# Big Bend
## COMMUNITY COLLEGE

# Mission Fulfillment Report 2019



June 6, 2019
Prepared by 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.

# BBCC Core Themes
Student Success
Excellence in Teaching and Learning
Community Engagement

# Contents

# Mission Fulfillment 2019:  Introduction

The Mission Fulfillment process continued in the same manner as it did in 2017-18 where all faculty and staff reviewed and rated the college's progress on fulfilling its Mission through an evaluation of Core Theme Indicators.  The feedback and ratings identified areas where the college should focus efforts and recommend how the college can improve.

This year, staff also provided feedback on which indicators provided the most valuable data/information about each objective.   This information along with feedback from Shared Governance Council, allowed Cabinet to select indicators for the 2019-20 Mission Fulfillment Process that better inform college progress on mission fulfillment.  2019-20 Core Theme Indicators Dashboard

The above process coincided with assessment of departmental, program and discipline work plans and budget requests for the 2018-19 academic year. Department staff evaluated their work plans and how their work contributed to the college's progress toward specific Core Theme Objectives. Budget allocations for the next academic year will be based on these mission fulfillment and departmental evaluation processes.

The table below displays the BBCC Planning timeline.

# BBCC Planning Timeline 2018-19

|  | January | February | March | April | May | June |
|---|---|---|---|---|---|---|
| Institutional Self-Evaluation | Institutional Research & Planning sends Mission Fulfillment Workbook to all staff | Staff provide feedback on college progress and suggest actions | Institutional Research & Planning sends Campus Feedback Summary to all staff | Cabinet adopts next steps |  | The Mission Fulfillment Report is presented to the Board |
| Budget Process |  | Departments submit budget requests | Budget Review Task Force meets and prioritizes requests | Budget Review Task Force sends priorities to the President | The President makes funding decisions | The Board reviews and approves the 2019-20 budget |
| Planning Process |  | Staff provide feedback on current indicators | Institutional Research & Planning sends Campus Feedback Summary to all staff | Shared Governance Council provides feedback on indicators for 2019-20 | Cabinet adopts indicators for 2019-20 |  |

# Mission Fulfillment 2018-19, Campus Feedback Summary

| Core Theme: Student Success – BBCC provides access to programs and services that meet the needs of our service district. | | |
|---|---|---|
| **1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students** | | |
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| • Services satisfaction overall is good, with the exception of residence halls and food service (Speculated that Financial Aid and Tutoring may be down slightly due to staff turnover)<br>• Disability Services showed increased satisfaction<br>• Local employers need more skilled workforce graduates | • Market BBCC services<br>• Increase workforce program marketing to businesses<br>• Increase faculty awareness of services<br>• Allocate additional residence halls funding to increase satisfaction<br>• Fill positions more quickly<br>• Align workforce programs with regional economic needs<br>• Support CBIS to provide training to smaller companies | 1.1a Student satisfaction with services used<br>1.1b Total student FTE (Full-Time Equivalent)<br>1.1c Employer Survey responses<br><br>*Other data requested:*<br>• Students' feedback on their job placement<br>• Focus Groups on student needs<br>• Get ABE student voice in data |
| **1.2 Use of services correlates with success, retention, and completion** | | |
| • Students are not doing well in pre-college English or math, but also aren't using the STEM or Writing Center. Is that because they are in the working in the classroom (flipped class, where work is done in the class)?<br>• Persistence, retention, and completion are issues and math continues to be a barrier for many students<br>• There is a decline in use of services, do students know where to access services?<br>• There has been high turnover in positions that support students | • Advertise services and have staff and faculty encourage students to use them<br>• Pre-college classes should tour the campus and resources<br>• Provide more tutoring resources for Pre-college math<br>• Improve residence halls network access | 1.2a Course success rates based on use of services<br>1.2d Student use of services<br>1.2b Retention based on use of services<br>1.2c Completion based on use of services<br>Tied for 3rd place 1.2b/1.2c<br><br>*Other data requested:*<br>• Explore ways to accurately track Stem and Writing Centers' use<br>• Collect data on Career Center<br>• Survey Pre-college students to see what they need |

