



**February 10, 2021**

**Board of Trustees**

**Regular Meeting 1:30 p.m.**

Register in advance for this Zoom webinar:

[https://bigbend.zoom.us/webinar/register/WN\\_NRRcE7JpSU-SWKUMhA3GVw](https://bigbend.zoom.us/webinar/register/WN_NRRcE7JpSU-SWKUMhA3GVw)

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

# **Big Bend Community College District #18**

**Governing Board:**

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

**President Sara Tweedy**

## **2021 Meeting Schedule**

**January 7, 2021**

**February 10, 2021**

**March 24, 2021**

**May 6, 2021**

**June 10, 2021**

**August 26, 2021**

**September 9, 2021**

**October 28, 2021**

**December 9, 2021**

## **Board Goals (adopted October 1, 2020)**

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

## BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

### Regular Board Meeting

7662 Chanute Street Moses Lake, Washington 98837

Wednesday, February 10, 2021, 1:30 p.m.

Zoom Webinar

1. Call to Order/Roll Call
2. Educational Presentations (E-1, Info):
  - a. Strategic Planning Process
  - b. Mission Fulfillment (25 minutes) Dean of Institutional Research Valerie Parton
3. Consent Agenda **(E-1)**
  - a. Meeting Minutes January 7, 2021 **(Action)**
  - b. Student Success **(Information)**
  - c. Assessment **(Information)**
  - d. Accreditation **(information)**
  - e. Finance & Administration Report **(Information)**
  - f. Human Resources Report **(Information)**
  - g. ASB Report **(Information)**
  - h. Foundation Report **(Information)**
4. Remarks  
(Public comment to the Board regarding any item on the agenda may be made via chat at the time of the topic's presentation to the board in compliance with Board Policy 1001.3.E)
5. Faculty Updates – Faculty Association President Zach Olson **(E-3, Information)**
6. President's Update
  - a. Budget **(E-2, Information)**
  - b. COVID-19 Impacts **(E-1, Information)**

#### *Executive Session – President Tweedy/Trustees*

7. Tenure Review Notice – President Tweedy **(E-3, Action)**
8. ACT Award Nominations – President Tweedy **(E-1, Mission)**
9. Workforce Education Development Board Nomination – President **(E-1, Mission)**
10. President's Onboarding – Trustees **(E-1, Information/Action)**
11. Trustee Job Description – Chair Anna Franz & Trustee Jon Lane **(E-1, Information/Action)**
12. Assessment of Board Activity (submitted in writing) – Trustees **(E-1, Information)**
13. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
14. Miscellaneous – Trustees, President Tweedy **(E-1, Information/Action)**
15. Adjournment

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

NEXT REGULAR MEETING: Wednesday, March 24, 2021

*If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 509 793-2001 (or TDD 509.793.2325) as soon as possible to allow sufficient time to make arrangements.*

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #2:** Educational Presentations (information)

### **BACKGROUND:**

The board has requested educational presentations.

- a. President Tweedy will report about the strategic planning progress.
- b. Dean Valerie Parton will discuss the Mission Fulfillment Workbook and dashboards.

Prepared by the President's Office.

### **RECOMMENDATION:**

None.

*Big Bend*  
COMMUNITY COLLEGE

Mission Fulfillment 2021 Workbook



January 21, 2021

Prepared by the Office of Institutional Research and Planning

# 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.

**MISSION FULFILLMENT OUTLINE**  
**Big Bend Community College, 2020-21**

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

Objectives	Indicators
1.1 BCC provides access to programs and services that meet the educational needs of our students and prospective students	1.1a Student satisfaction with services used 1.1b Total student FTE (Full-Time Equivalent) 1.1c Enrollment by modality
1.2 Use of services correlates with success, retention, and completion	1.2a Course success rates based on use of services 1.2b Retention based on use of services 1.2c Completion based on use of services
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a IPEDS graduation & transfer rates 1.3b New Transfer & Workforce student retention <ul style="list-style-type: none"> <li>• Fall-to-winter</li> <li>• Fall-to-spring</li> <li>• Fall-to-fall</li> </ul> 1.3c SAI progression & completion <ul style="list-style-type: none"> <li>• ABE transition to college</li> <li>• 1<sup>st</sup> 15 credits</li> <li>• 1<sup>st</sup> 30 credits</li> <li>• 1<sup>st</sup> 45 credits</li> <li>• Retention</li> <li>• Completion</li> </ul> 1.3d Gap between A/W and HUG in course success rate in first quarter

**MISSION FULFILLMENT OUTLINE**  
**Big Bend Community College, 2020-21**

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

Objectives	Indicators
<p>2.1 BBCC implements innovation and creativity in programs and services</p>	<p>2.1a Student engagement in co-curricular activities</p> <p>2.1b Innovative strategies supporting strategic priorities</p> <ul style="list-style-type: none"> <li>• Students developed academic plan with help from college staff</li> <li>• Students satisfied with advising</li> <li>• Students earning ENGL 101 credit in accelerated English</li> <li>• Students from accelerated English class succeeding in ENGL 102 &amp; ENGL 235</li> </ul> <p>2.1c Course level assessment</p> <p>2.1d Department evaluation</p>
<p>2.2 BBCC helps students attain high academic standards</p>	<p>2.2a External certification rates</p> <p>2.2b Course success rate</p> <p>2.2c Gen Ed assessment</p> <p>2.2d Program assessment</p>
<p>2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes</p>	<p>2.3a Employee responses indicate likelihood of changing practices as a result of training</p> <p>2.3b Employees’ trainings</p> <p>2.3c Professional development offerings related to strategic goals and priorities</p>



**MISSION FULFILLMENT OUTLINE**  
**Big Bend Community College, 2020-21**

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

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school grads attending BBCC 3.2c High School and Dual Enrollment Programs
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Clean financial audits 3.3b Reduce energy use intensity 5% from 201.235 EUI kBtu/ft <sup>2</sup> 3.3c Clean Clery Audits
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a BBCC provides a classroom environment where students feel safe to express their opinions 3.4b Full-time employee turnover rate 3.4c Number of safety reported incidents 3.4d Diversity of candidate pool (gender, race/ethnicity) 3.4e Employee exit survey – BBCC is recommended as a good place to work? 3.4f New employees follow-up survey

# Mission Fulfillment 2021 Workbook

## Introduction

Big Bend Community College is beginning the development of a new Strategic Planning Process. Four initial institutional strategic priorities have been identified based on student surveys, previous Mission Fulfillment feedback, the Employee Focus group and required federal and state mandates.

## Improving Student Success

BBCC seeks to make improvements in student retention, persistence through college curriculum, and completion of college credentials while reducing performance gaps between student groups. In addition, the college seeks to support students who leave BBCC to either continue their higher education journey or secure meaningful employment.

## Employer of Choice

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

## Forward Looking Infrastructure

BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.

## Enrollment Growth and Diversification

BBCC seeks to strategically expand student enrollment with an emphasis on addressing educational needs of students throughout the college’s large service district while ensuring the fiscal stability of the institution.

Your feedback is needed in this process as we develop the next strategic plan. When you review the data provided, the college is going to ask for brief feedback from you on *strengths, weaknesses, opportunities, and threats for each of the Strategic Priorities*.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

	Helpful	Harmful
Internal	Strengths	Weaknesses
External	Opportunities	Threats

To help you prepare for the SWOT Analysis Discussion at Winter In-service, please refer to this crosswalk of our current indicator data for each of the new Strategic Priorities.

Priority	Current Indicators
Improving Student Success	Retention – 1.1.1, 1.2.2, 1.3.2, 1.3.3.5, 2.1.1, 2.1.2.1, 2.1.4, 3.4.1
	Persistence (progressing towards a credential) - 1.2.1, 1.3.3.1-4, 1.3.4, 2.1.2.1-3, 2.1.3, 2.1.4, 2.2.2.1-7, 2.2.3, 2.2.4
	Completion - 1.2.3, 1.3.1, 1.3.3.6, 2.2.1
	Post-graduate success – 1.3.1, 1.2.5.1-4, 2.2.1, 3.2.1
Employer of Choice	2.3.1, 2.3.2, 2.3.3, 3.4.2, 3.4.4, 3.4.5, 3.4.6, 3.4.7
Forward-Looking Infrastructure	3.3.1, 3.3.2, 3.3.3.1-3, 3.4.3
Enrollment Growth and Diversification	1.1.2, 1.1.3, 3.1.1, 3.2.2, 3.2.3

## Indicator Overview

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

## Overview of the data and information

The indicators were reviewed in 2017 and updated following the reports in 2018, 2019, and 2020. Some indicators were dropped and some added to provide a better understanding of how the college is meeting that aspect of the mission based on recommendations of Shared Governance Council, which were adopted by Cabinet.

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

## Numbering System for this Report

This report is using an open-source software package that allows a more consistent view of tables and charts. This software does not have a numbering system that we have used on our indicators.

Example: **Indicator 1.3a** IPEDS graduation and transfer rates will display as: **1.3.1** IPEDS graduation and transfer rates

Thank you for your patience with this program. If you have questions, please contact Valerie Parton or Edgar Zamora.

# Contents

<b>Introduction</b>	<b>1</b>
Improving Student Success . . . . .	1
Employer of Choice . . . . .	1
Forward Looking Infrastructure . . . . .	1
Enrollment Growth and Diversification . . . . .	1
<b>Indicator Overview</b>	<b>3</b>
<b>Overview of the data and information</b>	<b>3</b>
<b>Numbering System for this Report</b>	<b>3</b>
<b>1 Student Success</b>	<b>6</b>
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students . . . . .	6
1.1.1 Student satisfaction with services used . . . . .	6
1.1.2 Total Student FTE (Full-time Equivalent) . . . . .	8
1.1.3 Enrollment by modality . . . . .	9
1.2 Use of services correlates with success, retention, and completion . . . . .	10
1.2.1 Course success of students using the STEM or Writing Center . . . . .	10
1.2.2 Retention based on use of services . . . . .	11
1.2.3 Completion based on use of services . . . . .	12
1.3 Students are prepared to graduate & to transfer or to seek employment . . . . .	13
1.3.1 IPEDS graduation & transfer rates . . . . .	13
1.3.2 New Transfer & Workforce student retention . . . . .	15
1.3.3 SAI progression & completion . . . . .	18
1.3.4 Gap between A/W and HUG in course success rates in first quarter . . . . .	25
<b>2 Excellence in Teaching &amp; Learning</b>	<b>26</b>
2.1 BBCC implements innovation & creativity in programs & services . . . . .	26
2.1.1 Student engagement in co-curricular activities . . . . .	26
2.1.2 Innovative strategies supporting strategic priorities . . . . .	28
2.1.3 Course level assessment . . . . .	31
2.1.4 Department evaluation . . . . .	31
2.2 BBCC helps students attain high academic standards . . . . .	32
2.2.1 External certification rates . . . . .	32
2.2.2 Course Success Rates . . . . .	33
2.2.3 Gen Ed Assessment . . . . .	40
2.2.4 Program and Course Level Assessment Reports . . . . .	40
2.3 BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes . . . . .	40
2.3.1 Employee responses indicate likelihood of changing practices as a result training . . . . .	40
2.3.2 Employees' trainings . . . . .	40
2.3.3 Professional development offerings related to strategic goals and priorities . . . . .	40
<b>3 Community Theme: Community Engagement</b>	<b>41</b>
3.1 BBCC works with community and industry partners to support economic development . . . . .	41
3.1.1 Alignment of economic sectors with BBCC services . . . . .	41
3.2 BBCC works with K-12 & university partners to provide educational opportunities . . . . .	45
3.2.1 Transfer rate based on National Student Clearinghouse data . . . . .	45
3.2.2 Percent of local high school grads attending BBCC . . . . .	46
3.2.3 High School and Dual Enrollment Programs . . . . .	48
3.3 BBCC practices responsible use of resources, including fiscal & natural resources . . . . .	52

3.3.1	Clean financial audits . . . . .	52
3.3.2	Reduce energy use intensity 5% to 210.235 EUI kBtu/ft2 . . . . .	52
3.3.3	Clean Clery Audits . . . . .	53
3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community . . . . .	55
3.4.1	BBCC provides a classroom environment where students feel safe to express their opinions . . . . .	55
3.4.2	Full-time employee turnover rate . . . . .	56
3.4.3	Number of safety reported incidents . . . . .	56
3.4.4	Diversity of candidate pool (gender, race/ethnicity) . . . . .	57
3.4.5	Employee exit survey - BBCC is recommended as a good place to work? . . . . .	57
3.4.6	New employee follow-up survey . . . . .	57

# 1 Student Success

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

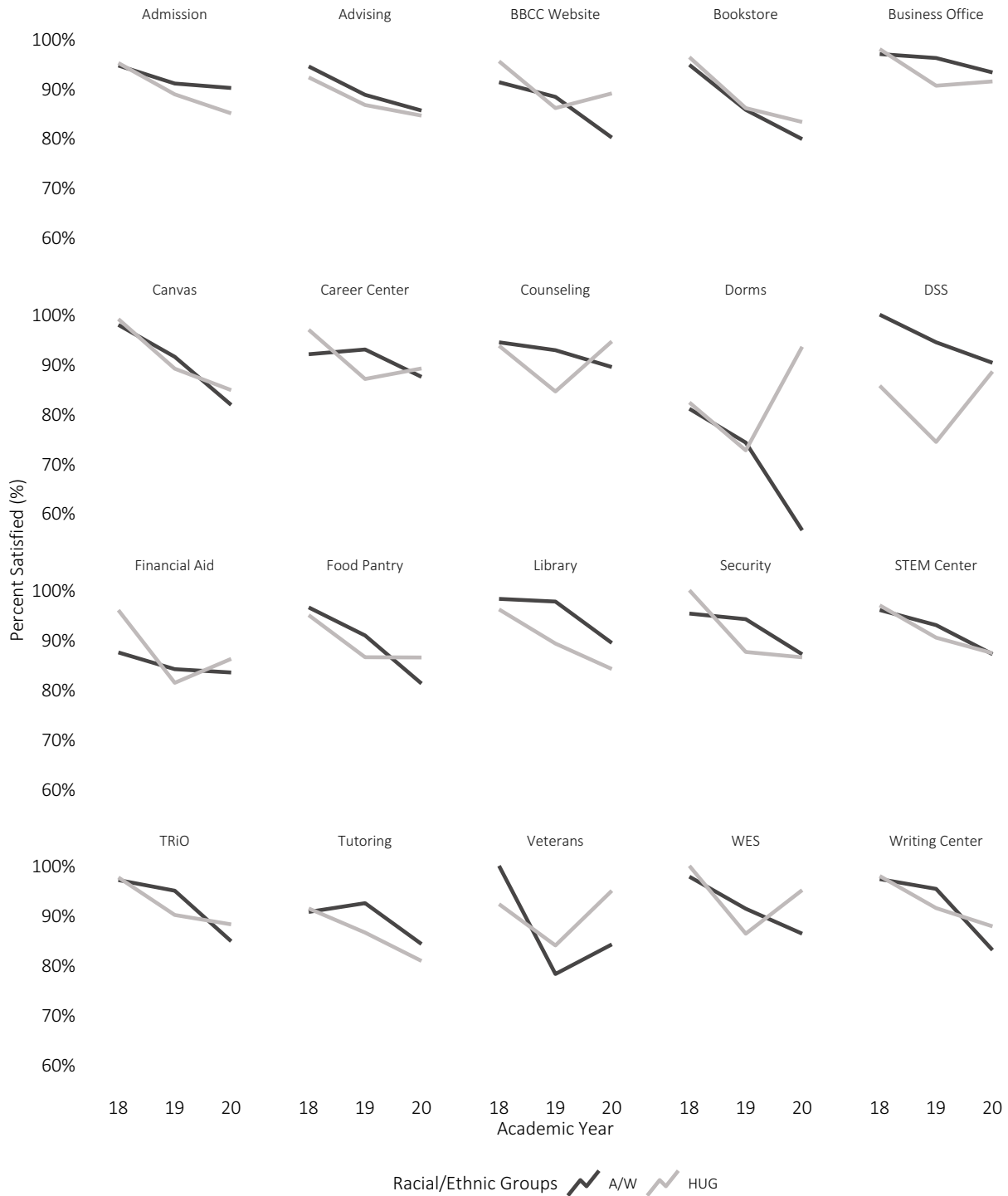
### 1.1.1 Student satisfaction with services used

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2020, 423 students responded for a 23% response rate. With a 5% margin of error and a 98% confidence level, the results can be seen as being reflective of the entire student population. The results of the 2020 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses. Satisfaction is defined as *Very Satisfied*(5) to *Satisfied*(3) on a 5-point Likert scale ranging from *Very Satisfied*(5) to *Very Dissatisfied*(1).

	2018		2019		2020	
	A/W	HUG	A/W	HUG	A/W	HUG
Admission	95%	95%	91%	89%	90%	85%
Advising	95%	92%	89%	87%	86%	85%
Bookstore	95%	96%	86%	86%	80%	83%
Business Office	97%	98%	96%	91%	93%	91%
Canvas	98%	99%	92%	89%	82%	85%
Career Center	92%	97%	93%	87%	88%	89%
Counseling	94%	94%	93%	85%	89%	95%
Dorms	81%	82%	74%	73%	57%	94%
DSS	100%	86%	94%	74%	90%	89%
Financial Aid	88%	96%	84%	81%	83%	86%
Food Pantry	97%	95%	91%	87%	81%	86%
Library	98%	96%	98%	89%	89%	84%
Security	95%	100%	94%	88%	87%	87%
STEM Center	96%	97%	93%	90%	87%	87%
TRiO	97%	98%	95%	90%	85%	88%
Tutoring	91%	91%	92%	87%	84%	81%
Veterans	100%	92%	78%	84%	84%	95%
BBCC Website	91%	96%	88%	86%	80%	89%
WES	98%	100%	91%	86%	86%	95%
Writing Center	97%	98%	95%	92%	83%	88%

## Satisfaction\* with Services among HUG and A/W Students

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



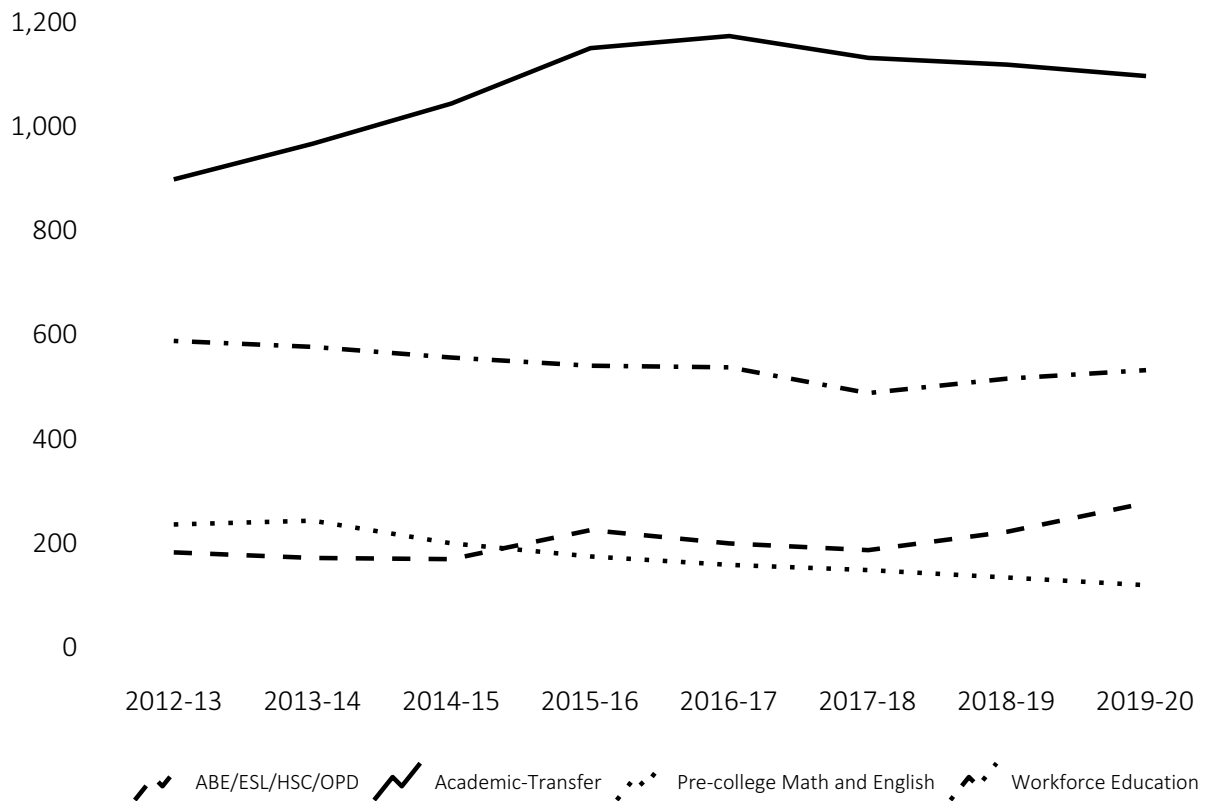
The charts representing this data are on the following page.



### 1.1.2 Total Student FTE (Full-time Equivalent)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ABE/ESL/HSC/OPD	181.0	170.3	168.0	223.8	198.2	185.3	220.6	275.9
Academic-Transfer	897.4	965.9	1043.2	1149.5	1172.7	1130.8	1117.8	1095.9
Pre-college Math and English	234.6	241.9	198.3	173.2	157.0	147.0	132.7	118.0
Workforce Education	587.1	575.7	555.2	539.5	536.4	487.0	514.7	531.0
Overall Total FTE	1900.1	1953.8	1964.7	2086.0	2064.3	1950.1	1985.8	2020.8

Annualized Total FTE by Program Area

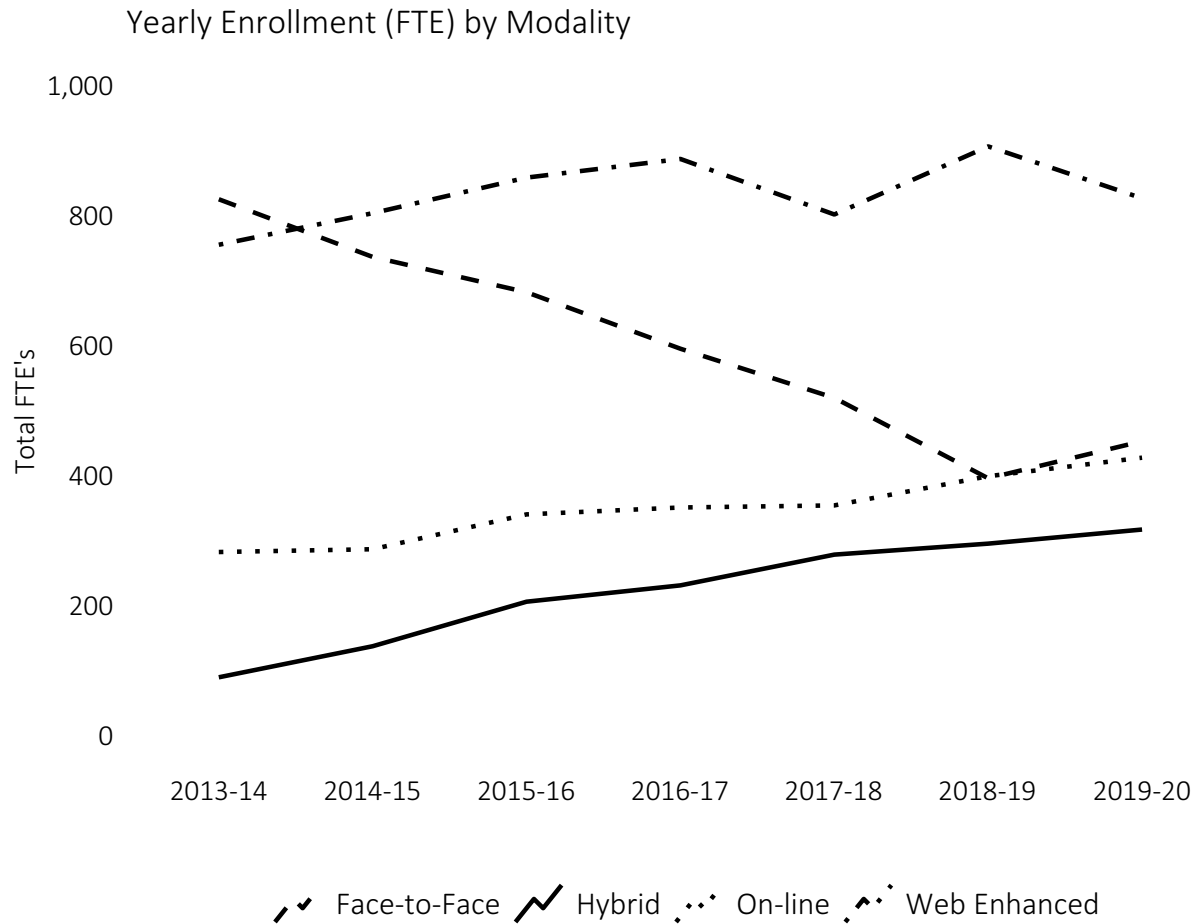


An FTE is set as one student taking 15 credits a quarter for 3 quarters or 45 credits a year.  
 Total FTEs is the sum of all credits taken in a year, divided by 45.

### 1.1.3 Enrollment by modality

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20*
Face-to-Face	825.9	737.2	682.9	596.0	520.4	396.7	453.7
Hybrid	90.6	138.4	206.9	232.0	279.3	296.2	317.9
On-line	283.3	287.6	341.2	351.8	355.0	399.9	428.4
Web Enhanced	755.9	804.5	859.2	887.9	802.5	907.2	827.4

Classes in spring quarter 2020 were not all coded as online classes even though classes were shifted online due to the COVID-19 pandemic. This enabled the college to waive the online course fee for students whose classes were only meeting online due to the pandemic.



