December 10, 2019

Board of Trustees

Study Session 9:00 a.m.
ATEC
Hardin Community Room

Community College District No. 18
7611 Bolling St NE
Moses Lake WA 98837

Big Bend Community College District #18

Governing Board:
Chair Stephen McFadden, Vice Chair Anna Franz,
Jon Lane, Juanita Richards, and Thomas Stredwick

President Terry Leas

2020 Meeting Schedule
January 9, 2020
February 13, 2020
March 26, 2020
May 7, 2020
June 4, 2020
August 27, 2020
October 1, 2020
November 12, 2020

2019-20 Board Goals

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.

4. Continue community engagement and outreach in support of BBCC. Expand and improve relationships with all "workforce partners" and those who support the mission of BBCC.

5. Participate in professional development as a Board and as individual trustees.

6. Continue legislative advocacy on behalf of BBCC at the state and federal level.

7. Maintaining accreditation is a critical aspect of the community college operation. Without it, the college is unable to serve its students. The trustees will be actively engaged during preparation for the upcoming accreditation cycle to ensure BBCC meets the NWCCU's new guidelines.

BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 18

BOARD OF TRUSTEES STUDY SESSION
Big Bend Community College

Tuesday, December 10, 2019
9:00 a.m.

The Board of Trustees of Community College District 18 has scheduled a study session Tuesday, December 10, 2019, at 9:00 a.m. in the ATEC Building, Hardin Community Room, 7662 Chanute St. N.E., Moses Lake, WA.

Purpose:

1. **Review the Board Self-Evaluation Process**

   The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1):
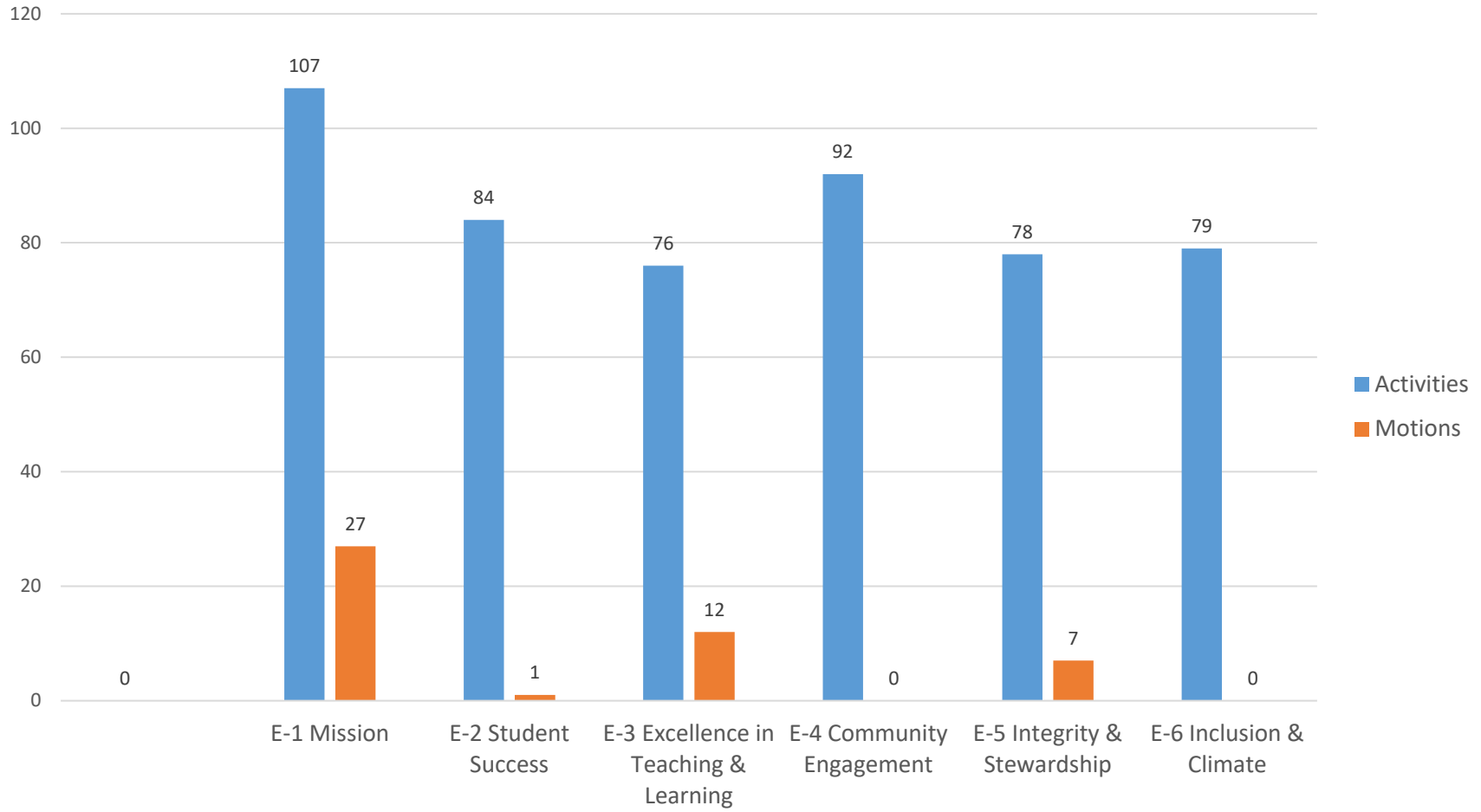   (b)   to consider the selection of a site or the acquisition of real estate by lease <u>or</u> purchase;
   (c)   to consider the minimum price at which real estate will be offered for sale <u>or</u> lease;
   (d)   to review negotiations on the performance of a publicly bid contract;
   (f)   to receive and evaluate complaints or charges brought against a public officer or employee;
   (g)   to evaluate the qualifications of an applicant for public employment <u>or</u> 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 <u>or</u> litigation <u>or</u> potential litigation.

Information: Contact Matt Killebrew, Director of Communications (793-2003).

2019-2020 Board Goals/Objectives

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.

4. Continue community engagement and outreach in support of BBCC. Expand and improve relationships with all "workforce partners" and those who support the mission of BBCC.

5. Participate in professional development as a Board and as individual trustees.

6. Continue legislative advocacy on behalf of BBCC at the state and federal level.

7. Maintaining accreditation is a critical aspect of the community college operation. Without it, the college is unable to serve its students. The trustees will be actively engaged during preparation for the upcoming accreditation cycle to ensure BBCC meets the NWCCU's new guidelines.

Trustees' Activities & Motions by Ends

	Activities	Motions
E-1 Mission	107	27
E-2 Student Success	84	1
E-3 Excellence in Teaching & Learning	76	12
E-4 Community Engagement	92	0
E-5 Integrity & Stewardship	78	7
E-6 Inclusion & Climate	79	0

Motion	Date	Topic	Carried	End	Page #
18-33	8/9/18	a) Approval of Board Meeting Minutes May 29 and June 7, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Student Success (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); j) Public Correspondence (I).	C	E-1	3029
18-34	8/9/18	Tabled WAC 132R-136-080 Post Materials to the next meeting.	C	E-1	3032
18-35	8/9/18	Extended president's employment contract through June 2019.	C	E-1	3034
18-36	8/9/18	Approved revisions to BP6000 Institutional Fund Balances & Contingencies.	C	E-5	3034
18-37	10/15/18	a) Approval of Board Meeting Minutes August 9, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Student Success (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); k) Public Correspondence (I); l) Advisory Committee List (A)	C	E-1	3041
18-38	10/15/18	Approve the proposed revisions to WAC 132R-136-080 Posting of Materials.	C	E-1	3044
18-39	10/15/18	Approve the Proprietary Budgets.	C	E-5	3046
18-40	10/15/18	Table Public Facility Use for Political Campaigns item to the next meeting.	C	E-1	3046
18-41	10/15/18	Approve revisions to BP 6000 Institutional Fund Balances & Contingencies as presented.	C	E-5	3046
18-42	10/15/18	Approve revisions to BP 6100 College Tuition and Fees as presented.	C	E-5	3046
18-43	10/15/18	Approve revisions to BP6110 College Tuition and Fees Refund as presented	C	E-5	3047
18-44	10/15/18	Nominate Jim Leland with Yesenia Marquina as the alternate for the ACT Transforming Lives Award.	C	E-2	3047
18-45	10/15/18	Change the November 15 board meeting to begin at 9:00 a.m.	C	E-1	3047
18-46	10/15/18	Appoint Chair Jon Lane as the ACCT Voting Delegate.	C	E-1	3048
18-47	11/15/18	a) Approval of October 15, 2018, Regular Board Meeting Minutes (A); b) President's Update (I); c) Accreditation Update (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report; g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (A).	C	E-1	3050
18-48	11/15/18	2019 Board Meeting Dates	C	E-1	3054
18-49	11/15/18	Trustee Anna Franz moved to table agenda items 8. Public Facility Use for Political Campaigns and 10. Board Self-Evaluation to the next board meeting.	C	E-1	3055
18-50	12/20/18	a) Approval of Board Meeting Minutes November 15, 2018, (A); b) President's Activity Update (I); c) Accreditation, d) Student Success (I); & (I); e) Assessment (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I).	C	E-1	2958
18-51	12/20/18	Approve reprimand letter for the President (public facility usage for political campaign).	C	E-5	2990
18-52	12/20/18	Approve board's self-evaluation and Board Goals Continued involvement at the State and Federal level. Development of a timeline to receive meaningful, accurate, and reliable data to determine board effectiveness. Development of an "on-boarding" process of new trustees and others who are in leadership positions. Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.	C	E-1	2991

