

(b) Occurred during a college educational program or activity; and

(c) Meets the definition of sexual harassment as that term is defined in this supplemental procedure.

(2) For purposes of this supplemental procedure, an "educational program or activity" is defined as locations, events, or circumstances over which the college exercised substantial control over both the respondent and the context in which the alleged sexual harassment occurred. This definition includes any building owned or controlled by a student organization that is officially recognized by the college.

(3) Proceedings under this supplemental procedure must be dismissed if the decision maker determines that one or all of the requirements of subsection (1)(a) through (c) of this section have not been met. Dismissal under this supplemental procedure does not prohibit the college from pursuing other disciplinary action based on allegations that the respondent violated other provisions of the college's student conduct code, WAC 132R-04-010 through 132R-04-200.

(4) If the student conduct officer determines the facts in the investigation report are not sufficient to support Title IX jurisdiction and/or pursuit of a Title IX violation, the student conduct officer will issue a notice of dismissal in whole or part to both parties explaining why some or all of the Title IX claims have been dismissed.

NEW SECTION

WAC 132R-04-315 Initiation of discipline. (1) Upon receiving the Title IX investigation report from the Title IX coordinator, the student conduct officer will independently review the report to determine whether there are sufficient grounds to pursue a disciplinary action against the respondent for engaging in prohibited conduct under Title IX.

(2) If the student conduct officer determines that there are sufficient grounds to proceed under these supplemental procedures, the student conduct officer will initiate a Title IX disciplinary proceeding by filing a written disciplinary notice with the chair of the student conduct committee and serving the notice on the respondent and the complainant, and their respective advisors. The notice must:

(a) Set forth the basis for Title IX jurisdiction;

(b) Identify the alleged Title IX violation(s);

(c) Set forth the facts underlying the allegation(s);

(d) Identify the range of possible sanctions that may be imposed if the respondent is found responsible for the alleged violation(s); and

(e) Explain that the parties are entitled to be accompanied by their chosen advisors during the hearing and that:

(i) The advisors will be responsible for questioning all witnesses on the party's behalf;

(ii) An advisor may be an attorney; and

(iii) The college will appoint the party an advisor of the college's choosing at no cost to the party, if the party fails to do so.

(3) Explain that if a party fails to appear at the hearing, a decision of responsibility may be made in their absence.

NEW SECTION

WAC 132R-04-320 Prehearing procedure. (1) Upon receiving the disciplinary notice, the chair of the student conduct committee will send a hearing notice to all parties, in compliance with WAC 132R-04-130. In no event will the hearing date be set less than ten days after the Title IX coordinator provided the final investigation report to the parties.

(2) A party may choose to have an attorney serve as their advisor at the party's own expense. This right will be waived unless, at least five days before the hearing, the attorney files a notice of appearance with the committee chair with copies to all parties and the student conduct officer.

(3) In preparation for the hearing, the parties will have equal access to all evidence gathered by the investigator during the investigation, regardless of whether the college intends to offer the evidence at the hearing.

NEW SECTION

WAC 132R-04-325 Rights of parties. (1) The college's student conduct procedures, WAC 132R-04-010 through 132R-04-200, and this supplemental procedure shall apply equally to all parties.

(2) The college bears the burden of offering and presenting sufficient testimony and evidence to establish that the respondent is responsible for a Title IX violation by a preponderance of the evidence.

(3) The respondent will be presumed not responsible until such time as the disciplinary process has been finally resolved.

(4) During the hearing, each party shall be represented by an advisor. The parties are entitled to an advisor of their own choosing and the advisor may be an attorney. If a party does not choose an advisor, then the Title IX coordinator will appoint an advisor of the college's choosing on the party's behalf at no expense to the party.

NEW SECTION

WAC 132R-04-330 Evidence. The introduction and consideration of evidence during the hearing is subject to the following procedures and restrictions:

(1) Relevance: The committee chair shall review all questions for relevance and shall explain on the record their reasons for excluding any question based on lack of relevance.

(2) Relevance means that information elicited by the question makes facts in dispute more or less likely to be true.

(3) Questions or evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant and must be excluded, unless such question or evidence:

(a) Is asked or offered to prove someone other than the respondent committed the alleged misconduct; or

(b) Concerns specific incidents of prior sexual behavior between the complainant and the respondent, which are asked or offered on the issue of consent.

(4) Cross-examination required: If a party or witness does not submit to cross-examination during the live hearing, the committee must not rely on any statement by that party or witness in reaching a determination of responsibility.

(5) No negative inference: The committee may not make an inference regarding responsibility solely on a witness's or party's absence from the hearing or refusal to answer questions.

(6) Privileged evidence: The committee shall not consider legally privileged information unless the holder has effectively waived the privilege. Privileged information includes, but is not limited to, information protected by the following:

(a) Spousal/domestic partner privilege;

(b) Attorney-client and attorney work product privileges;

(c) Privileges applicable to members of the clergy and priests;

(d) Privileges applicable to medical providers, mental health therapists, and counselors;

(e) Privileges applicable to sexual assault and domestic violence advocates; and

(f) Other legal privileges identified in RCW 5.60.060.

NEW SECTION

WAC 132R-04-335 Initial order. (1) In addition to complying with WAC 132R-04-140, the student conduct committee will be responsible for conferring and drafting an initial order that:

- (a) Identifies the allegations of sexual harassment;
 - (b) Describes the grievance and disciplinary procedures, starting with filing of the formal complaint through the determination of responsibility, including notices to parties, interviews with witnesses and parties, site visits, methods used to gather evidence, and hearings held;
 - (c) Makes findings of fact supporting the determination of responsibility;
 - (d) Reaches conclusions as to whether the facts establish whether the respondent is responsible for engaging in sexual harassment in violation of Title IX;
 - (e) Contains a statement of, and rationale for, the committee's determination of responsibility for each allegation;
 - (f) Describes any disciplinary sanction or conditions imposed against the respondent, if any;
 - (g) Describes to what extent, if any, complainant is entitled to remedies designed to restore or preserve complainant's equal access to the college's education programs or activities; and
 - (h) Describes the process for appealing the initial order to the college president.
- (2) The committee chair will serve the initial order on the parties simultaneously.