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

### 1.2.1 Course success of students using the STEM or Writing Center

#### English Course Success of Students Using the Writing Center

	2017-18	2018-19	2019-20
A/W	84%	88%	91%
HUG	80%	84%	87%
Ethnicity not reported	70%	89%	87%

*Note:*

Students success is only counted for English Courses

Course success is defined as 2.0 GP or pass

No significant difference in any year, using chi-square, significant at  $p < .05$

#### Pre-college Math Course Success of Students using the STEM Center

	2017-18	2018-19	2019-20*
A/W	70%	74%	80%
HUG	65%	67%	64%
Ethnicity not reported	67%	44%	67%

*Note:*

\*Significant difference, using chi-square, significant at  $p < .05$

Course success is defined as 2.0 GP or pass

#### Math and Science Course Success of Students Using the STEM Center

	2017-18*	2018-19*	2019-20*
A/W	78%	81%	85%
HUG	72%	70%	75%
Ethnicity not reported	80%	80%	75%

*Note:*

\*Significant difference, using chi-square, significant at  $p < .05$

Course success is defined as 2.0 GP or pass

### 1.2.2 Retention based on use of services

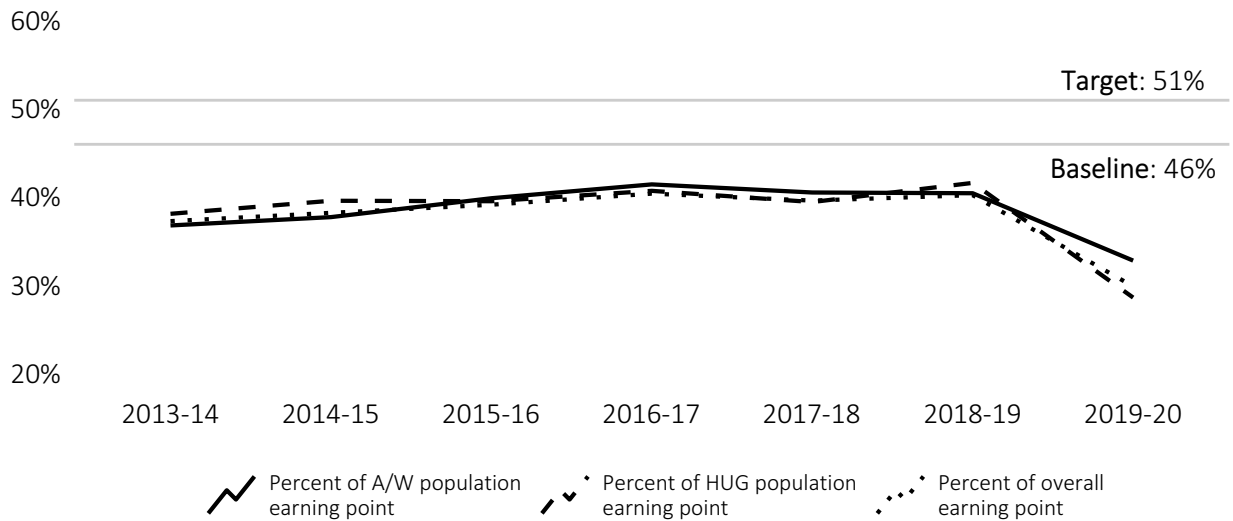
The Student Achievement Initiative (SAI) is Washington State’s Community and Technical College Performance-based funding system. The primary objective is to incentivize a focus on student outcomes by attaching a portion of the state allocation to measures of performance. These performance measures represent key points in a students’ educational path and exclude dual-enrollment students. For the 2020-21 year, SAI funding accounted for 8.7% of BCC’s state allocation.

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

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	37%	38%	40%	41%	41%	40%	33%
HUG	38%	40%	40%	41%	39%	42%	29%
Unknown	33%	27%	26%	26%	32%	20%	15%
Overall	37%	38%	39%	40%	40%	40%	30%

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



\* Students used at least one of the following: STEM Center, Student Success Center, Writing Center

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

A/W = Asian and/or White

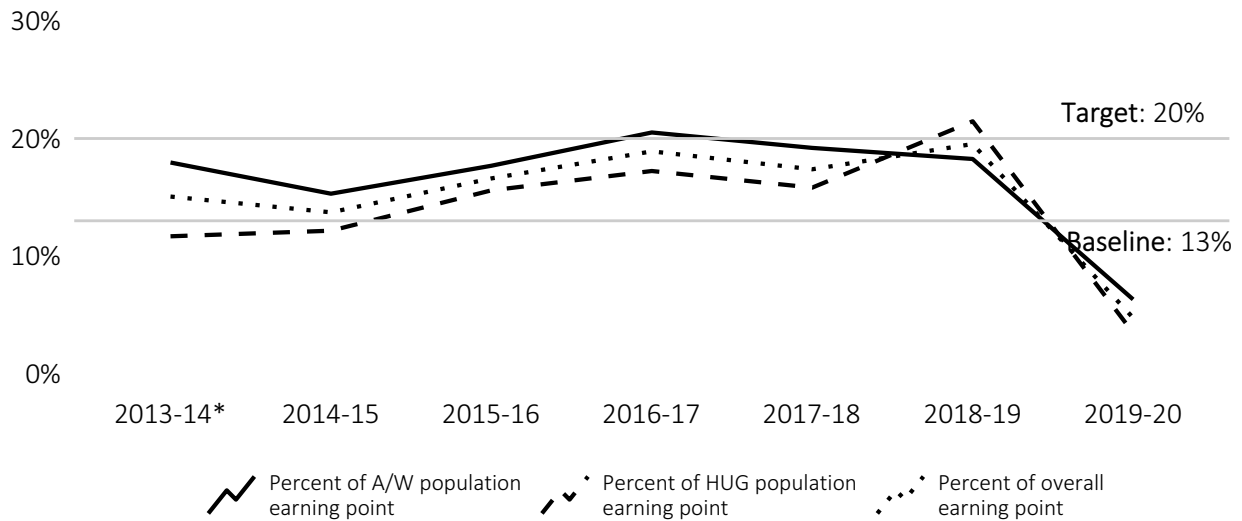
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

### 1.2.3 Completion based on use of services

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

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	18%	15%	18%	21%	19%	18%	6%
HUG	12%	12%	16%	17%	16%	21%	3%
Unknown	15%	12%	16%	22%	19%	10%	3%
Overall	15%	14%	17%	19%	17%	20%	5%

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



\* Students used at least one of the following: STEM Center, Student Success Center, Writing Center

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

A/W = Asian and/or White

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

### 1.3 Students are prepared to graduate & to transfer or to seek employment

#### 1.3.1 IPEDS graduation & transfer rates

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

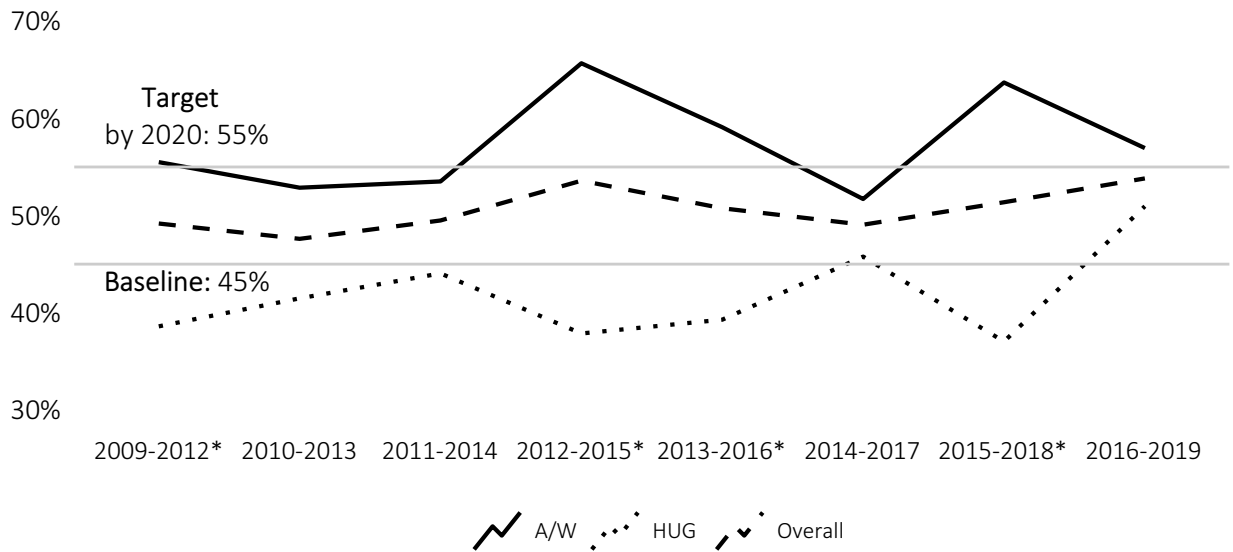
	All Combined		A/W		HUG	
	Graduate*	Transfer**	Graduate*	Transfer**	Graduate*	Transfer**
2009-2012	33%	16%	37%	19%	28%	11%
2010-2013	33%	14%	36%	17%	30%	11%
2011-2014	32%	17%	37%	17%	26%	18%
2012-2015	36%	17%	44%	22%	26%	12%
2013-2016	37%	14%	42%	18%	30%	9%
2014-2017	35%	14%	37%	15%	33%	13%
2015-2018	37%	14%	45%	19%	29%	8%
2016-2019	41%	13%	42%	15%	39%	11%

*Note:*

\*Students who graduated may also have transferred.

\*\*Student did not receive a credential prior to transferring.

**IPEDS Graduation and Transfer Rates**  
 (Full-time, first-time degree/certificate seeking undergraduate within 150%  
 of normal time to completion)



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

A/W = Asian and/or White

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

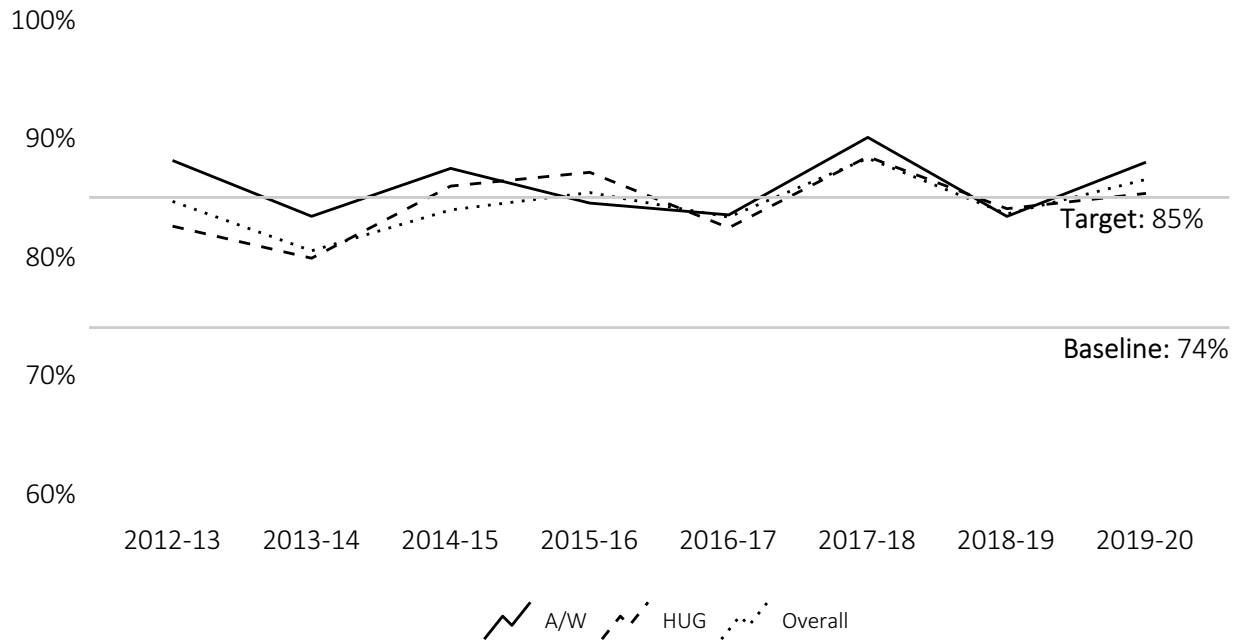
### 1.3.2 New Transfer & Workforce student retention

In previous years, retention was reported by “kind of student” which was categorized Transfer, Workforce Training, and Basic Skills. As enrollment increases in CBIS short-term training programs we needed to refine this cohort to only capture students who were in a traditional transfer or workforce program. The data that follows reflects this change.

#### 1.3.2.1 Fall-to-winter

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	88%	83%	87%	85%	84%	90%	83%	88%
HUG	83%	80%	86%	87%	82%	88%	84%	85%
Unknown	53%	47%	47%	81%	93%	67%	81%	79%
Overall	85%	80%	84%	85%	83%	88%	84%	87%

Fall to Winter Retention - Transfer and Workforce Students



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

A/W = Asian and/or White

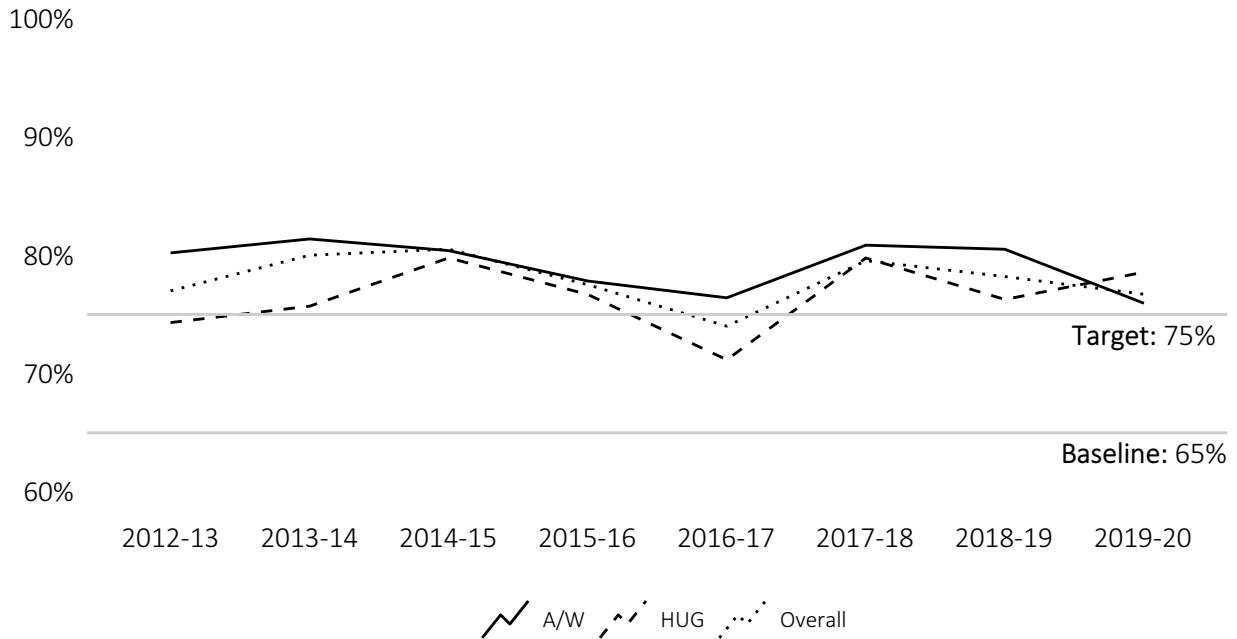
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)



1.3.2.2 Fall-to-spring

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	80%	81%	80%	78%	76%	81%	81%	76%
HUG	74%	76%	80%	77%	71%	80%	76%	79%
Unknown	53%	95%	85%	81%	73%	62%	71%	57%
Overall	77%	80%	81%	78%	74%	80%	78%	77%

Fall to Spring Retention - Transfer and Workforce Students



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

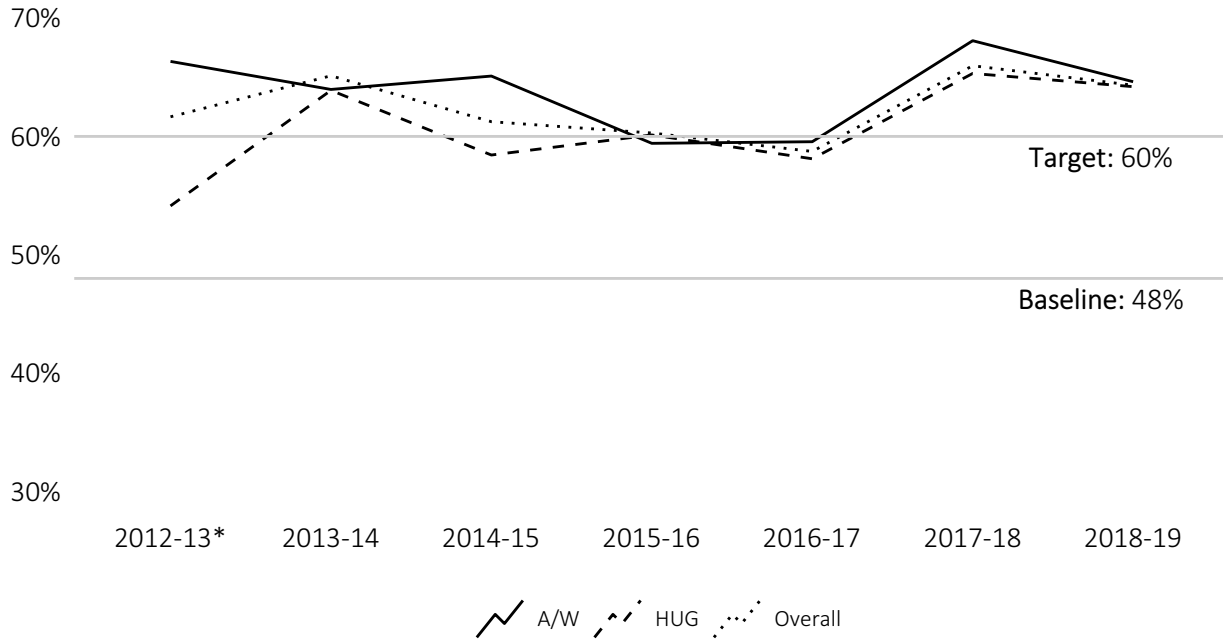
A/W = Asian and/or White

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

1.3.2.3 Fall-to-fall

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
A/W	66%	64%	65%	59%	60%	68%	65%
HUG	54%	64%	58%	60%	58%	65%	64%
Unknown	53%	89%	47%	75%	53%	46%	62%
Overall	62%	65%	61%	60%	59%	66%	64%

Fall to Fall Retention - Transfer and Workforce Students



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

A/W = Asian and/or White

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

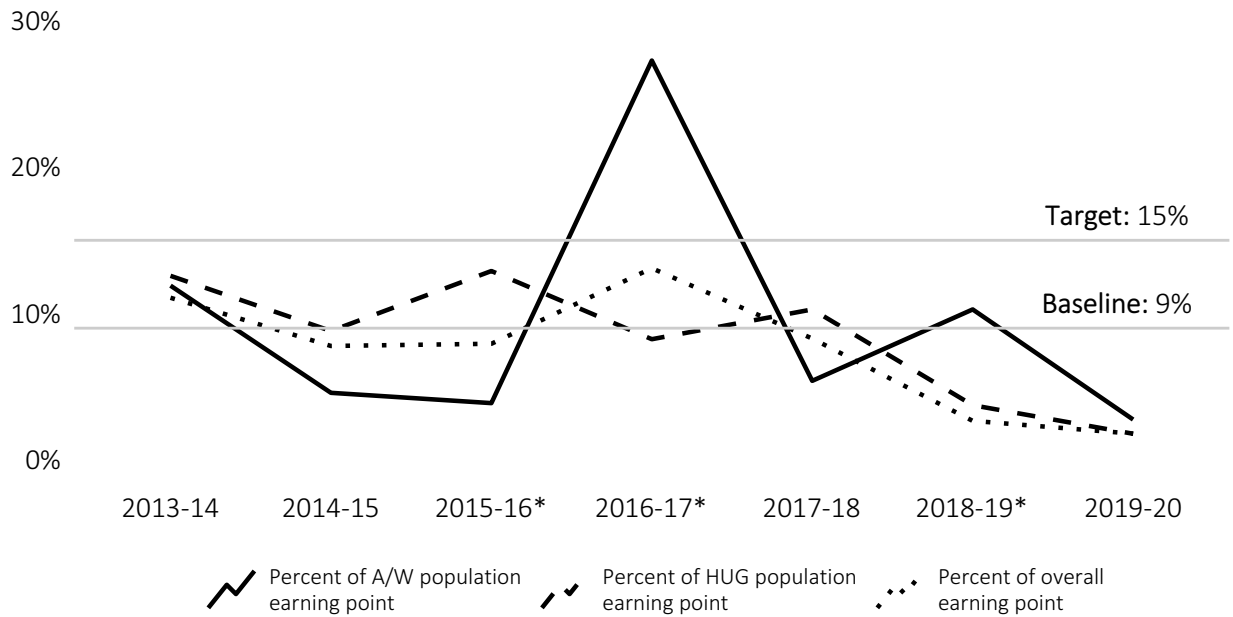
### 1.3.3 SAI progression & completion

The Student Achievement Initiative (SAI) is Washington State's Community and Technical College Performance-based funding system. The primary objective is to incentivize a focus on student outcomes by attaching a portion of the state allocation to measures of performance. These performance measures represent key points in a students' educational path and exclude dual-enrollment students. For the 2021 year, SAI funding accounted for 8.7% of BBCC's state allocation.

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

1.3.3.1 ABE transition to college

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	12%	5%	4%	27%	5%	10%	3%
HUG	13%	9%	13%	8%	10%	4%	2%
Unknown	2%	9%	5%	8%	8%	0%	1%
Overall	11%	8%	8%	13%	8%	3%	2%



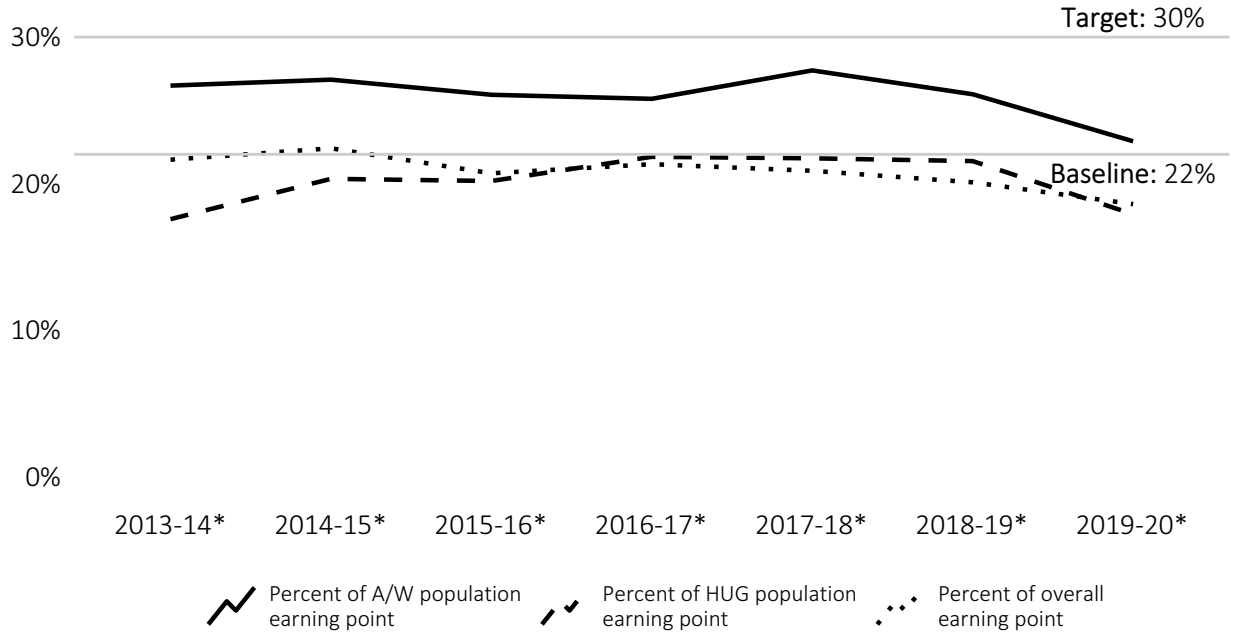
\*The difference between A/W and HUG groups is statistically significant using Chi-square test,  $p < .05$ .

A/W = Asian and/or White

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

1.3.3.2 1st 15 credits

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	27%	27%	26%	26%	28%	26%	23%
HUG	18%	20%	20%	22%	22%	22%	18%
Unknown	11%	10%	6%	7%	4%	4%	4%
Overall	22%	22%	21%	21%	21%	20%	19%



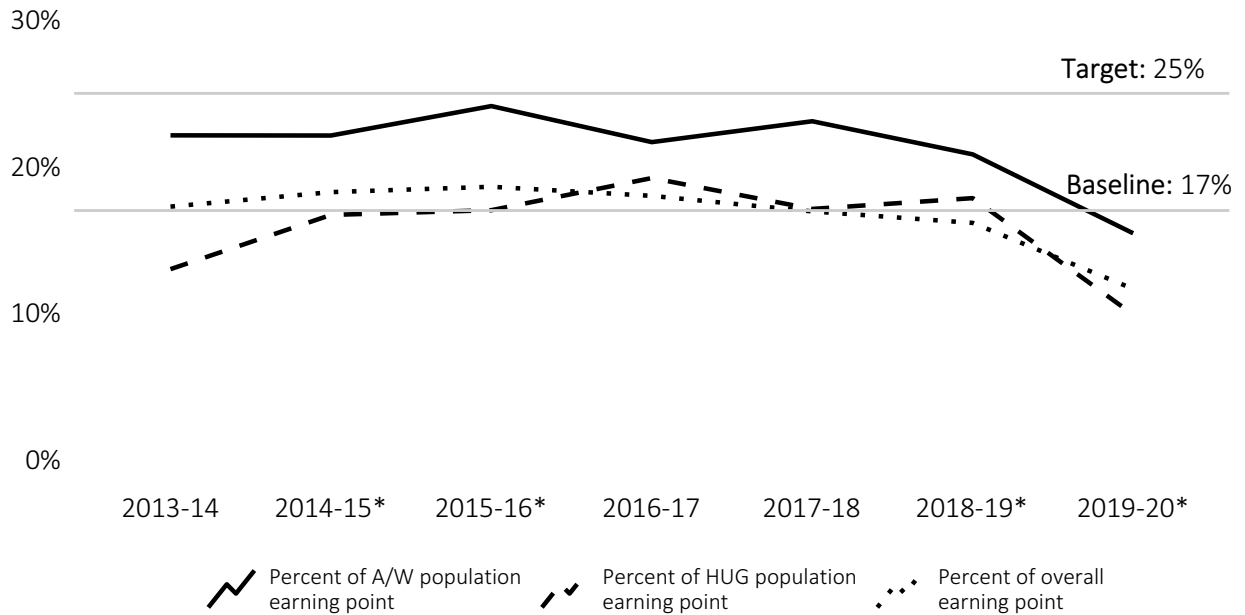
\*The difference between A/W and HUG groups is statistically significant using Chi-square test,  $p < .05$ .