| 1.3  Students are prepared to graduate and to transfer or to seek employment | | |
|---|---|---|
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| • Graduation and transfer rates have stagnated<br>• The achievement gap between AW and HUG student groups has narrowed but that is partially due to the decline in AW students, although students who do not report race/ethnicity have lower achievement rates<br>• Retention may be down due to the favorable economy | • Market night and online classes to working students<br>• Make CSS 100 mandatory for all students, make it a 5-credit class<br>• Improve communication, advising, financial aid services over the summer<br>• Target communication for students in spring of their first year to fall of their second year<br>• Design opportunities for ABE students to see themselves as college students through campus engagement, whether in pre-college or training courses | 1.3a IPEDS graduation & transfer rates<br>1.3b New Transfer & Workforce student retention<br>1.3d SAI progression & completion<br><br>*Other data requested:*<br>• Collect data on non-returning students<br>• Add information on students who leave for employment<br>• Ask former students if they are working in an area related to their program?<br>• Disaggregate data by Intent<br>• Remove certificate earners from retention |

| 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. | | |
|---|---|---|
| **2.1  BBCC implements innovation and creativity in programs and services** | | |
| • Student use of advising and satisfaction is improving<br>• The faculty advising model makes sense because students are engaged with their instructors<br>• Accelerated learning is helping students progress<br>• Encouraging HUG involvement in co-curricular activities has increased their participation –new clubs, new athletic programs and relocation of ASB offices to a centralized location may also increase participation | • Continue advising work, offer advising trainings to maintain consistent advising, expand advising maps, develop a process/procedure to collect students' advising plans<br>• Engage students by having instructors relay information, use students' personal emails, incorporate activities that target non-traditional students, consider developing a gaming club or e-sports<br>• Develop and advertise accelerated courses/pathways<br>• Improve training for front-line staff<br>• Provide time and resources for assessment work<br>• Reduce time to fill BBCC positions | 2.1b Student engagement in co-curricular activities<br>2.1c Innovative strategies supporting strategic priorities (add accelerated math)<br>2.1e Department evaluation |

| 2.2  BBCC helps students attain high academic standards | | |
|---|---|---|
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| • Course success rates have gone up, night course success rates raise overall success rates, Running Start students' higher academic preparedness may be a factor, Regular and Substantive Interaction Requirements between instructors and students will improve online course success rates<br>• AW and HUG gap is still present in course success rates<br>• External certification rates seem good overall | • Promote night classes<br>• Expand and support training for online instruction<br>• Increase intentional assessment and closing the loop to increase student learning, provide time for cross-disciplinary norming and Gen Ed discussion<br>• Examine what causes the course success gap between AW and HUG student groups<br>• Align workforce curriculum with industry standards | 2.2a External certification rates<br>2.2b Course success rates<br>2.2c Gen Ed assessment<br><br>*Other data requested:*<br>• Find a way to consistently measure certificates across programs<br>• Don't drop students from classes if they are waiting on financial aid<br>• Ask failing students why they are not succeeding<br>• Include withdrawals as a separate category on course success rates<br>• Separate Running Start Student Course success from Non-Running Start Students |
| 2.3  BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes | | |
| • Trainings have increased participant perception of knowledge<br>• There are opportunities for on-campus training but this could be increased – most trainings were geared toward the employee experience<br>• Some employees said they had professional development opportunities but others felt like their training had to be justified, workloads were too demanding to take it, personal time had to be used for training, and that faculty had professional development incentives but staff did not | • Offer training for Student Ready Practices and Comprehensive Advising<br>• Provide leadership training for new department leaders<br>• Provide training incentives for staff, not just faculty<br>• Offer webinars away from standard work space to eliminate interruptions<br>• Provide time for staff to implement what they learned<br>• Focus trainings on one or two areas at a time | 2.3a Employee responses indicate likelihood of changing practices as a result of training<br>2.3b Employees' training participation rates<br>2.3c Professional development offerings related to strategic goals and priorities<br><br>*Other data requested:*<br>• Need to show off campus professional development activities<br>• Add in knowledge before and after training<br>• Look at the number who were invited to the training, then how many attended |