NEW SECTION

WAC 132R-04-340 Appeals. (1) The parties shall have the right to appeal from the initial order's determination of responsibility and/or dismissal of an allegation(s) of sexual harassment in a formal complaint. The right to appeal will be subject to the same procedures and time frames set forth in WAC 132R-04-150.

(2) The president or their delegate will determine whether the grounds for appeal have merit, provide the rationale for this conclusion, and state whether the disciplinary sanction and condition(s) imposed in the initial order are affirmed, vacated, or amended, and, if amended, set forth any new disciplinary sanction and/or condition(s).

(3) President's office shall serve the final decision on the parties simultaneously.

WAC 132R-04-057 Student code of conduct violations. The college may impose sanctions against a student who commits, attempts to commit, aids, abets, incites, encourages, or assists another person to commit an act of misconduct. Misconduct for which the college may impose sanctions includes, but is not limited to, any of the following:

(1) **Academic dishonesty.** Any act of academic dishonesty including, but not limited to, cheating, plagiarism, or fabrication.

(a) Cheating includes, but is not limited to, any attempt to give or obtain unauthorized assistance relating to the completion of an academic assignment.

(b) Plagiarism includes, but is not limited to, taking and using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. Prohibited conduct may also include the unauthorized submission for credit of academic work that has been submitted for credit in another course.

(c) Fabrication includes falsifying data, information, or citations in completing an academic assignment, and also

includes providing false or deceptive information in an instructional course concerning the completion of an assignment.

(d) This section shall not be construed as preventing an instructor from taking immediate disciplinary action as provided herein where the instructor is required to act upon such breach of academic dishonesty in order to preserve order and prevent disruptive conduct in the classroom.

(e) This section shall also not be construed as preventing an instructor from adjusting the student's grade on a particular project, paper, test, or class grade for academic dishonesty.

(2) **Other dishonesty.** Acts of dishonesty include, but are not limited to:

(a) Forgery, alteration, submission of falsified documents or misuse of any college document, record, or instrument of identification;

(b) Tampering with an election conducted by or for college students; or

(c) Furnishing false information, or failing to furnish correct information, in response to the request or requirement of a college officer or employee.

(3) **Obstructive or disruptive conduct.** Conduct not otherwise protected by law that interferes with, impedes, or otherwise unreasonably hinders:

(a) Any instruction, research, administration, disciplinary proceeding, or other college activities, including the obstruction of the free flow of pedestrian or vehicular movement on college property or at a college activity; or

(b) Any activity that is authorized to occur on college property, whether or not actually conducted or sponsored by the college.

(4) **Assault, intimidation, harassment.** Unwanted touching, physical abuse, verbal abuse, threat(s), intimidation, harassment, bullying, or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. For purposes of this code, bullying is repeated or aggressive unwanted behavior, not otherwise protected by law, that humiliates, harms, or intimidates the victim.

(5) **Cyber misconduct.** Cyber misconduct including, but not limited to: Cyberstalking, cyberbullying, or online harassment.

(a) Use of electronic communications including, but not limited to, electronic mail, instant messaging, electronic bulletin boards, and social media sites, to harass, abuse, bully or engage in other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person.

(b) Prohibited activities include, but are not limited to, unauthorized monitoring of another's email communications directly or through spyware, sending threatening emails, disrupting electronic communications with spam or by sending a computer virus, sending false messages to third-parties using another's email identity, nonconsensual recording of sexual activity, and nonconsensual distribution of a recording of sexual activity.

(6) **Property violation.** Damage to, misappropriation of, unauthorized use or possession of, vandalism, or other nonaccidental damaging or destruction of college property or the property of another person.

Property for the purposes of this subsection includes computer passwords, access codes, identification cards, personal

financial account numbers, other confidential personal information, intellectual property, and college trademarks.

(7) **Failure to comply with directive.** Failure to comply with the directive(s) of a college officer or employee who is acting in the legitimate performance of his or her duties, including failure to properly identify oneself to such a person when requested to do so.

(8) **Weapons.** Possession of any firearm, dagger, sword, knife or other cutting or stabbing instrument, club, explosive device or any other weapon apparently capable of producing bodily harm, unless previously authorized by the vice president of learning and student success. This policy does not apply to the possession of a personal protection spray device, as authorized by RCW 9.91.160. This policy is subject to the following exceptions:

(a) Commissioned law enforcement personnel in the state of Washington, legally authorized military personnel while in performance of their duties, and other persons or entities authorized by contract to carry firearms in the course of their employment;

(b) A student with a valid concealed weapons permit may store a pistol in his or her vehicle parked on campus in accordance with RCW 9.41.050 (2) or (3), provided the vehicle is locked and the weapon is concealed from view; or

(c) The president or designee may grant permission to bring a weapon on campus upon a determination that the weapon is reasonably related to a legitimate pedagogical purpose. Such permission shall be in writing and shall be subject to such terms or conditions incorporated in the written permission.

(9) **Hazing.** Hazing includes, but is not limited to, any initiation into a student organization or any pastime or amusement engaged in with respect to such an organization that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student.

(10) **Alcohol, drug, and tobacco violations.**

(a) Alcohol. The use, possession, delivery, sale, or being visibly under the influence of any alcoholic beverage, except as permitted by law and applicable college policies.

(b) Marijuana. The use, possession, delivery, or sale of marijuana or the psychoactive compounds found in marijuana

intended for human consumption, regardless of form, or being observably under the influence of marijuana or the psychoactive compounds found in marijuana and intended for human consumption, regardless of form. While state law permits the recreational use of marijuana, federal law prohibits such use on college premises or in connection with college activities.

(c) Drugs. The use, possession, delivery, sale, or being observably under the influence of any legend drug (including anabolic steroids, androgens, or human grown hormones), narcotic drug or controlled substance as defined in chapters 69.41 and 69.50 RCW, except in accordance with a lawful prescription for that student by a licensed health care professional.