Motion	Date	Topic	Carried	End	Page #
19-01	1/31/19	a) Approval of Board Meeting Minutes December 20, 2018 (A); b) President's Activity Update (I); c) Accreditation, Assessment, & Student Success (I); d) Finance & Administration Update; (I); e) Human Resources Report (I); f) Classified Staff Report (I); g) Enrollment Report (I); h) Safety & Security Report (I); i) Quarterly Budget Update (I).	C	E-1	3065
19-02	1/31/19	Approve Dr. Steve Close's sabbatical request.	C	E-3	3068
19-03	1/31/19	Approve BP6111 Electronic and Information Technology Access (EITA) as presented.	C	E-1	3069
19-04	1/31/19	Set Board Study Session on March 7, 2019.	C	E-1	3071
19-05	3/14/19	a) Approval of Regular Board Meeting Minutes January 31, 2019 and Study Session Minutes March 7 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Update (I).			3076
19-06	3/14/19	Renew probationary contract for Christy Welch effective Sept 16, 2019.	C	E-3	3080
19-07	3/14/19	Renew probationary contract for Sarah Bauer effective Sept 16, 2019.	C	E-3	3080
19-08	3/14/19	Renew probationary contract for Aaron Linthicum effective Sept 16, 2019.	C	E-3	3080
19-09	3/14/19	Renew probationary contract for Zachary Olson effective Sept 16, 2019.	C	E-3	3080
19-10	3/14/19	Renew probationary contract for Terry Pyle effective Sept 16, 2019.	C	E-3	3080
19-11	3/14/19	Renew probationary contract for Mariah Whitney effective Sept 16, 2019.	C	E-3	3081
19-12	3/14/19	Grant tenure to Ryan Duvall effective Sept 16, 2019.	C	E-3	3081
19-13	3/14/19	Grant tenure to Dr. Allison Palumbo effective Sept 16, 2019.	C	E-3	3081
19-14	3/14/19	Grant tenure to Jody Quitadamo effective Sept 16, 2019.	C	E-3	3081
19-15	3/14/19	Grant tenure to Sean Twohy effective Sept 16, 2019.	C	E-3	3081
19-16	3/14/19	Approve BP2070 Reasonable, Accommodation for Employees as presented.	C	E-1	3082
19-17	3/14/19	Eliminate BP3014 Hiring Procedures: Administrative & Exempt Staff.	C	E-1	3082
19-18	3/14/19	Rename BP6113 Americans with Disabilities Act of 1990 BP6112 Reasonable Accommodation for Students and eliminate former BP6112 Disabled Student Non-Discrimination Policy.	C	E-1	3082
19-19	3/14/19	Approve BP6115 Equal Employment, Non-Discrimination and Anti-Harassment as presented.	C	E-1	3082
19-20	3/14/19	Schedule a study session Monday April 22, at 1:30 p.m. to discuss trustee onboarding, orientation, and cyclical training calendar.	C	E-1	3083
19-21	3/14/19	Confirm the next regular board meeting on April 11, 2019, at 1:30 p.m.	C	E-1	3084
19-22	4/11/19	Approve consent agenda a) Approval of Board Meeting Minutes March 7 and March 14 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Enrollment Report (I); i) Safety & Security Report (A); j) E-6 Inclusion & Climate.	C	E-1	3086
19-23	6/6/19	Approve consent agenda a) Approval of Board Meeting Minutes of April 11 and April 22 (A); b) President's Update (I); c) Accreditation Update (I); d) Student Success (I); e) Assessment Update (I); f) Finance & Administration (I); g) Human Resources	C	E-1	3095

Motion	Date	Topic	Carried	End	Page #
		Report (I); h) Enrollment Report (I); i) Classified Staff Report (I); j) Safety & Security Update (I); and k) E-6 Inclusion & Climate (I).			
19-24	6/6/19	Approve the Mission Fulfillment Monitoring Report	C	E-1	3097
19-25	6/6/19	Approve the 2019-20 Operating Budget	C	E-5	3098
19-26	6/6/19	Approve EFAs for Instructor Tyler Wallace for $2,000 and Instructor Scott Woodham for $615.	C	E-3	3099
19-27	6/6/19	Approve offering a BAS degree.	C	E-1	3099
19-28	6/6/19	Award Faculty Emeritus status to Instructors Bill Autry, Barbara Jacobs, Les Michie, and Barbara Whitney.	C	E-1	3100
2018-19 Academic YTD Ends Actions totals	**E-1** **27**	**E-2** **1**	**E-3** **12**	**E-4** **0**	**E-5** **7**	**E-6** **0**

2018-19 Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
Trustee	**E-1 Mission** Deliver lifelong learning	**E-2 Student Success** Provide access, assist completion, develop skills	**E-3 Excellence in Teaching & Learning** Support innovation, creativity, high academic standards; professional development	**E-4 Community Engagement** Support economic development	**E-5 Integrity & Stewardship** Responsible, prudent resource management	**E-6 Inclusion & Climate** Welcoming to all
Anna Franz	10	4	5	6	6	7
Jon Lane	34	33	27	34	34	33
Stephen McFadden	32	18	18	26	17	13
Juanita Richards	12	10	9	9	9	12
Thomas Stredwick	16	15	17	17	12	14
Total	**107**	**84**	**76**	**92**	**78**	**79**

Trustees connect the same activities to different Ends.

Big Bend
COMMUNITY COLLEGE

2017-2020
Strategic Plan

Presented to the BBCC Board of Trustees, June 7, 2018

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 *Mission*
BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

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

E-3 *Excellence in Teaching and Learning*
BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 *Community Engagement*
BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 *Integrity and Stewardship*
BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 *Inclusion and Climate*
BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

Table of Contents

Big Bend Community College's (BBCC) Strategic Goals and Strategic Priorities

In an effort to fulfill the mission of the college, meet the Board of Trustees' End Statements, and meet the charge of the college president to become a transformational and student-ready college (see Appendices A, E and F), the college has set three strategic goals. The goals will guide the college's efforts for the next two-and-a-half years until the end of the college's current regional accreditation cycle.

1. Close the gap in course success rates between new A/W (Asian/White) and HUG (Historically Underrepresented Group) students during their first quarter from 9% to 0% by 2020.
2. Increase three-year graduation and/or transfer rates from 51% in 2018 to 55% by 2020.
3. Increase annual Full-Time Student Equivalent (FTE) enrollment from a recent average of 2,043 to 2,100 by 2020.

To accomplish these goals, the college has adopted three Strategic Priorities to guide its work over the next two-and-a-half years. The Strategic Priorities address external and internal factors facing the college (see Appendices B and C).

1. Student-Ready Instructional & Operational Practices

BBCC places students at the forefront of our efforts to meet the educational needs and endeavors of an increasingly diverse student population through adaptive academic programming, instructional strategies, support services, technology, physical facilities and co-curricular activities that promote student enrollment, persistence and completion.

2. Comprehensive Advising & Student Support

Advising is a teaching and learning experience that provides students with resources and timely and accurate information to develop and attain their educational goals. BBCC helps students successfully navigate the college system, engage in campus resources by seeking support to overcome obstacles, advocate for their academic success, create an educational plan, and make effective decisions concerning their program of study and career goals.

3. Employee Experience

Our goal is to create a safe, dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve the college and the local community. Big Bend Community College seeks to respect and encourage our diverse employees' unique personal and professional growth over time.

The employee experience covers every touchpoint, including the environment where employees work and live, the tools and technologies that enable productivity, the training they receive, transparent communications and expectations, and the ability to have a voice in decision making through a model of shared governance.

Values & Lenses

In 2013, BBCC adopted five values that are embedded within the Board End Statements, BBCC Mission and Core Themes.

Values

- Student Success
- Excellence
- Community Engagement
- Inclusion
- Integrity & Stewardship

During a strategic planning retreat in August 2017, the president's Cabinet sought to further clarify the values and reduce duplication with the core themes. The Cabinet created a list of lenses that function the same as values by guiding the work of the college. The lenses inform HOW the college goes about its work to implement the strategic priorities.

Lenses

- DEI (Diversity, Equity, Inclusion)
- Sustainability
- Transparency (how we are making decisions/adhering to the process)
- Quality
- Accountability
- Continuous Improvement

Student-Ready Instructional & Operational Practices Priority

Background

BBCC must be student ready in order to fulfill its mission, remain relevant to the community, produce graduates and close the equity gap between different student groups. President Leas has encouraged employees to rethink their approach to teaching and serving students. Why should we expect all students to be ready for us? Instead, we must be ready to serve the students who come to us.

In its quest to be student ready, the college is shifting from an operational model that focuses on providing access to higher education to a model that provides a structure to support completion. As the college moves from a focus on access to a focus on success, it must rethink and adjust how it provides higher education opportunities to key student groups including adult students and students from Historically Underrepresented Groups (HUGs). BBCC defines adult students as individuals 25 years of age and older. As the table below shows, these students are more likely to be employed full-time, have dependents and be poorer than younger college students.