| Core Theme: *Community Engagement* – BBCC supports econlomic development nurtures community and industry partnerships, and acts as a responsible steward of resources. | | |
|---|---|---|
| **3.1 BBCC works with community and industry partners to support economic development** | | |
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| <ul><li>It is concerning that so many organizations don't know what programs BBCC offers to support economic development</li><li>A substantial number of community members do not believe the region a skilled workforce available</li><li>BBCC has aligned the economic sectors with services (testing, training, programs) effectively</li><li>The testing center plays a big role in serving industry</li></ul> | <ul><li>Focus on marketing to help business understand BBCC's programs, trainings, and testing services</li><li>Have community partners be our ambassadors</li><li>Support workforce programs outreach</li><li>Update website</li><li>Focus on internships and apprenticeships</li><li>Have a Viking Day were everyone wears BBCC gear</li><li>Increase the number of people responsible for community connections, events</li></ul> | 3.1a Alignment of economic sectors with BBCC services<br>3.1b Employer survey responses<br>3.1c Foundation supporter feedback<br><br>*Other data requested:*<ul><li>Need Career Services data</li><li>Learn why some employers are reluctant to work with us</li><li>Track students' employment</li><li>Survey workers to know what prevents them from participating in training or taking classes</li></ul> |
| **3.2 BBCC works with K-12 & university partners to provide educational opportunities** | | |
| <ul><li>Running Start enrollment is leveling off while College in the High School is increasing</li><li>Transfer data shows a significant drop and an even greater drop for HUG student group</li><li>There is a relationship with the proximity to BBCC and student enrollment</li><li>Relationships with high schools seem to be improving</li></ul> | <ul><li>Target Othello, Mattawa, and Quincy and small schools for enrollment, offer classes in their respective communities</li><li>Increase collaboration with reluctant high school administrators and counselors</li><li>Market the new WEC building programs</li><li>Train outreach staff on current programs</li><li>Discuss transfer opportunities during new student intake process to help students develop long-term vision and goals</li><li>Create transfer opportunities for place-bound students</li><li>Increase funding through SAI points</li><li>Balance Running Start and non-traditional student enrollment in classes</li><li>Provide support, and higher pay for teachers who lead College in the High School classes</li></ul> | 3.2a Transfer rate based on National Clearinghouse data<br>3.2b Percent of local high school grads attending BBCC<br>3.2c Running Start and College in the High School enrollments<br><br>*Other data requested:*<ul><li>Provide Running Start transfer data</li><li>Gather data about activities with transfer colleges and correlate it to transfer</li><li>Gather data on Running Start students who graduate from high school and BBCC</li></ul> |