(d) Tobacco, electronic cigarettes, and related products. The use of tobacco, electronic cigarettes, and related products in any building owned, leased, or operated by the college, or in any location where such use is prohibited, or in any location other than the parking lots, including twenty-five feet from entrances, exits, windows that open, and ventilation intakes of any building owned, leased or operated by the college. The use

of tobacco, electronic cigarettes, and related products on the college campus is restricted to designated smoking areas.

"Related products" include, but are not limited to, cigarettes, pipes, bidi, clove cigarettes, waterpipes, hookahs, chewing tobacco, vaporizers, and snuff.

(11) **Disorderly conduct.** Conduct which is disorderly, lewd, indecent, or obscene, that is not otherwise protected under the law.

(12) **Discriminatory conduct.** Conduct which harms or adversely affects any member of the college community because of race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; sexual orientation; gender identity; veteran's status; or any other legally protected classification.

(13) **Sexual misconduct.** The term "sexual misconduct" includes sexual harassment, sexual intimidation, and sexual violence. Sexual harassment prohibited by Title IX is defined in the Supplemental Procedures to this Code. See WAC 132R-04-305.

(a) **Sexual harassment.** The term "sexual harassment" means unwelcome sexual or gender-based conduct ~~of a sexual nature~~, including unwelcomed sexual advances, requests for sexual favors, quid pro quo harassment, and other verbal, nonverbal, or physical conduct of a sexual or a gendered nature that is sufficiently severe, persistent, or pervasive~~serious~~ as to ~~deny or limit, and that does deny or limit, based on sex,~~

(i) deny or limit the ability of a student to participate in or benefit from the college's educational programs or activities;

(ii) alter the terms or conditions of employment for a college employee(s) and/or

(iii)~~that~~ creates an intimidating, hostile, or offensive environment for other campus community members.

(b) **Sexual intimidation.** The term "sexual intimidation" incorporates the definition of sexual harassment and means threatening or emotionally distressing conduct based on sex. This includes, but is not limited to, nonconsensual recording of sexual activity or the distribution of such recording.

(c) **Sexual violence.** "Sexual violence" is a type of sexual discrimination and harassment. Nonconsensual sexual intercourse, nonconsensual sexual contact, domestic violence, dating violence, and stalking are all types of sexual violence.

(i) Nonconsensual sexual intercourse. ~~is a~~ Any actual or attempted sexual intercourse (anal, oral, or vaginal), however slight, with any object or body part, by a person upon another person, that is without consent and/or by force. Sexual intercourse includes anal or vaginal penetration by a penis, tongue, finger, or object, or oral copulation by mouth to genital contact or genital to mouth contact.

(ii) Nonconsensual sexual contact. ~~is a~~ Any actual or attempted ~~intentional~~ sexual touching, however slight, with any object or body part, by a person upon another person that is without consent and/or by force. Sexual touching includes any bodily contact with the breasts, groin, mouth, or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

(iii) Incest. Sexual intercourse or sexual contact with a person known to be related to them, either legitimately or

illegitimately, as an ancestor, descendant, brother, or sister of either wholly or half related. Descendant includes stepchildren, and adopted children under the age of eighteen.~~Domestic violence includes asserted violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant, person similarly situated under domestic or family violence law, or anyone else protected under domestic or family violence law.~~

(iv) Statutory Rape. Consensual intercourse between a person who is eighteen years of age or older, and a person who is under the age of sixteen.~~Dating violence means violence by a person who has been in a romantic or intimate relationship with the victim. Whether there was such relationship will be gauged by its length, type, and frequency of interaction.~~

(v) Domestic violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic

or family violence laws of the State of Washington, or by any other person against an adult or youth who is protected from that person's acts under the domestic or family violence laws of the State of Washington, RCW 26.50.010. ~~Stalking means intentional and repeated harassment or following of another person, which places that person in reasonable fear that the perpetrator intends to injure, intimidate, or harass that person. Stalking also includes instances where the perpetrator knows or reasonably should know that the person is frightened, intimidated, or harassed, even if the perpetrator lacks such intent.~~

(vi) Dating violence. Physical violence, bodily injury, assault, the infliction of fear of imminent physical harm, sexual assault, or stalking committed by a person:

(1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(2) where the existence of such a relationship shall be determined based on a consideration of the following factors:

(a) The length of the relationship;

(b) The type of relationship; and

(c) The frequency of interaction between the persons involved in the relationship.

(vii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(1) fear for their safety or the safety of others; or

(2) suffer substantial emotional distress.

(viii) Consent. Clear, knowing, and voluntary permission by word or action to engage in mutually agreed upon sexual activity. Each party has the responsibility to make certain that the other has consented before engaging in the activity. For

consent to be valid, there must be actual words or conduct indicating freely given agreement to the act at the time of the act. Consent cannot be inferred from silence, passivity, or lack of active resistance. Consent can be withdrawn by either party at any point. Consent to engage in one activity, or past agreement to engage in a particular activity, cannot be presumed to constitute consent to engage in a different activity or to engage in the same activity again. There is no consent where there is a threat of force or violence or any other form of coercion or intimidation, physical or psychological. A person

cannot consent if they are unable to understand what is happening or are disoriented, or if they are asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapable of consent has engaged in nonconsensual conduct. Intoxication is not a defense against allegations that an individual has engaged in nonconsensual sexual conduct.

(14) **Harassment.** Unwelcome and offensive conduct, including verbal, nonverbal, or physical conduct, that is directed at a person because of such person's protected status and that is sufficiently serious as to deny or limit, and that does deny or limit, the ability of a student to participate in or benefit from the college's educational program or that creates an intimidating, hostile, or offensive environment for other campus community members. Protected status includes a person's race; color; national origin; sensory, mental or physical disability; use of a service animal; gender, including pregnancy; marital status; age (40+); religion; creed; sexual orientation; gender

identity; veteran's status; or any other legally protected classification. See supplemental definitions: "Sexual misconduct" for the definition of "sexual harassment." Harassing conduct may include, but is not limited to, physical conduct, verbal, written, social media and electronic communications.

(15) **Retaliation.** Harming, threatening, intimidating, coercing, or taking adverse action of any kind against a person because such person reported an alleged violation of this code or college policy, provided information about an alleged violation, or participated as a witness or in any other capacity in a college investigation or disciplinary proceeding.