2016-17	< 25 years	25 yrs +
Employed full-time	7.9%	33.5%
Have dependents	25.8%	62.0%
Poorest 20% of population	50.9%	61.5%

The HUG student group contains African American, Native American, Native Hawaiian/Pacific Islander, and Hispanic students. HUG students are more likely to be first-generation college students, financially disadvantaged and academically under-prepared than White and/or Asian (A/W) students.

2016-17	A/W Students	HUG Students
First Generation[a]	69%	91%
Financially disadvantaged[b]	40%	53%
Developmental Math[a]	80%	91%
Developmental English[a]	31%	59%
Three-Year Completion and/or Transfer[c]	60%	39%

[a]All students in 2016-17, excluding Running Start; retrieved from ODS on 12/13/17
[b]All degree/certificate-seeking students in 2016-17, excluding Running Start; retrieved from DW on 12/13/17
[c]IPEDS 2016 data; cohorts include full-time, first-time degree/certificate-seeking students, excluding Running Start

Adult and HUG students are often not considered in higher education recruitment, class schedules, and services. The college also must not forget its robust population of current and recent high school students.

The vast majority of BBCC students fall into one or more of the three categories of adult (40%), HUG (50%), and current or recent high school (45%) students. The college seeks to understand the needs of students in each of these groups and adapt its programs and services to meet those needs. BBCC believes that focusing its efforts on these three groups will help the college achieve its strategic goals. The college recognizes that many services designed for a certain student group can be used with all students.

Implementation Strategies

1.   Targeted Marketing, Outreach and Recruitment

BBCC will develop a college marketing plan as well as an outreach and recruitment plan designed to increase the visibility of the college within its service district. The plans will also specifically target specific student groups and tailor messages to those groups. For instance, the college will promote the small class sizes, cost savings and educational value as compared to a university to current and recent high school students. The college will promote lifetime salary expectations for individuals with degrees, financial aid availability and online and evening course offerings to adult students. The college will clarify the financial aid and application processes and promote student resources to students from Historically Underrepresented Groups. In addition, BBCC will develop and implement marketing, outreach and recruitment strategies specific to different workforce programs. Based on the nature of the each workforce program, the college may pursue recent high school graduates, adult students, students within the BBCC service district, students from the Pacific Northwest, and/or international students.

2.   Expanding Evening and Online Courses and Services

Because not all students are available to take classes during traditional daytime hours, BBCC will assess the schedule of course offerings and student services in an effort to increase evening and online courses so that students can earn a Direct Transfer Degree within two years by enrolling full-time in the evening or online. The college will also expand training and support for instructors teaching online and in the evening. As course offerings and their subsequent students increase within these alternate modalities and times, the college will provide the services and supports needed by evening and online students to succeed.

3.   Strengthen High School Relations and Expand Dual Credit Options

BBCC will explore ways to expand and improve relationships with local high schools with the intent of attracting more recent high school graduates, strengthening dual-enrollment programs, and increasing college student success, retention, and completion. BBCC will review current practices and implement new strategies that inform future students, their relatives and public school employees about preparing students to plan, enter, and navigate through their BBCC college experience to a successful completion.

4.   Expand and Improve Accelerated Learning Strategies

Big Bend is committed to implementing practices that help students enroll in college level classes sooner and spend less time in developmental education. Strategies the college is implementing include clarifying the pathway from English as a Second Language, Adult Basic Education and developmental education classes into college level classes and on to completion, expanding the use of I-BEST (Integrated Basic Education and Skills Training) models, developing math courses contextualized for workforce programs, and piloting accelerated learning models for both English and math.

5.   Develop Strategies to Serve Adult Students

BBCC will devise and implement strategies designed to help adult students return to college and complete a program of study. Strategies such as Prior Learning Assessment and competency based learning in combination with online and hybrid classes accommodate those who are working and provide an alternative to traditional face-to-face courses defined by credit hours. BBCC will also launch

its first Bachelor of Applied Science (BAS) degree designed to meet employment needs of local employers and provide access to a four-year degree to place-bound students in our service district.

6. *Expand Opportunities for Student Engagement*
Student persistence and success is correlated with engagement in the educational process. BBCC will seek to explore and implement programs that serve to increase student engagement outside the classroom for various student populations. This could include, but is not limited to, creating opportunities for undergraduate research, internships, service learning, mentoring, leadership, co-curricular activities and expanded athletic programs.

Evaluation Plan
BBCC will use the following Core Theme Indicator data to help evaluate its efforts:

- Student retention from fall to winter, spring and the following fall
- Student success in developmental English and math classes
- SAI points for students transitioning from ABE to college; first 15, 30, and 45 credits; completion
- Student completion & transfer

Comprehensive Advising & Student Support Priority

Background

BBCC students come from increasingly diverse backgrounds with many who are first-generation college students, financially disadvantaged, and academically under-prepared with placement in developmental math and/or English. These conditions put students at risk of completing a program of study. As shown in the table comparing A/W and HUG students on page 4, these characteristics are more prevalent among the college's HUG than A/W students.

There is a performance and completion gap between A/W and HUG students with A/W students graduating at a higher rate than HUG students, regardless of what program(s) students are studying. Additionally, Latina students are highly at risk of not completing regardless of which program of study they pursue. White and Latino students who are pursuing workforce education programs are more likely to complete than students who are undecided or who are pursuing transfer degrees. Finally, students with low grades, low math placement, and difficulties succeeding in a math course have a greater likelihood of stopping out and not completing their college program of study.

Feedback from successful Latino/a students at BBCC indicates that they recommend new students attend Viking Orientation, enroll in a College Success Skills class, make connections with faculty and staff, develop an educational plan during their first week on campus, and utilize college support resources. This feedback aligns with employee suggestions of intentionally building relationships with students and improving the college's advising program. In response, the college made improving the advising process a focus in multiple federal grants and implemented a mandatory advising requirement of new students each quarter until they have earned 30 credits. BBCC seeks to develop a comprehensive structure designed to improve overall student persistence and completion rates, especially for those students most at risk of not completing a program of study.

Implementation Strategies

1. Areas of Interest

A task force of faculty and staff grouped all BBCC academic programs into Areas of Interest, or meta-majors, in an effort to help new students select a program of study. The college will use the Areas of Interest framework to inform decisions about outreach, course catalog, and web page design; the new student intake and orientation process, advisor assignments, accelerated English and math instruction, advising practices for undecided students, contextualized instruction, the delivery of support services; the development of internships, externships, and co-curricular offerings.

2. New Student Intake

To help students select a program of study as early as possible, BBCC will update the new student intake process to include career exploration, selection of a program of study or area of interest, incorporation of the Areas of Interest into New Student Registration and Orientation, and identification of individual student barriers and learning needs. The college will update electronic and print media accordingly.

3. Advising Process

BBCC is strengthening its advising processes to provide accurate and timely information to students, so they can make informed educational decisions. The college implemented a mandatory advising requirement of all students each quarter until they have completed 30 credits. To implement this requirement, the college is defining the advising process, articulating the roles of advisors and advisees, developing structured advisor training and materials, updating the advisor assignment process, exploring different advising practices, using the Areas of Interest to influence the advising model, and building closer relationships with K-12 and university partners.

4. Advising Maps

To assist students in selecting courses needed to complete a degree and avoid enrolling in unnecessary courses, BBCC is developing advising maps for each college degree as well as for major discipline areas within the Direct Transfer Agreement (DTA). The college intends for advising maps to help transfer students attain junior standing in their discipline, so maps need to reflect program requirements at the universities where most BBCC students transfer. The maps should also help students identify educational options if they are not admitted into selective admission programs. Advising maps need to illustrate the curricular pathway through transitional studies coursework to college completion and show the connection with high school graduation requirements for local school districts. The advising maps will need to be approved by faculty, created in an accessible format, guide quarterly class schedules, inform print and electronic media produced by the college and be readily available to the public, students, and faculty. The college will develop a sustainable process for maintaining the advising maps.

5. Annual Course Schedule

To facilitate academic planning for students, the college will implement an annual class schedule using a consistent timeline for the schedule-building process. The annual schedule will be informed by advising maps, designed to allow full-time students to complete a degree in two years, and broadly available to students and faculty. The college will use the annual schedule along with student placement and program selection data to adjust the number, time and modality of course offerings to meet student needs. BBCC will explore an annual registration process and technology tools that will assist students in building a class schedule.

6. Comprehensive Supports

BBCC will provide all students access to a comprehensive support structure designed to help students overcome barriers to their education and complete a degree. The college will adopt a philosophical and practical approach to providing comprehensive supports with an initial focus on serving new students and expanding current supports for transfer intent students. The college will build upon best practices in college departments currently serving a limited number of students. Development and implementation will include defining specific supports that can be scaled up to serve all students, identifying students at risk of completing, exploring peer mentoring, updating the Academic Early

Warning (AEW) process, investigating modality and time-of-day options for delivering services, and collaborating with the college foundation on the delivery of emergency funding to students.