A/W = Asian and/or White

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

1.3.3.3 1st 30 credits

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	22%	22%	24%	22%	23%	21%	15%
HUG	13%	17%	17%	19%	17%	18%	10%
Unknown	9%	7%	6%	4%	3%	2%	4%
Overall	17%	18%	19%	18%	17%	16%	12%



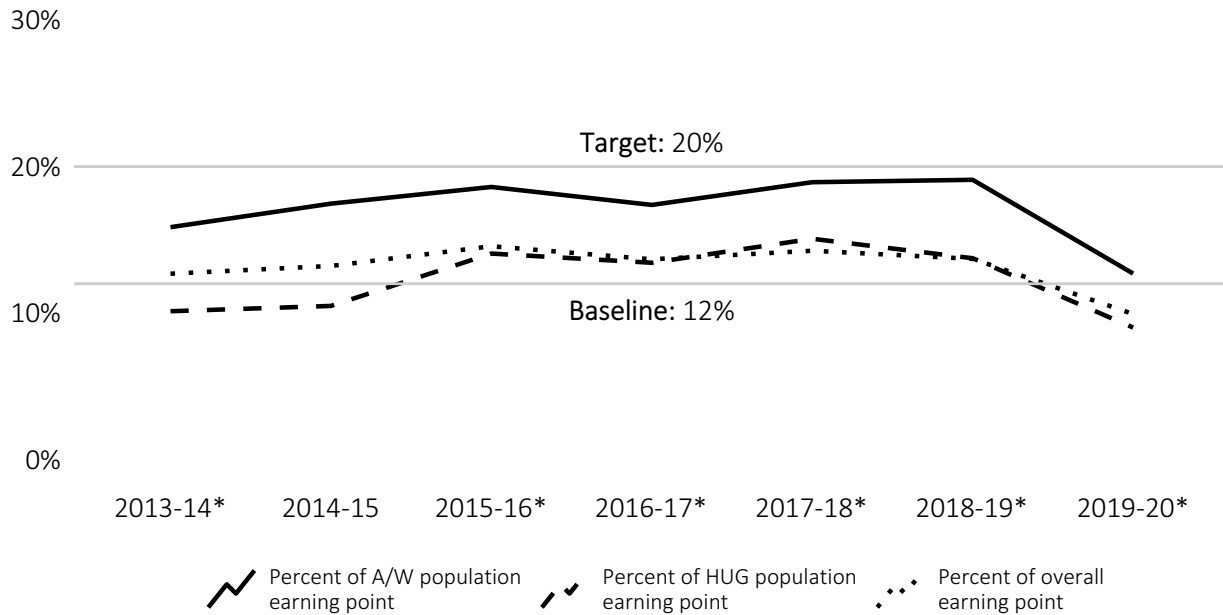
\*The difference between A/W and HUG groups is statistically significant using Chi-square test,  $p < .05$ .

A/W = Asian and/or White

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

1.3.3.4 1st 45 credits

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	16%	17%	19%	17%	19%	19%	13%
HUG	10%	10%	14%	13%	15%	14%	9%
Unknown	6%	5%	4%	4%	2%	2%	3%
Overall	13%	13%	15%	14%	14%	14%	10%



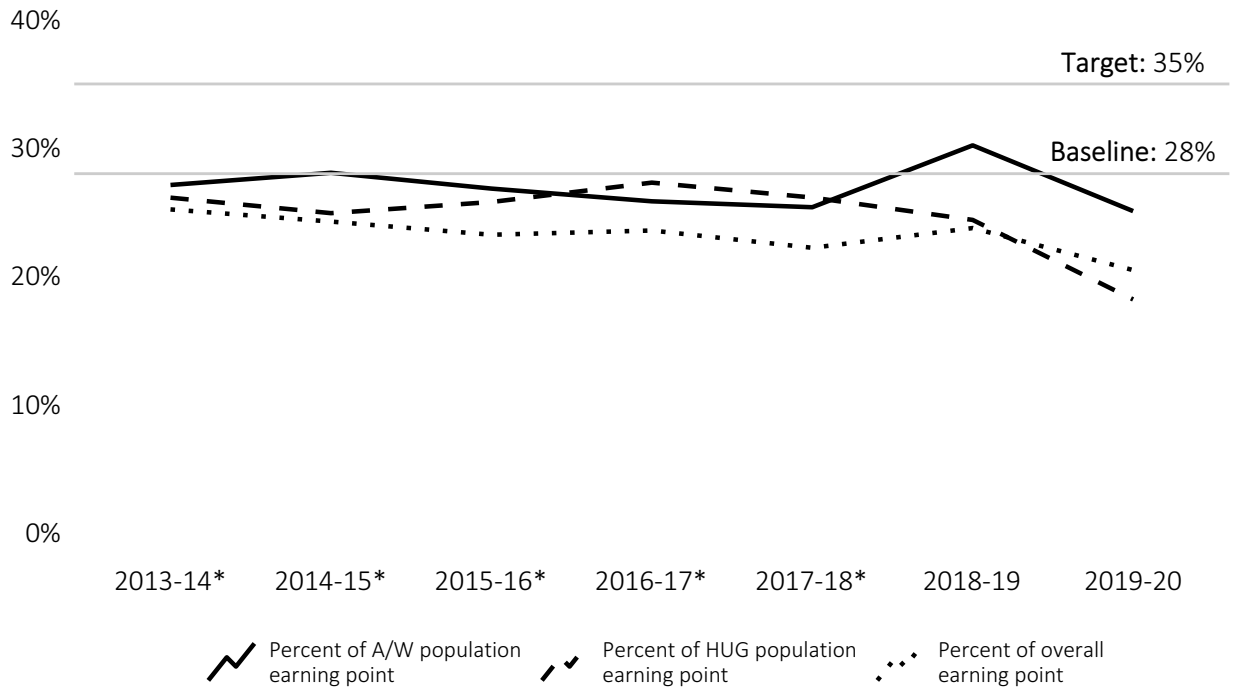
\*The difference between A/W and HUG groups is statistically significant using Chi-square test,  $p < .05$ .

A/W = Asian and/or White

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

1.3.3.5 Retention

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	27%	28%	27%	26%	25%	30%	25%
HUG	26%	25%	26%	27%	26%	24%	18%
Unknown	8%	6%	5%	7%	8%	8%	12%
Overall	25%	24%	23%	24%	22%	24%	20%



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

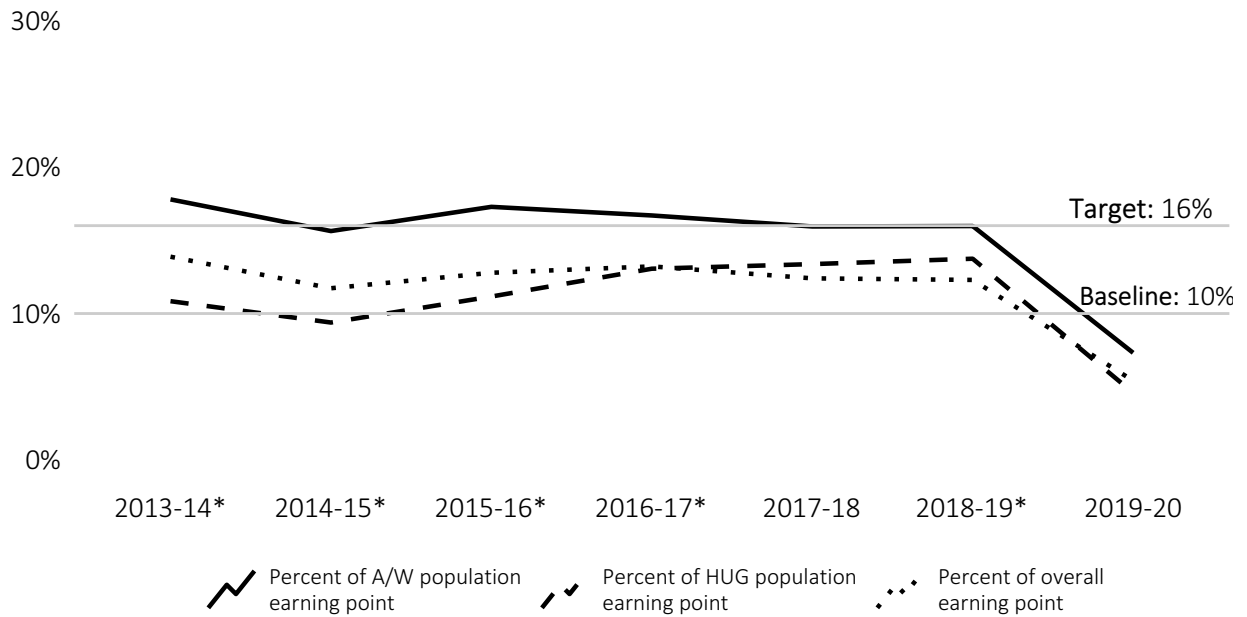
A/W = Asian and/or White

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



1.3.3.6 Completion

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	18%	16%	17%	17%	16%	16%	7%
HUG	11%	9%	11%	13%	13%	14%	5%
Unknown	5%	3%	3%	4%	3%	1%	1%
Overall	14%	12%	13%	13%	12%	12%	5%



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

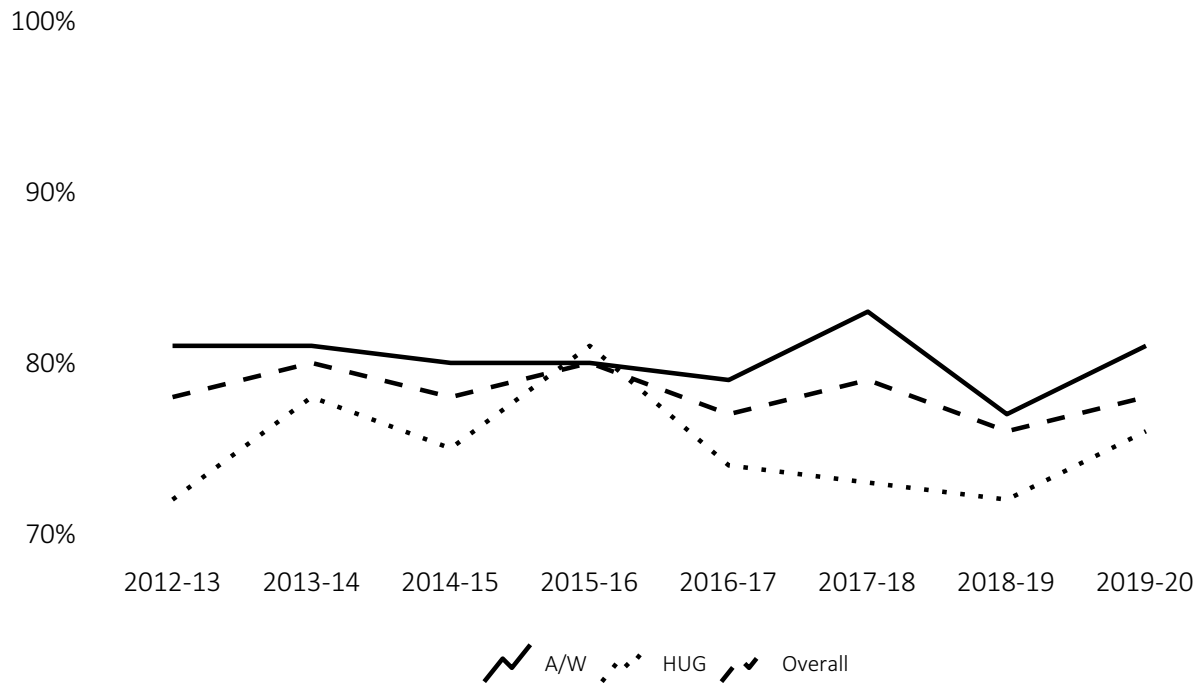
A/W = Asian and/or White

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

### 1.3.4 Gap between A/W and HUG in course success rates in first quarter

First quarter success rates are a major indicator of future student progress and success. Success is defined as having a 2.0 GPA or higher (or pass). The *baseline* for this indicator was 3.5% difference between A/W and HUG students. The current difference is 5%.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	81%	81%	80%	80%	79%	83%	77%	81%
HUG	72%	78%	75%	81%	74%	73%	72%	76%
Unknown	78%	73%	77%	84%	80%	74%	83%	72%
Overall	78%	80%	78%	80%	77%	79%	76%	78%



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

A/W = Asian and/or White

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

## 2 Excellence in Teaching & Learning

### 2.1 BBCC implements innovation & creativity in programs & services

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2020, 423 students responded for a 23% response rate. With a 5% margin of error and a 98% confidence level, the results can be seen as being reflective of the entire student population. The results of the 2020 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

#### 2.1.1 Student engagement in co-curricular activities

BBCC offers many activities to its student population, however there may be various reasons why a student may attend. The following section will help one understand what activities are attended more frequently and some of the possible reasons for it. The first part displays the how often respondents were able to participate in or attended various events.

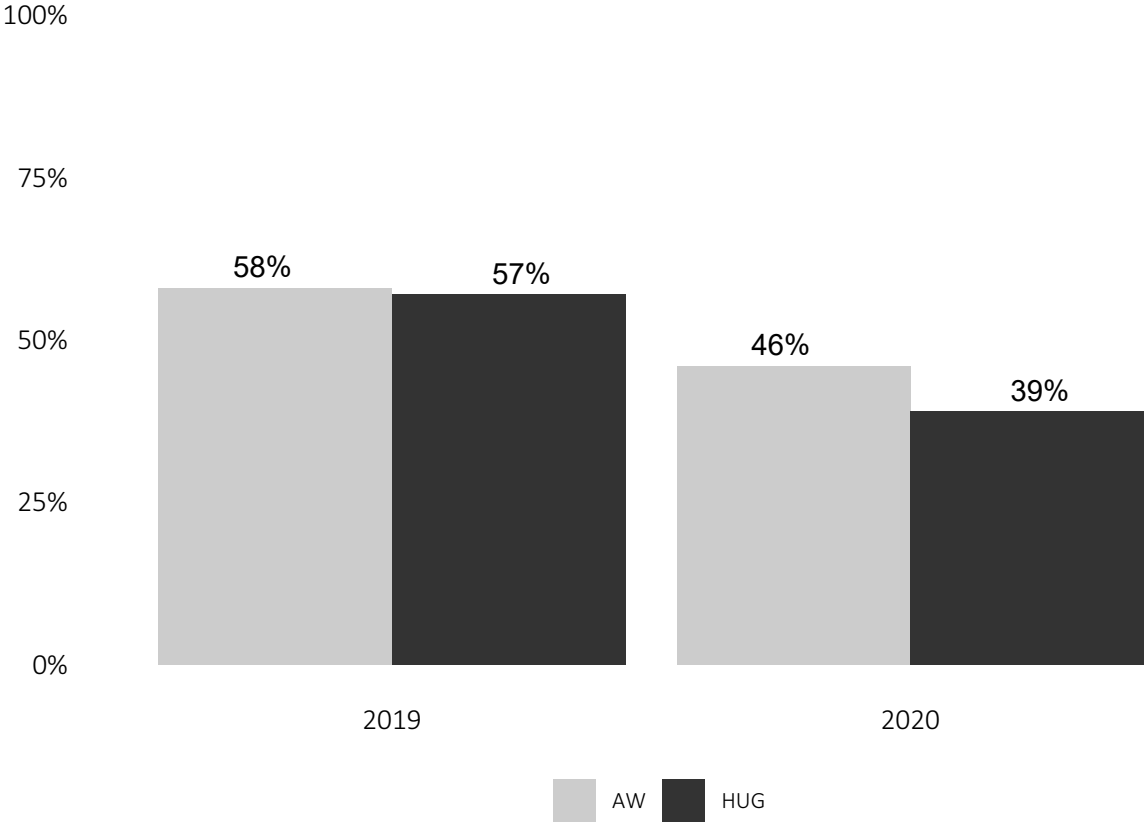
Student participation in co-curricular activities is an important engagement aspect for students. Although many students have jobs and families that limits their participation, in 2019, 58% of students indicated they had participated in at least one co-curricular activity and 46% in 2020 (BBCC Spring Enrollment Survey). This is especially compelling where the Center for Community College Student Engagement (CCCSE) indicates that in a world where 81% of community college students do not participate in college-sponsored extracurricular activities, valuable engagement opportunities are lost<sup>1</sup>.

---

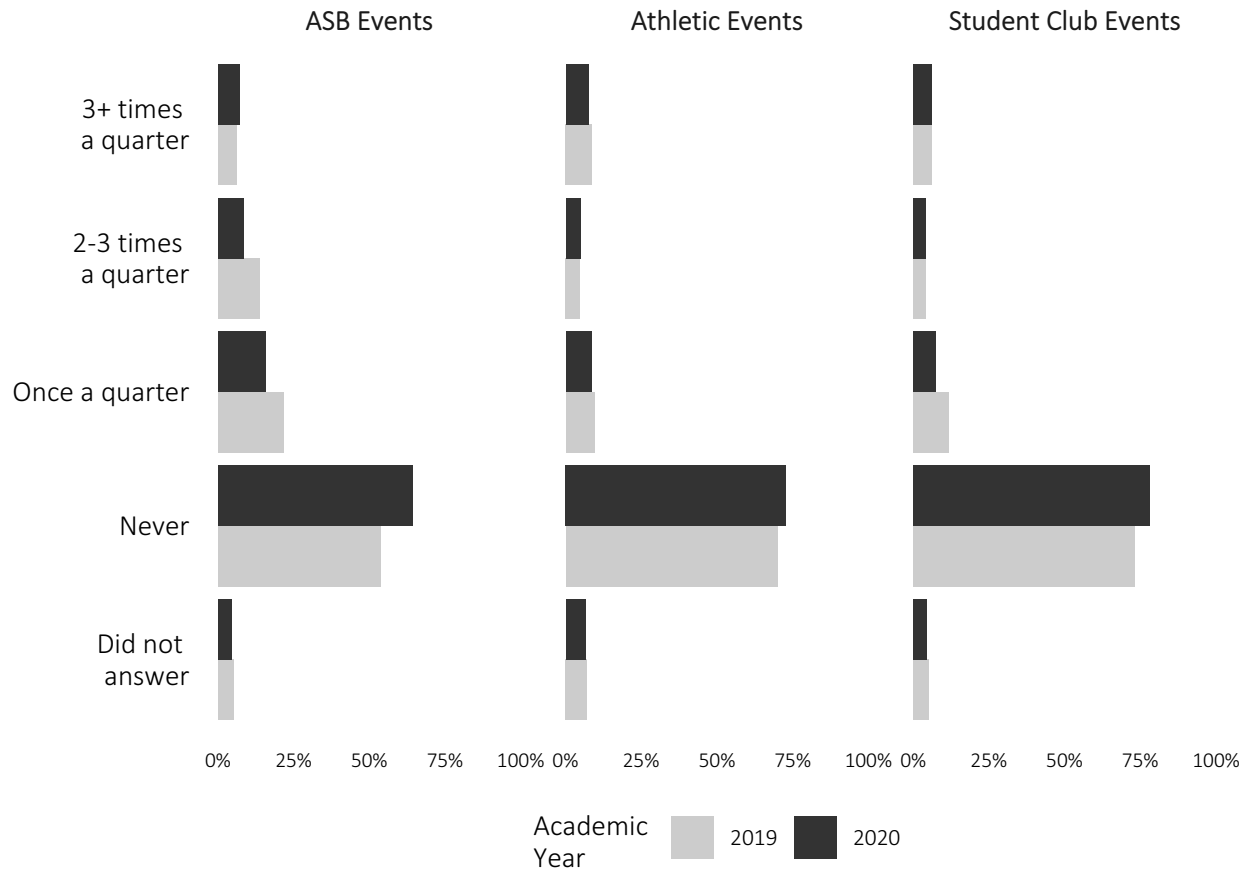
<sup>1</sup>Center for Community College Student Engagement 2014. A matter of degrees: Practices to pathways (High impact practices for community college student success). Austin, TX: The University of Texas at Austin, Program in Higher Education Leadership

# Student Participation In Co-curricular Activities

Students must have attended events more than once



## Student Participation in Co-curricular Activities

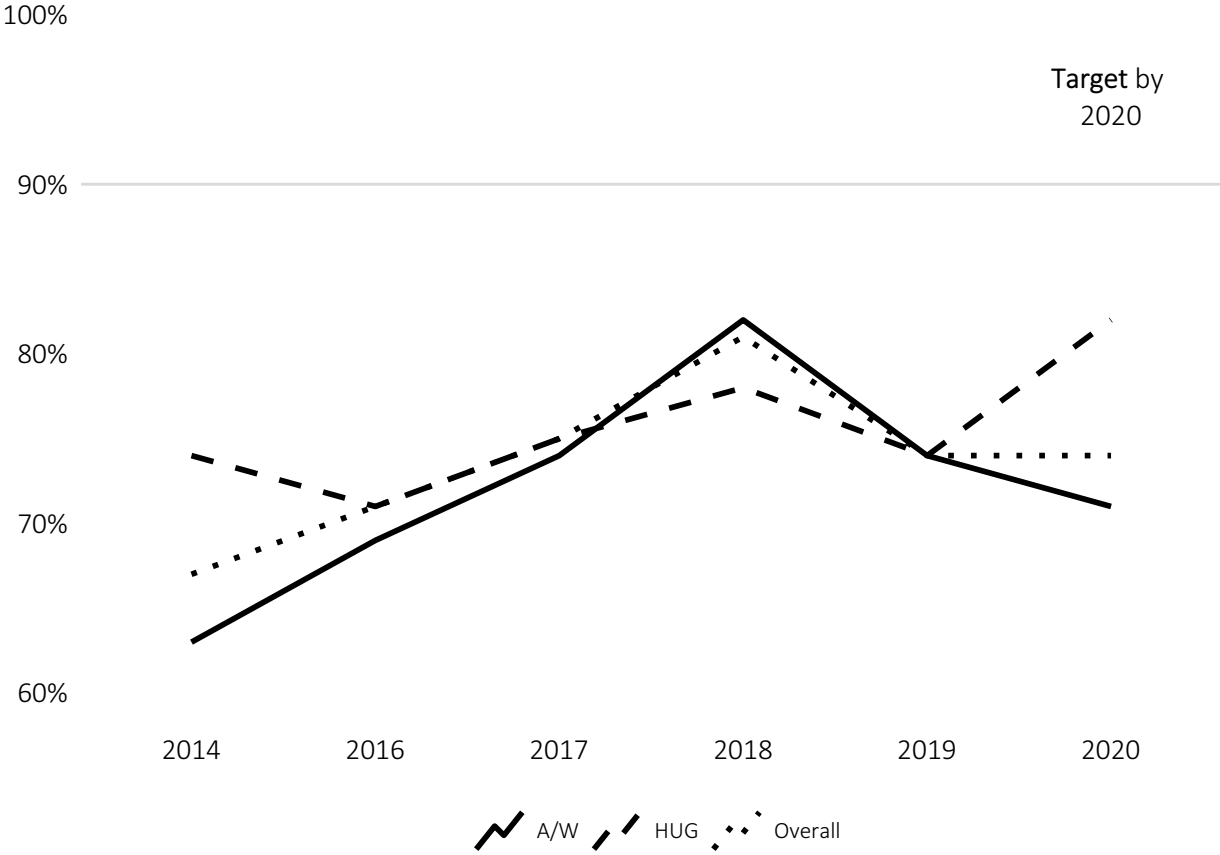


### 2.1.2 Innovative strategies supporting strategic priorities

#### 2.1.2.1 Students developed academic plan with help from college staff

	2014	2016	2017	2018	2019	2020
A/W	63%	69%	74%	82%	74%	71%
HUG	74%	71%	75%	78%	74%	82%
Overall	67%	71%	75%	81%	74%	74%

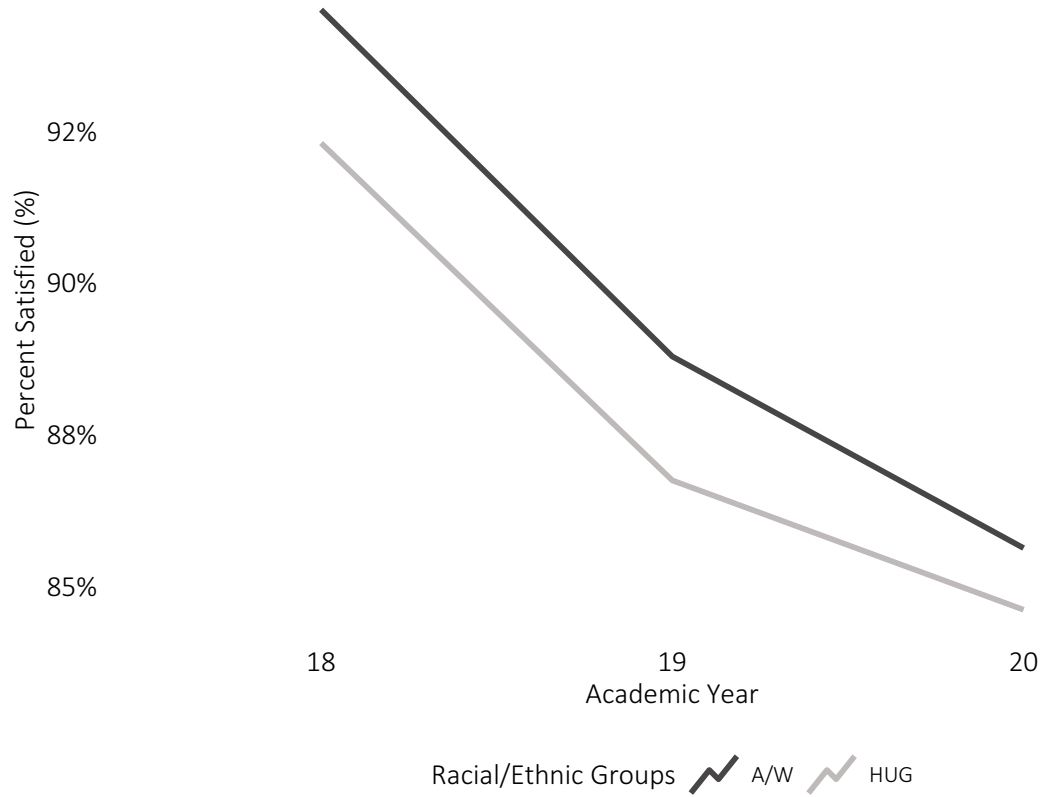
An advisor/counselor or faculty member helped me develop my plan



2.1.2.2 Students satisfied with advising

Satisfaction\* with Advising among HUG and A/W Students

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



2.1.2.3 Students earning ENGL 101 credits in accelerated ENGL 235

Students Accelerated in English		
	2018-19	2019-20
Accelerated and Earned Credit in English 099	10	18
Accelerated and Earned Credit in English 101	43	49
Accelerated and Earned Credit in English 109	10	8
Total	63	75

Students Accelerated in Math		
	2018-19	2019-20
Accelerated and Earned Credit in Math 094	2	0
Accelerated and Earned Credit in Math 097	0	2
Accelerated and Earned Credit in Math 098	5	4
Accelerated and Earned Credit in Math 099	8	6
Accelerated and Earned Credit in Math 107	15	0
Accelerated and Earned Credit in Math 141	2	0
Total	32	12

---

Students\* who Accelerated in English and their Success in English 102 or 235

---

	2018-19	2019-20
English 102	17	25
English 235	2	5

---

*Note:*

Students may have accelerated in a prior year

### 2.1.3 Course level assessment

The program and course level assessment reports can be accessed by following the [link](#). The link can only be accessed by being on campus or remotely logged onto a campus computer.