(16) **Misuse of electronic resources.** Theft or other misuse of computer time or other electronic information resources of the college. Such misuse includes, but is not limited to:

(a) Unauthorized use of such resources or opening of a file, message, or other item;

(b) Unauthorized duplication, transfer, or distribution of a computer program, file, message, or other item;

(c) Unauthorized use or distribution of someone else's password or other identification;

(d) Use of such time or resources to interfere with someone else's work;

(e) Use of such time or resources to send, display, or print an obscene or abusive message, text, or image;

(f) Use of such time or resources to interfere with normal operation of the college's computing system or other electronic information resources;

(g) Use of such time or resources in violation of applicable copyright or other law;

(h) Adding to or otherwise altering the infrastructure of the college's electronic information resources without authorization; or

(i) Failure to comply with the college's electronic use policy.

(17) **Unauthorized access.** Unauthorized possession, duplication, or other use of a key, keycard, or other restricted means of access to college property, or unauthorized entry onto or into college property.

(18) **Safety violations.** Safety violation includes any nonaccidental conduct that interferes with or otherwise

compromises any college policy, equipment, or procedure relating to the safety and security of the campus community, including tampering with fire safety equipment and triggering false alarms or other emergency response systems.

(19) **Abuse of process.** Abuse or misuse of any of the procedures relating to student complaints or misconduct including, but not limited to:

(a) Failure to obey a subpoena or order to appear at a hearing;

(b) Falsification or misrepresentation of information;

(c) Disruption, or interference with the orderly conduct, of a proceeding;

(d) Interfering with someone else's proper participation in a proceeding;

(e) Destroying or altering potential evidence, or attempting to intimidate or otherwise improperly pressure a witness or potential witness;

(f) Attempting to influence the impartiality of, or harassing or intimidating, a student disciplinary committee member; or

(g) Failure to comply with any disciplinary sanction(s) imposed under this student conduct code.

(20) **Unsafe vehicle operation.** Operation of any motor vehicle on college property in an unsafe manner or in a manner which is reasonably perceived as threatening the health or safety of another person.

(21) **Violation of other laws or policies.** Violation of any federal, state, or local law, rule, or regulation or other college rules or policies, including college traffic and parking rules.

(22) **Ethical violation.** The breach of any generally recognized and published code of ethics or standards of professional practice that governs the conduct of a particular profession for which the student is taking a course or is pursuing as an educational goal or major.

(23) **Aiding or abetting.** Aiding, abetting, inciting, encouraging, or assisting another person to commit any of the foregoing acts of misconduct.

In addition to initiating discipline proceedings for violation of the student conduct code, the college may refer any

violations of federal, state or local laws to civil and criminal authorities for disposition. The college shall proceed with student disciplinary proceedings regardless of whether the underlying conduct is subject to civil or criminal prosecution. [Statutory Authority: RCW 28B.50.140. WSR 18-17-026, § 132R-04-057, filed 8/6/18, effective 9/6/18; WSR 17-22-054, § 132R-04-057, filed 10/25/17, effective 11/25/17; WSR 16-15-011, § 132R-04-057, filed 7/8/16, effective 8/8/16. Statutory Authority: RCW 28B.50.140 and chapter 34.05 RCW. WSR 03-15-063, § 132R-04-057, filed 7/14/03, effective 8/14/03.]

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #7: ACT Transforming Lives Award Nomination (for action)

BACKGROUND:

ACT is sponsoring the Transforming Lives awards again this year. The packet of nominations follows this cover page.

Timeline:

- ACT deadline for receiving nominations, student essays, board letters of support and student photos – Friday, December 4, 2020.
- All statewide nominees will receive \$200.

Every state-level nominee will have their story and picture included in an awards booklet that will be shared with legislators, the higher education community, and posted on the ACT website.

- The BBCC Committee will meet soon to discuss celebrating the BBCC nominees.

BBCC's nominations will be reviewed by the trustees.

RECOMMENDATION:

President Tweedy recommends the trustees select a nominee and an alternate for the 2021 ACT Transforming Lives Award.

Transforming Lives

2021 Nomination Criteria - Revised

Description

The ACT Transforming Lives Awards recognize current or former students whose lives have been transformed by attending a Washington state community or technical college. Each college board will select one award recipient.

Every recipient will have his or her story and picture included in an awards booklet that will be shared with legislators, the higher education community, and posted on the ACT website. In addition, each recipient will receive \$200 from ACT.

Awards Criteria

Awardees must be selected from the student's board of trustees, based on the following criteria:

- The recipient may be:
 - a current or former Washington community or technical college student [**within 3 academic years (2017-18, 2018-19, 2019-20) of completing a degree, certificate or transfer**]
 - Or a current student who is making significant progress toward completing a degree or certificate that is helping him or her prepare for success in his or her future endeavors.
- The recipient must share in written format (**maximum 600 words**) about overcoming barriers to achieve higher education goals and how the education and support received at his/her community or technical college was life transforming. **The following questions must be answered in order to be eligible for consideration:**
 - ✓ **What compelled you to attend a community or technical college? And most importantly was there an individual(s) or program at the college you feel contributed to your success?**
 - ✓ **What was it about that individual(s) or program that made the difference in transforming your life? Please explain.**
 - ✓ **Were there any barriers or obstacles that originally prevented you from attending a community or technical college?**
 - **If so, please identify those barriers or obstacles and tell us what you did to overcome those barriers or obstacles?**
 - ✓ **What is next for you and what are your goals for your future?**
 - ✓ **If you could share one piece of advice for other students or for those who are unsure about their ability to attend a community or technical college, what would that be?**

Each college may develop its own process for soliciting and selecting nominations. One student from each college may be selected by the local board of trustees as their award recipient. Multi-campus districts select one recipient from each college in the district.

Once the awardee has been identified, the president's assistant will email ACT the final selection packet that includes a completed cover form, an edited version of the students statement (Word document not exceeding 600 words), and a head and shoulder photograph (300 DPI or higher) of the student.