| 3.3 BBCC practices responsible use of resources, including fiscal and natural resources | | |
|---|---|---|
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| • Financial audits are good over the years<br>• Energy usage is down | • Reduce energy use<br>• Consider buying a higher quality of paper to reduce consumption<br>• Track recycling and make it a college priority, have recycling contests between buildings<br>• Create an energy project list | 3.3a Clean financial audits<br>3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2<br>3.3c Reduce plastic bag use 5% from 4962.8 lbs<br>3.3d Reduce custodial paper use 5% from 9280.74 lbs<br>(3.3a/3.3d tied for 3rd place)<br><br>*Other data requested:*<br>• Use data for the entire campus, not just Maintenance and Operations<br>• Track recycling<br>• Include a narrative explaining the data |
| 3.4  BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community | | |
| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
| • Students appear to feel safe to be themselves and express their opinions in the classroom<br>• Diversity of candidate pools increased; bias training is helping the hiring process<br>• Employee turnover is an issue<br>• Safety awareness and reporting has improved; Title IX and drug incidents have increased | • Improve the employee experience, the environmental scan was a great start, now the college needs an action plan to address survey results; analyze why and where turnover is occurring and address the issues; decrease gap between faulty and administration competing interests; increase pay<br>• Onboarding and orientation needs to be a college priority, provide additional training for department leads<br>• Address communication to create a more cohesive community<br>• Security needs to be accessible on evenings and weekends; locate security in the 1400 building; increased security awareness may be impacting higher reporting; create an awareness campaign of stalking, update bathroom posters | 3.4a BBCC provides a classroom environment where students feel safe to express their opinions<br>3.4b Full-time employee turnover rate<br>3.4e Diversity of candidate pool (gender, race/ethnicity)<br>3.4g New employees follow-up survey<br>(3.4a/3.4e tied for 3rd)<br><br>*Other data requested:*<br>• Summarize the President's exit interview data<br>• Increase exit interviews participation, include part-time employees<br>• Provide historic data, if available<br>• Compare turnover rates to outside industries<br>• Make sure all employees get the survey |

| Conclusions based on information or data available | Actions the college should consider taking | Most useful Indicators |
|---|---|---|
| | | General: <br> • Include number of respondents or students in every chart. <br> • Include background information on methodology, the reason the charts appear as they are <br> • Educate students that reporting race/ethnicity is not held against them |

# Annual Next Steps

| End Statements & Core Themes | | Objective | Priorities | Goals | Next Steps for 2018-19 | Actions Taken in 2018-19 | 2019 MF Score | Next Steps for 2019-20 | Responsible Parties | Resource Allocation to Date |
|---|---|---|---|---|---|---|---|---|---|---|
| E1 - Mission | | | | | | | 2.95 | | | |
| E-2 - Student Success | 1.1 | BBCC provides access to programs & services that meet the educational needs of our students & prospective students | Student-Ready Practices, Advising | Increase FTE | Evening, weekend, online classes in an annual schedule with 2-3 year class rotation, website content & navigation updates | A Welcome Center was created in the Administration building and is staffed by students providing information to students and guests.<br><br>The Marketing and Outreach Work Group developed a marketing plan with objectives focused on BBCC's efforts. Demographics and messaging for each workforce program as well as BBCC messaging was identified.<br><br>BBCC is beginning website updates.<br><br>BBCC started a wrestling program. | 3.13 | Continue with efforts to offer evening & online classes and services, build annual schedule, market the college, improve advising & case management system | Instructional deans and faculty, Director of Communications, Student Services Dean and staff, Strategic Priorities Committee workgroups | Part-time faculty funds for evening classes, UAS grant funds for website update, CiHS and Perkins funds for outreach & marketing, STEM grant funds for Starfish software |
| | 1.2 | Use of services correlates with success, retention, and completion | Student-Ready Practices, Advising | Close the GAP, Increase Completion, Increase FTE | Evening, weekend, online services | The Evening and Online Work Group identified issues in the evening schedule and proposed a two-year schedule for the Direct Transfer Degree. Common evening start times were adopted and will begin in fall 2019. Services were recommended for evening and online students.<br><br>The Testing Center was moved to the Administration building to improve the flow of services.<br><br>Student Services supported the purchase of Starfish (case management software) to improve onboarding, advising, early academic warning, and completion practices. | 2.33 | Continue with efforts to offer evening & online classes and services, improve transition of BEdA students into credit-bearing college classes, improve advising and case management system | Instructional deans and faculty, Dean of Transitional studies and faculty and staff, Student Services Dean and staff, Strategic Priorities Committee workgroups | Part-time faculty funds for evening classes, BEdA funds and funds managed by WES to support transition of BEdA students into college, STEM grant funds for Starfish software |