### 2.1.4 Department evaluation

Th 2019-20 departmental work plans with results can be accessed by the [link](#). The link can only be only be accessed by being on campus or remotely logged onto a campus computer.



## 2.2 BBCC helps students attain high academic standards

### 2.2.1 External certification rates

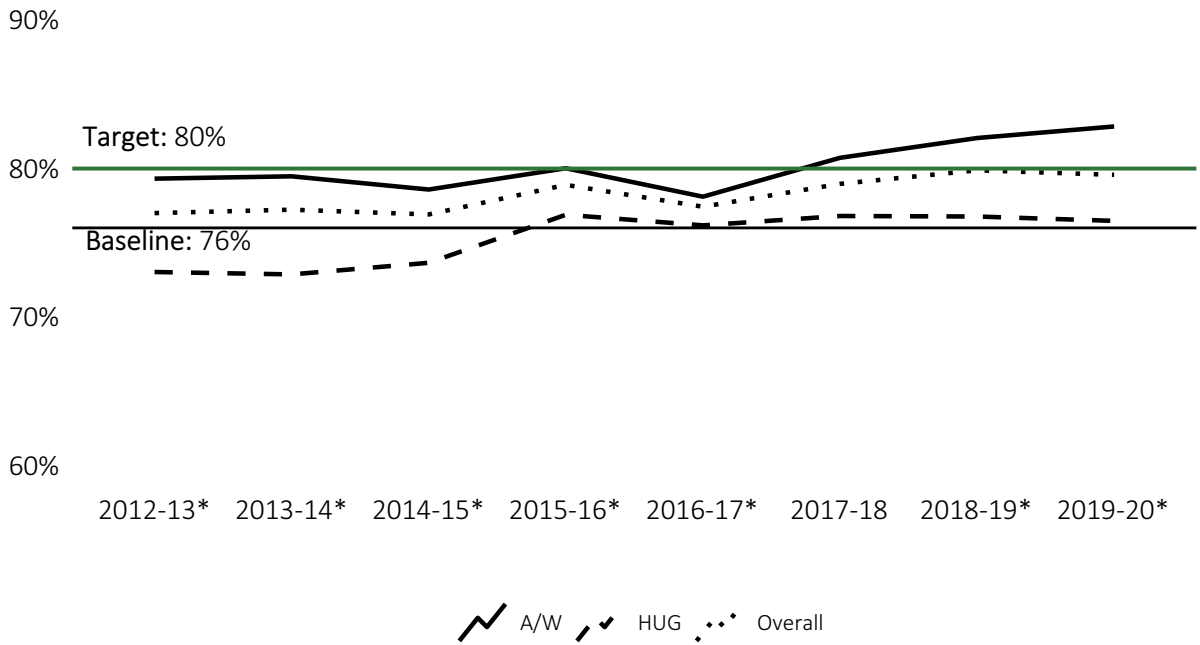
Program	Industry Cert	# Attempted	# Earned	% Earned	Total # Attempted	Total # Earned	Total Percent
AUTOMOTIVE	A1 ASE Certification (Engine Repair)	15	14	93%	0	0	0%
	A2 ASE Certification (Automatic Transmission)	8	8	100%	0	0	0%
	A3 ASE Certification (Manual Drive Train and Axles)	15	14	93%	0	0	0%
	A4 ASE Certification (Steering & Suspension)	12	12	100%	0	0	0%
	A5 ASE Certification (Brakes)	12	12	100%	0	0	0%
	A6 ASE Certification (Electrical/Electronic Systems)	17	14	82%	0	0	0%
	A7 ASE Certification (Heating & AC)	8	7	88%	0	0	0%
	A8 ASE Certification (Engine Performance)	9	6	67%	0	0	0%
		0	0	0%	96	87	91%
AVIATION FLIGHT	Private Pilot Certificate	26	26	100%	0	0	0%
	Commercial Pilot	21	21	100%	0	0	0%
	Complex Aircraft Endorsement	18	18	100%	0	0	0%
	Certified Flight Instructor	8	8	100%	0	0	0%
	Instrument Flight Instructor	2	2	100%	0	0	0%
	High Performance Aircraft Endorsement	18	18	100%	0	0	0%
	Instrument Pilot Rating	15	15	100%	0	0	0%
	Multi-Engine Certificate	1	1	100%	0	0	0%
	Tailwheel Endorsement	4	4	100%	0	0	0%
		32	32	100%	0	0	0%
		0	0	0%	145	145	100%
AVIATION MAINTENANCE TECHNOLOGY	FAA Airframe Certification	21	19	90%	0	0	0%
	FAA General	22	20	91%	0	0	0%
	FAA Powerplant Certification	13	12	92%	0	0	0%
		0	0	0%	56	51	91%
BUSINESS INFORMATION MANAGEMENT	MOS Excel	12	8	67%	0	0	0%
	MOS Word	11	7	64%	0	0	0%
	MOS PowerPoint	1	1	100%	0	0	0%
		0	0	0%	24	16	67%
COMMERCIAL DRIVER'S LICENSE	CDL Certification Course	31	31	100%	0	0	0%
	CDL Class A Driver's License	30	30	100%	0	0	0%
		0	0	0%	61	61	100%
COMPUTER SCIENCE	CompTIA A+ 901	3	3	100%	0	0	0%
		0	0	0%	3	3	100%
CRIMINAL JUSTICE	Mental Health 1st Aid Certification	1	1	100%	0	0	0%
		0	0	0%	1	1	100%
EARLY CHILDHOOD EDUCATION	Initial Certificate	58	55	95%	0	0	0%
	State Certificate	12	12	100%	0	0	0%
	State Short Certificate - General	34	33	97%	0	0	0%
	State Short Certificate - Infant/Toddler	23	22	96%	0	0	0%
	School-Age Certificate	1	1	100%	0	0	0%
	Home Visitor Certificate	4	4	100%	0	0	0%
		1	1	100%	0	0	0%
		0	0	0%	133	128	96%
MEDICAL ASSISTANT	RMA Certificate	14	12	86%	0	0	0%
		0	0	0%	14	12	86%
NURSING	LPN License	4	4	100%	0	0	0%
	NAC Certification	30	19	63%	0	0	0%
	NCLEX-RN	18	18	100%	0	0	0%
		0	0	0%	52	41	79%
Totals/Rate		585	545	93%	0	0	0%

2.2.2 Course Success Rates

2.2.2.1 Course success rate (Overall)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	79%	79%	79%	80%	78%	81%	82%	83%
HUG	73%	73%	74%	77%	76%	77%	77%	76%
Unknown	75%	80%	84%	83%	81%	77%	79%	75%
Overall	77%	77%	77%	79%	77%	79%	80%	80%

Overall Course Success Rates



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

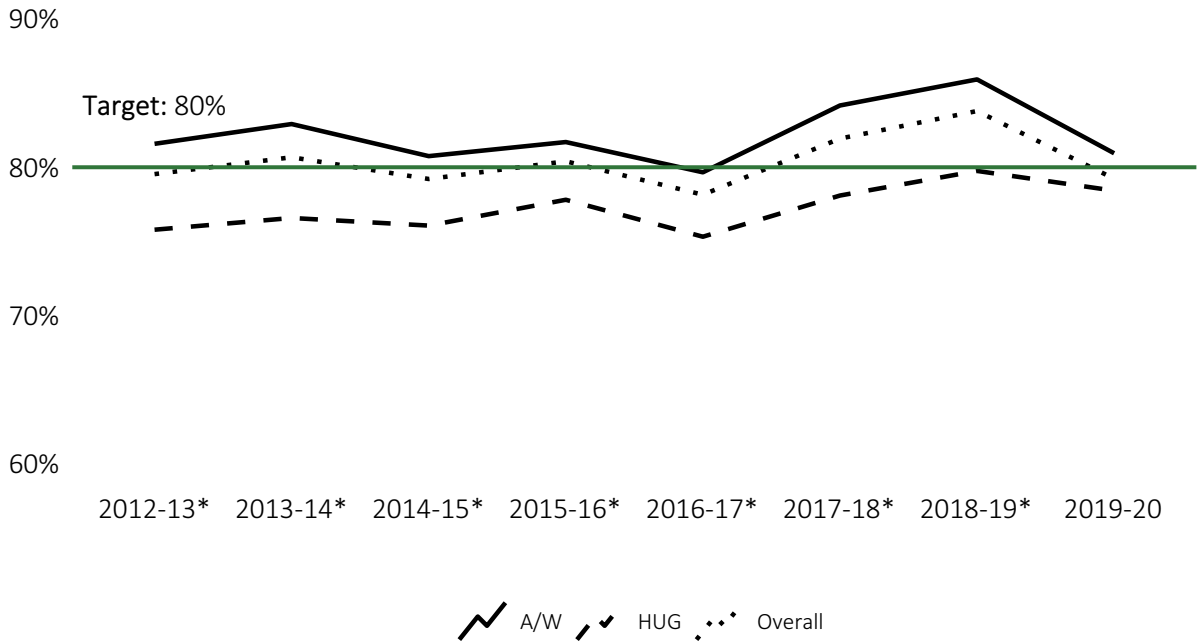
A/W = Asian and/or White

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

2.2.2.2 Course success rate (Face-to-Face)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	82%	83%	81%	82%	80%	84%	86%	81%
HUG	76%	77%	76%	78%	75%	78%	80%	78%
Unknown	79%	75%	83%	82%	80%	81%	81%	72%
Overall	80%	81%	79%	80%	78%	82%	84%	79%

Face-to-Face Course Success Rates



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

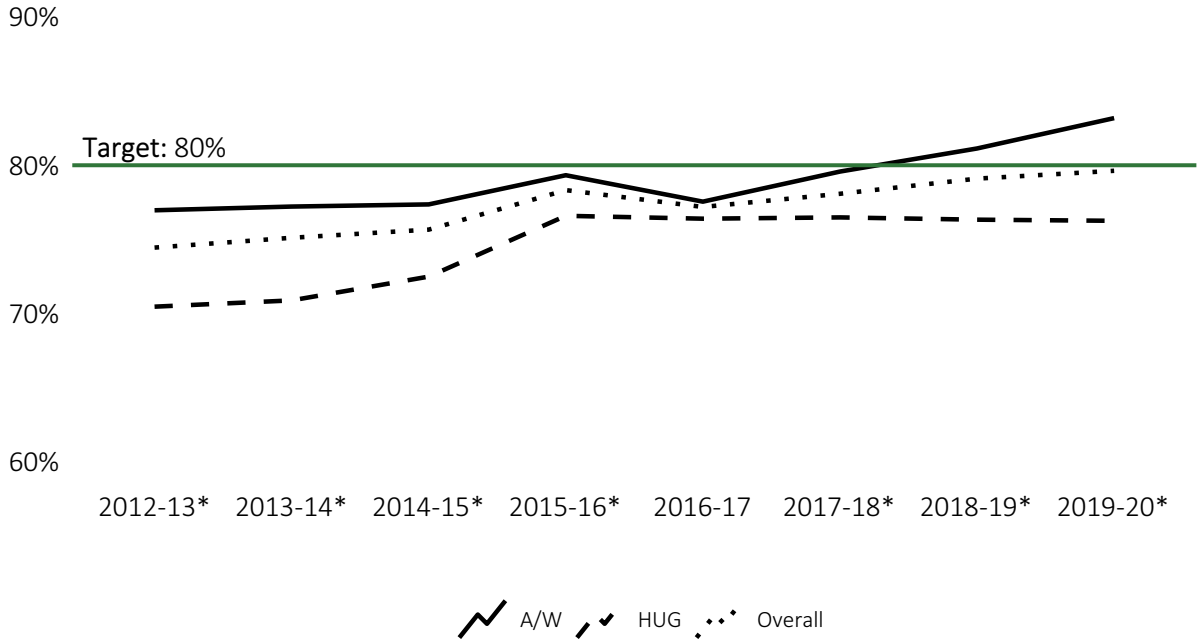
A/W = Asian and/or White

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

2.2.2.3 Course success rate (Web Enhanced)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	77%	77%	77%	79%	78%	80%	81%	83%
HUG	70%	71%	72%	77%	76%	76%	76%	76%
Unknown	71%	84%	86%	83%	82%	75%	78%	75%
Overall	74%	75%	76%	78%	77%	78%	79%	80%

Web Enhanced Course Success Rates



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

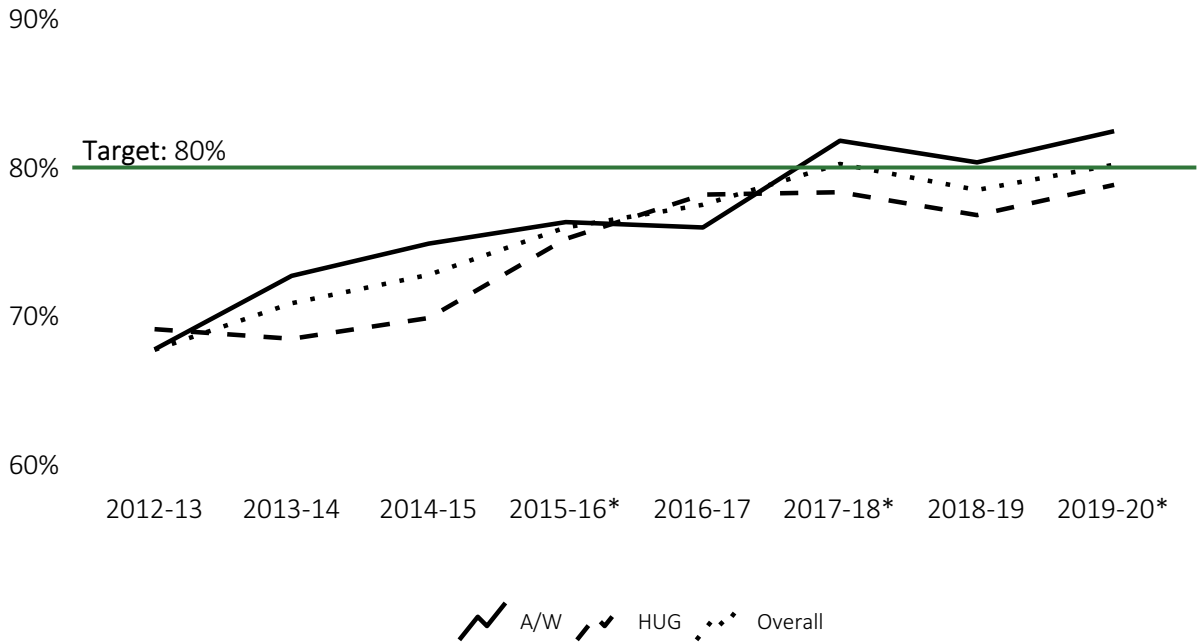
A/W = Asian and/or White

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

2.2.2.4 Course success rate (Hybrid)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	68%	73%	75%	76%	76%	82%	80%	82%
HUG	69%	68%	70%	75%	78%	78%	77%	79%
Unknown	46%	65%	82%	82%	89%	82%	76%	76%
Overall	68%	71%	73%	76%	77%	80%	78%	80%

Hybrid Course Success Rates



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

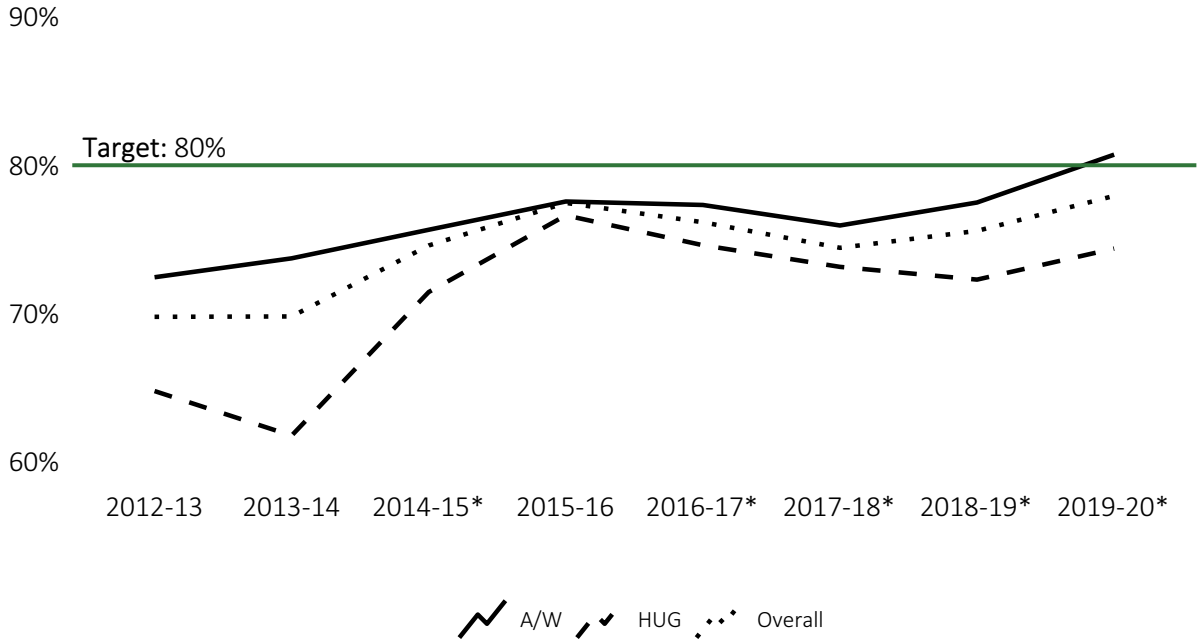
A/W = Asian and/or White

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

2.2.2.5 Course success rate (Online)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	72%	74%	76%	78%	77%	76%	77%	81%
HUG	65%	62%	71%	77%	75%	73%	72%	74%
Unknown	72%	85%	94%	86%	73%	68%	76%	77%
Overall	70%	70%	75%	77%	76%	74%	76%	78%

Online Course Success Rates



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

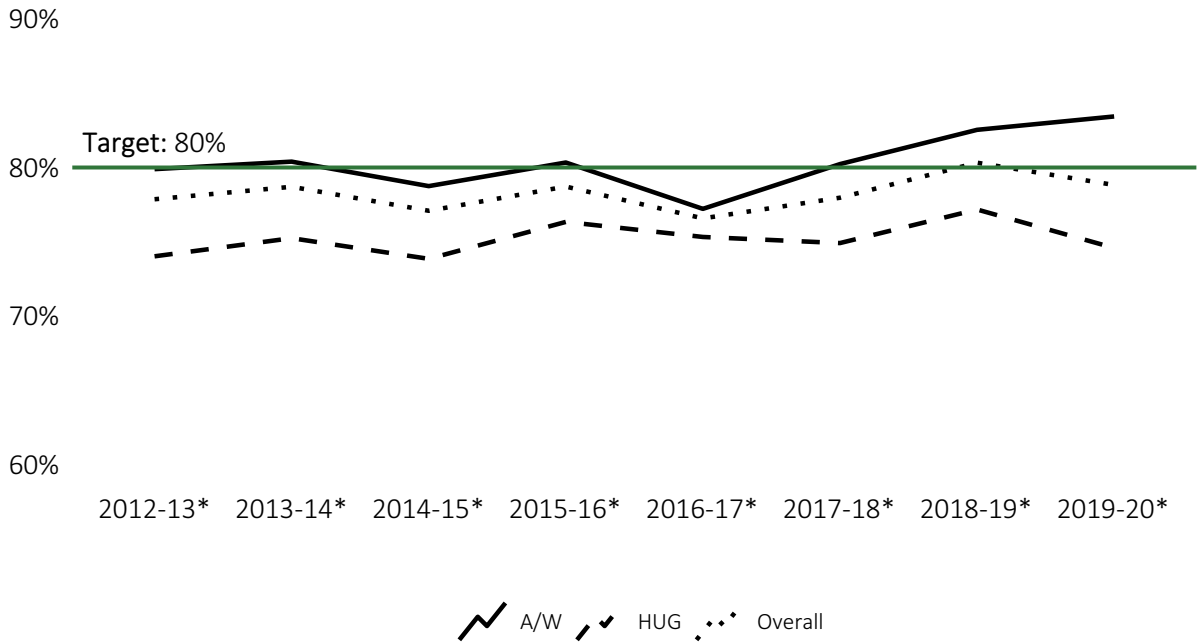
A/W = Asian and/or White

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

2.2.2.6 Course success rate (Day)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	80%	80%	79%	80%	77%	80%	83%	83%
HUG	74%	75%	74%	76%	75%	75%	77%	75%
Unknown	86%	85%	87%	79%	81%	77%	79%	71%
Overall	78%	79%	77%	79%	77%	78%	80%	79%

Day Course Success Rates



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

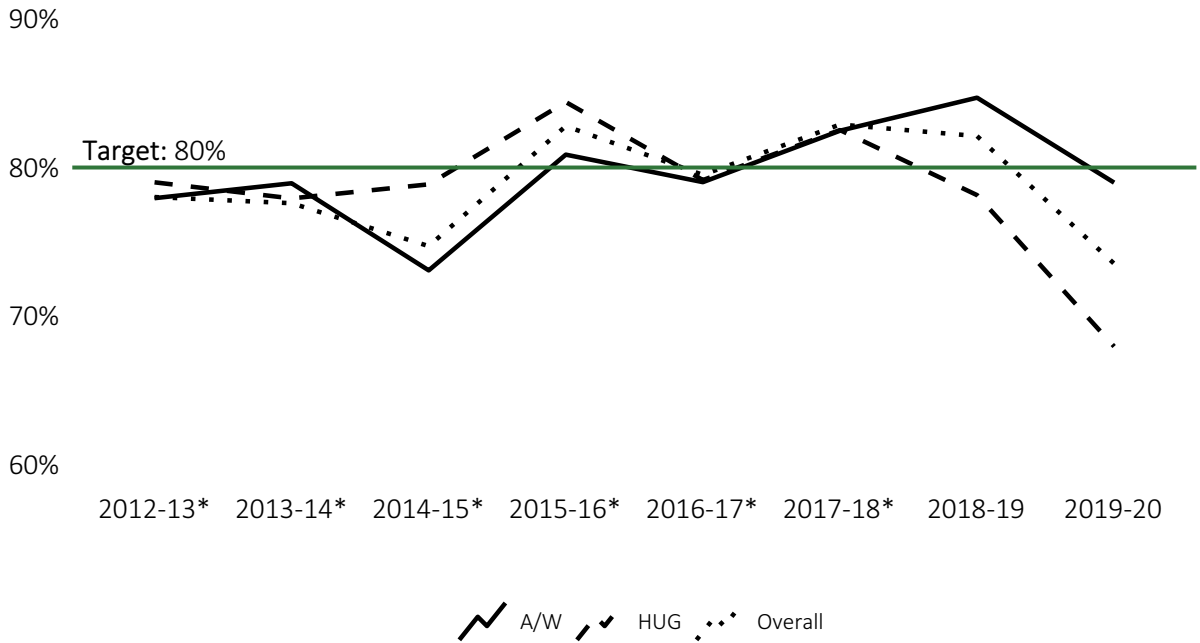
A/W = Asian and/or White

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

2.2.2.7 Course success rate (Night)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
AW	78%	79%	73%	81%	79%	82%	85%	79%
HUG	79%	78%	79%	84%	79%	83%	78%	68%
Unknown	69%	50%	53%	93%	86%	89%	82%	70%
Overall	78%	78%	75%	83%	80%	83%	82%	74%

Night Course Success Rates



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

A/W = Asian and/or White

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



### 2.2.3 Gen Ed Assessment

The Gen Ed assessment can be accessed by following the [link](#).