Deadlines:

Selection packets must be received by ACT by Friday, December 4, 2020

ATTN: Linda Graham, lgraham@sbctc.edu

****Students previously nominated within the within the last 3 academic years (2017-18, 2018-19, 2019-20) are eligible to be reconsidered****

(Students previously chosen as ACT's keynote speakers are not eligible)

****Please note: all student stories and pictures will be published in the Transforming Lives Booklet. The booklet is widely distributed to Legislators, CTC Stakeholders and the Public. ****

Big Bend Community College
Transforming Lives Award Nominees
Scoring Matrix

Nominee	Barriers	Accomplishments	Goals	Total
Rosa McIver				
Dora Mendez				
Giovanni Partida				
Elizabeth Ramos				
Susanne White				

Rosa Mclver

Hello, my name is Rosa Mclver and I am a 2019 graduate from Big Bend Community College located in Moses Lake, Washington. What compelled me the most to attend Big Bend was to start out small. I wanted to make sure that I set out a specific plan rather than jumping right into it. Not only did BBCC help me stay organized, it also helped me to save a lot of money. I knew I wanted to do something more in life rather than work with no motivation in my future. I started out with a major in psychology to extend my knowledge in the human mind.

After a while, I decided that it did not intrigue me the way that sociology did. I ended up switching my major to sociology and focusing on society. I know towards the end of my college career I want to become a social worker for foster care children and give back to my generation as well as the next.

When it comes to individuals who encouraged me to keep pushing forward, there were many. I would like to give a special “thank you” to all of my teachers at Big Bend, all of the clubs I have participated in, and most importantly the TRiO program. Most of the instructors and the advisors at Big Bend have definitely helped me succeed to where I am today. The instructors all gave me critical feedback on how to succeed the most in my classes such as on papers, exams, and even midterms. The TRiO program helped me to plan a road to success and helped me to become the best in the social work field. They took me, and other TRiO students, on field trips to explore different colleges that would benefit us the most in life and career. Most importantly, they would help us to plan our two years at Big Bend so we could succeed. I believe without TRiO and other programs at Big Bend, I would not have been where I am today.

Barriers in my life have also played a huge part. Growing up, I knew I wanted to be something, to help others and be a part of something. My hopes were cut short when I was put into foster care at the age of fourteen. I felt unwanted, miserable, and at times depressed of the way my life was going. At the age of sixteen, I was adopted by an amazing family who saw the

best in me and kept pushing me to do what I actually wanted to do, which was help others. Throughout that time period, they helped me seek certain careers that piqued my interest. From there, I soon saw that being a social worker for foster kids was just right for me. I know what they would go through, I know the system, and I know how it feels to be at a low point in life in that certain predicament. My next step in life is to finish my bachelor's degree with a major in social services and a minor in Spanish. From there I will plan on completing an internship and began working in the system as a Foster Care Social Worker.

My advice for other students who are unsure about their ability to attend a community college is to make sure that your picture of community college fits your needs. Even if you think of community college as one of the "little leagues," make sure to reach out, build connections and continue your journey in life.

Thank you for your time, it is greatly appreciated.

11/2/2020

To the Transforming Lives committee:

I am honored to nominate Rosa McIver for Transforming Lives recognition. I have known Rosa for approximately three years.

Rosa started her journey here at Big Bend Community College in the Adult Basic Education program. She was not there long, and she was co-enrolled in college-level courses at the same time. She began taking college-level coursework full time her second quarter at the College.

I had the pleasure of working with Rosa in an intensive Math and English I-BEST course where she was able to work toward ENGL & 101 and MATH & 107. She was a hard-working student and supportive of her classmates.

Rosa's hard work academically has been demonstrated by inclusion in the Vice President's list her final four quarters at BBCC.

What has impressed me most about Rosa is her strength, determination, and leadership skills. Rosa knows what she wants and she seeks out whatever resources she needs to meet her goals. She proved to be a valuable student leader during her time at BBCC in her involvement in a variety of clubs and campus functions.

Thank you for considering Rosa for this award. She is a remarkable person who is destined to contribute in remarkable ways to her community, her profession and, perhaps, the world.

Dawnne L Ernette

Dawnne Ernette

Instructor, BBCC

Dora Mendez

Tomorrow is Now

School has always been very challenging for me due to my learning disabilities. I felt my dreams were unreachable. My parent pushed me to finish high school even though they both had minimal education themselves. Right out of high school, I felt that getting a job at a grocery store or factory was the only place I would end up, as I had no plans going back to further my education.

Then when things couldn't get any harder, my father passes from cancer. I saw the struggles my mom encountered working double shifts trying to make ends meet. I remember my mom driving and seeing potatoes and onions on the side of the road, and would pull over and say, "Honey can you grab those." I was young and felt this was just for "fun", and never saw the real reality my mom and siblings were facing. Yet, we never went hungry.

After my father's passing, I became interested in the medical field. I told myself to think small at first, so got a job at a nursing home. I then became very compassionate taking care of others and got my Certified Nursing Assistant license. I felt more empowered and started to think of all the possibilities.

One day, I grabbed the newspaper saw there will be EMT classes. I felt a bit hesitant so I left the newspaper on my table. As days went by, I picked up newspaper once again and told myself, "You might be stupid like many have told you." Again, fighting that voice inside me, I decided to just call and was literally in class the next day. I said what did I get myself into. Went home with 20 pounds book a bit discouraged. That night I prayed told God if this is for me, push me it's okay if I cry but I won't quit. After months class end and state test comes along. I failed that test again and again. I cried many nights but failing isn't a choice. Got up once more and said if no one believes in you, who will. Took test and passed.

Furthermore, I faced my fears and have accomplished becoming a National Advanced EMT, Medical Assistant Phlebotomist, and a Firefighter saving lives each day. I once was that little girl with so many doubts, and here I am once more testing my waters making big waves at Big Bend Community College. Becoming a nurse sounds crazy and here I am soon to graduate with my pre-nursing in three months.

Lastly, I know for sure the TRIOs faculty members have made me believe anything is possible building my foundation. They are the rocks to get me across on the other side of the water. Including the departments of disabilities which came up with a plan to make sure I succeed.