7. Technology

BBCC seeks to adopt a technology solution to support the comprehensive advising efforts. The solution would assist the college in identifying students at risk of completing, developing completion scenarios for students based on courses taken and program completion requirements, monitoring the implementation and impact of interventions, tracking students' academic progress individually and by academic program, facilitating the communication between students and advisors, and producing data to evaluate the college's efforts and guide decision making.

Evaluation plan

BBCC will use the following Core Theme Indicator data to help evaluate its efforts:

- SAI points for students earning first 15, 30, and 45 credits; completion
- Student completion & transfer
- Student retention from fall to winter, spring and the following fall
- Retention & completion based on use of services
- Spring Enrollment Survey responses related to advising
- Spring Enrollment Survey responses related to inclusion

Employee Experience Priority

Background

Big Bend Community College (BBCC) seeks to create a safe and dynamic culture where all employees are supported, engaged, and valued from recruitment to retirement as they serve the college and the local community. In order for BBCC to accomplish its mission and vision, it must have a committed and engaged workforce. Engaged employees are loyal and committed to their work and the people around them. They are more likely to care and listen. A foundation of engagement helps employees connect with and promote the college's mission. An established foundation of leadership can focus on creating a unique and valuable culture that influences how employees interact and accomplish their work each day. This foundation and culture are particularly important at BBCC due to the high turnover the college has experienced.

Historically, BBCC has maintained a stable turnover rate. Over the past six years, of the 117 employees who have left, 55 resigned and 48 retired. Replacing these positions has created an influx of new employees. Additionally, 19 new positions were created through federally funded grants. Employees filling most senior leadership level positions (President, VPs, and Instructional and Student Services Deans) have been hired since 2012. These rapid staffing changes resulted in a lack of consistent direction as well as an awareness of communication problems, and inconsistent application of policies and procedures.

An on-going issue at Big Bend Community College is the lack of effective communication between employee groups. The college also lacks a clear, consistent voice and the means by which to communicate its message to students and the greater public. Industry jargon is often employed without clear definitions reducing shared meaning and contributing to a lack of cohesion in working towards the attainment of institutional goals.

Without sufficient state funding and a strategy for maintaining and improving resources, Big Bend Community College infrastructure will fall behind and apart. The ability of employees to successfully perform the work they have been hired to do is predicated on providing the necessary physical resources such as tools and equipment, current technology, and functioning buildings and grounds. This need extends to faculty and staff working in off-campus locations.

Creating a culture of engagement supports positive employee experiences and, by association, positive student experiences. BBCC has identified five things as necessary to create, support, and maintain a culture of engagement: consistent two-way communication, trust in leadership, the opportunity for career/professional development, shared decision-making, and a clear understanding by employees of their role in student success.

Implementation Strategies

1. Communication

Big Bend Community College recognizes that clear, consistent, accurate, and timely information and communication throughout the college and with the greater community needs to be a priority in order to fulfill the terms of the 2017-2020 Strategic Plan. A lack of definition and communication undermines

the mission and values of the college. To prevent this, the college will determine and provide methods of communicating to all quarters of the campus community and the district which it serves.

2. *Culture & Voice*

BBCC is committed to ensuring a working culture where various employee populations feel welcomed, encouraged, and respected both as individuals and as members of our learning community. In order to foster this culture, Big Bend will clarify two foundational principles that have a significant impact on the employee experience. First, Big Bend will provide an exact explanation of the college mission and supporting goals as well as a coherent vision that employees can understand and utilize. Second, the college will develop a precise and unified definition for each of the terms diversity, inclusion, and equity in order to ensure a common understanding across the campus that will guide employee relations. In order to ensure that these and future changes regarding our purpose, direction, and emphasis reflect and serve the needs of our varied employees, Big Bend will establish a clear communication system that allows all employees a voice in discussions and decisions that affect the work they do for the college. As part of a stronger communication strategy, the college will publish clear standards and expectations to ensure that employees know what they are expected to do and how they are expected to behave to support BBCC's mission.

3. *Training*

BBCC seeks to provide all college personnel the necessary training to appropriately perform their jobs as they relate to safety, legal compliance, and mandatory reporting by developing an institutional training calendar outlining position-specific training requirements prior to and during employment with the college. The calendar will be published to promote transparency and accountability for the employee, supervisor, and institution in fulfilling required trainings.

4. *Accountability*

BBCC seeks to clarify expectations for employees' work by ensuring that all position descriptions and work expectations are current, performance evaluations are completed annually, and policies and procedures are up-to-date and available for employees to access as needed. It is critical that employees understand what is expected, what is mandatory, and what is optional with regard to performance, policies, training, and other aspects of the position. Reinforcing processes and expectations will provide employees with a clear structure and expectation that is ultimately empowering and will lead to greater productivity and engagement. The college will review and update business procedures in preparation for the implementation of CTCLink.

5. *Physical Resources*

There are a number of steps the college can take to improve access to physical resources. A first step is to make available to the campus community a description of the technology available in each classroom prior to the start of the quarter along with standards for office/workspace technology. Publishing this information will allow for better service to students in and out of the classroom and support an improved decision-making structure for technology purchases. The college will also ensure that instructors teaching off campus have the technology tools they need to teach their classes.

6. Recruitment

BBCC desires a more diverse and creative workforce and recognizes that hiring to strengthen the institutional culture is more important than hiring to fill vacant positions. BBCC will continue to adopt recruitment and selection best-practices outlined by a Diversity and Equity in Hiring and Professional Development work group. The college will also improve job postings and the recruitment process with the goal of communicating an image of a strong and sustainable culture to prospective candidates.

7. Development

To maintain an environment where all employees are supported, engaged, and valued, Big Bend Community College will provide opportunities for professional growth. SBCTC professional development opportunities will be communicated across campus so all employees are aware of the trainings that are available. Departments will provide in-job training opportunities for employees to improve their current skills or cross-train to learn new skills. Training opportunities will also include new supervisor training, leadership training for all employees, and trainings to help Associate Faculty prepare for application to Full Time Faculty positions. Finally, the Mentoring Program will be expanded to include Admin/Exempt and Classified staff.

Evaluation Plan

BBCC will use the following Core Theme Indicator data to help evaluate its efforts:

- Employee generated professional development topics
- Professional development offerings
- Evaluation of professional development
- Employee exit survey results

BBCC will also use the following data elements:

- Attendance and completion rates for mandatory training courses
- Completion rates for annual performance evaluations
- Turnover Rates
- Time-to-Fill Rates
- Breakdown of employee demographics
- Results from Onboarding Surveys

Appendix A: President's Charge

The BBCC Trustees delegate authority to the college President to lead the college in implementing the college's mission of delivering lifelong learning through a commitment to student success, excellence in teaching and learning, and community engagement. In an effort to fulfill the Board's End Statements and fulfill the college mission, BBCC's president, Dr. Terrence Leas, has charged the campus community with striving to become a transformational and student-ready college. He has asked that employees all take collective responsibility for providing and/or supporting excellence in teaching and learning by understanding the diversity of our students and implementing changes designed to address the needs of all students while supporting a reduction in the achievement gap.

Some of the ideas underlying this approach are:

1. BBCC meets students where they are.
2. BBCC establishes reciprocal partnerships with other organizations.
3. BBCC creates value, success, and longevity through initiative, innovation, and improvement.
4. Current and future student needs inform BBCC institutional decisions and direction.
5. BBCC develops and supports programs and practices that promote equity, diversity, and inclusion and demonstrates accountability.

These concepts informed the development of the strategic priorities adopted by the college.

Appendix B: External Influences

BBCC is dedicated to meeting the higher education needs of the people living within its service district. The college recognizes the unique characteristics of its service district and seeks to respond to dynamic local needs as well as external economic, demographic, political, and technological forces influencing higher education in general and BBCC specifically.

Economic Changes

A growing percentage of living-wage jobs in the Post-Recession Economy require some postsecondary education. This coupled with the 2016 vote to raise the minimum wage in Washington will most likely lead to increases in the use of automation within the manufacturing sector (personal communication from Port of Quincy 2017). Therefore, a larger segment of the adult population must engage in higher education to gain the skills needed for living-wage jobs.

However, there is an inverse relationship between economic growth and enrollment. During times of economic growth, employment rates increase and fewer people enroll at BBCC. Demands for graduates increase, but the pool of students is smaller. Conversely, when the economy stagnates, more people are out of work and enroll at the college to retrain.

The primary sectors of the economy within the BBCC service district—based on the number of jobs—are 1) Agriculture, 2) Government, 3) Manufacturing (food, metal & chemical), 4) Retail, and 5) Health care. Local economic development organizations cite additional priories in Aerospace and Data Centers. The local focus supports a broader state focus on aviation, technology and healthcare.

BBCC should
- Offer workforce programs that meet the needs of the local and state economies with an emphasis on programs that support the primary sectors of the local economy.
- Develop and implement enrollment management strategies that consistently produce students enrolling in academic programs to try to even out enrollment fluctuations. These strategies should target specific populations of future students, including current high school students, recent high school graduates, adult education students, incumbent workers, unemployed individuals, and people throughout the service district.
- Develop support services that ensure new students can select a program of study, make adequate academic progress towards completing their program of study and successfully compete for employment.
- Offer academic transfer programs that provide students with the skills needed to succeed in entry-level positions in their chosen profession.