### 2.2.4 Program and Course Level Assessment Reports

The program and course level assessment reports can be accessed by following the [link](#).

## 2.3 BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes

### 2.3.1 Employee responses indicate likelihood of changing practices as a result training

Following training, employees are asked to rate their knowledge prior to attending the training, following the training, and how likely they were to change their practice as a result of the information received in the training session. The rating scale was 1 – not at all likely to change up to 10 – Extremely likely to change practices.

The target for this measure is to have an average of at least an 8 on the “likelihood of changing based on training.” The rating for trainings completed in 2019-20 was 7.06.

### 2.3.2 Employees’ trainings

A complete list of trainings that employees’ completed can be found on the [portal](#).

### 2.3.3 Professional development offerings related to strategic goals and priorities

Strategic Priority	# of Trainings
Comprehensive Advising	1
Employee Experience	43
Student Ready	42
Student Ready/Employee Experience	23

### **3 Community Theme: Community Engagement**

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

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

##### **3.1.1 Alignment of economic sectors with BBCC services**

Industry	BCC Programs	CBIS Training	BCC Testing Services
Agriculture, forestry and fishing	Agriculture Aviation Maintenance Commercial Driver's License (CDL) Mechatronics Unmanned Aerial Systems Industrial Systems Technology Welding	CDL Certification Creation of the Agriculture Leadership Development Program. First year development of the Tree Fruit Supervisor Certificate, a year long cohort, with credits available to transfer to a BCC Ag degree if interested. Partners include: WSDA, Washington State Tree Fruit Assoc., Washington State Dept. of Labor & Industries, Employment Security, WSU Extension, WorkSource WA, OIC and Skill Source. Worked with UAS Program (Drone) to provide Remote Pilot training to Ag and Safety related industries.	Commercial Driver's License (CDL) Certification Federal Aviation Administration (FAA) Airframe & Powerplant FAA Commercial Pilot FAA – Part 107 Remote Pilot Certification (Unmanned Aerial Systems, UAS) WSDA Pesticide (Washington State Department of Agriculture/Pesticide) exams – provides initial certification and continuing education for pesticide applicators, dealers, consultants, and structural pest inspectors. WABO – Washington Association-Building Officials Welder Certification

(continued)

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Local government	Accounting Administrative Professional Services Commercial Driver's License Computer Science Criminal Justice Early Childhood Education Homeland Security	Several local governments participate and attend our Flagging Certification: City of Moses Lake, City of Ephrata. Air Rescue Fire Fighting Certification Courses offered to regional ARFF Districts. 40 hour Certification and 8 hour live fire Recertification training. In partnership with the Port of Moses Lake and Federal Aviation Administration. Coordinated Upskill Backfill efforts with Workforce Development councils, manufacturing industries, ports, employment security, SkillSource and economic development entities.Partnered to support STEM CAMP (Serious Gaming) for kids on the BBCC Campus. Secured contract through DSHS/DVR to provide Post-Secondary Exploration in 9 school districts in our service district. Work Based Learning (Hands on internship learning) was also provided through a partnership with interested BBCC departments who hosted DVR students for at least 40 hours per student.	CDL CertificationCisco (computer certification) - CCENT, CCNA, CCDP, etc.CompTIA A+ - (IT certification series) –network, security, etc. CIW - Certified Internet Web Professional Flagging Certification Microsoft Office Specialist (MOS) Certification Microsoft Technology Associate (MTA) Certification QuickBooks Certified User (QBCU)NES - National Evaluation Series test – fulfills the content knowledge requirement for candidates seeking an endorsement to a Washington teaching certificate. WEST-B – (Washington Educators Skills Tests-Basic) - assesses basic writing, reading, and mathematics skills to ensure the necessary minimum level of basic knowledge for prospective teachers or out-of-state candidates applying for a Washington State teaching certificate.WEST-E (Washington Educator Skills Test) – provides an endorsement to a new or existing Washington State teaching certificate. GED – (General Education Development/Diploma) – HS equivalency test DSST – allows a person to demonstrate knowledge acquired outside of the classroom to earn college credit.PAN (Performance Assessment Network) – provides pre-employment assessments to those seeking jobs with such agencies as the TSA, FBI, or CBP (Customs Border Patrol).Nextec/Castle - provides certification and licensure testing for certification boards, government agencies, corporations, educational institutions, and trade and professional associations. CLEP (College-Level Examination Program) a College Board program - demonstrates students' mastery of college-level material to earn college credit.CASAS (ESL) - measures the level of adult literacy. Test proctoring - serves distance learners in the general public or agencies (example: coroner's office or insurance agencies) requiring testing services.

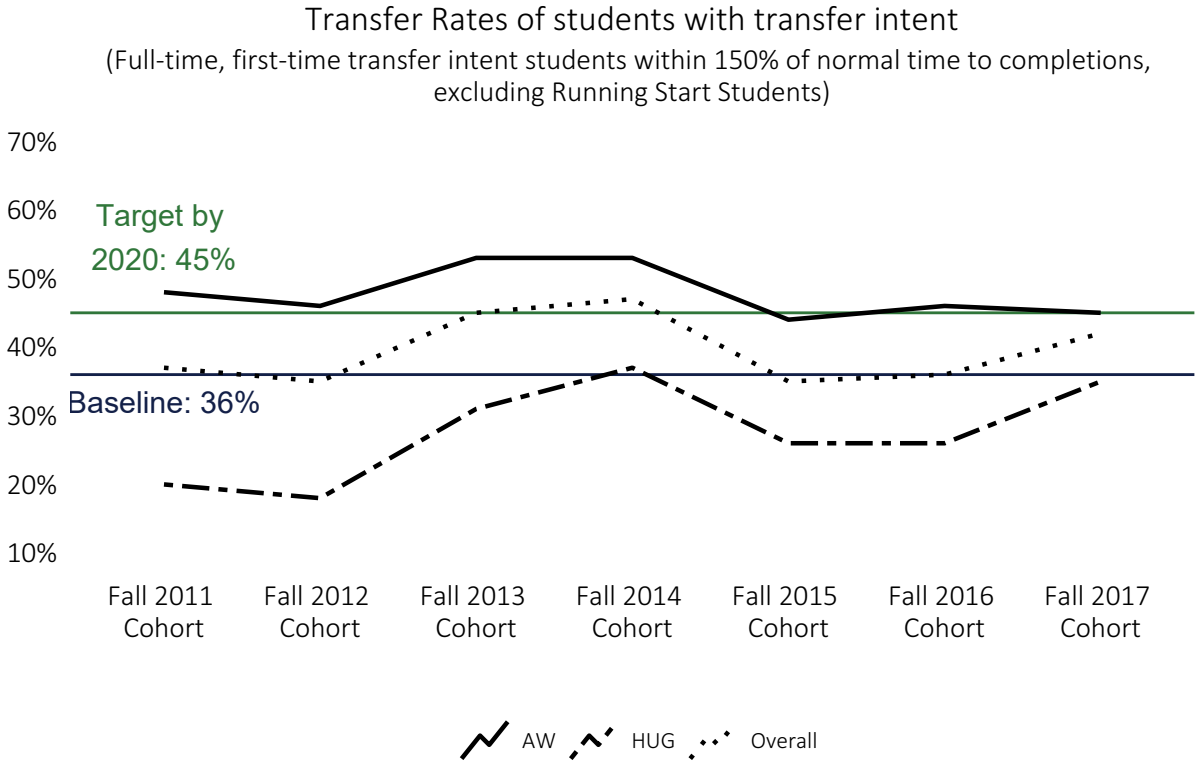
(continued)

Industry	BCC Programs	CBIS Training	BCC Testing Services
Manufacturing	Automotive Industrial Systems Technology Mechatronics Welding	Arc Flash Change Management Communications Failure Mode and Effects Analysis Microsoft Office - Progressive Training Organizational Effectiveness Cause Analysis Teambuilding/Leading Teams Electrical CEU's NEW HIRE TRAINING HR on the Job Communications Business Law – provided in both English and Japanese.	Cisco (computer certification) - CCENT, CCNA, CCDP, etc. CompTIA A+ - (IT certification series) –network, security, etc. CIW - Certified Internet Web Professional Flagging Certification Microsoft Office Specialist (MOS) Certification WABO – Washington Association-Building Officials Welder Certification
Retail Trade	Accounting Administrative Professional Services		Microsoft Office Specialist (MOS) Certification Microsoft Technology Associate (MTA) Certification QuickBooks Certified User (QBCU) Fundamental Technology Associate series – measures knowledge among students seeking a career in technology.
Health Services	Medical Assistant Medical Office and Billing Services Medical Simulation Nursing	Participated in Healthcare Sector Partnership with Regional Healthcare Providers, North Central Workforce Development Council and SkillSource. Initial program and contract development for statewide Home Care Worker certification program. Certification and annual recertification will be provided through CBIS.	Cisco (computer certification) - CCENT, CCNA, CCDP, etc. CompTIA A+ - (IT certification series) –network, security, etc. CIW - Certified Internet Web Professional NREMT & Paramedic - National Registry Emergency Medical Technicians AMT/RMA - American Medical Technologists Microsoft Office Specialist (MOS) Certification Microsoft Technology Associate (MTA) Certification QuickBooks Certified User (QBCU) TEAS (Test of Essential Academic Skills) – assesses students' preparedness entering health science fields.

### 3.2 BCC works with K-12 & university partners to provide educational opportunities

#### 3.2.1 Transfer rate based on National Student Clearinghouse data

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
AW	48%	46%	53%	53%	44%	46%	45%
HUG	20%	18%	31%	37%	26%	26%	35%
Ethnicity not reported	0%	50%	100%	60%	0%	43%	100%
Overall	37%	35%	45%	47%	35%	36%	42%



A/W = Asian and/or White

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

### 3.2.2 Percent of local high school grads attending BBCC

High School	Category	2014	2015	2016	2017	2018
Almira Coulee Hartline	Total High School Graduates	-	-	-	-	-
	Percent Going to College	70-79%	40-59%	60-69%	59%	67%
	Percent attending Big Bend	0-20%	-	0-20%	0-20%	0-20%
	Percent attending WA Public 2-year	21-39%	-	21-39%	25%	38%
	Percent attending WA Public 4-year	40-59%	-	21-39%	31%	31%
Ephrata	Total High School Graduates	146	158	162	169	181
	Percent Going to College	60-64%	55-59%	55-59%	53%	47%
	Big Bend	45-49%	35-39%	40-44%	45%	40%
	WA Public 2-year	55-59%	55-59%	50-54%	55%	54%
	WA Public 4-year	25-29%	30-34%	35-39%	35%	33%
Lake Roosevelt	Total High School Graduates	32	45	40	36	30
	Percent Going to College	40-49%	40-44%	50-59%	44%	47%
	Big Bend	0-20%	21-39%	0-10%	0-10%	0-20%
	WA Public 2-year	21-39%	60-79%	30-39%	52%	41%
	WA Public 4-year	21-39%	0-20%	40-49%	40-49%	52%
Lind	Total High School Graduates	5	-	-	-	-
	Percent Going to College	-	-	-	-	-
	Big Bend	-	-	-	-	-
	WA Public 2-year	-	-	-	-	-
	WA Public 4-year	-	-	-	-	-
Moses Lake	Total High School Graduates	421	459	423	428	446
	Percent Going to College	53%	55%	59%	54%	55%
	Big Bend	47%	44%	46%	46%	46%
	WA Public 2-year	53%	53%	54%	56%	54%
	WA Public 4-year	27%	28%	28%	29%	27%
Odessa	Total High School Graduates	-	-	-	-	-
	Percent Going to College	40-59%	60-79%	41%	69%	73%
	Big Bend	0-20%	0-20%	0-20%	0-20%	0-20%
	WA Public 2-year	-	21-39%	-	29%	21-40%
	WA Public 4-year	-	-	-	21-40%	40%
Othello	Total High School Graduates	178	206	211	227	206
	Percent Going to College	55-59%	54%	52%	49%	53%
	Big Bend	15-19%	15-19%	15-19%	12%	17%
	WA Public 2-year	50-54%	60-64%	55-59%	48%	60%
	WA Public 4-year	40-44%	30-34%	30-34%	35%	22%

(continued)

High School	Category	2014	2015	2016	2017	2018
Quincy	Total High School Graduates	132	186	170	155	170
	Percent Going to College	55-59%	55-59%	55-59%	48%	51%
	Big Bend	30-34%	25-29%	35-39%	22%	36%
	WA Public 2-year	75-79%	60-64%	55-59%	53%	61%
	WA Public 4-year	10-14%	30-34%	20-24%	40%	29%
Quincy High Tech High	Total High School Graduates	9	12	8	NA	NA
	Percent Going to College	-	0-20%	-	NA	NA
	Big Bend	-	-	-	NA	NA
	WA Public 2-year	-	-	-	NA	NA
	WA Public 4-year	-	-	-	NA	NA
Ritzville	Total High School Graduates	23	27	27	19	30
	Percent Going to College	70-79%	40-49%	40-49%	43%	47%
	Big Bend	NA	NA	0	0-20%	0-20%
	WA Public 2-year	40-49%	0-20%	21-39%	21-40%	29%
	WA Public 4-year	40-59%	40-59%	40-59%	0.46	41%
Royal	Total High School Graduates	87	77	106	91	92
	Percent Going to College	55-59%	55-59%	60-64%	55%	54%
	Big Bend	25-29%	35-39%	35-39%	45%	47%
	WA Public 2-year	45-49%	50-54%	65-69%	70%	72%
	WA Public 4-year	35-39%	35-39%	20-24%	19%	21%
Soap Lake	Total High School Graduates	-	25	25	30	33
	Percent Going to College	-	70-79%	40-49%	45%	43%
	Big Bend	-	50-59%	40-59%	53%	41%
	WA Public 2-year	-	60-69%	60-79%	58%	53%
	WA Public 4-year	-	20-29%	21-39%	0-20%	21-40%
Wahluke (Mattawa)	Total High School Graduates	96	80	118	104	126
	Percent Going to College	45-49%	55-59%	45-49%	45%	47%
	Big Bend	0-5%	15-19%	10-14%	0-5%	6%
	WA Public 2-year	60-64%	70-74%	75-79%	71%	66%
	WA Public 4-year	25-29%	25-29%	20-24%	25-29%	27%
Warden	Total High School Graduates	61	54	70	54	69
	Percent Going to College	50-54%	55-59%	65-69%	68%	63%
	Big Bend	40-49%	30-39%	45-49%	64%	51%
	WA Public 2-year	70-79%	50-59%	65-69%	55%	66%
	WA Public 4-year	11-19%	30-39%	20-24%	23%	15%



(continued)

High School	Category	2014	2015	2016	2017	2018
-------------	----------	------	------	------	------	------

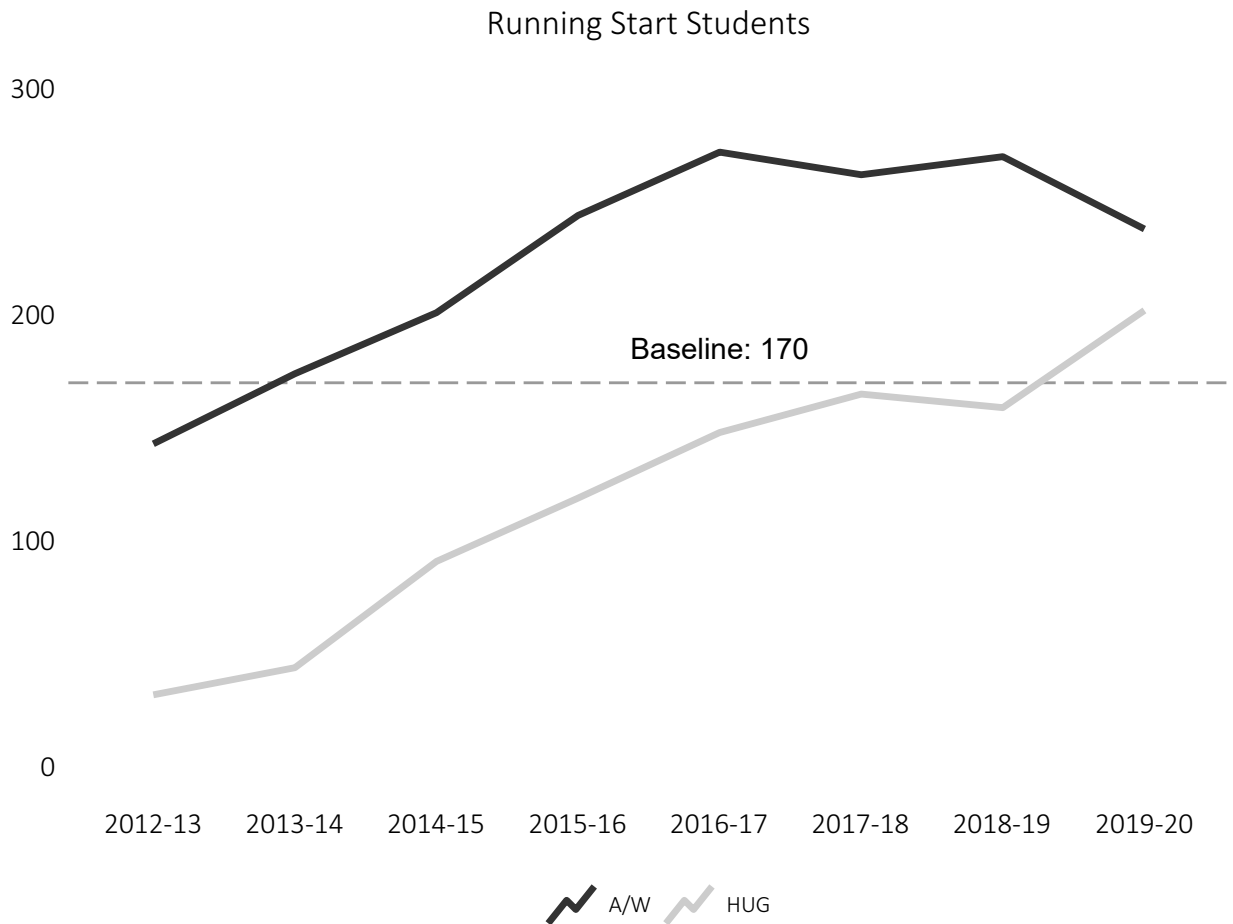
Note:

Graduation Data: <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

### 3.2.3 High School and Dual Enrollment Programs

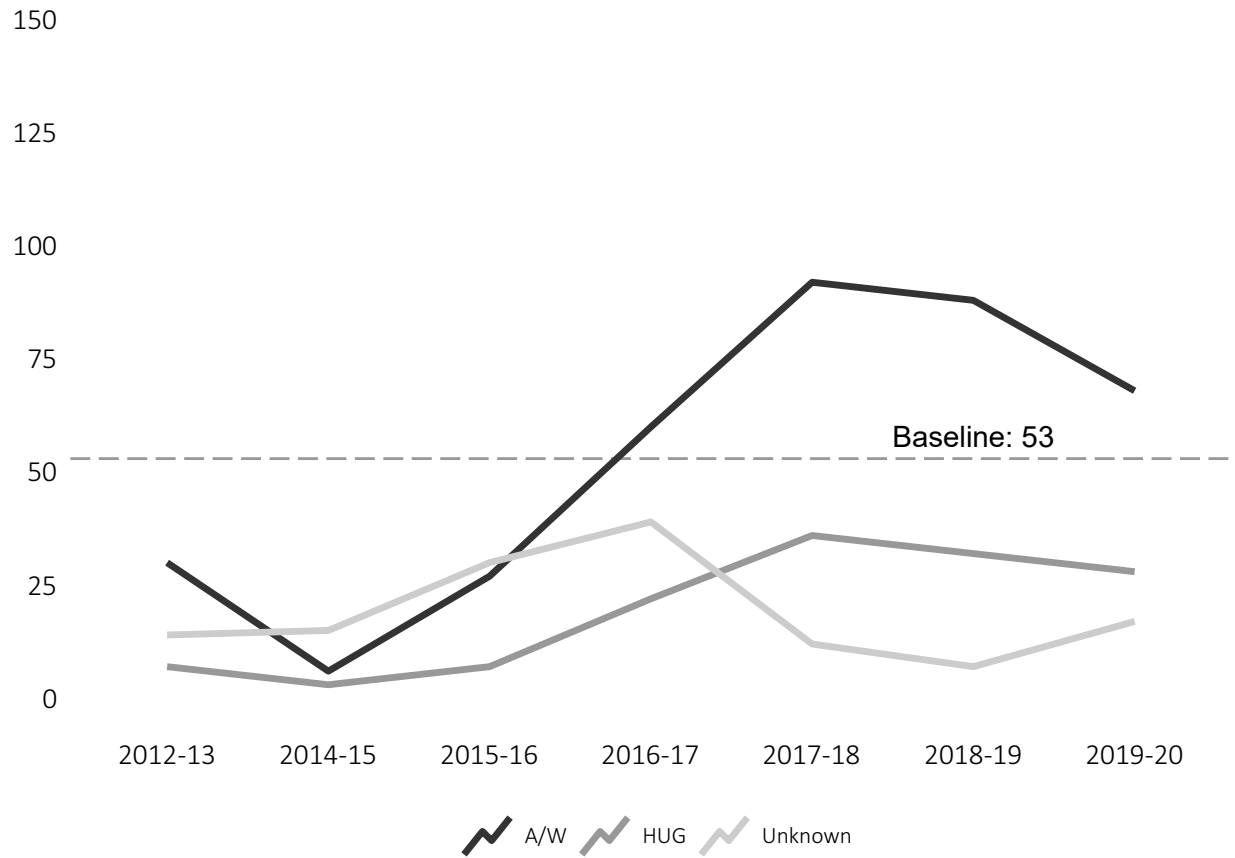
Running Start and College in the High School are dual programs that allow students to receive high school and college-level credit while still enrolled in high school. In the 2019-20 academic year there were 453 Running Start students, an increase of 48 students.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	143	174	201	244	272	262	270	238
HUG	32	44	91	119	148	165	159	202
Unknown	4	8	9	12	14	11	19	13
Total	179	226	301	375	434	438	448	453



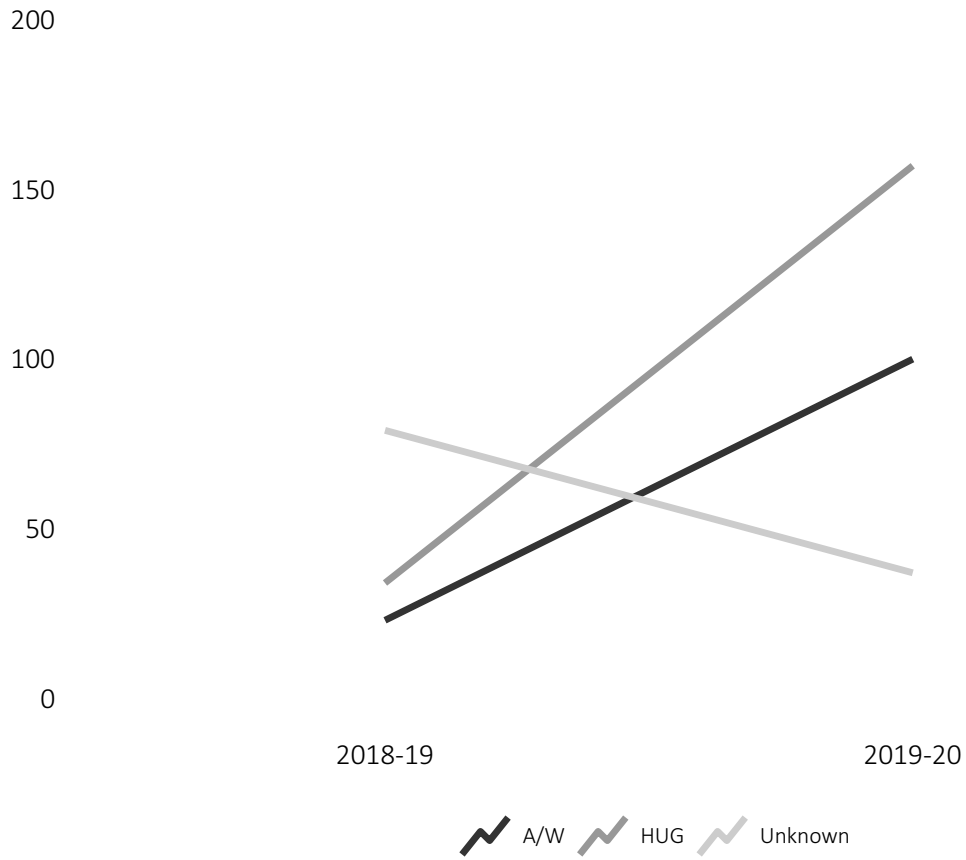
	2012-13	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	30	6	27	60	92	88	68
HUG	7	3	7	22	36	32	28
Unknown	14	15	30	39	12	7	17
Total	51	24	64	121	140	127	113