I now believe failing isn't a choice because you can eventually cry and give up and fall to the ground but failing has made me who I am now. I am that girl with the learning disability that people will call names, the one placed in special ed because of language barriers. I am proud to say that because many hide their weaknesses, and yet my weaknesses won't defeat who I am today and who I will become tomorrow. It will only make me stronger. "I am here for another round Dora." I say this because in reality, the person within me is my biggest challenge to over come my fears of succeeding .

November 3, 2020

Veronica Guadarrama
TRIO Student Support Services Director
7662 Chanute Street NE
Moses Lake, WA 98837

Dear Transforming Lives Committee,

It is my pleasure to offer my unreserved recommendation for Dora Mendez for the Transforming Lives Award. Dora, a first-generation and non-traditional student came to Big Bend Community College Fall of 2017. Her very first quarter she joined TRIO Student Support Services (SSS). TRIO SSS is a federally funded program, who supports college students who are first-generation, low-income, or living with a disability. Our goal is to reduce poverty by helping our underserved students in finding success in their academic journey. Dora came to the college with a realistic goal. She wants to become a nurse and she has never wavered from her goal. Seeing her throughout these years, she has redefined “hard work” to say the least and keeps moving forward without complaints.

Outside of Big Bend, her commitments and responsibility are tremendous. Dora is a wife, mother of three daughters, a volunteer firefighter, and full-time EMT/Paramedic. Working as an EMT/Paramedic means working 12-hour night shifts, on top of going to school. To give an insight to her daily routine before COVID-19, when BBCC campus was open, she would come to class right after working the night shift without sleeping. Even with this demanding schedule, she still does very well in her challenging classes.

Dora is also a mentor to other Big Bend students who are doing their prerequisites for the nursing program like herself, assisting them before tests and participating in study groups. She also understands how vital the knowledge she learns in these classes mean, so she enrolls in less than full-time credits to absorb as much as she can. Dora clearly has a passion and selflessness to care for others; she does it with such natural instincts. We believe there nothing Dora cannot do; she really emits a superwomen status in our eyes. Dora is on track to complete her Pre-Nursing degree in winter quarter 2021. Her plans include applying to nursing programs, including at BBCC and in the near future earning a Bachelor’s of Science in Nursing (BSN).

Sincerely,

TRIO SSS Staff

Giovanni Partida

Big Bend Community College

Nomination Letter for the Transforming Lives Award

It is so surreal to be nominated for an award, someone like me, someone who barely passed high school. It is so insane to be in a position where I am now, I could not ask for it to have happened in any other way. The people who are guiding me now, I am eternally blessed to have them in my corner. I knew I always wanted to go back to school and earn an associate's degree in something, anything; however, there was always an issue with money, my housing, and myself.

I first attempted to go to college when I was 20 years old – I passed with a C and knew I needed to work harder if I wanted to do this. The toxicity and instability in my home life motivated me to change myself for the better. I eventually moved from Southern California to Northern California which resulted in my next three college attempts. I failed in my second attempt too. The lack of my determination I had, I also switched majors. The third attempt, I switched majors, again, and then failed because I gave more attention to a toxic, intimate relationship rather than my higher education goals – I became homeless and lost the car I was using at the time.

My fourth attempt at going to college was rough; the school tried their very best to involve me in programs for students in need. However warm my experience was during this attempt to get my associate degree in computer science, I gave up because sleeping in my car for six months became too psychologically challenging. I grew sick while trying to maintain a full-time college credit load, a full-time job, and the basic life necessities for an adult human. I had to move back to Southern California, a place I never wanted to be due to the toxicity it induces upon me, but I was lucky.

I moved to Moses Lake, Washington through the gift of having a friend extend his support so I can have a less unstable and toxic life. I did change because I was lucky Moses Lake has Big Bend Community College. What is even luckier, I was able to meet the numerous amounts of people I did that genuinely care for me and guide me in the direction of success.

Firstly, without the help of Jaime Garza, I would not have been guided down the right path. From Jaime Garza, I met Jerry Workman. Jerry Workman blew my mind away with his seemingly infinite wisdom and accepting attitude. With Mr. Workman's help, I was introduced to TRIO SSS – the best situation to ever occur to me in college. The people who work there are more than just advisors, they are like family. They never stop working hard, so they can see me pass college, something I have wanted to achieve for so long. I honestly find it hard to believe that I am one quarter away from graduating because it was the people here at BBCC that saw my potential and nourished it.

As someone who is 28 years old, I feel like I am behind in life. I do not have strong social skills, I lack many basic experiences, and I am in a situation where I feel as though I am too late. BBCC has reminded me that it is never too late, and that there are always people that will help those who are willing to help themselves.

November 3, 2020

Transforming Lives Award
7662 Chanute Street NE
Moses Lake, WA 98837

Dear Selection Committee,

It is with the greatest honor for TRIO Student Support Services staff to nominate Giovanni Partida for the Transforming Lives Award. We had many students who fit the “well-rounded” category, but a student like Giovanni truly has transformed himself throughout his time at Big Bend Community College. He has attempted college over 4 times unsuccessfully and is now only one quarter away from earning a transfer degree. Giovanni’s background is painful, harsh, and to any normal person, tragic. Giovanni left his home to seek stability, the right path for his future, and new place to call home.

Giovanni easily embodies determination, he has found his niche of motivation, and his successful quarters easily speak of how badly he wants to earn a degree. As he opened up to staff over these quarters, we are amazed to see the progress he has achieved and the rise of maturity in his person. To highlight his progress, Giovanni resourcefully found and joined TRIO SSS in summer of 2019. I believe he has found a place to thrive in, especially coming to know others who have similar backgrounds as his own. He was part of our TRIO SSS student panel to share his academic experiences with new students and network with others new to the program. Equally, he previously worked as an ASB programmer and joined the men’s wrestling team to gain new involvements. Giovanni received and accepted a formal invitation to join Phi Theta Kappa at end of February 2020. He currently holds a 3.20 grade point average and plans to continue working diligently to maintain a high achieving student status. Giovanni’s intended transfer plans include obtaining a bachelor’s degree in English-Creative Writing, while minoring in Human Services at Washington State University. Giovanni plans to use his collective experiences in life to help others discover their potentialities to shape better versions of themselves and rehabilitate to move their past trauma.