Demographic Shifts

As a larger percentage of the population enters postsecondary education, more and more are coming from lower socio-economic levels than has historically been the case. They engage because of the promise of social mobility: a higher paying job and a better life. BBCC anticipates continuing to serve a large number of students who are first generation, financially disadvantaged, and academically underprepared.

The number of high school graduates will not keep pace with the number of jobs needing to be filled in our economy locally and statewide. To fill the jobs needed by the economy, the college must do a better job of reaching out to communities in our service district. The number of high school graduates statewide is flat-lining, so there will be increasing competition from four-year colleges for high school graduates. BBCC anticipates that four-year schools will lower admission standards, and BBCC will have to compete for students who previously would not meet university entrance requirements.

BBCC will become increasingly diverse as youth in local K-12 schools are more diverse than the current adult population in our service district. Specifically, there is a larger Hispanic population in the local school districts than in the community overall. The percentage of Hispanic students at BBCC will continue to grow. The Russian and Ukrainian populations will most likely also continue to grow.

New employees and a growing number of students have changing expectations of the college experience. These expectations include an increased focus on diversity, equity, inclusion, immediate feedback, safety, functional technology, and affordable access to information. As baby boomers retire, they are being replaced with a much younger generation of workers. These younger workers have different life experiences, work ethics, and expectations of the college and themselves than those they are replacing. This is resulting in a changing organizational culture at the college.

BBCC should
- Clarify higher education—and how to pay for it—for first-generation students and their parents.
- Strengthen its relationships with local school districts to increase its market share of high school graduates.
- Develop outreach and recruitment strategies to reach immigrants, older adults, school drops outs, and incumbent workers, in addition to high school graduates in an attempt to educate enough workers to fill the vacant jobs in our economy.
- Recognize life experience through strategies such as granting credit for prior learning, and providing flexible scheduling, competency-based education, online or hybrid learning, and evening and weekend instruction in an effort to engage all students but especially adults and incumbent workers.
- Develop strategies to accelerate the progress of academically under-prepared students through developmental coursework, thereby reducing costs to students and increasing completion.
- Excel at serving an increasingly diverse group of students by providing equitable opportunities to all students, creating learning environments where students are comfortable and safe, offering targeted support services, implementing engaging instructional practices, and employing a diverse group of employees with whom students can relate.
- Support a culture change that responds to the needs of a changing workforce with clear procedures, performance expectations, and professional development.

Public Policy
We are experiencing a growing public disinvestment in higher education as higher education is increasingly seen as a private good to be paid for by the individual, rather than a public good that should be supported with public funds. The result of this disinvestment is that colleges are shifting the cost of

higher education to students through tuition increases. This, in turn, is resulting in larger student loan debt.

Concerns about educational quality that originated in the K-12 sector are being applied to higher education. These concerns are converging with worries about high student loan debt and resulting in calls for more accountability and increased public scrutiny of higher education. Is higher education worth the public investment? A result of this scrutiny is an increase of unfunded policy mandates as well as a growing emphasis on outputs and outcomes rather than inputs. The "completion agenda," revised accreditation standards, increased focus on performance outcomes for federal grants, requirements to prove success with student completion data and performance funding are all indicators of this trend.

Within Washington State, community colleges struggle to secure adequate funding because of the constitutionally mandated funding of the K-12 system that takes precedence in legislative funding decisions. On a national level, the disinvestment and support of higher education aligns with a desire to dramatically reduce the size of government and government expenditures. These perspectives support the election of leaders who disinvest in higher education. Voters are predisposed not to support tax increases–even for education–and often elect officials with similar views.

BBCC should

- Improve how it articulates to the general public and policy makers the value to the public of a community college education.
- Support its claims with data, which means the college must become very adept in its use and communication of data, especially student success data.
- Use data to inform strategies that narrow the achievement gap, reduce the time students spend enrolled in developmental education courses, help students progress through its curriculum and earn credentials in higher numbers in order to compete effectively for scarce resources and navigate the performance funding landscape.
- Be entrepreneurial, utilize braided funding models, develop partnerships, and leverage the BBCC foundation to pursue alternate funding sources.

Private Sector Influences

With declining public investment in higher education, there are opportunities for other entities to provide financial support to higher education. Large private foundations are stepping in to fill the funding void and using their funds to spur institutional changes within colleges and universities. The funds are often used as leverage to influence the foci of higher education institutions. Funders want to see specific activities and specific populations served with their funds so they require higher education institutions receiving their funds to focus in certain areas.

A second major private sector influence has been an expectation of business principles adapted to higher education. This can be seen in the revised accreditation standards and federal grant evaluation criteria built upon quality award criteria that emphasize a continuous improvement model. Washington State's Student Achievement Initiative (SAI) is another example of a business principle incorporated into higher education.

- Be very familiar with business-based operational frameworks such as logic models, Six Sigma, Lean, etc. and know how to utilize them in education.
- Utilize a continuous improvement model that maintains a laser-like focus on student success.
- Develop a strategic plan to fulfill its mission and use the plan to guide efforts to seek funds that align with the college's focus. This will prevent the college from being pressured to address goals of funders that may not align with college goals.
- Educate the community and all stakeholders about the value of its work.

Technology Advances

Technology advances are happening quickly and have huge implications for how people live their lives and do their work. We communicate with friends across the country and around the globe using social media. We meet with colleagues in different time zones using video conferencing. We are accustomed to having instant access to information and entertainment. Additionally, many business transactions are now paperless.

Youth and young adults have grown up in a technology-rich environment. They use technology to address all kinds of questions and concerns, which has resulted in an expectation of immediate responses to needs, concerns, and information. The increased connection between and among people through technology has resulted in an extension of adolescence and delay in youth entering adulthood as parents play a larger role in their child's decision-making for a longer period of time.

The use of technology by youth in the K-12 system prepares them to use technology in higher education to access services and instruction. Increasingly most individuals have some connection to the internet, thereby enabling businesses, educational organizations, and other entities to interact with people in ways they could not previously. However, there is a growing digital divide between generations as well as between affluent and poor populations.

Advances in instructional technology allow colleges to deliver content and provide services in new ways. Technology has reduced consumer costs for information and entertainment such as movies, music, textbooks, news, etc. This shift in costs is forcing some industries to develop new business models to make a profit. Consolidation of small businesses into larger businesses is one result. There is also an expectation on the part of the consumer to receive information at little or no cost. This is evident in the demand for more Open Education Resources.

BBCC should

- Implement eLearning instructional strategies and infrastructure for face-to-face, hybrid and online courses.
- Explore how to leverage technology to provide a comprehensive array of services to its students.
- Provide professional development for faculty and staff on how to use new technology tools.
- Proactively reach out to potential students of all ages and locations within its service district utilizing technology such as social media.
- Teach students how to use technology, especially those with limited experience using it.

- Develop robust expertise, software and infrastructure to support the collection, summary and analysis of data, including predictive analytics.
- Maintain a strong technology infrastructure and provide timely user support.
- Develop strategies for meeting the needs of parents, orienting and keeping them informed while also preserving confidentiality of student records and supporting the autonomy of students.
- Use more open education resource technology and look at alternatives to traditional textbooks and library resources.
- Explore alternative business and operational models for services such as the bookstore and library services.

Appendix C: Internal Influences

BBCC is one of the smallest colleges in the state community and technical college system. With a sprawling 4,600 square-mile service district, it serves 15 rural communities. The campus has a unique history in that it was formerly an Air Force base and many of the college buildings are former Air Force buildings.

BBCC's student body reflects the demographics of the service district. Due to the large Hispanic enrollment, BBCC has received the designation of a Hispanic Serving Institution (HSI) from the U.S. Department of Education. This designation has enabled the college to successfully secure Title V and Title III HSI grants to develop infrastructure, support services, and academic programs.

Student Demographics

BBCC has an annual student headcount of approximately 3,500 and annual FTE (Full-Time Equivalent) enrollment of approximately 1,900. BBCC's student body is 54% female and 46% male; 48% students of color and 49% White/Caucasian; 7% students with disabilities and a median age of 22. Single parents with children comprise 13% of the student body. Fourteen percent (14%) of BBCC students work full time and 32% work part time. BBCC's students are slightly younger and slightly more diverse than Washington state averages for community college students. The population of Running Start students has increased significantly in the past few years. Most students who come to BBCC intend to transfer (49%), while approximately 30% are pursuing a program of study in workforce education, and 19% are enrolled in adult education courses. BBCC's graduation rate is 36%, well above the national average for community colleges at 20%.

A greater percentage of BBCC's HUG students are first generation, economically disadvantaged, and place below college level in math and English at a higher rate than A/W students. Despite having a relatively high overall graduation rate, there is an achievement gap between A/W and HUG students with HUG students progressing through the curriculum and graduating at lower rates. Latinas are the least likely student demographic group to complete a degree.

Most BBCC students (84%) enter the college with a placement below college level in math and 40% initially place below college level in English. The lower a student's placement in math and English, the less likely the student is to complete. Lack of success in math and English classes is a key warning indicator of stopping out; students are most likely to stop out in their first two quarters of enrollment. As a result of the 2011-16 HSI STEM grant, the development of emporium math increased pre-college math success rates.

When BBCC students have an academic goal, persistence and completion increases. Students with an unknown or transfer intent complete at a lower rate than students with a workforce intent.