### College in the High School Students



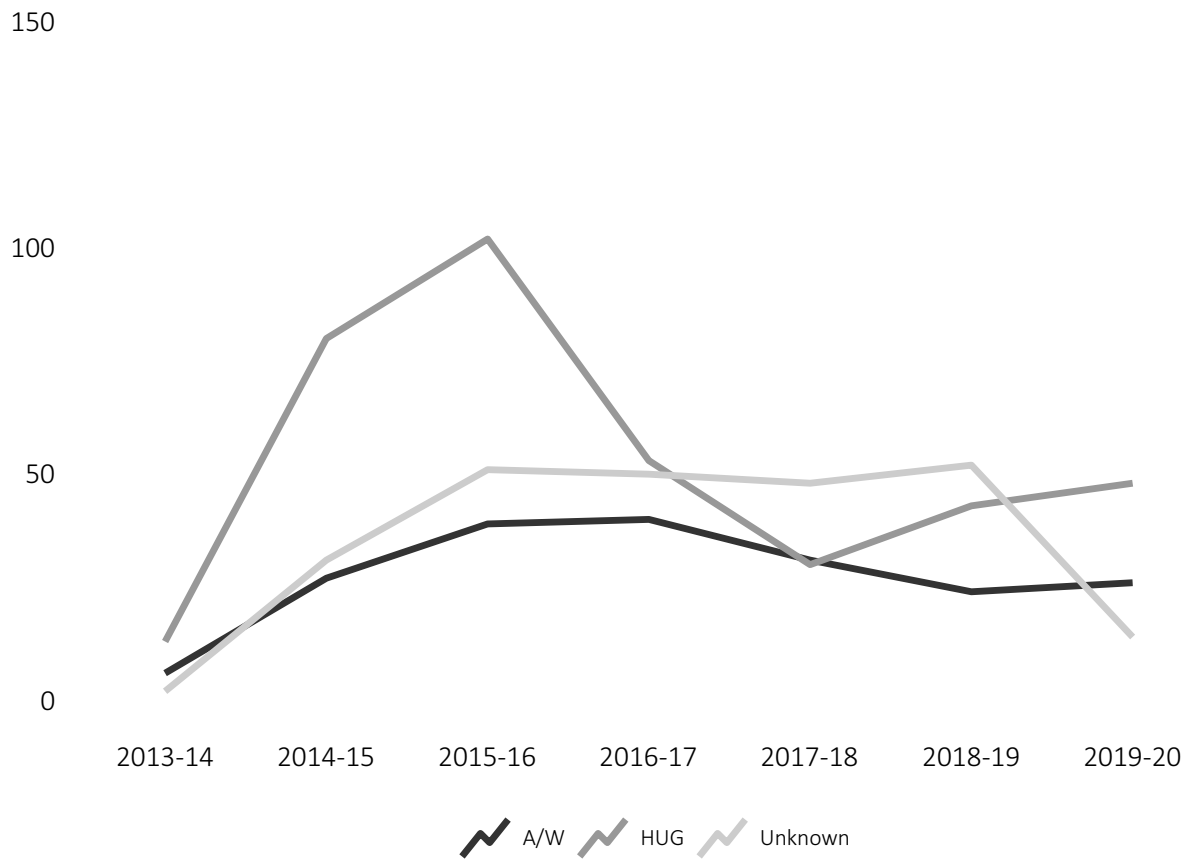
	2018-19	2019-20
A/W	23	100
HUG	34	157
Unknown	79	37
Total	136	294

### Open Doors Program Students



	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	6	27	39	40	31	24	26
HUG	13	80	102	53	30	43	48
Unknown	2	31	51	50	48	52	14
Total	21	138	192	143	109	119	88

### High School Completion Students



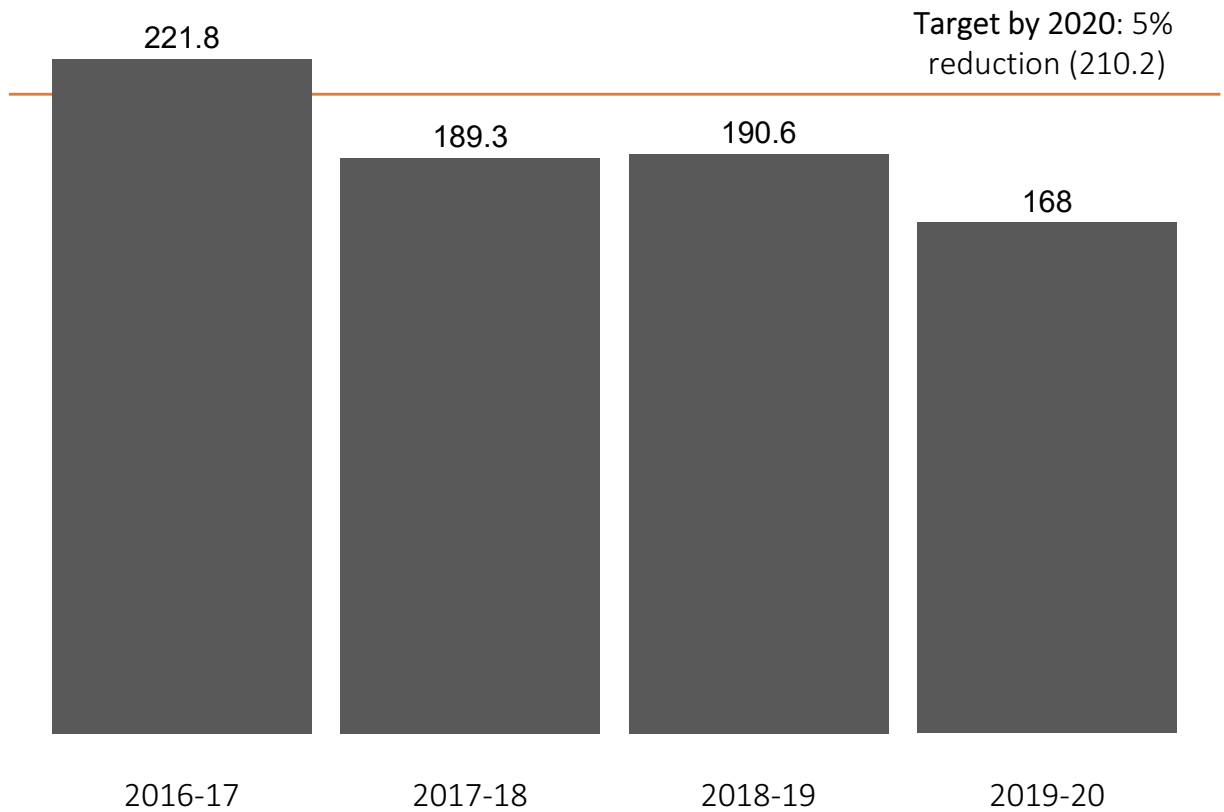
### 3.3 BCC practices responsible use of resources, including fiscal & natural resources

#### 3.3.1 Clean financial audits

In FY 2018-19, no new GASB statements were implemented. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. Results of the FY 2018-19 audit were that the financial statement fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2018-19 audit report was published in January of 2020 and can be found in the [BCC Financial Report FY 2019](#).

#### 3.3.2 Reduce energy use intensity 5% to 210.235 EUI kBtu/ft2

### Energy Use Intensity (EUI)



### 3.3.3 Clean Clery Audits

#### 3.3.3.1 About the Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) is a federal statute requiring all colleges and universities participating in federal student aid programs to publish an annual security report that accurately discloses campus crime statistics and security information. The institution must make this report available to the campus community including current and prospective students, faculty and staff.

In addition, the institution must annually submit to the U.S. Department of Education its campus crime statistics, which are compiled using the FBI's Uniform Crime Reporting Handbook (UCR) and Hate Crime Data Collection Guidelines or the UCR National Incident-Based Reporting System (NIBRS). These statistics are made available to the public [here](#). A Handbook on Campus Crime Reporting and links to other resources on this topic can be found [here](#). Non-compliance with the Clery Act typically results in civil penalties of up to \$57,317 per violation and negative publicity about the safety of the Big Bend campus. As an example, Green River College (Washington) was fined \$574,500 in 2018 "based on the violations of statutory and regulatory requirements". Their program review lasted over two-and-a-half years and resulted in damaging media coverage.

At BBCC, the Director of Safety, Security and Emergency Management serves as the Clery Compliance Officer. The Director reviews manages all BBCC-connected practices and policies for Clery compliance, and maintains the Public Crime Log which discloses on-campus incidents which allows consumers to make an informed decision about whether BBCC is safe enough to attend. Clery compliance not only involves disclosing certain crimes statistic, but also includes proof of over 100 other administrative and emergency management and planning capabilities. Each of those capabilities and policies is evaluated by the Department of Education during a program review.

#### 3.3.3.2 Clery Audits/Program Reviews

The U.S. Department of Education, Federal Student Aid office conducts reviews to evaluate an institution's compliance with the Clery Act requirements. A review may be initiated when a complaint is received, a media event raises certain concerns, the school's independent audit identifies serious noncompliance, or through a review selection process that may also coincide with state reviews performed by the FBI's Criminal Justice Information Service (CJIS) Audit Unit.

Federal Student Aid currently has two types of reviews that it performs when determining compliance with the Clery Act:

1. The review can be part of a general program review of the institution's activities in the federal student aid programs, or
2. The review can be focused strictly on campus security and be an on or off-site examination.

In both situations, the review may include comparing the campus crime logs, the institution's annual security report data and incidents reported to local police agencies.

In 2013, BBCC was the subject of a Clery general program review which resulted in no findings and no further action. The general program review was prompted by media coverage of two sexual assaults which was reported on the Big Bend campus.

Typically, if a general program review has substantial Clery Act findings, a focused campus security review is also conducted. Once a review is completed (which usually takes over one year), the Department issues a Program Review Report that describes noncompliance concerns to the institution and provides the institution the opportunity to respond. After careful review of all the information received on the findings, the Department will issue its Final Program Review Determination letter. Based on the findings, the Department then makes a decision on whether a fine is appropriate, and if so, the amount of that fine. The Department also issues a public release of information about the outcome of the program review and publishes its findings on a website.

The table that follows shows crimes which must be disclosed under the Clery Act, along with comparison to two previous calendar years. This table does not include crimes not required to be disclosed by the Clery Act.

Type of Offense	2017	2018	2019
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex offense – Forcible Fondling	0	0	1
Sex offense – Incest	0	0	0
Sex offense – Rape	0	0	1
Sex offense – Statutory Rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	1	0
Burglary	0	0	0
Motor Vehicle Theft	1	1	0
Arson	0	0	0
Domestic Violence	0	0	0
Dating Violence	0	0	0
Stalking	3	2	0
HATE CRIMES	0	2	0
ARRESTS			
Illegal Weapons Offense	0	0	0
Drug Law Violation	0	0	0
Liquor Law Violation	0	2	0
DISCIPLINARY ACTION/JUDICIAL REFERRAL			
Illegal Weapons Offense	0	0	0
Drug Law Violation	2	0	2
Liquor Law Violation	4	2	3
UNFOUNDED CRIMES	0	0	0

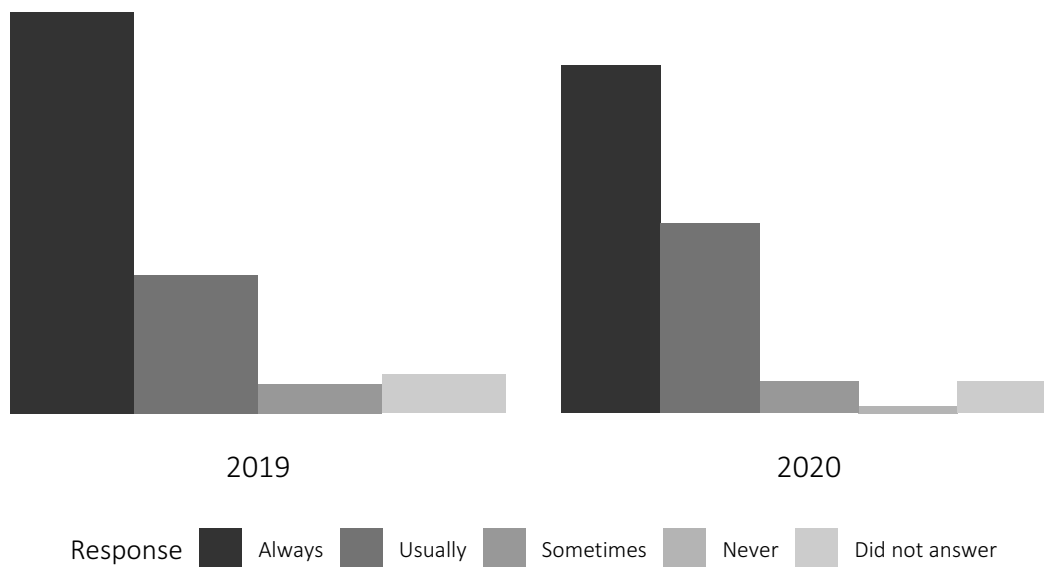
### 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2020, 423 students responded (23% response rate). With a margin of error of 5% and confidence level of 98% the results can be seen as reflective of the entire student population. The results of the 2020 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

#### 3.4.1 BBCC provides a classroom environment where students feel safe to express their opinions

	2019		2020	
	n	Percent	n	Percent
Always	302	66%	242	57%
Usually	104	23%	132	31%
Sometimes	22	5%	22	5%
Never			5	1%
Did not answer	29	6%	22	5%

BBCC provides a classroom environment where students feel safe to express their opinions





### 3.4.2 Full-time employee turnover rate

For calendar year 2020, the college's turnover rate was 6.71%. This is a decrease over the 2019 rate of 10.7%. The turnover rate measures the percentage of full-time employees that leave the college during a calendar year. High turnover can negatively impact the college due to the loss of organizational knowledge, individual skills and abilities as well as the time and cost associated with replacing an employee. Turnover rate is calculated by taking the number of separations during a month divided by the average number of employees multiplied by 100. There were 13 separations in 2020 compared to 20 separations in 2019. A breakdown of the reasons for the separations is included below.

Reason	2017	2018	2019	2020
Other Job	6	16	8	3
Retirement	9	5	6	2
Layoff	0	1	1	1
Relocation	0	1	1	2
Personal Reasons	2	5	1	1
Other	0	0	2	2
Involuntary	3	0	1	2
Total	20	28	20	13

### 3.4.3 Number of safety reported incidents

For the 2020 calendar year, there were 52 total recorded safety and security incidents reported, 6 were Clery reportable. They include 2 drug law violations, 2 burglaries, 1 arson, and 1 stalking.

Campus Safety also recorded 1 on-campus death of a student by suicide and one off-campus rape which involved a student.

Safety and security incidents in all categories of crimes and incidents may be reduced through visible presence of security patrols, planning, student and employee prevention education, action by safety committee and administration, and policy implementation.

Below are the complete incident details for the main campus. Clery reportable crimes are in bold text. There were no reported Clery reportable incidents for public property immediately accessible from campus, or 10 other locations across Grant and Adams counties which are used by BCC for academic purposes.

Type of Incident	Number of Incidents
Care Team Referral	3
Clery Offenses	6
Gang Related Incident	7
Injury/Illness	13
Investigation Only - No Crime/Infraction	2
Motor Vehicle Collision - Non Inj	2
Non-Clery Criminal Offenses	7
Off Campus Incident	1
Student Conduct Violation	9
Suicidal Thoughts	1
Suicide Threats	1
Total	52

### 3.4.4 Diversity of candidate pool (gender, race/ethnicity)

	Female				Male			
	Total	White	Candidates of Color	Not Disclosed	Total	White	Candidates of Color	Not Disclosed
Executive, Administrative and Managerial	16	9	5	2	20	7	11	2
Faculty	50	35	10	5	66	42	18	6
Professional Non-Faculty	37	18	16	3	21	13	8	0
Clerical and Secretarial	1	1	0	0	0	0	0	0
Technical & Paraprofessional	0	0	0	0	0	0	0	0
Skilled Crafts	0	0	0	0	0	0	0	NA
Service/Maintenance	4	3	1	0	7	5	2	0
Total	108	66	32	10	114	67	39	8

### 3.4.5 Employee exit survey - BBCC is recommended as a good place to work?

Five employees completed the 2019-20 exit survey. 80% of respondents indicated they would recommend BBCC as a good place to work.

### 3.4.6 New employee follow-up survey

During calendar year 2020, an onboarding and orientation survey was sent to 10 full-time employees. The purpose of the survey was to gather information on the experiences of employees prior to starting at BBCC through the first 90 days of employment.

The college received 8 responses for a rate of 80%. Respondents included 1-classified staff, 2-administrative/exempt, and 5-faculty.

Responses to survey questions indicate some areas where the college is doing well and other areas in need of improvement. The questions with the highest number of responses in the Agree/Strongly Agree categories were:

- I understood the terms of my appointment (salary and contract period).
- Someone from my department contacted me in advance of my first day and made me feel welcome.
- I was given sufficient information on the employer-provided benefits of my position.
- I was informed of where to go to get additional assistance on personnel matters, benefits, and paperwork.
- My team and supervisor made me feel comfortable on my first day.

The questions with the highest number of responses in the Disagree/Strongly Disagree categories were:

- My workspace was clean, functional, and ready for occupancy.
- My IT equipment (computer, email access) was ready for use on my first day.
- My phone and voicemail were ready for use on the first day.

One of the last questions on the survey is “During the past 90 days, I have considered leaving BBCC.” Two respondents Strongly Agreed with this statement and six respondents Disagreed/Strongly Disagreed with this statement.

Work continues on improving the onboarding process for new employees.

- The college approved AP 3100 Orientation of New Employees.
- The HR Office successfully shifted general orientation and benefit orientation from face-to-face to virtual.
- The HR Office deployed an onboarding portal on July 1, 2020. The portal allows for secure, electronic completion of all new employee paperwork. The portal also includes training assignments, a brief history of the college, and links to important procedures and documents.
- The new orientation/onboarding checklist and process developed by the Onboarding Work Group will be embedded into the onboarding portal to automate as much of the onboarding process as possible.

## 2020-21 Core Theme Indicators Dashboard

Core Themes & Ends Statements		Objectives	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*			
								Red	Yellow	Green	Blue
<u>End Statement 1 Mission</u>											
<b>Student Success</b> <u>End Statement 2 Student Success</u>	1.1 BBCC provides access to programs & services that meet the educational needs of our students & prospective students	1.1a Student satisfaction with services used	n/a	95%	86%	↓	<85%	85-92%	93-95%	>95%	
		1.1b Total student FTE (Full-Time Equivalent)	2043	2100	2021	↑	<2043	2043-2082	2083-2100	>2100	
		1.1c Enrollment by modality									
	1.2 Use of services correlates with success, retention, and completion	1.2a Course success rates based on use of services	n/a	80%	80%	↑	<71%	71-77%	78-80%	>80%	
		1.2b Retention based on use of services	46%	51%	30%	↓	<46%	46-49%	50-51%	>51%	
		1.2c Completion based on use of services	13%	20%	3%	↓	<13%	13-18%	19-20%	>20%	
	1.3 Students are prepared to graduate & to transfer or to seek employment	1.3a IPEDS graduation & transfer rates	45%	55%	54%	↑	<45%	45-52%	53-55%	>55%	
		1.3b New Transfer & Workforce student retention									
		• Fall-to-winter	74%	85%	87%	↑	<74%	74-79%	80-85%	>85%	
		• Fall-to-spring	65%	75%	77%	↓	<65%	65-72%	73-75%	>75%	
		• Fall-to-fall	48%	60%	64%	↓	<48%	48-56%	57-60%	>60%	
		1.3c SAI progression & completion									
		• ABE transition to college	9%	15%	2%	↓	<9%	9-13%	14-15%	>15%	
		• 1st 15 credits	22%	30%	19%	↓	<22%	22-28%	29-30%	>30%	
		• 1st 30 credits	17%	25%	12%	↓	<17%	17-23%	24-25%	>25%	
• 1st 45 credits	12%	20%	10%	↓	<12%	12-18%	19-20%	>20%			
• Retention	28%	35%	20%	↓	<28%	28-33%	34-35%	>35%			
• Completion	10%	16%	5%	↓	<10%	10-14%	15-16%	>16%			
1.3d Gap between A/W and HUG in course success rates in first quarter	3.5%	0%	5%	↓							

## 2020-21 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*				
							Red	Yellow	Green	Blue	
Excellence in Teaching & Learning End Statement 3	2.1 BBCC implements innovation & creativity in programs & services	2.1a Student engagement in co-curricular activities	n/a	35%	46%	↓	<26%	26-32%	33-35%	>35%	
		2.1b Innovative strategies supporting strategic priorities									
		*Students developed academic plan with help from college staff	n/a	90%	74%	→	<71%	71-84%	85-90%	>90%	
		*Students satisfied with advising	n/a	95%	85%	↓	<90%	90-93%	94-95%	>95%	
		*Students earning ENGL 101 credit in accelerated English									
		*Students from accelerated English class succeeding in ENGL 102 & ENGL 235									
		2.1c Course level assessment									
	2.1d Department evaluation										
	Excellence in Teaching & Learning	2.2 BBCC helps students attain high academic standards	2.2a External certification rates	n/a	80%	93%	→	<71%	71-77%	78-80%	>80%
			2.2b Course success rate	76%	80%	80%	↑	<76%	76-78%	79-80%	>80%
2.2c Gen Ed assessment											
2.2d Program assessment											
2.3 BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes	2.3a Employee responses indicate likelihood of changing practices as a result of training	n/a	8 out of 10 rating	7	→	<6	7	8	>8		
	2.3b Employees' trainings										
	2.3c Professional development offerings related to strategic goals and priorities										

## 2020-21 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Indicators	Baseline	Target	Score	Change from Prior Year	Rating Scale*			
							Red	Yellow	Green	Blue
<u>Community Engagement</u> End Statement 4	3.1 BBCC works with community & industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services								
		3.2a Transfer rate based on National Clearinghouse data	36%	45%	42%	↑	<36%	36-42%	43-45%	>45%
	3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2b Percent of local high school grads attending BBCC 3.2c HS and Dual Enrollment Programs								
<u>End Statement 5 Integrity &amp; Stewardship</u>	3.3 BBCC practices responsible use of resources, including fiscal & natural resources	3.3a Clean financial audits		100%	100%	→	<100%		100%	n/a
		3.3b Reduce energy use intensity 5% from 210.235 EUI		199.72 EUI	168 EUI	↑	>210.235	210.235-202.875	202.874-199.72	<199.72
		3.3c Clean Clery Audits		100%	100%	→	<100%		100%	n/a
<u>End Statement Inclusion &amp; Climate</u>	3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a BBCC provides a classroom environment where students feel safe to express their opinions	n/a	95%	88%	↓	n/a	0-92%	93-97%	>97%
		3.4b Full-time employee turnover rate	n/a	≤12%	6%	↑	>19%	19-14%	13-12%	<12%
		3.4c Number of safety reported incidents								
		3.4d Diversity of candidate pool (gender, race/ethnicity)								
		3.4e Employee exit survey - BBCC is recommended as a good place to work?								
		3.4f New employees follow-up survey								

### Key

Color Code	Description
Blue	Exceptional. Above target. Use as a best practice.
Green	Good. At or approaching target. Continue to support.
Yellow	Making progress. Above baseline. Keep improving.
Red	Not acceptable. Below baseline. Take immediate action.

*Blue italics indicates strategic goal indicator*

\*70% of difference between baseline and target for the range between yellow and green is yellow, 30% of upper end is green

**BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #3:** CONSENT AGENDA (for action)

- a. Board Meeting Minutes

**BACKGROUND:**

The minutes of the board meeting held on January 7, 2021, are included for approval.

Prepared by the President's Office.

**RECOMMENDATIONS:**

President Tweedy recommends the Board of Trustees approves the minutes.

## THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting Thursday, January 7, 2021, at 1:30 p.m. via Zoom Webinar.

### 1. Call to Order

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

### 2. Education Presentation

ctcLink Organizational Change Manager Angela Garza discussed the timeline and processes in preparation for our launch October 2021. A significant amount of work has been accomplished and BBCC is the only college that has submitted all assignments on time. The following BBCC staff have put in countless hours preparing for our conversion: Amber Jacobs, Angela Garza, Barbara Riegel, Barbi Johnson, Becky Ozuna, Cassandra Fry, Charlene Rios, Debbie Simpson, Edgar Montoya, Edgar Zamora, Elise Warren, Jenn DeLeon, Joe Auvil, Jordan Shipley, Julia Gamboa, Karen Girone, Karen Okerlund, Katie Ralph, Kerri Furman, Kim Garza, Kristin Young, Linda Chadwick, Linda Schoonmaker, Marbely Sanchez, Matt Killebrew, Rita Ramirez, Robin Arriaga, Starr Bernhardt, Tiffany Fondren, Traci Bartleson, Valerie Parton, Yvonne Ponce. Additional employees will learn how to use ctcLink later this spring. Currently, conversion testing continues and we are learning lessons from other colleges.

Director of Library Services and eLearning Tim Fuhrman and eLearning Coordinator Mattias Olshausen shared information about Canvas and online learning. BBCC has joined the majority of other WA community and technical colleges using the Canvas learning management system. Canvas courses and accounts are set up from enrollment data. Canvas is designed with asynchronous learning in mind and it has been adaptable to synchronous classes too. The platform is functional and offers many options, most issues experienced are related to user error. There are campus-wide communications features within Canvas and third-party applications work well within Canvas including Starfish, etextbooks, Turnitin (plagiarism tracker), Ally (accessibility), eTutoring (consortium of community colleges and universities that pool their resources and provide services to students), and Honorlock (test proctoring). Canvas is also accessible through a phone app. An instructional designer, funded by the Title V grant will be on campus in the future.

The library is not currently open to the public; however, students can reserve space maintaining social distancing and wearing masks. Softball students are regularly reserving study space. Director Fuhrman stated Coordinator Olshausen had been on campus six months when everything moved online and he did a great job along with other employees to convert to mostly online delivery of education.

BBC staff and faculty have learned how to overcome barriers to support students' educational attainment. Institutional Research administered a survey to gather information from students and several students expressed frustration with online learning with other mitigating factors. The student feedback was used to determine and apply interventions. VP Humpherys reported enrollment has decreased due to students pausing their education, some due to online learning issues.

### **Sabbatical**

Dr. Steve Close thanked the trustees and administration for the opportunity to go on sabbatical. During his sabbatical he attended Master of Science in Communications courses at EWU. He gained information in statistical analysis, communication, indigenous education, online pedagogy, history of colleges, and anxiety and student performance. Dr. Close re-examined his philosophy of education. He also learned from his student experience regarding accessibility, online interaction, and empathy for students. Dr. Close also attended two conferences regarding English composition and co-authored a book about teaching English. As a result of his sabbatical activities he redesigned his English composition class. The trustees complimented Dr. Close's efforts and sabbatical report.