If you met Giovanni, at a glance you could not tell he has worked tenfold, academically and emotionally, to be where he is now, I know he will continue to share his powerful story and spread the message of empathy he cherishes to others. Although, negative words describe his background, he has chosen to defy statistics and ignore what social stigmas would define him.

Thank you for your consideration and hope this award catapults all students nominated toward endless success. Awards such as these, reassure students their hard work is recognized and fuels their desire to pursue future attainments.

Sincerely,
TRIO Student Support Services Staff

Elizabeth Ramos

It was a year ago when I packed the most essential belongings of my children and myself, walked out of the house, crossed the border, and left the poverty and negativity behind. Coming back to America from Mexico with my two children and recreating a new life has been the hardest thing I have done in my life but also the healthiest action I have ever taken. Promises unkept, a life of poverty, and a toxic relationship culminated to a point where I saw my dreams of becoming a teacher, and my children's education, well-being, and dignity dying in front of my eyes. A final incident led me to bring my children back to America. My two children, my desire to become a teacher, and the promise I once made to myself and parents compelled me to recreate a new life for myself. I came to Big Bend Community College and began to pursue my dream career to give my children a chance at a future and provide them with an education of their own.

I believe that no one can reach success without the trust and contribution of others. It takes a strong and committed team to help make a success story a reality for someone. In my success story, programs and individuals such as teachers, advisors, and staff at BBCC supported my efforts. Mr. Workman, Ms. Cluff, Ms. Nighswonger, Carmen Ramirez, and Jennifer Starr together with BBCC Foundation Scholarships donors and the PTK Honors Society have supported my efforts in making my success possible. Each and every individual dedicated valuable time to listen to, care for, and believe in me. I walked into BBCC as an individual, and I walked out with a team at my back - the best reinforcement! The support I have received at BBCC has also empowered me by giving me a newfound confidence in myself and making me realize that I am capable of the unimaginable.

Now I am recreating a new life thanks to the substantial support from programs and staff members that form BBCC. I am now more than halfway in completing my Pre-Elementary Education AAS DTA at BBCC which I plan to use as a bridge to obtain a bachelor's degree in Elementary Education with an Endorsement in ELL Teaching in CWU. My dedication and passion for teaching has allowed me to achieve a 3.8 Grade Point Average, allowing me to join the PTK Honors Society at BBCC, which me and my family are extremely proud of. I am confident that the expertise and knowledge I have gained at BBCC will allow me to make a lasting difference in me and my family's life and also impact my future students.

I hope my voice will echo to all of those in need of breaking language, economic, social, and personal barriers that may be blocking their way and let them know that there are community colleges out there who have staff that truly care about their success and dreams. A community college like BBCC offers the closeness and truthfulness of a second family and provides you with the necessary skills and belief to fulfill and transform your life. Education is the key to enhancing appreciation of a reliable and satisfying life. Believe in yourself and do not let anything stop you, take a step further to shape the world in which we live. It can be done! Thanks to the support from Big Bend Community College, I am actually doing it and I will not stop until I succeed!

Dear Transforming Lives Committee and Board of Trustees,

It is my honor to nominate Elizabeth Ramos for the 2021 Transforming Lives Award.

I was introduced to Elizabeth last year when I stopped in to see Carmen Ramirez. The latter was offering guidance about various programs and I briefly spoke with the former about Big Bend scholarships and the scholarship assistance the Foundation offers students. Elizabeth met with me later for the one-on-one scholarship essay assistance we offer students and she shared her story with me. Revealing her story was both empowering and cathartic and, while we decimated a Kleenex box, we ended up with essay outlines that were reflective of the journey that she is on. Her story is inspiring and I have always admired people who embrace their dreams or face their fears and doubt, and I *deeply* admire those who have the courage to break free from social roles and norms in order to better themselves.

Since she has been at BBCC, Elizabeth has been working diligently towards her dream of becoming a teacher. Every opportunity that we have presented to Elizabeth she goes for and even Covid is not slowing her down. It is a testament to her will that this single mom can manage to take nineteen credits and still help her own children with their schoolwork – definitely teacher material! I have no doubt that her motivation and determination will drive her to achieve her dreams. Further, as she transforms her own life with education, I know she will inspire others and her future students to do the same.

We all understand the transformation that education has on people and how it can open doors and minds, but it is rare when you see a transformation of someone's spirit. I wish I could convey the transformation I see in Elizabeth. A life surrounded by negativity breeds disconnection and lack of faith in others and to see that switch, that realization that people care, blossoms so much hope and promise in people. Elizabeth's time at Big Bend, and the people and donors that have supported her, has made an impact on her - the caterpillar has emerged and butterfly and is looking at its wings for the first time. She really is one of Big Bend's transformative success stories.

Elizabeth's story is captivating, her courage is admirable, her determination to achieve her dreams is inspiring. She is the perfect embodiment of what these awards symbolize and encompasses the spirit behind Transforming Lives.

Thank you,

Jennifer Starr

Susanne White

Transforming Lives Committee,

I have grown more than I imagined possible, and attending Big Bend has helped me see potential and self-worth as I work towards a new life. When I was 1, my mother left my dad with 8 kids and went to college. I felt invisible all my childhood except when I wanted to be. I experienced a life of trauma that is unimaginable to most. There was a darkness I felt that held me captive, feeling alone, damaged, unwanted, and unloved. This wasn't my mother's fault as it was a deeper battle due to experiences of abuse she had not known. I left home at age 17 and still graduated high school. More trauma came. My marriage wasn't better. I went through years of abuse and threats to my life. There were promises of no more drinking and it getting better. After my second child and threats in front of them, I finally left. I wanted a better life for myself, but mostly for my boys.

I always worked hard like my mother and step-father had shown me. I worked before I was of age to go work a job, did EYC through the school work program, and kept going from there. I thought college wasn't for me because I wasn't smart or brave enough. My husband wanted a stay-at-home mother and we got a house. That made it more difficult to leave. I felt broken and like a failure. Starting again from the bottom living in a low-income apartment, receiving food stamps, and little to no child support gave me the push I needed though. I didn't want to accept my situation as my life, but as temporary.