BBCC should
- Work to close the achievement gap between HUG and A/W students.
- Ensure adequate support services to promote success for first-generation students, low-income students, parenting students, and employed students.
- Provide services and support for students to select an area of interest and develop an academic plan in the first two quarters of enrollment.

- Devise and implement strategies to help students with low math and English placement succeed academically and complete their programs of study.
- Ensure the college is providing equitable services and opportunities to all students.

Programs and Services

As a comprehensive community college, BBCC offers academic programs in transfer, workforce education, and basic education for adult learners, which includes GED preparation, high school completion, and English as a Second Language (ESL). The majority of transfer students enroll in Central Washington University, Washington State University and Eastern Washington University after leaving BBCC. While most workforce education programs aim to fill employment demands within the college's service district, the college has a few programs in aviation and technology that seek to address statewide workforce needs. The college also provides non-credit industry training and community education programming.

BBCC offers a robust array of student services, including testing, admissions and registration, counseling, tutoring, advising, student activities and five intercollegiate sports programs. Striving to provide all students with services for success, the college has leveraged federal and private foundation grants to provide high-touch services including supplemental instruction, peer mentoring, intrusive advising, financial literacy training and a food pantry. Most of the high-touch services, serve a specific subgroup of the college student body. A primary student success focus in recent years has been a comprehensive advising effort supported by three large federal grants, all of which include positions and funding to reform advising.

The college also provides several auxiliary services including student housing, food services, conference center, bookstore and childcare services.

BBCC should
- Keep its academic programs current to meet transfer requirements set by university partners and skills required by employers.
- Develop focused recruitment and marketing strategies for academic programs based on whether they meet local or statewide workforce demands.
- Expand best practices in specialized high-touch services to serve all students better, not just a select few
- Continually examine the value and viability of its auxiliary services.

Employee Turnover

Traditionally, BBCC had been a place where many employees stayed for a significant duration of their careers. Turnover has increased significantly in the past several years, much of it as a result of baby boomers retiring. BBCC has experienced 117 resignations over the past six years, nearly half of which were retirements. The retirement of long-time employees has resulted in a significant loss of institutional memory. Training new employees about their job responsibilities and orienting them to the college does not happen consistently and can result in unclear expectations and inconsistent application of accountability standards. The significant employee turnover has also produced cultural stress and

change. In the process of hiring new employees, the college has sought to diversify its workforce to more closely mirror student demographics but made little progress.

Through many of its federal grants, the college has created 19 new positions designed to implement innovative grant-funded activities. The college committed to sustain some of the positions after the grants expire based on the premise that the grant-funded activities would result in expanded enrollment or increased student persistence, thereby generating revenue to sustain the positions. As the grants expire, the college must decide for each position whether or not to sustain the position.

BBCC should

- Improve its documentation of policies and procedures, cross-train employees and implement succession planning.
- Strengthen its new employee onboarding processes, provide clear expectations for employees, and develop a culture of accountability.
- Examine its recruitment strategies, especially for faculty positions, to diversify its workforce so it reflects the students served by the college, which should aid in closing the achievement gap between HUG and A/W students.
- Assess existing recruitment and retention activities to determine what actions to strengthen and which to stop doing including the reduction of bias in the applicant review process.
- Establish strategies and clear criteria for determining which grant-funded positions it will sustain after grant funding ends.

Physical Infrastructure

BBCC is located on part of the former Larson Air Force Base. The base was closed in 1966, and the college obtained 154 acres of land and buildings for the campus. Much of the physical infrastructure of the base remains today. Because the facilities were not designed for educational purposes, their use by the college has required retrofitting and reconfigurations. It has been awkward at best. Additionally, the Air Force facilities are aging and in need of increased modern technology and amenities. Over the years the college has been able to remodel existing facilities and construct some new ones, including the construction of the Advanced Technologies Education Center (ATEC) in 2004, construction of the Paul Hirai Fine Arts Building in 2008, remodel of the student services area of the 1400 building in 2016, and an upgrade to portions of the Science, Math and Engineering building in 2013. As a result of limited capital funding from the state, BBCC has been successful in using funds from HSI grants for some construction costs. The Student Success Center and the STEM center were both constructed and renovated with federal grant dollars. The college's most significant capital project is the construction of a Workforce Education Center building that will house many of the college's workforce education programs and provide up-to-date equipment, infrastructure and space. The college has elected to add a second floor to the facility using local funds and is the midst of a capital campaign to raise $6 million to complete the project.

Rapid advances in technology require BBCC to strive continually to improve its technology infrastructure. This effort has been complicated by aging facilities and scarce funding. The increased use of technology to deliver student services and instruction has increased technology demands. In many cases, the college leveraged federal grant funds to purchase computers, laptops and other technology infrastructure to facilitate the delivery of services to students. As the application of

technology has mushroomed across campus and existing technology has aged, the college has struggled to keep technology current and implement a sustainable replacement plan.

BBCC should

- Complete a successful capital campaign to raise adequate funds to complete the Workforce Education Center.
- Continue to explore different options for securing capital funds needed to upgrade and replace aging facilities.
- Devise strategies for managing and sustaining technology demands.

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

In October, 2017, all BBCC employees were invited to complete the ICAT and over 150 employees took the self-assessment. Achieving the Dream compiled and provided results which were discussed at the World Café Event on November 30th and December 1st where faculty and staff reviewed ICAT results and brainstormed possible next steps for the college.

Leadership and Vision

The commitment and collaboration of the institution's leadership with respect to student success and the clarity of the vision for desired change.

Summary

The college has a clear vision statement focused on student success, but it is not understood at all levels of the college. The president actively supports efforts to improve student success. Leadership for student success is encouraged beyond the administrative level, but is not widespread across the college. Collaboration, courageous conversations, and action around student success are encouraged at college-wide meetings on student success, but follow-up action may be lacking. Interventions to help students succeed have not been fully scaled or integrated as part of the student experience or widespread across the college.

The Board of Trustees' role in providing leadership for student success is not understood by all.

Themes from World Café
- Educate employees about the Board of Trustees' role at the college
- Communicate Board actions/decisions to various levels of employees
- Educate all employees on the decision-making process (including how data plays a role) and share progress over time (including data)
- Help employees understand how they fit or play a role in the vision and direction of the college
- Develop clear definitions and goals related to student-ready practices and communicate them to all employees

Data and Technology

The college's capacity to collect, access, analyze, and use data to inform decisions, and to use powerful technology to support student success.

Summary

The college often has relevant data to inform decisions about some phases of the student experience but this information could be expanded to better understand students' barriers. Data definitions and training would increase understanding of the data. The college could benefit from using predictive data so that unproductive behaviors could be prevented before students drop out or fail.

Although key indicators have been identified and benchmarking is being developed, most stakeholders do not understand the value of this information and it is not shared at a departmental level. Evaluation of student success initiatives is often built into the planning phase, but is only occasionally used to inform future work.

A stronger partnership between Institutional Research and Big Bend Technology could be made to improve student success through a strategic approach that leverages both data and technology.

Themes from World Café
- Make data more accessible for employees (e.g. dashboards with training, more infographics on website, "Did you know…?" snippets)
- Offer training and/or interactive discussions about data interpretation and application (including definitions, goals, etc.)

Equity

The commitment, capabilities, and experiences of an institution to fairly serve low-income students, students of color, and other at-risk student populations with respect to access, success, and campus climate.

Summary

There is an operationalized definition of equity and the college applies an equity lens to improve policies that impact students, but the practice is inconsistently applied. Policies and practices have been designed to hire and train a diverse workforce, but have not been fully implemented.

Conversations on equity occur, but they are not intentional or structured in a way that leads to action. The campus equity committee (Committee on Equity Inclusion and Diversity, CEID), serves as the primary structure to support equity goals; however, not all areas consider equity in their operational practices.

Opinion varied greatly on how faculty take into consideration the ways students learn based on their different cultural values, whether or not concepts such as inclusion and social justice are embedded into curriculum, and how equity concepts are embedded in academic support activities.

There were two very distinct perceptions on employee diversity training; the first perception is that yes, limited training is available, but it is optional; the second perception is that equity training is encouraged and supported.

The college has not identified useful equity measures.

Themes from World Café
- Create clear priorities, goals, and a vision of equity at BBCC

- Improve communication about equity and diversity
- Provide opportunities for intentional training for employees at all levels
- Broaden engagement and support of all employees to support buy-in
- Expand services to all students and increase advertising of services

Teaching and Learning

The commitment to engaging full-time and adjunct faculty in examinations of pedagogy, meaningful professional development, and a central role for them as change agents within the institution. Also, the college's commitment to advising, tutoring, and out-of-classroom supports as well as restructuring developmental education to facilitate student learning and success.

Summary

The majority of faculty are actively engaged in the curriculum and apply research-based instructional practices. Course learning outcomes are often used to improve the curriculum and instruction. Data are sometimes used to improve instructional practice in teaching and learning environments.

There are some professional development opportunities for full-time faculty; however, adjunct faculty participation is not expected and remains low.

The college offers a comprehensive selection of learning supports for students to receive focused support.