### **3. Consent Agenda**

a) Approval of November 12, 2020, Board Meeting Minutes (A); b) Student Success (I); c) Assessment (I); d) Finance & Administration (I); e) Human Resources Report (I); f) ASB Report (I); h) Foundation Report (I); i) Classified Staff Report (I).

#### Motion 21-1

Trustee Thomas Stredwick moved to approve the consent agenda. Trustee Juanita Richards seconded, and the motion passed.

### **4. There were no public remarks.**

### **5. Faculty Updates**

Association President Zach Olson reported faculty activities. The math and science faculty put on a faculty workshop "How to be Even More Awesome" to share best practices. In Dr. Dennis Knepp's Philosophy 101 course students are creating memes to demonstrate their knowledge and literacy in multiple areas.



Instructor Jen McCarthy has incorporated more synchronous Zoom meetings in her French class to engage students more fully.

History Instructor Jody Quitadamo reported that she offered students a creative scenario for their final: the students were to imagine that they were curators for the Smithsonian's National Museum of American History. They recently received a federal grant to develop a digital exhibit that explores the extent to which America lived up to its stated ideals in the period between 1619 and 1860.

Math and science instructors Sarah Bauer, Theresa Calip, Mariah Whitney, Christy Welch, and Lindsay Groce are building excitement as their students conduct labs in their homes and share photos. Submitted photos included growing bacteria, household solution testing, osmosis in potatoes, anatomical models, and gas law concepts.

## **6. President's Update**

Dr. Tweedy shared a moment of silence for beloved long-term BBCC employee Jim Tincher. The BBCC community gathered together in an online forum to support each other and share thoughts about Jim. She announced that the Northwest Commission on Colleges & Universities (NWCCU) Board of Commissioners will meet January 13, 2021 to review BBCC information; Dr. Tweedy, Dr. Humpherys, and Dean Parton will attend the Zoom meeting.

The summer enrollment report shows a trend of falling state-funded FTEs. Conservative budgeting and management by VP Schoonmaker is resulting in stability that many other colleges are not experiencing.

Dr. Tweedy reported strategic planning is underway. Based on student surveys, anecdotal information, climate surveys, and employee feedback, four strategic priorities were identified: Improving Student Success, Employer of Choice, Forward Looking Infrastructure, and Enrollment Growth and Diversification. BBCC employees will continue to work together refining the process. Dr. Tweedy aims to have a draft strategic plan developed in the latter part of the spring quarter and a presentation to the board for adoption in the fall of 2021.

President Tweedy thanked employees for following the COVID protocols and VPs Garza, Humpherys, and Schoonmaker for their efforts leading the support of students and employees directly impacted by COVID.

Dr. Tweedy stated improving campus climate is an intentional effort. The employee turnover rate goal is 12% and we remain at 6.7%.

Dr. Tweedy commended Executive Director of the Foundation LeAnne Parton, her staff, and the goodwill of employees for the BBCC Foundation's Strive to Thrive campaign success. They exceeded their mark gathering \$42,390 or 136% of the goal.

Lastly, President Tweedy recognized the work and coordination of the new BBCC website by Director of Communications Matt Killebrew, Coordinator Tiffany Fondren, and programmer Elijah Bozin.

## **7. Sabbatical Recommendations**

Dr. Tweedy expressed her support for the sabbatical request submitted by Nursing Instructor Jennifer Reames-Zilliox. Her request meets expectations in the Negotiated Agreement with the Faculty Association and Administrative Process 5500.

Trustee Thomas Stredwick asked about the difference in the requested leave for three quarters and the committee's recommendation to grant two quarters of leave. After a thorough review of the request, the committee felt Instructor Reames-Zilliox could accomplish her sabbatical activities in two quarters.

### Motion 21-2

Trustee Stephen McFadden moved to approve sabbatical leave for Instructor Reames-Zilliox for two quarters as recommended. Trustee Jon Lane seconded, and the motion passed.

Trustee Jon Lane reported the sabbatical application was impressive. Trustee Anna Franz asked about the cost to the institution. VP Kim Garza stated per the Negotiated Agreement a faculty member on sabbatical leave for three quarters receives 80% of their salary and if on leave for two quarters they receive 85% of their salary along with full benefits. There is also a cost to temporarily fill in for the faculty member's absence.

## **8. President's Onboarding**

President Tweedy continues to meet with internal and external stakeholders including Rotary, school district superintendents, legislators, and employees.

## **9. Transforming Lives Event**

The Trustees' Transforming Lives event is set for Tuesday, January 19. Recognizing the Transforming Lives Award nominees raises awareness of students' potential, persistence, and the role BBCC plays in their success. Trustee Stephen McFadden shared about the donation request for the event which is also funded by trustee's foundation account. He also thanked Executive Director of the Foundation LeAnne Parton for arranging dinners to be delivered to the nominees. Board Chair Anna Franz thanked the committee.

## **10. Trustee Job Description**

The trustees discussed the draft job description from the board retreat which includes policy governance and trustee responsibilities. They discussed fiscal responsibility to the college and the fact that it may be a barrier for some. Also discussed adding the self-evaluation for trustees. Trustee McFadden said sharing the realistic expected time commitment is important. Trustee Thomas Stredwick suggested the information be shared in a recruitment packet rather than a job description format. The onboarding

document and a sample calendar of events for the year may also be included. This topic is tabled for the next meeting.

### **11. Assessment of Board Activity**

Trustee Jon Lane participated in the ACT Conference, ACT Legislative Action Committee, an ACCT workshop, and local legislative tours with President Tweedy. He also attended an ACT meet and greet for new trustees, Trustee Tuesday, an ACCT state coordinators' meeting, and a call with Board Chair Franz to discuss the Trustee Job Description.

Trustee Juanita Richards attended the ACT Trustee Tuesday professional development presentation on policy governance.

Trustee Stephen McFadden attended a legislative tour of the Workforce Education Center (WEC), ACT Trustee Tuesday, and two Transforming Lives Committee meetings.

Trustee Thomas Stredwick met with Executive Assistant Melinda to discuss the Transforming Lives event and Dr. Tweedy's introductory meeting with the Grant County PUD Commissioners.

Board Chair Anna Franz attended the ACT Fall Conference, ACCT Parliamentary training, and reviewed the draft board job description. She also attended the ACT Trustee Tuesday presentation. Board Chair Franz strongly encouraged trustees to attend the Trustee Tuesday events as their topics align with board goals.

### **12. Next Regular Board Meeting**

The next board meeting is set for February 11, 2021. The board will take action on probationary reviews during their meeting scheduled on March 25, 2021.

#### Motion 21-3

Trustee Stephen McFadden moved to reschedule the meeting on February 11, 2021 to February 10 and the meeting on March 25, 2021 to March 24, 2021. Trustee Thomas Stredwick seconded, and the motion passed.

### **13. Trustee Resignation**

Trustee Stephen McFadden announced that he is moving outside the BBCC service district due to a career opportunity. He submitted a resignation letter effective after the March meeting. Board Chair Anna Franz thanked Trustee McFadden for his contributions and his leadership of the 2020 presidential search. Trustee McFadden expressed his love for BBCC and his belief in the great service BBCC provides.

#### Motion 21-4

Trustee Thomas Stredwick moved to accept Trustee McFadden's resignation. Trustee Jon Lane seconded the motion, and the motion passed.

Trustee McFadden reported he has talked with three potential trustees in the Othello area. He represented Adams County and he hopes to encourage others from the area to apply through the Governor's website.

Trustee Jon Lane reported his term expires in September. He is also sharing the opportunity with interested community members.

**14. Miscellaneous**

Board Chair Anna Franz asked trustees to review the ACT award nomination forms for discussion at the next meeting

The meeting adjourned at 3:17 p.m.

---

Anna Franz, Chair

ATTEST:

---

Sara Tweedy, Secretary

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #3:** CONSENT AGENDA (for information)

b. Student Success

The Mission Fulfillment Workbook was sent to faculty and staff on January 22. This will be used as background material, when applicable, as faculty and staff complete a Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis for the Strategic Priorities at Winter In-service on February 5. The four initial strategic priorities were identified based on student surveys, previous Mission Fulfillment feedback, the Employee Focus group and required mandates.

- Improving Student Success
- Employer of Choice
- Forward Looking Infrastructure
- Enrollment Growth and Diversification

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #3:** CONSENT AGENDA (for information)

c. Assessment

During the last week of January, BBCC conducted new student Focus Groups to learn about students' experiences getting started at Big Bend. This included the application process, finding resources, accessing WiFi, connecting with resources before classes started, and students' experiences with classes and accessing resources to help them succeed in classes. The results will be used to inform the college on what is going well and where our students face barriers as they get started at BBCC. The college will also use the results to inform the strategic planning process.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

**RECOMMENDATION:**

None.

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

### **ITEM #3: CONSENT AGENDA (for information)**

#### d. Accreditation

Big Bend Community College received the following notification from Northwest Commission on Colleges and Universities on January 27, 2021.

The proposed Bachelor of Applied Science in Applied Management (BAS-AM) (180 quarter credits) to be delivered 50% or more distance delivery, with an anticipated September 1, 2021 first year launch, has been reviewed and recommended for approval as a major change under the Commission Policy on Substantive Change. The addition of the degree program is now included under accreditation of Big Bend Community College effective immediately.

Offering a new degree level involves a deeper level of review by NWCCU, and your proposal has been reviewed by a panel with expertise in the area. A follow-up on-site evaluation will be required one-year post implementation of the new degree program. Based on the proposed implementation date, you will be required to host an on-site evaluation in Spring of 2023.

Regional accreditation approval allows Big Bend Community College to request approval from the Department of Education that will:

- allow Big Bend Community College to offer degrees at a new level (baccalaureate)
- allow students in the Bachelor of Applied Science in Applied Management to apply for financial aid

The Department of Education approval process was initiated by Rita Ramirez, Director of Financial Aid.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

### **RECOMMENDATION:**

None.

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

### ITEM #3: CONSENT AGENDA (for information)

#### e. Finance, Administration & Security Update

**ctcLink Update:** Preparing for our first round of Data Validation in March; taking Implementation Phase Canvas courses in preparation for User Acceptance Testing in July. A huge thanks to everyone working on the project here at BBCC—YOU ROCK!!

#### **Ongoing Capital Projects:**

**Workforce Education Center (New Building):** Continuing work on punch list items. Preparing spaces on the second floor for portions of the Computer Science program to move into when physically back on campus.

**Aviation Maintenance Technology (New Building):** Continuing work on punch list items. Expecting paint booth to arrive from manufacturer this month.

**Science Labs in 1200 renovation/remodel (Minor Project for this biennium):** Waiting on permit and then a Notice to Proceed around the 1<sup>st</sup> of March.

#### **Campus Safety:**

Annually the Department of Enterprise Services' Office of Risk Management, together with the State Agency Safety Professionals Alliance (SASPA), administers the safety survey. The 2021 Safety Survey is open for all state employees through February 19, 2021.

Because many state employees spent time teleworking as a result of the pandemic, this year's survey provides answer options for teleworkers as well as an additional question that will allow agencies to see their results by employees who primarily teleworked in last 12 months and those who did not.

We currently have a 57% response rate, the highest amongst the CTC's and 4% HIGHER than Yakima Valley College. We are encouraging all Big Bender's to complete the survey-- <https://www.surveymonkey.com/r/2021StatewideSASPASafetySurvey>

Prepared by VP Schoonmaker.

**RECOMMENDATION:** None.



## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

**ITEM #3:** CONSENT AGENDA (for action)

f. Human Resources

### **BACKGROUND:**

#### **Recruitment & Selection:**

Veronica Pruneda accepted the position of Program Specialist 2, Financial Aid. This is a full-time, classified staff position replacing Elise Warren. Veronica began work at BBCC on January 21, 2021.

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

- English Instructor, tenure-track
- BAS Coordinator
- Instructional Design Specialist
- TRiO SSS Academic Advisor
- TRiO SSS STEM Academic Advisor
- Accommodation & Accessibility Coordinator
- Grounds & Nursery Specialist 2
- Maintenance Mechanic 1

#### **Retention:**

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

### ITEM #3: CONSENT AGENDA (for information)

#### g. ASB Report

#### BACKGROUND:

ASB is practicing intentionality with their events; connecting with students face-to-face and virtually. Staff and faculty are invited to attend events, providing opportunity for students to mingle with them. ASB partnered with the Viking Food Pantry and held a drive thru pick-up pizza party serving 90 people, with only a handful being staff. ASB delivered pizza to nursing students who were in class. The Viking Food Pantry handed out boxes of food while ASB gave out pizza. ASB will increase the amount of pizza ordered through Papa John's for the next pizza drive thru this month. ASB is also adding Taco Tuesday, provided by ACrewBBQ, this month to reach hungry students, staff and faculty.

Monday and Tuesday (2/8-9), ASB handed out Black History Month long sleeve t-shirts to students, again as a drive thru event, outside of the Bookstore entrance. Along with the t-shirts, which have a list of stand-out accomplished individuals, we are including a card with a list of Black Inventors throughout the years. ASB is also sponsoring Black History Bingo to honor Black history month. The emcee of this event states a piece of knowledge each time a bingo number is called. All current BBCC students, staff and faculty are invited and gift card prizes are provided through ASB's Foundation account.

Several weeks ago, we had magician Ran'd Shine perform for us virtually. His talent was amazing and we had 32 in attendance.

ASB held a successful Anxiety/Stress Bingo night two weeks ago with 47 people in attendance. ASB event surveys provide evidence that students are enjoying the events and ASB is meeting our student learning outcomes. ASB also attended the Transforming Lives event that week and the remarkable stories of the honored students definitely left an impression.

ASB sponsored an informative presentation on Sex Trafficking (1/27), titled: "When Poverty is Your Pimp: And Other Misunderstandings About Sex Trafficking in America." The 28 participants learned many eye opening things about what college students are being faced with.

Thursday and Friday (1/28-29) evenings, ASB sponsored a virtual caricature artist, with 30 people attending. ASB used this opportunity to engage students in conversation and shared campus resources such as counseling and the Viking Food Pantry. They encouraged students to return for more ASB events, and apply for ASB Executive positions at the end of Winter Quarter. The event surveys reflected positively on ASB's intentionality. Students said that they felt very welcomed and part of the group in the survey responses.

Prepared by Director of Student Activities Kim Jackson.

#### RECOMMENDATION:

None.

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

**ITEM #3:** CONSENT AGENDA (for information)

h. Foundation Report

### BACKGROUND:

Executive Director LeAnne Parton has been working with Mitsubishi on a donation of equipment and tools for the College. A group from the college visited Mitsubishi to preview the donation. Their donation is truly amazing.

The Foundation has started a speaker series through our Alumni Association



See all of our upcoming webinars and register cost-free at <https://alumlc.org/bbcc>. Be sure to explore past events for free on-demand viewing.

The BBCC Foundation signed up for AmazonSmile. Shoppers can sign up to benefit the Foundation at no additional cost, and Amazon donates directly to the Foundation.

Save the date! The Foundation is gearing up for the Virtual Cellarbration! May 12-15.

Prepared by Executive Director of the Foundation LeAnne Parton.

### RECOMMENDATION:

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #5:** Faculty Updates (information)

**BACKGROUND:**

Faculty Association President Zach Olson will report faculty activities.

**RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #6:** President's Update (information)

**BACKGROUND:**

Dr. Tweedy will report the following information.

- a. Budget (E-2, Information)
- b. COVID-19 Impacts (E-1, Information)

**RECOMMENDATION:**

None.

**a. Budget (E-5, Information)**

As of February 1, 2021, winter quarter headcount (2,223) was down 11.3% from this time last year. Total winter FTEs were 1739.8, a 13.5% decrease from this time last winter, and state-funded FTEs (1145.4) were down 19.8% from this time last year.

The final enrollment report for fall 2020 is included for review. Fall headcount (2,306) was 15.4% lower than the previous fall (2019). Total FTEs (1847.6) and state-funded FTEs (1210.8) were down 7.0% and 17.5%, respectively, from fall 2019. Running Start headcount (505) was 13.5% higher than fall 2019. State-funded FTEs across the Washington Community and Technical College system were down 17% overall this fall, with declines ranging from 4% to 46% across the state.

The tuition amount budgeted for 2020-2021 is \$3,800,000. As of December 31, 2020 we have collected \$2,410,450 or 63.4% of the budgeted amount. As of December 31, 2019 we had collected \$2,641,462 or 66.0%.

**TUITION COLLECTION REPORT**

	<u>2020-21</u>	<u>2019-20</u>
Annual Budget	\$ 3,800,000	\$ 4,000,000
Total Collections as of Dec 31	2,410,450	2,641,462
As a % of annual budget	63.4%	66%
Left to collect to meet budget target	\$1,389,550	\$1,358,538

Prepared by Registrar Starr Bernhardt and Executive Director of Business Services Charlene Rios.

Quarterly budget information on next page.

**b. COVID-19 Impacts**

Dr. Tweedy will host campus community forums regarding COVID-19 February 22 and 23. BBCC Nursing Instructor Wendy Farr will share about COVID myths and vaccine information. VPs Bryce Humpherys, Kim Garza, and Linda Schoonmaker will share information about BBCC student and employee protocols, and phasing into fall quarter.

# FALL FINAL ENROLLMENT REPORT

## HEADCOUNTS

	FALL 2020	% Change	FALL 2019	FALL 2018	FALL 2017	FALL 2016	FALL 2015	FALL 2014	FALL 2013	FALL 2012	FALL 2011
<u>ETHNIC ORIGIN</u>											
Amer. Indian/Alaska Ntv	35	-23.9%	46	25	20	27	39	29	30	31	34
Asian/Pacific Islander	62	-11.4%	70	67	56	52	52	43	44	30	30
Black	44	91.3%	23	26	34	36	39	45	34	40	42
Hispanic	978	-14.4%	1,142	870	853	977	887	854	876	836	917
White*	1,057	-8.6%	1,157	1,100	1,414	1,302	1,615	1,475	1,485	1,373	1,375
Other*	29	70.6%	17	19							
Unknown*	101	-62.6%	270	360							

\*Prior to 2018, these groups were combined

## SEX

Female	1,304	-11.2%	1,469	1,320	1,308	1,493	1,408	1,274	1,387	1,307	1,389
Male	986	-21.4%	1,255	1,146	1,066	1,203	1,218	1,163	1,073	986	1,008
Not Coded	16	>100.0%	1	1	3	2	6	9	9	17	1

## STUDENT STATUS

Full time (12 or more crs)	1,342	-19.2%	1,660	1,663	1,427	1,550	1,548	1,479	1,504	1,378	1,481
Part time (less than 12 crs)	964	-9.5%	1,065	804	950	1,151	1,084	967	965	932	917
Percent full time	58.2%		60.9%	67.4%	60.0%	57.4%	58.8%	60.5%	60.9%	59.6%	61.7%

## BY TIME/LOCATION\*\*

On-Campus Day			2,004	1,921	1,909	2,108	2,099	1,951	1,844	1,783	1,887
On-Campus Evening			271	237	214	200	177	179	194	185	137
Off-Campus Day/Online			289	180	117	243	199	191	264	151	192
Off-Campus Evening			161	129	137	150		125	167	191	182

<b>TOTAL HEADCOUNT</b>	<b>2,306</b>	<b>-15.4%</b>	<b>2,725</b>	<b>2,467</b>	<b>2,377</b>	<b>2,701</b>	<b>2,632</b>	<b>2,446</b>	<b>2,469</b>	<b>2,310</b>	<b>2,398</b>
------------------------	--------------	---------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------

Running Start	505	13.5%	445	442	402	421	369	357	214	165	166
International**			3	4	8	9	10	9	4	2	7

\*\*Due to COVID-19, class modality changed to online instruction and international students did not return to campus; fall 2020 time/location and international enrollment data cannot be directly compared to prior fall quarters

# FALL FINAL ENROLLMENT REPORT

## FTEs

	FALL <u>2020</u>	% <u>Change</u>	FALL <u>2019</u>	FALL <u>2018</u>	FALL <u>2017</u>	FALL <u>2016</u>	FALL <u>2015</u>	FALL <u>2014</u>	FALL <u>2013</u>	FALL <u>2012</u>	FALL <u>2011</u>
<u>STATE-FUNDED FTEs</u>											
ABE/ESL	100.1	-27.7%	138.4	170.4	173.9	190.8	194.6	130.2	169.6	170.2	174.7
Academic	687.6	-12.1%	782.6	827.7	886.7	991.0	918.1	931.9	952.8	858.3	949.9
Occupational	423.2	-22.7%	547.2	513.2	474.0	495.7	527.7	529.0	558.8	584.3	564.3

<b>TOTAL STATE FTEs</b>	<b>1,210.8</b>	<b>-17.5%</b>	<b>1,468.2</b>	<b>1,511.2</b>	<b>1,534.6</b>	<b>1,677.5</b>	<b>1,640.4</b>	<b>1,591.1</b>	<b>1,681.2</b>	<b>1,612.8</b>	<b>1,688.9</b>
-------------------------	----------------	---------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------

## OTHER FTEs

Community Service	0.4	-66.7%	1.2	0.8	2.2	1.1	1.8	2.5	0.7	3.1	5.4
International Contract Stu	0.0		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0.0
Contract Funded	142.9	52.7%	93.6	31.3	2.2	42.4	39.8	27.7	17.3	14.9	10.6
Running Start	486.0	16.3%	418.0	408.7	373.9	359.2	338.9	264.3	192.7	146.3	147.3
Other (Employ., Sr. Cit.)	7.5	27.1%	5.9	5.7	12.6	7.0	14.9	16.9	20.7	4.5	13.1

<b>GRAND TOTAL FTEs</b>	<b>1,847.6</b>	<b>-7.0%</b>	<b>1,987.0</b>	<b>1,957.6</b>	<b>1,925.6</b>	<b>2,087.2</b>	<b>2,035.8</b>	<b>1,902.5</b>	<b>1,912.6</b>	<b>1,781.6</b>	<b>1,865.3</b>
-------------------------	----------------	--------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------



**BIG BEND COMMUNITY COLLEGE  
BUDGET STATUS SUMMARY  
AS OF DECEMBER 31, 2020**

PROGRAM	CATEGORY	BUDGET 7/1/2020	ADJUSTMENT	BUDGET 31-Dec	ONE-TIME TEMP FUND	SPENT Includes Enc	BALANCE	% REMAINING
<b>010 INSTRUCTION</b>	SALARIES	6,444,246	(67,401)	6,376,845	0	2,217,353	4,159,492	65.23%
	BENEFITS	1,898,294	28,565	1,926,859	0	752,518	1,174,341	60.95%
	GOODS&SVC	170,250	(9,288)	160,962	0	49,089	111,873	69.50%
	TRAVEL	53,973	(845)	53,128	0	44	53,084	
	EQUIP	48,628	3,165	51,793	0	21,982	29,811	57.56%
	<b>TOTAL</b>		<b>8,615,391</b>	<b>(45,804)</b>	<b>8,569,587</b>	<b>0</b>	<b>3,040,985</b>	<b>5,528,602</b>
<b>040 PRIMARY SUPPORT TO INSTRUCTION</b>	SALARIES	1,060,385	56,002	1,116,387	0	534,984	581,403	52.08%
	BENEFITS	360,556	19,397	379,953	0	176,380	203,573	53.58%
	GOODS&SVC	39,130	5,481	44,611	0	39,748	4,863	10.90%
	TRAVEL	13,500	(70)	13,430	0	0	13,430	100.00%
	EQUIP	6,500	(3,000)	3,500	0	100	3,400	97.14%
	<b>TOTAL</b>		<b>1,480,071</b>	<b>77,810</b>	<b>1,557,881</b>	<b>0</b>	<b>751,213</b>	<b>806,668</b>
<b>050 LIBRARY</b>	SALARIES	383,428	0	383,428	0	175,088	208,340	54.34%
	BENEFITS	154,779	0	154,779	0	72,509	82,270	53.15%
	GOODS&SVC	82,656	0	82,656	0	64,441	18,215	22.04%
	TRAVEL	5,000	0	5,000	0	0	5,000	100.00%
	EQUIP	20,000	0	20,000	0	5,797	14,203	71.01%
	<b>TOTAL</b>		<b>645,863</b>	<b>0</b>	<b>645,863</b>	<b>0</b>	<b>317,835</b>	<b>328,028</b>
<b>060 STUDENT SERVICES</b>	SALARIES	1,320,166	57,060	1,377,226	0	600,584	776,642	56.39%
	BENEFITS	479,131	(19,174)	459,957	0	228,250	231,707	50.38%
	GOODS&SVC	486,219	(411,465)	74,754	0	44,917	29,837	39.91%
	TRAVEL	34,802	(6,772)	28,030	0	0	28,030	100.00%
	EQUIP	15,000	(15,000)	0	0	0	0	0.00%
	GRANTS	447,589	3,727	451,316	0	194,143	257,173	56.98%
	MATCH	15,481	0	15,481	0	0	15,481	100.00%
	<b>TOTAL</b>		<b>2,798,388</b>	<b>(391,624)</b>	<b>2,406,764</b>	<b>0</b>	<b>1,067,894</b>	<b>1,338,870</b>
<b>080 ADMIN.</b>	SALARIES	2,487,556	(17,221)	2,470,335	0	1,056,718	1,413,617	57.22%
	BENEFITS	932,535	(7,341)	925,194	0	357,598	567,596	61.35%
	GOODS&SVC	1,240,823	960,902	2,201,725	0	333,067	1,868,658	84.87%
	TRAVEL	63,405	(1,904)	61,501	0	1,011	60,490	98.36%
	EQUIP	16,150	100	16,250	0	690	15,560	95.75%
	<b>TOTAL</b>		<b>4,740,469</b>	<b>934,536</b>	<b>5,675,005</b>	<b>0</b>	<b>1,749,085</b>	<b>3,925,920</b>
<b>090 M&amp;O</b>	SALARIES	1,121,981	(18,786)	1,103,195	0	606,196	496,999	45.05%
	BENEFITS	486,491	(10,011)	476,480	0	251,189	225,291	47.28%
	GOODS&SVC	1,397,182	(12,500)	1,384,682	0	558,895	825,787	59.64%
	TRAVEL	7,275	(1,250)	6,025	0	0	6,025	100.00%
	EQUIPMENT	20,587	1,750	22,337	0	5,803	16,534	74.02%
	DEBT SERV.	109,750	0	109,750	0	2,375	107,375	97.84%
	<b>TOTAL</b>		<b>3,143,266</b>	<b>(40,797)</b>	<b>3,102,469</b>	<b>0</b>	<b>1,424,458</b>	<b>1,678,011</b>
<b>TOTAL BUDGET</b>		<b>21,423,448</b>	<b>534,121</b>	<b>21,957,569</b>	<b>0</b>	<b>8,351,469</b>	<b>13,606,100</b>	<b>61.97%</b>

Allocation #2 -- Goldstar Books  
Allocation #3 -- Geer

3,727  
530,394

**TOTAL ADJUSTMENTS TO ALLOCATION**

**534,121**

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

**ITEM #7:** Probationary/Tenure Reviews (for information)

### **BACKGROUND:**

The probationary tenure information for the following faculty members will be available for your review online Wednesday, March 3, 2021. The instructions for access follow this page.