| End Statements & Core Themes | | Objective | Priorities | Goals | Next Steps for 2018-19 | Actions Taken in 2018-19 | 2019 MF Score | Next Steps for 2019-20 | Responsible Parties | Resource Allocation to Date |
|---|---|---|---|---|---|---|---|---|---|---|
| E-2 - Student Success | 1.3 | Students are prepared to graduate & to transfer or to seek employment | Student-Ready Practices, Advising | Close the GAP, Increase Completions | Guided Pathways work (accelerated learning, transition from ABE into college, use of advising maps, comprehensive supports, student tracking, intake process) gain student perspective | BBCC began using advising maps.<br><br>The Advising and Student Experience Group identified what new students need to know in their first quarter, developed a New Student Information Guide, and made improvements to the "Getting Started" webpage.<br><br>Pre-admissions workshops are currently being piloted.<br><br>A new Fall Student Survey was developed and administered in fall 2018 to capture students' initial experience, gather baseline data on inclusion and diversity, evening scheduling preferences, and basic students needs. | 2.83 | Continue with efforts to improve advising including summer advising, updates to CSS 100, improve transition of BEdA students to college, advisor training, academic advising, case management, implementation of software to support advising including tracking students and their advising information | Instructional and Student Services deans and faculty and staff, Strategic Priorities Committee workgroups, STEM Grant Director | Sustain advising coordinator position after conclusion of PAHP grant, BEdA funds and funds managed by WES to support transition of BEdA students into college, UAS grant funds for new student orientation and website updates, STEM grant funds for Starfish software |
| E-3 Excellence in Teaching & Learning | 2.1 | BBCC implements innovation & creativity in programs & services | Student-Ready Practices | Close the GAP, Increase FTE | Continue with assessment activities | BBCC faculty and staff demonstrated a continuous cycle of improvement on student learning outcomes and achievement which satisfied the NWCCU recommendation and removed the private sanction.<br><br>Faculty shared the results of their ESCALA training with their peers.<br><br>BBCC continued Accelerated English pilots. | 2.83 | Investigate esports, promote accelerated learning options and areas of interest, support time and resources for faculty and staff to conduct assessment, offer evening & online classes and services | Director of Student Activities, Instructional deans and faculty, Student Services Dean and faculty and staff, Vice President of Learning & Student Success, Strategic Priorities Committee workgroups | Allocate assessment time at In-service, part-time faculty funds for evening classes |
| | 2.2 | BBCC helps students attain high academic standards | Student-Ready Practices | Close the GAP, Increase Completion | Continue with assessment activities | BBCC faculty and staff demonstrated a continuous cycle of improvement on student learning outcomes and achievement. Based on the report submitted in fall 2018, NWCC determined that BBCC fulfilled the recommendation to develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program and degree learning outcomes. The private sanction based on this recommendation was also removed. | 3.00 | Support time and resources for faculty and staff to conduct assessment, offer evening & online classes and services, support training for online instruction, improve workforce program connections with industry | Vice President of Learning & Student Success, Instructional deans and faculty, Student Services Dean and faculty and staff, President | Allocate assessent time at In-service, part-time faculty funds for evening classes |