Themes from World Café
- Increase professional development for all employees, especially adjunct faculty
- Increase internal communication about work being done in different areas/departments (staff do not know what faculty are doing and vice versa)
- Dig deeper into effectiveness of services to expand to more students and develop a clearer understanding of what it means to be "student-ready"

Engagement and Communication

The creation of strategic partnerships with key external stakeholders, such as K-12, universities, employers and community based organizations, and internal stakeholders to improve student success.

Summary

The college communicates the urgency of improving student success and staff generally feel empowered to become involved and act to improve student success; however, the urgency does not reach all stakeholders, and empowerment is not uniform across campus.

The college engages some local partners, but there is little involvement in economic development or community decisions.

Themes from World Café
- Increase BBCC's presence in the community
- Establish a culture of internal information-sharing following training and professional development activities

- Improve access to information for employees (e.g. share documents, monthly/quarterly newsletter, acronym "cheat sheet", help desk or desk aid for employees when helping students)
- Improve communication with and services to students (e.g. improve advising, more advisors, increase hours/access, simplify navigation on website, inform students about "what creates student success", student user-friendly orientation)

Strategy and Planning

The alignment of the institution with the overarching goal of student success for translating the desired future into defined goals and objectives and executing the actions to achieve them.

Summary

Student success is one of the top priorities in the college's current strategic plan. Most of the student success agenda is integrated with core college work, but some initiatives seem to be more grant specific, operating in silos.

Almost half of the people who responded did not know if revenue and resource allocation supported student success. Although the college is seen as intentionally pursuing grants to support student success, there is not a process in place to ensure all funding requests map to student success and include sustainability beyond the grant. There are some student success professional development topics but follow-up action from participants is not an explicit expectation.

The college has a set of student success goals and has moved from planning to execution on some, but not all, goals. Although responsibility for student success initiatives is clear, it is not well-monitored for alignment with student success goals. The college often uses continuous improvement strategies to support student success, but this is primarily in committees.

Themes from World Café

- Improve campus-wide communication (e.g. clear definitions, simple messaging, create a culture of information-sharing after training/professional development and meetings, tidbits of information on portal and Canvas with links to more detail)
- Broaden engagement and transparency with stakeholders in regards to decisions related to student success
- Maintain focus on campus-wide initiatives

Policies and Practices

The college policies and practices that impact student success and the processes for examining and aligning policies and practices to remove barriers and foster student completion.

Summary

The college has policies that support students from pre-enrollment to transfer through a four-year college or to the workforce, but they are not consistently applied or enforced.

The college creates or modifies policies and practices that impact student success with input from internal stakeholders, but there is not a systematic process in place to gather that input. External stakeholders' involvement in implementing and improving student success policies is not widely known.

- Implement a clear process for developing, reviewing, revising, approving, and enforcing policy and measuring policy effectiveness
- Educate employees about policies (e.g. onboarding of new employees, policy training, spotlight a "Policy of the Month")
- Expand communication about policies (e.g. why decisions were made) and access to policies (e.g. access at any time from any location)

Appendix E: Alignment of Terms

End Statements & Core Themes	Objectives		Priorities	Goals
E1 - Mission				
E-2 - Student Success	1.1	BBCC provides access to programs & services that meet the educational needs of our students & prospective students	Student Ready Practices, Advising	Increase FTE
Student Success	1.2	Use of services correlates with success, retention, and completion	Student Ready Practices, Advising	Close the Gap, Increase Completion, Increase FTE
	1.3	Students are prepared to graduate & to transfer or to seek employment	Student Ready Practices, Advising	Close the Gap, Increase Completion
E-3 Excellence in Teaching & Learning	2.1	BBCC implements innovation & creativity in programs & services	Student Ready Practices	Close the Gap, Increase FTE
Excellence in Teaching & Learning	2.2	BBCC helps students attain high academic standards	Student Ready Practices	Close the Gap, Increase Completion
	2.3	BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes	Employee Experience, Student Ready Practices	Close the Gap, Increase Completion
E-4 Community Engagement	3.1	BBCC works with community & industry partners to support economic development	Student Ready Practices	Increase FTE
Community Engagement	3.2	BBCC works with K-12 & university partners to provide educational opportunities	Student Ready Practices, Advising	Close the Gap, Increase FTE, Increase Completion
E-5 Integrity & Stewardship	3.3	BBCC practices responsible use of resources, including fiscal & natural resources	Student Ready Practices, Employee Experience	Close the Gap, Increase FTE, Increase Completion
E-6 Inclusion & Climate	3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	Employee Experience, Student Ready Practices	Close the Gap

Appendix F: Glossary of Terms

Board End Statements – Statements adopted by the BBCC Board of Trustees that provide BBCC with policy direction. The end statements are derived from the mission. BBCC has six end statements.

E-1 Mission
BBCC delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

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

E-3 Excellence in Teaching and Learning
BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement
BBCC supports economic development by nurturing community and industry partnerships and support to the college to enhance access and service to our district population.

E-5 Integrity and Stewardship
BBCC acts as a responsible steward of resources by promoting accountability, sustainability, ethics and honesty, and prudent resource management to provide quality and affordable resources to the diverse population of our service district.

E-6 Inclusion and Climate
BBCC provides and maintains a climate of inclusiveness for students, employees, and partners by maintaining a safe learning environment and promoting cultural inclusiveness, understanding, and respect by embracing diversity, access, opportunity, and equity.

Mission Statement – The statement explaining our purpose as an organization, why we exist and what we aspire to be. The mission provides parameters within which we should operate and helps us know what we should or should not be doing. The BBCC mission statement is, "*Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.*"

Core Themes – The core themes are subsets of the mission and collectively they encompass the mission of the college. BBCC has three core themes.

Student Success: Big Bend Community College provides access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning.

Excellence in Teaching and Learning: Big Bend Community College supports innovation, variety, and creativity; maintains high academic standards; and supports professional development for continued growth.

Community Engagement: Big Bend Community College supports economic development, nurtures community partnerships, and acts as a responsible steward of common resources.

Core Theme Objectives – Objectives are statements that define the Core Themes. Under each core theme is a set of objectives that collectively encompass the core theme. The objectives help the college focus in its work to ensure it is fulfilling each core theme. BBCC has 10 objectives.

Student Success
1.1 BBCC provides access to programs and services that meet the needs of our students and prospective students.
1.2 Use of services correlates with success, retention, and completion.
1.3 Students are prepared to graduate and to transfer or seek employment.

Excellence in Teaching & Learning
2.1 BBCC implements innovation and creativity in programs and services.
2.2 BBCC helps students attain high academic and industry standards.
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes.

Community Engagement
3.1 BBCC works with community and industry partners to support economic development.
3.2 BBCC works with K-12 and university partners to provide educational opportunities.
3.3 BBCC practices responsible use of resources, including fiscal and natural resources.
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community.

Core Theme Indicators – Indicators are meaningful information used to evaluate attainment of the objectives and core themes. Collectively, the indicators provide data to evaluate the accomplishment of each core theme. Indicator data not only show progress in meeting a core theme but also suggest action the college can take. Each year BBCC evaluates its indicators and adjusts them as needed.

Vision Statement – Describes the change we seek to make in our service district, state and nation. The vision statement helps describe what the world would be like if we were fully meeting our mission. It helps maintain a focus on the ultimate aspirations of the college. The BBCC vision statement is, "*Big Bend Community College inspires every student to be successful*."

Values and Lenses – The values state what we believe or what is important to the college. They help guide the college in determining *how* it acts to meet its mission and vision. The values also help explain why we made specific decisions. BBCC has five values.

- Student Success
- Excellence
- Community Engagement
- Inclusion
- Integrity & Stewardship

During a strategic planning retreat in August 2017, the President's Cabinet sought to further clarify the values and reduce duplication with the core themes. The Cabinet created a list of lenses that function the same as values by guiding the work of the college. There are six lenses:

- DEI (Diversity, Equity, Inclusion)
- Sustainability
- Transparency (how we are making decisions/adhering to the process)
- Quality
- Accountability
- Continuous Improvement

Regional Accreditation – Accreditation is a process for evaluating colleges and universities to ensure they meet standards of quality and are engaged in continuous quality improvement. Colleges and universities must maintain regional accreditation in order to receive and dispense federal financial aid. They voluntarily seek accreditation from one of seven nonprofit regional accrediting organizations. Each accrediting organization serves institutions within a specific geographic region. The accrediting organization for our area is the Northwest Commission on Colleges and Universities (NWCCU). NWCCU evaluates and accredits colleges and universities on a seven year cycle.

Strategic Priorities – Where we focus our attention and energies for a multi-year time frame. They help prioritize efforts and use of resources to focus on what we have decided to be most important at this time.

Strategic Goals – Defined improvements the college seeks to make within a specific amount of time.

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

Membership: MariAnne Zavala-Lopez (point of contact), Enedelia Nicholson, John Martin, Heidi Gephart, Salah Abed, Valerie Parton, Jaime Garza, Jeremy Iverson, Michael De Hoog, Caren Courtright

Task(s):
1) Define what is advising at Big Bend Community College.
   - ❖ Includes course selection & registration, dealing with life issues, balancing priorities, college navigation, awareness and access to resources, imparting content & program expertise, financial aid guidance
   - ❖ Articulate student and employee expectations
   - ❖ Define learning outcomes for advising process
   - ❖ Outline advising process for three quarters for faculty and students – What should happen in the first, second and third visits? How should faculty and students prepare?
2) Define faculty, staff, and counselor roles in advising.
   - ❖ What are the specific areas of expertise each type of employee brings to the table (e.g. program knowledge, understanding of support services, mental health counseling)?
   - ❖ How do we leverage those expertise is a way that builds on existing expertise and reduces duplication of effort?