**The Board will consider probationary faculty contract renewal for the following faculty at the next regular board meeting.**

<b><u>Faculty Member</u></b>	<b><u>Position</u></b>	<b><u>Current Status</u></b>
Barbara Bush	Communications	1 <sup>st</sup> probationary year
Hannah Capelo	Nursing Instructor	1 <sup>st</sup> probationary year
John Owens	Music Instructor	1 <sup>st</sup> probationary year
Suzanne Reilly	Sociology Instructor	1 <sup>st</sup> probationary year
Reza Sharifi	Industrial Systems Technology	1 <sup>st</sup> probationary year
Theresa Calip	Biology Instructor	2 <sup>nd</sup> probationary year
Johanna Doty-Fleming	Math Instructor	2 <sup>nd</sup> probationary year
David Mayhugh	Math Instructor	2 <sup>nd</sup> probationary year
Michele Reeves	Education ECE	2 <sup>nd</sup> probationary year
Jessica Strickland	HS21+/GED/ABE	2 <sup>nd</sup> probationary year

**The Board will consider awarding tenure to the following faculty at the next Board meeting.**

Christy Welch	Biology Instructor	3 <sup>rd</sup> probationary year
---------------	--------------------	-----------------------------------

Prepared by Vice President of Learning & Student Success Bryce Humpherys and President Tweedy.

### **RECOMMENDATION:**

President Tweedy recommends that the trustees review the probationary tenure information by the next board meeting.

# INSTRUCTIONS TO ACCESS PROBATIONARY FOLDERS ON THE BBCC PORTAL

All information regarding probationary faculty are maintained in secure folders on the BBCC Portal.

Access to the probationary files is available by clicking the link below or by following the instructions noted below.

[Link to access probationary faculty folders](#)

Instructions for accessing probationary folders:

1. *Make sure you are using Internet Explorer as your web browser.*
2. *Go to [www.bigbend.edu](http://www.bigbend.edu). Click on the "Portal" link in the upper right hand corner of the main webpage.*
3. *Use your BBCC email address and password to log into the BBCC Portal. If you don't have a BBCC email address or access to the BBCC Portal, please contact Melinda Dourte at 509-793-2001.*
4. *Click on the "Faculty and Staff Workspace" tab at the top of the page.*
5. *Click on the "Human Resources" link under the "Departments" heading located on the right side of the page.*
6. *Click on the "HR Committees" link located on the upper left side of the page under the "Documents" heading.*
7. *You should be able to see folders for each of the probationary faculty. If you do not see any folders, please contact Melinda Dourte to request access. Click on the individual folders to view the documents for each probationary faculty.*
8. *Each folder is arranged in the same format. You will find folders for each year of the probationary process and then within each year you will find the following:*
  - a. *Class Observations*
  - b. *Student Evaluations*
  - c. *Probationary Surveys*
  - d. *Probationary Committee Documents and Recommendation*
9. *Please do not print any of the candidate files or save them to your computer or a portable drive. The documents are confidential employee records and should be viewed electronically. If you prefer to view the records in hard-copy format, please contact Melinda Dourte and she will make arrangements for you to view hard copies of the materials on the BBCC Campus.*
10. *Because of the confidential nature of these documents, Trustees will have access to the records beginning on **February 28** and ending on **the date of the next regular board meeting**.*

**Please email Melinda as you progress through the e-files for tracking purposes.**

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

**ITEM #8:** ACT Award Nominations (for information)

### **BACKGROUND:**

A special awards ceremony will be held during ACT's spring convention in May, additionally all nominees will be forwarded to ACCT for consideration of national recognition at the ACCT Leadership Congress this year in San Diego!

- The ***Trustee Leadership Award*** recognizes an individual trustee who has made a significant contribution to promote the community and technical college system.
- The ***Equity Award*** recognizes exemplary commitment to achieve equity in the development, administration and delivery of educational programs and services in the community and technical college system.
- The ***Chief Executive Officer Award*** recognizes an individual who has demonstrated exceptional leadership in furthering the mission of community and technical colleges.
- The ***Partner of the Year Award*** recognizes a business, company, agency, organization or elected official for donating time and/or resources in support of the community and technical college mission.
- The ***Faculty Member Award*** recognizes an individual who has demonstrated excellence in teaching in the community and technical college system.
- The ***Professional Staff Member Award*** recognizes an individual who provides exemplary service in the community and technical college system.

***The deadline for submission of nominations is April 1, 2021***

Dr. Tweedy will work with staff to support nominations for presentation to the board for action during the March 24, 2021 board meeting.

### **RECOMMENDATION:**

President Tweedy recommends that the trustees review the ACT Award options and share suggestions.

## Chief Executive Officer Award

### **Purpose:**

The purpose of the ACT **Chief Executive Officer Award** is to recognize an individual who has demonstrated exceptional leadership in furthering the mission of community and technical colleges.

### **Eligibility:**

Any chief executive officer of a Washington community or technical college or the State Board for Community and Technical Colleges (SBCTC) office is eligible for this award.

The nominee must be currently serving when the nomination is submitted.

### **Criteria:**

The nomination must come from an ACT trustee and the following questions must be answered:

- What has the CEO initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- “What has the CEO initiated or helped to develop in the area of diversity, equity and inclusion to improve student success?”
- How has the CEO served on technical or special committees serving two-year postsecondary education, and what impact did this effort have in the community, state, or nation?
- How has the CEO demonstrated a “caring attitude” toward the board of trustees, administrators, faculty, and students?
- How has the CEO been active in developing, organizing, or supporting state and/or national two-year postsecondary education associations?
- What has the CEO published in the area of two-year postsecondary educational concepts?
- What awards or honors has this CEO received in recognition of leadership in the college, community, or nation?
- What outstanding characteristics of this CEO motivated your nomination?

### **Nominations:**

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination;\* and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **All of the letters of support.**

### **Selection:**

ACT’s Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

## ***Equity Award***

### ***Purpose:***

The purpose of the ACT **Equity Award** is to recognize exemplary commitment to achieve equity in the development, administration and delivery of educational programs and services in the community and technical college system.

### ***Eligibility:***

- Any governing board or governing board and president of the community and technical colleges or state board is eligible to receive this award.

### ***Criteria:***

- The nomination must come from an ACT trustee.

Demonstrable evidence of leadership in setting policies that promote and enhance opportunities for institutional diversity, inclusion, and equity for women, persons of color, LGBTQs or members of any other underrepresented or underserved population that has occurred within the last five (5) years regarding the following:

- Increases in access by underrepresented or underserved populations and increases in completion of the educational objectives (attainment of a degree, certificate, credential, transfer or gainful employment) of those populations.
- Increases in the institution's workforce and leadership positions by underrepresented or underserved populations.
- Success of the institution's community engagement or outreach efforts in attracting and maintaining the interests of underrepresented or underserved populations regarding the institution.

### ***Nominations:***

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination;\* and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

### ***Selection:***

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

## ***Faculty Member Award***

### ***Purpose:***

The purpose of the ACT **Faculty Member Award** is to recognize an individual who has demonstrated excellence in teaching in the community and technical college system.

### ***Eligibility:***

Any full-time instructor of a Washington community or technical college is eligible to receive this award. The nominee must be currently employed when the nomination is submitted.

### ***Criteria:***

The nomination must come from an ACT trustee and the following questions must be answered:

- In what ways has the educator demonstrated excellence in teaching?
- **In what ways has this educator engaged and encouraged students not only in the classroom but in their college experience as a whole?"**
- What has this educator initiated and helped to develop in the area of innovative programs used in two-year postsecondary institutions?
- How has this educator served on technical or special committees that have positively affected the community, state, or nation?
- How has this educator provided leadership in helping to solve challenges facing two-year postsecondary education?
- How has this educator been active in developing, organizing, or supporting state and/or national two-year postsecondary associations?
- What awards or honors has this educator received in recognition of leadership in the college or community?

### ***Nominations:***

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination;\*
  - and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

### ***Selection:***

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

## ***Partner of the Year Award***

### ***Purpose:***

The purpose of the ACT **Partner of the Year Award** is to recognize businesses, companies, agencies, organizations or elected officials for donating time and/or resources in support of the community and technical college mission.

### ***Eligibility:***

Eligibility is open to the individuals or groups who have demonstrated their commitment to the community and technical college mission by donating time or resources for the betterment of the two-year college system:

- Corporations, businesses or companies;
- Private or public agencies or organizations; or
- Federal, state or local elected officials.

### ***Criteria:***

The nomination must come from an ACT trustee. Achievements will be judged on:

- Nominee's contributions to an individual college, the state system or two-year colleges at the national level;
- Nominee's support of students attending a community or technical college;
- Nominee's contributions to the development or maintenance of a community or technical college program or programs;
- Nominee's impact in advancing community, district, state or national issues;
- Nominee's role in building public support for community and technical colleges;
- Nominee's leadership in furthering innovative practices in the two-year college system.

### ***Nominations:***

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination;\* and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

### ***Selection:***



## ***Professional Staff Member Award***

### ***Purpose:***

The ACT **Professional Staff Member Award** recognizes an individual who provides exemplary service in the community and technical college system.

### ***Eligibility:***

Eligibility for this award is open to:

- Any board staff member (i.e., an administrative assistant or executive secretary to a Washington president/chancellor); or
- Any staff member of a Washington community or technical college or the State Board for Community and Technical Colleges (SBCTC) office (i.e. vice president, dean, administrator or other exempt staff).

### ***Criteria:***

The nomination must come from an ACT trustee and the following questions must be answered:

- In what ways has this staff member demonstrated a service leadership role toward the members of the board of trustees, administrators, faculty, students, and community?
- How does this staff member demonstrate performance in support of the board/CEO team?
- How has this staff member assisted the board/CEO team in developing or initiating innovative projects for your institution?
- What professional development activities at the national and/or state level has this staff member pursued?
- What other continuing education activities has this staff member pursued?
- What recognition has this staff member received for his/her leadership or involvement in the college or community?
- What outstanding characteristics motivated you to nominate this staff member?

### ***Nominations:***

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination;\* and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

### ***Selection:***

## **Trustee Leadership Award**

### **Purpose:**

The purpose of the ACT **Trustee Leadership Award** is to recognize an individual trustee who has made a significant contribution to promote the community and technical college system.

### **Eligibility:**

Any current Washington state trustee is eligible to receive this award. Or a trustee who served on a trustee board during the 2018-2019 year.

### **Criteria:**

The nomination must come from an ACT trustee and the following questions must be answered:

- Has the trustee served as an officer of the college's board of trustees?
- In addition to service on the board of trustees, in what capacity has the trustee participated in community life (i.e., civic clubs, public office, etc.)?
- What has the trustee initiated or helped to develop in the area of innovative programs used in two-year postsecondary institutions?
  
- How has the trustee been a factor in influencing legislation for two-year postsecondary institutions, and how has the trustee been active in communication and advocacy with state and national legislators?
- What has the trustee contributed overall to the two-year postsecondary concept, and how did this affect the college's total impact on the community, state, or nation?
- How has the trustee provided leadership in helping to solve challenges facing two-year postsecondary education?
- How has the trustee been active in developing, organizing, or supporting state two-year postsecondary associations, and what kind of leadership role has the trustee played in state, regional, or national associations?
- Has the trustee given presentations or published articles on two-year postsecondary education?

### **Nominations:**

In order to be considered complete, the nominations packet must contain the following:

- The completed nominations form.
- A criteria statement, which addresses each criteria point in the order listed. The statements must demonstrate how the nominee meets the criteria. A response covering each question is required.\*
- Three letters of support must be submitted with the nomination, including:
  - A letter from the Board of Trustees that states the board supports the nomination,\* and
  - Two additional letters of support.\*
- Nominations should be sent **no later than April 1, 2021**, to:

ACT • PO Box 42495 • Olympia, WA 98504-2495  
Or Fax: 360-704-4415 • Or Email: [lgraham@sbctc.edu](mailto:lgraham@sbctc.edu)

\* The nominations can be provided in any format the college desires. **Additionally, ACT staff needs the following documents to be provided in Word format so the nomination can be adapted for submission to the ACCT awards program:**

- **The criteria statement; and**
- **All of the letters of support.**

### **Selection:**

ACT's Awards Committee will serve as the selection committee. Nominations will be judged on content, presentation, letters of recommendation and attributes demonstrating leadership and furthering the mission of community and technical colleges.

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #9:** Workforce Development Council Nomination (action)

### **BACKGROUND:**

The following letter endorsing Dr. Tweedy as a Workforce Development Council member is recommended for her nomination.

### **RECOMMENDATION:**

Dr. Tweedy recommends the board endorse the nomination letter for her membership on the Workforce Development Council.



**Big Bend**  
COMMUNITY COLLEGE

*Transforming lives through excellence in teaching & learning*

Board of Trustees

February 10, 2021

Grant County Commissioner Danny Stone  
PO Box 37  
Ephrata WA 98823

RE: North Central Workforce Development Board

Dear Commissioner Stone:

The Big Bend Community College Board of Trustees ended a successful search for our new President, Dr. Sara Tweedy, following Dr. Terry Leas' retirement. We are pleased that Dr. Tweedy arrived on campus in August and is eagerly engaging our service district communities.

Big Bend Community College partners with many business and community organizations. One of those organizations is the North Central Workforce Development Council. Executive Director Dave Peterson suggested a letter of recommendation from me to you for Dr. Tweedy's appointment to the North Central Workforce Development Council would facilitate hers joining the Board. Accordingly, I recommend that you appoint Dr. Sara Tweedy to the North Central Workforce Development Board.

The partnership between Big Bend Community College and the Workforce Development Board provides a valuable exchange of information and concerted effort to serve our communities and employers by providing training and education opportunities.

Thank you for considering my recommendation.

Sincerely,

Anna Franz  
Board Chair

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #10:** President's Onboarding (information/action)

### **BACKGROUND:**

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

Prepared by the President's Office.

### **RECOMMENDATION:**

None.

## Big Bend Community College – Presidential On-Boarding

Accomplished items indicated by ~~strike through~~

Before Arrival	<ul style="list-style-type: none"> <li>• <del>Board Chair emails greeting/introduction including overview of onboarding process.</del></li> <li>• <del>July WACTC Orientation materials from Julie Walter. WACTC Meetings week of July 27.</del></li> </ul>
Week One	<ul style="list-style-type: none"> <li>• <del>Board Chair meeting to review job description, presidential evaluation process, and policy governance model.</del></li> <li>• Board hosts welcome reception for President.</li> </ul>
Week Two – 30 Days	<ul style="list-style-type: none"> <li>• <del>Board Chair check in meeting.</del></li> <li>• <del>Board retreat to discuss governance, expectations, goals.</del></li> <li>• <del>Begin (virtual) stakeholder meetings in service district communities.</del></li> <li>• Individual Trustees to provide introductions to civic organizations and legislators.</li> </ul>
30 Days – 1 Year	<ul style="list-style-type: none"> <li>• <del>Monthly Board Chair check in meeting.</del></li> <li>• <del>Continue stakeholder meetings in service district communities.</del></li> <li>• <del>Leadership training with President and Board. Will coordinate with Linda Seppa Salisbury on timing.</del></li> <li>• Board Presidential evaluation at end of first year.</li> <li>• <del>President and Trustee participation in ACT conferences.</del></li> </ul>

### Service District Community Stakeholder Groups

(Anna will attend any meetings needing a trustee subject to availability)

Moses Lake (Juanita) City (Jon)	School District	<del>Supt Josh Meek 509 766 2650</del>
	Government	<del>Allison Williams, ML City Manager Dr. David Curnel, ML Mayor Daryl Jackson, Council Member (aviation connection) Theresa Adkinson, Grant County HD Administrator Darrin Jackson, ML Port Commissioner Stroud Kunkle, ML Port Commissioner Port (Jon)</del>
	Industry	Larry Godden, Million Air GM <del>Lee Human, AeroTek</del>
	Civic Orgs	Former BBCC Trustees <del>Rotary (Jon) EDC (Juanita) Kiwanis (Juanita)</del>
Quincy – George (Thomas tentatively, Juanita)	School District	<del>Supt John Boyd 509 787 4571</del>
	Government	Terry Nelson, George Council Julia Schooler, George Council Kate Schooler, George Council
	Industry	
	Civic Orgs	Quincy Rotary Thursdays @ noon (Zach's)
Othello – Warden (Stephen) <del>ACDC Reception</del>	School District	<del>Othello Supt Chris Hurst 509 488 2659 Warden Supt David LaBounty 509 349 2366</del>
	Government	Tony Massa, Warden Mayor (Jon Lane) Omar Pruneda, Warden Council Craig Simpson, East Columbia Basin Irr. Dist. Manager Duaine Anderson, ECBID director

	Industry	
	Civic Orgs	Othello Rotary Thursdays @ noon (Othello Sr. Center)
Ritzville – Lind – Washtucna (Stephen) <del>ACDC Reception</del>	School District	Lind/Ritzville Supt Don Vanderholm 509 659-1660 Washtucna Supt Vance Wing 509 646-3401
	Government	
	Industry	
	Civic Orgs	
Mattawa (Stephen)	School District	Wahlake Supt Robert Eckert 509 932-4477
	Government	Scott Hyndman, Mayor Maggie Celaya, Council Member Sun Hwang, Council Member Wendy Lopez, Council Member Lars Leland, Mattawa Port Executive Director Joe Harris, Police Chief
	Industry	Butch Milbrandt
	Civic Orgs	
Ephrata – Soap Lake (Thomas)	School District	<del>Ephrata Supt Tim Payne 754 2474 (Thomas)</del> <del>SL Supt Sunshine Pray (Thomas tentative)</del>
		Bruce Reim, Ephrata Mayor Alex Kovach, SL Mayor Kathleen Allstot, Ephrata Council



		William Coe, Ephrata Council and PUD employee Mark Wanke, Ephrata Council and running for County Commissioner County Commissioners (Thomas) PUD Commissioners (Thomas)
	Industry	Valli Millard, Ephrata Council and banking Matt Moore, Ephrata Council and business owner
	Civic Orgs	Rotary Tuesdays @ noon (Country Deli)
Royal City (Jon)	School District	<del>Supt Roger Trail 509 346 2222</del>
	Government	Kent Anderson, RC Mayor Alan Schrom, Royal Slope Port Commissioner Frank Mianeki, Royal Slope Port Commissioner Perla Garcia, RC Council Gary Fanning, RC Council
	Industry	Port
	Civic Orgs	
Grand Coulee Dam Area (Juanita)	School District	Supt Paul Turner 509 633-2143
	Government	Diane Kohout, EC Mayor Shirley Rae Maes, Coulee City Mayor
	Industry	
	Civic Orgs	Rotary Wednesdays @ noon (Siam Palace)

Wilson Creek - Odessa	School District	Supt Laura Christian 509 345-2541
	Government	Paul Walker, Hartline Councilmember
	Industry	
	Civic Orgs	
NCESD Michelle Price		<del>Meet during a Supt Mtg</del>
Grant Co Government? (Jon)		Grant County Commissioners Cindy Carter Rob Jones <del>Danny Stone</del>
Donors (LeAnne)		John Townsend Don McGraw Cave B Dr. Bryant Jones Winery (Quincy)
Legislators		<del>9<sup>th</sup> District Senator Mark Schoesler, Rep Mary Dye, Rep Joe Schmick 12<sup>th</sup> District Senator Brad Hawkins, Rep Keith Goehner, Rep Mike Steele 13<sup>th</sup> District Senator Judy Warnick, Rep Tom Dent, Rep Alex Ybarre</del>
		Grant County Industrial Alliance (2/9/21) Grant County PUD Commissioners (3/9/21) Grant County Cities

## **BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #11:** Trustee Job Description (information/action)

### **BACKGROUND:**

Board Chair Anna Franz and Trustee Jon Lane are working together to draft a trustee job description. The board may discuss the job description.

### **RECOMMENDATION:**

None.

## BP 1000 GP – 3 Board Job Description (Proposed)

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

### The Board of Trustees:

1. Selects, on-boards, and regularly evaluates the President.
2. Monitors the performance of the College.
3. Establishes college policy and delegates responsibility and authority to the President to administer the college.
4. Serves as an advocate for the college with the general public and other levels of government.
5. Retains and performs the following duties:
  - a. Adoption of the annual operating and capital budgets.
  - b. Authorization of any sale or purchase of real property.
  - c. Grant or denial of tenure.
  - d. Approval of negotiated collective bargaining agreements.
  - e. Approval of professional leave.
  - f. Adoption, amendment, or revocation of rules under the Administrative Procedures Act, Chapter 34.05 RCW.
  - g. Naming of buildings and facilities.
  - h. Granting of honorary degrees.
  - i. Other matters as may from time to time be approved by the Board and set forth in a written policy.

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

**1000.1      ENDS**

**E-1      Mission Statement**

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

**BBCC Goals**

The College provides learning opportunities that include;

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

**BBCC Characteristics**

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

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

**E-2      Student Success**

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

**E-3 Excellence in Teaching and Learning**

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

**E-4 Community Engagement**

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

## **E-5 Integrity and Stewardship**

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

## **E-6 Inclusion and Climate**

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

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

## **1000.2 EXECUTIVE LIMITATIONS**

### **EL – 1 General Executive Constraint**

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

### **EL – 2 Respect For Students**

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

The President may not:

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

### **EL – 3 Respect For Community Members**

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

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

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

#### **EL – 4 Respect For Employees**

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

The President may not:

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

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

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

#### **EL – 5 Ethical Conduct**

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

The President may not:

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



## **EL – 6 Asset Protection**

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

The President may not:

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

## **EL – 7 Financial Planning**

Financial planning shall not deviate materially from Board Ends priorities.

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

## **EL – 8 Financial Condition And Activity**

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

The President may not:

1. Expend more funds than have been received in the fiscal year
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 Chair's Role**

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

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

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

## **GP – 5 Board Members Code Of Ethics**

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

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

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

## **GP – 6 Cost Of Governance**

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

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

## **GP – 7 Naming Of Facilities**

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

## GP – 8 By Laws Of Community College District #18

### INTRODUCTION

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

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

### OFFICES OF THE BOARD OF TRUSTEES

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

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

### MEETINGS OF THE BOARD OF TRUSTEES

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

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

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

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

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

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

## OFFICERS OF THE BOARD

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



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

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

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

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

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

#### RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

#### FISCAL YEAR OF THE BOARD OF TRUSTEES

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

#### SEAL AND NAME OF THE COLLEGE DISTRICT

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

BIG BEND COMMUNITY COLLEGE  
DISTRICT NO. 18

#### CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

## DELEGATION OF RESPONSIBILITY

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

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

### 1000.4 BOARD-STAFF LINKAGE

#### BSL - 1 Chief Executive Role

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

#### BSL - 2 Delegation To The President

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

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

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

### **BSL – 3 President’s Job Description**

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

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

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

### **BSL – 4 Monitoring Presidential Performance**

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

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.
2. A given policy may be monitored in one or more of three ways:
  - A. Internal report: Disclosure of compliance information to the board from the President, or his/her designee.
  - B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the

external party unless the board has previously indicated that party's opinion to be the standard.

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

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

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.

## BIG BEND COMMUNITY COLLEGE

Date: 2/10/21

**ITEM #12:** Assessment of Board Activity (for information)

### **BACKGROUND:**

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

### **Board Goals**

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

(Adopted during October 1, 2020 Board Meeting.)

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

### **RECOMMENDATION:**

None.

**BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #13:** Next Regular Meeting (information/action)

**BACKGROUND:**

The next regularly scheduled board meeting is set on March 24, 2021.

Prepared by the President's Office.

**RECOMMENDATION:**

President Tweedy requests that the Board confirm the dates of the upcoming meetings.

**BIG BEND COMMUNITY COLLEGE**

Date: 2/10/21

**ITEM #14:** Miscellaneous (information/action)

**BACKGROUND:**

President Tweedy and the trustees may discuss miscellaneous topics.

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

**Upcoming Trustee Events:**

**ACT Event Schedule:**

Virtual ACCT National Legislative Summit is February 7-10, 2021

Prepared by the President's Office.

**RECOMMENDATION:**

None.





## Save the Date

### **TRUSTEE TUESDAY**

- February 16, 2021: 8:00 a.m. – 9:00 a.m.
  - “Governance in the CTC system: roles and expectations of WACTC, ACT and the SBCTC”
  - Topic: TBD

### **TRUSTEE TUESDAY**

- March 16, 2021: 8:00 a.m. – 9:00 a.m.
  - Topic: TBD

### **TRUSTEE TUESDAY**

- April 20, 2021: 8:00 a.m. – 9:00 a.m.
  - Topic: TBD

### **TRUSTEE TUESDAY**

- June 15, 2021: 8:00 a.m. – 9:00 a.m.
  - Topic: TBD

### **ACT SPRING CONFERENCE**

May 18, 2021