| End Statements & Core Themes | | Objective | Priorities | Goals | Next Steps for 2018-19 | Actions Taken in 2018-19 | 2019 MF Score | Next Steps for 2019-20 | Responsible Parties | Resource Allocation to Date |
|---|---|---|---|---|---|---|---|---|---|---|
| E-3 Excellence in Teaching & Learning | 2.3 | BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes | Employee Experience, Student-Ready Practices | Close the GAP, Increase Completion | Offer professional development on topics related to strategic priorities including use of data and equity | BBCC provided many on-campus professional development opportunities focused on Diversity/Equity/Inclusion, Leadership, Student/Employee experience and Policies and Procedures. All topics were identified in Employee Training Evaluation Surveys. | 2.50 | Provide academic and case management advisor training, support leadership development training | Instructional and Student Services deans and faculty and staff, Strategic Priorities Committee workgroups, STEM Grant Director, Vice President of Human Resources, Cabinet | STEM grant funds for Starfish software, sustain advising coordinator position after conclusion of PAHP grant |
| E-4 Community Engagement | 3.1 | BBCC works with community & industry partners to support economic development | Student-Ready Practices | Increase FTE | Improve communication with local businesses | BBCC's President and BBCC's Foundation Executive Director raised $2,340,575 towards the goal of $3.75 million to build the Workforce Education Center (WEC). In total, 121 organizations and individuals have been invited to participate.<br><br>CBIS delivered training to 924 participants in workforce training, community education, and personal enrichment courses including Job Skills Grants (JSP) through the SBCTC. Work-Based Learning and Post Secondary Exploration were provided to Moses Lake, Ephrata, Warden, and Quincy High Schools (201 students). | 2.83 | Improve marketing efforts including updates to the website, support outreach for workforce programs | Director of Communications, Dean of Student Services and faculty and staff, Dean of Workforce Education and faculty and staff | UAS grant funds for website update, CiHS and Perkins funds for outreach and marketing |

| End Statements & Core Themes | | Objective | Priorities | Goals | Next Steps for 2018-19 | Actions Taken in 2018-19 | 2019 MF Score | Next Steps for 2019-20 | Responsible Parties | Resource Allocation to Date |
|---|---|---|---|---|---|---|---|---|---|---|
| E-4 Community Engagement | 3.2 | BBCC works with K-12 & university partners to provide educational opportunities | Student-Ready Practices, Advising | Close the GAP, Increase FTE, Increase Completions | Enhance high school outreach | The High School Relations Work Group was tasked to develop general DTA advising maps for Running Start students from each of our area high schools showing how courses required for HS graduation requirements fit into the DTA-AAS degree; Counseling Center staff completed these maps. English and math placement agreements were developed with more area high schools. We worked on the acceptance letters for distribution to area HS seniors, and are studying past RS student success data to evaluate RS entrance requirements. We are piloting a senior advising and registration session for CiHS seniors.<br><br>The Outreach Department organized and/or attended 45 recruitment events. | 3.00 | Conduct targeted outreach to specific communities, strengthen relationships with local high schools, strengthen transfer advising practices | Instructional and Student Services deans and faculty and staff | CiHS and Perkins funds for outreach and marketing, sustain advising coordinator position after conclusion of PAHP grant |
| E-5 Integrity & Stewardship | 3.3 | BBCC practices responsible use of resources, including fiscal & natural resources | Student-Ready Practices, Employee Experience | Close the GAP, Increase FTE, Increase Completion | Improve internal communication | Business Office works hard to ensure no accounts are overspent, purchases over $5,000 are approved by leadership, and accounting records meet or exceed requirements for federal and state regulations—resulting in clean audits. M&O has taken steps to be more efficient in staff time for trash collection by instituting lean processes and in extending the life of paper rolls by completing depleting one roll when multiple rolls are in use in the same room. | 4.17 | Sustain conservation and ethical stewardship efforts | Director of Facilities, Vice President of Finance & Administration | Operating budget funds |
| E-6 Inclusion & Climate | 3.4 | BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community | Employee Experience, Student-Ready Practices | Close the Gap | Conduct environmental scan, Develop definition for equity and strategies to operationalize | The Employee Experience Work Group (EEWG) worked with the Committee for Equity, Inclusion, and Diversity (CEID) in coordinating the employee focus group sessions that were conducted in October 2018.  The EEWG also worked closely with CEID to develop definitions of diversity, equity, and inclusion that were approved by the Shared Governance Council on May 10, 2019. | 2.88 | Develop and implement action plans based on the campus climate report with a focus on communication, accountability, and community. | Cabinet, all employees | Operating budget funds |

| 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. |

**Rating Scale**

**4.1 - 5.0 – Significant success**:  Made substantial progress; completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.