When I finally spoke of my separation, I heard the benefits of a dental hygiene career. I could work while my children were in school and also have holidays off. That career would allow me to be able to care for my children and myself without relying on assistance from anyone else. They have a kind and calm atmosphere too. It sounded perfect, except I chickened out. I decided dental assisting would be quicker and easier because I couldn't possibly get a bachelor's degree. However, I realized dental assisting pay wouldn't be enough for me and my children. Then, I realized I was giving up on myself before I tried. So, I jumped into dental hygiene unsure of the future, but ready to work hard.

It had been 17 years since graduation. Luckily, Jennifer and TRIO staff helped with schedule advising and applying for scholarships. I have high expectations with grades, and I'm doing it. I have grown in knowledge and courage. There have been more trials, like court with my ex and my car breaking down, but I have kept going because failure is not an option. I want my kids to have a secure life and I want to be an example to them of not giving up. Single friends have said I am an inspiration to them for doing hard things and living a positive life with my kids. I love helping others to see their potential.

I will have my general AA end of Spring 2021 including all prerequisites for the dental hygiene program; seven quarters away from my bachelor's degree. I am also tracking community service for the application. It has been a difficult road and the program is competitive to get into, but I am taking it step by step with always looking to what is next to make my dream come true.

Thank you for your consideration,

Susanne White

November 3, 2020

Veronica Guadarrama
TRIO Student Support Services Director
7662 Chanute Street NE
Moses Lake, WA 98837

Dear Transforming Lives Committee,

It is an honor to offer my recommendation for Susanne White for the Transforming Lives Award.

Susanne is a low-income, single mom who came to Big Bend Community College Spring of 2019 after being out of school for 17 years. I met Susanne December of 2019 when she applied to TRIO Student Support Services (SSS). TRIO SSS is a federally funded program, who supports college students who are first-generation, low-income, or living with a disability. Our goal is reduce poverty by helping these underserved students be successful in their academic journey.

Since Susanne has been at Big Bend, I have seen transform tremendously. At first, the traumas of her past consumed her and were true barriers to her future. She wanted to succeed, not only for herself, but for her young children's future, but she did not think she could it. Her path life had led her to believe that she was not good enough, smart enough, and that she could not do it. However, Susanne has worked very hard to eliminate these negative words and thoughts from her vocab. Even though it had been nearly two decades since she had attended school, because of her work ethic, she received a 4.0 GPA her first quarter at BBCC. Currently, she is taking challenging dental hygiene pre-requisites and she still maintains a 3.79 CUM GPA.

Besides being a full-time student, Susanne is a full-time single mom to two young boys and volunteers for her church and the Moses Lake Care Sack program. She has also fundraised for New Hope, the Victoria Siegel Foundation, and Hope Heart. Susanne is an inspiration; she has shown that no matter you background, if you work hard, get connect to resources, your dreams are possible. Susanne is on track to graduate from Big Bend Community College spring of 2021. She then plans to transfer to Columbia Basin College Fall of 2021 to pursue her Bachelor of Applied Science (BAS) in Dental Hygiene degree. Even though it's a difficult and competitive program, Susanne is not giving up on the dream life she has envisioned for her and her children.

Thank you for considering Susanne for the Transforming Lives Award. Awards such as these, reassure students their hard work is recognized and fuels their desire to pursue future attainments.

Sincerely,

Veronica Guadarrama

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #8: President's On boarding (information/action)

BACKGROUND:

The college and trustees are actively working to ensure a smooth on boarding process for President Tweedy. The trustees are working with Dr. Tweedy to coordinate introductions with community members. Dr. Tweedy and the trustees may discuss introductions to community members.

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #9: 2021 Board Meeting Schedule (information/action)

BACKGROUND:

The following suggested 2021 Board meeting dates are provided for the trustees' consideration and action.

Thursday, January 7, 2021 at 1:30 p.m.
Thursday, February 11, 2021, at 1:30 p.m.
Thursday, March 25, 2021, at 1:30 p.m.
Thursday, May 6, 2021, at 1:30 p.m.
Thursday, June 10, 2021, at 1:30 p.m.
Thursday, August 26, 2021, (Retreat)
Thursday, September 9, 2021, at 1:30 p.m.
Thursday, October 28, 2021, at 1:30 p.m.
Thursday, December 9, 2021, at 1:30 p.m.

RECOMMENDATION:

President Tweedy recommends the trustees adopt the schedule as presented.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #10: Assessment of Board Activity (for information)

BACKGROUND:

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

Board Goals

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

It is requested that the trustees submit their self-evaluation trustee activity report via email to Melinda.

(Adopted during October 1, 2020 Board Meeting.)

RECOMMENDATION:

None.

Name: _____

Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
<h1 style="font-size: 48px; margin: 0;">Activity</h1> <p style="font-size: 12px; margin-top: 10px;">(Briefly describe and check which End(s) your activity supported)</p>	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
1.						
2.						
3.						
4.						
5.						

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #11: Next Regular Meeting (information)

BACKGROUND:

The next regular board meeting is tentatively scheduled on Thursday, January 7, 2020.

Prepared by the President's Office.

RECOMMENDATION:

President Tweedy requests that the Board confirm the date of the upcoming meeting.

BIG BEND COMMUNITY COLLEGE

Date: 11/12/20

ITEM #12: Miscellaneous (information/action)

BACKGROUND:

President Tweedy and the trustees may discuss miscellaneous topics.

This is also an opportunity for trustees to discuss agenda items for future meetings.

Upcoming Trustee Events:

ACT Event Schedule:

2020 Virtual ACT Fall Conference is **November 13**.

2021 ACT New Trustee Orientation (during the day) and Transforming Lives Award Dinner are **January 25**, RL Hotel, Olympia, WA (there may be updates about this event going virtual)

2021 Winter Legislative Conference is **January 26**, RL Hotel; Olympia, WA (there may be updates about this event going virtual)

2021 ACCT National Legislative Summit is **February 7-10**, Marriott Marquis; Washington D.C.

In addition the 2021 virtual ACT Transforming Lives Award Dinner and Winter Conference is scheduled for **January 24-25** at the RL Hotel in Olympia.

Prepared by the President's Office.

RECOMMENDATION:

None.