Accomplishments:
1. Developed a college wide definition of advising at BBCC: "advising is a teaching and learning experience that provides students with resources and timely accurate information to develop and attain their educational goals"
2. Developed a draft advising syllabus with advisor and student responsibilities as well as an advising checklist.
3. Developing advisor training for fall 2017.

Work Group #2

Membership: Loralyn Allen (point of contact), Ruth Coffin (point of contact), Custodio Valencia, Matthew Sullivan, Tim Fuhrman

Task(s):
3) Improve process for assigning of student to advisors.
   - ❖ Assign by intent, GPA, first generation status, type of student (Running Start, TRIO)?
   - ❖ How do we spread the advising load out in a more equitable fashion and in a way that leverages the expertise of different employees and services?

Accomplishments:
1. Developed a list of recommendations for improving the process of assigning advisees to advisors. The recommendations expanded the list of available advisors and is helping

redistribute advising loads amongst available advisors. Most of the recommendations were implemented.
2. Developed a summary of advising related issues connected to how the college serves Running Start students. The information is informing current discussions amongst the deans about how to improve outreach efforts and relationships with high schools.

Work Group #3

Membership: Heidi Summers (point of contact), MariAnne Zavala-Lopez, Jen deLeon, Tim Fuhrman

Task(s):
4) Select a career exploration tool for the college.
   ❖ WOIS vs. Career Coach – which should we use?

Accomplishments:
1. Reviewed six different tools and solicited feedback from the college community with a resultant recommendation to use WOIS.

Work Group #4

Membership: Dawna Haynes (point of contact), Heidi Summers, Kara Garrett, Ruth Coffin, Melinda Dourte, Rita Ramirez, Tom Willingham, Anita DeLeon, Melinda Dourte

Task(s):
5) Explore how to embed career exploration into the intake process.

Accomplishments:
1. Reviewed the intake process for new students and developed a process map illustrating the steps and decisions of the process for students and staff.
2. Researching intake processes at sister schools.
3. Identified portions of the process that need to be adjusted.
4. Identifying incremental changes that can be implemented in New Student Registration sessions over the summer.

Work Group #5

Membership: Lindsay Groce (point of contact), Daneen Berry-Guerin (point of contact), Arthur Wanner, Jen deLeon, Rita Ramirez, Gary Baker, Rafael Villalobos, Julie Chang, Erick Borg, Kara Garrett, Loralyn Allen

Task(s):
6) Develop program maps with a common framework.
   ❖ Build on existing program & degree worksheets as well as current models, i.e. BIM, UAS, STEM, Sim Tech, healthcare
   ❖ Include ESL, adult basic education, developmental education & program pre-requisite courses
   ❖ Include recommended course sequences for required and elective courses

- ❖ Identify key decision points identified where advising is crucial
- ❖ Articulate any program completion requirements
- ❖ Summarize career earnings & employment information for graduates
- ❖ Include necessary transfer information for key universities
- ❖ Begin developing a sustainability plan for keeping the maps current

Accomplishments:
1. Developed a template for advising maps.
2. Refining the template to ensure it is accessible.
3. Developed advising maps for workforce programs and common transfer intents.
4. Solicited student feedback on newly created advising maps.
5. Revising maps based on student feedback.

Work Group #6

Membership: Dawna Haynes (point of contact), Diana Villafana, Dawnne Ernette, Terry Kinzel, Heidi Summers, Tyler Wallace

Task(s):
7) Develop a comprehensive & coherent plan to provide support services for ALL students.
- ❖ Develop a comprehensive grid/matrix of support services – who provides them, what services are specific to certain populations and which are for everyone
- ❖ Identify areas of redundancy and cross training
- ❖ How can staff assigned to specific programs be included to help provide case management support?
- ❖ Integrated & updated Academic Early Warning (AEW) process – ability to track, follow-up and report on each student

Accomplishments:
1. Developing a booklet that contains an overview of college programs. The booklet will be available for students and advisors in the fall.

General Accomplishments
- Developed a list of seven advising priorities to address this year
- Conducted advisor training sessions
- Created a schedule of quarterly advising activities
- Disseminated advisee lists to advisors on a quarterly basis
- Made the class schedule available earlier in the quarter to give additional time for advising before registration begins

Emerging Questions and Next Steps
1. Website update – program sites, academic programs page (make like Wenatchee's), Getting Started page, main page
2. Track students to know who was advised, who registered, how we follow up with students who didn't
3. Annual course scheduling

4. Certificates stackable to degrees?
5. Expand advising maps to include high school graduation requirements for each of our local high schools
6. Finalize process for evaluating the success of our advising efforts
7. Coordination of outreach efforts to local high schools
8. Solicit faculty feedback on content areas where they are comfortable advising
9. Blocks on some workforce classes???
10. Faculty/Advisor participation in NSR, especially over the summer – by discipline areas??
11. Improve dissemination of advising work to the college community

BP1000   <u>POLICY GOVERNANCE-BY LAWS</u>   **BP1000**

1000.1   ENDS

E-1   Mission Statement
Big Bend Community College delivers lifelong learning through commitment to student success, excellence in teaching and learning, and community engagement.

BBCC Goals

The College provides learning opportunities that include;
- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

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

E-2   Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

1000.2   EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

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

EL – 2 Respect For Students

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

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.

2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.

3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

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

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

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

EL – 4 Respect For Employees

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

The President may not:

1.   Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.

2.   Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.

3.   Restrict the exercise of academic freedom.

4.   Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

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

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

EL – 5 Ethical Conduct

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

The President may not:

1.   Change his or her own compensation and benefits.

2.   Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.

3.   Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

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

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.

2. Fail to protect intellectual property, information and files from loss or significant damage.

3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.

4. Fail to provide adequate protection against theft and casualty.

5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

1. Expend more funds than have been received in the fiscal year

2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.

3. Fail to settle payroll and debts in a timely manner.

4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.

5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

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

The President may not:

1.   Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.

2.   Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.

3.   Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.

4.   Fail to provide a mechanism for official Board communications.

5.   Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

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

1000.3   GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

1. Deliberate in many voices, but govern in one.

2. Be responsible for excellence in governing and an initiator of policy.

3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.

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

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

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

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

GP – 3 Board Job Descriptions

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

1. The link between the organization and the constituents of community college district #18

2. Written governing policies which, at the broadest levels, address:

    A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).

    B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.

    C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.

3. The assurance of the President's performance (against polices in 2A and 2B).

4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chairperson's Role

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

1. The job result of the Chairperson is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.

    A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.

    B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.

2. The authority of the Chairperson consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.

    A. The Chairperson is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).

    B. The Chairperson has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.

    C. The Chairperson may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.

    D. The Chairperson may delegate this authority, but remains accountable for its use.

3. In the absence of the Chair, the Vice Chair will assume the responsibilities of the Chairperson.

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

GP – 5 Board Members Code Of Ethics

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

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

2. Members must avoid conflict of interest with respect to their fiduciary responsibility.

    A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.

    B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.

    C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.

    D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.

3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.

    A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.

    B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

C. Members will give no consequence or voice to individual judgments of President or staff performance.

4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

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

1. Board skills, methods, and supports will be sufficient to assure governing with excellence.

    A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.

    B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.

    C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.

2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

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

1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020 .

2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

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

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

B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.

C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.

D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

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

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

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

OFFICERS OF THE BOARD

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

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

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

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

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:
BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4   BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

> 1.   The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* polices. The board will limit the latitude the President may exercise in practices, methods, conduct and other "means" to the ends through establishment of *Executive Limitations* policies.

> 2.   As long as the President uses any *reasonable interpretation* of the board's *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.

> 3.   The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President.

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

4. Only decisions of the board acting as a body are binding upon the President.

    A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.

    B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President's Job Description

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

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

1. Organizational accomplishment of the provisions of board policies on *Ends*.

2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Monitoring Presidential Performance

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

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.

2. A given policy may be monitored in one or more of three ways:

    A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.

    B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive

performance only against policies of the board, not those of the external party unless the board has previously indicated that party's opinion to be the standard.

    C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.

3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.

    A. Annual Internal Reports for policies on:
        EL-2 Respect for Students
        EL-3 Respect for Community Members
        EL-4 Respect for Employees
        EL-7 Financial Planning
        EL-9 Communication and Support to the Board
        EL-10 Emergency Executive Succession

    B. Annual External Reports or direct Board inspection for policies on:
        EL-1 General Executive Constraint
        EL-6 Asset Protection
        EL-8 Financial Condition and Activity

    C. Quarterly Internal Reports on Actual Budget

    D. Annual Internal Reports for all *Ends* policies contained in:
        Academic Master Plan Reports
            Mission Fulfillment
            Excellence in Teaching & Learning
            Community Engagement
            Budget Presentations

4. Each June the board will conduct a formal evaluation of the President. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the President's performance so long as such criteria have been specified one year in advance of the evaluation.

    A. A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.

B.   The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.

C.   The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.