**3.1 - 4.0 – Considerable success:**  Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve

**2.1 - 3.0 – Approaching success**:  Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.

**1.0 - 2.0 – Limited progress toward success**:  While efforts were made, progress is delayed or limited.  Assessments indicate progress, but there is limited movement toward success.  Resource allocation and implementation are a priority at this time; the need for improvement is recognized.

# 2019-20 Core Theme Indicators Dashboard

| Core Themes & Ends Statements | | Objectives | Summary Score | Indicators | Baseline | Target | Rating Scale* Red | Yellow | Green | Blue |
|---|---|---|---|---|---|---|---|---|---|---|
| E-1 Mission | | | | | | | | | | |
| Student Success E-2 Student Success | 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% | <85% | 85-92% | 93-95% | >95% |
| | | | | *1.1b Total student FTE (Full-Time Equivalent)* | | 2100 | <2043 | 2043-2082 | 2083-2100 | >2100 |
| | | | | 1.1c Enrollment by modality | | | | | | |
| | | | | 1.1c Employer survey responses | | | | | | |
| | | | | 1.1d Foundation supporter feedback | | | | | | |
| | | | | 1.1e Inventory of services (how & when offered) | | | | | | |
| | 1.2 | Use of services correlates with success, retention, and completion | | 1.2a Course success rates based on use of services | n/a | 80% | <71% | 71-77% | 78-80% | >80% |
| | | | | 1.2b Retention based on use of services | | 51% | <46% | 46-49% | 50-51% | >51% |
| | | | | 1.2c Completion based on use of services | | 20% | <13% | 13-18% | 19-20% | >20% |
| | | | | 1.2d Student use of services | | | | | | |
| | 1.3 | Students are prepared to graduate & to transfer or to seek employment | | *1.3a IPEDS graduation & transfer rates* | | *55%* | <45% | 45-52% | 53-55% | >55% |
| | | | | 1.3b New Transfer & Workforce student retention | | | | | | |
| | | | | • Fall-to-winter | | 85% | <74% | 74-79% | 80-85% | >85% |
| | | | | • Fall-to-spring | | 75% | <65% | 65-72% | 73-75% | >75% |
| | | | | • Fall-to-fall | | 60% | <48% | 48-56% | 57-60% | >60% |
| | | | | 1.3c Basic Skills retention to 45 hours | | 75% | <65% | 65-72% | 73-75% | >75% |
| | | | | 1.3d SAI progression & completion | | | | | | |
| | | | | • ABE transition to college | | 15% | <9% | 9-13% | 14-15% | >15% |
| | | | | • 1st 15 credits | | 30% | <22% | 22-28% | 29-30% | >30% |
| | | | | • 1st 30 credits | | 25% | <17% | 17-23% | 24-25% | >25% |
| | | | | • 1st 45 credits | | 20% | <12% | 12-18% | 19-20% | >20% |
| | | | | • Retention | | 35% | <28% | 28-33% | 34-35% | >35% |
| | | | | • Completion | | 16% | <10% | 10-14% | 15-16% | >16% |
| | | | | *1.3e Gap between A/W and HUG in course success rates in first quarter* | | *0%* | | | | |
| | | | | 1.3f Graduate employment | | | | | | |
| | | | | 1.3f Former student survey responses about employment | | | | | | |

| Core Themes & Ends Statements | | Objectives | Summary Score & Change from prior year | Indicators | Baseline | Target | Rating Scale* | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Red | Yellow | Green | Blue |
| **Excellence in Teaching & Learning**E-3 Excellence in Teaching & Learning | 2.1 | BBCC implements innovation & creativity in programs & services | | 2.1a Student engagement with others | n/a | 90% | <80% | 80-87% | 88-90% | >90% |
| | | | | 2.1a Student engagement in co-curricular activities | n/a | 35% | <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% | <71% | 71-84% | 85-90% | >90% |
| | | | | *Students satisfied with advising | n/a | 95% | <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 | | | | | | |
| | 2.2 | BBCC helps students attain high academic standards | | 2.2a External certification rates | n/a | 80% | <71% | 71-77% | 78-80% | >80% |
| | | | | 2.2b Course success rate | | 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 | <6 | 7 | 8 | >8 |
| | | | | 2.3b Employees' training participation rates | | | | | | |
| | | | | 2.3c Professional development offerings related to strategic goals and priorities | | | | | | |
| **Community Engagement**E-4 Community Engagement | 3.1 | BBCC works with community & industry partners to support economic development | | 3.1a Alignment of economic sectors with BBCC services | | | | | | |
| | | | | 3.1b Employer survey responses | | | | | | |
| | | | | 3.1c Foundation supporter feedback | | | | | | |
| | 3.2 | BBCC works with K-12 & university partners to provide educational opportunities | | 3.2a Transfer rate based on National Clearinghouse data | | 45% | <36% | 36-42% | 43-45% | >45% |
| | | | | 3.2b Percent of local high school grads attending BBCC | | | | | | |
| | | | | 3.2c HS Dual Credit enrollment broken out by Race/Ethnicity | | | | | | |
| E-5 Integrity & Stewardship | 3.3 | BBCC practices responsible use of resources, including fiscal & natural resources | | 3.3a Clean financial audits | | 100% | <100% | | 100% | n/a |
| | | | | 3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2 | | 199.72 EUI kBtu/ft2 | >210.235 | 210.235-202.875 | 202.874-199.72 | <199.72 |
| | | | | 3.3c Clean Clery Audits | | | | | | |
| | | | | 3.3c Reduce plastic bag use 5% from 4962.8 lbs | | 4715 lbs | >4962.8 | 4962.8-4789.3 | 4789.2-4715 | <4715 |
| | | | | 3.3d Reduce custodial paper use 5% from 9280.74 lbs | | 8817 lbs | >9280.74 | 9280.74-8956.12 | 8956.11-8817 | <8817 |

| E-6 Inclusion & Climate | 3.4 | BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community | | Indicator | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 3.4a BBCC provides a classroom environment where students feel safe to express their opinions | n/a | 95% | n/a | 0-92% | 93-97% | >97% |
| | | | | 3.4b Full-time employee turnover rate | n/a | ≤12% | >19% | 19-14% | 13-12% | <12% |
| | | | | ~~3.4c Clery Campus Security Authorities (CSAs) receive annual training~~ | | 100% | <75% | 75-93% | 94-100% | n/a |
| | | | | 3.4d Number of safety reported incidents | | | | | | |
| | | | | 3.4e Diversity of candidate pool (gender, race/ethnicity) | | | | | | |
| | | | | 3.4f Employee exit survey - BBCC is recommended as a good place to work? | | | | | | |
| | | | | 3.4g New employees follow-up survey | | | | | | |
| | | | | 3.4h Community members indicate BBCC provided a respectful and collaborative environment | | | | | | |

## Key

| Color Code | Description | Rating Scale |
|---|---|---|
| Blue | Exceptional. Above target. Use as a best practice. | **4.1 - 5.0 – Significant success**: Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable. |
| Green | Good. At or approaching target. Continue to support. | **3.1 - 4.0 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve |
| Yellow | Making progress. Above baseline. Keep improving. | **2.1 - 3.0 – Approaching success**: Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively. |
| Red | Not acceptable. Below baseline. Take immediate action. | **1.0 - 2.0 – Limited progress toward success**: While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized. |

*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

Red = proposed Indicator for 2019-20

~~strikethrough~~ means this was information not gathered annually or staff did not find the information useful to evaluate the objective

Shading indicates the information is descriptive or targets/trends have not been established