Big Bend
COMMUNITY COLLEGE

Mission Fulfillment 2021 Workbook

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* – BBCC provides access to programs and services that meet the needs of our service district.	
Objectives	**Indicators**
1.1 BBCC 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
	    • Fall-to-winter
	    • Fall-to-spring
	    • Fall-to-fall
	1.3c SAI progression & completion
	    • ABE transition to college
	    • 1st 15 credits
	    • 1st 30 credits
	    • 1st 45 credits
	    • Retention
	    • Completion
	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**
2.1 BBCC implements innovation and creativity in programs and services	2.1a Student engagement in co-curricular activities 2.1b Innovative strategies supporting strategic priorities • Students developed academic plan with help from college staff • Students satisfied with advising • 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 2.2b Course success rate 2.2c Gen Ed assessment 2.2d Program assessment
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.3a Employee responses indicate likelihood of changing practices as a result of training 2.3b Employees' trainings 2.3c Professional development offerings related to strategic goals and priorities

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/ft2 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

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)*

Percent Satisfied (%)

Admission · Advising · BBCC Website · Bookstore · Business Office

Canvas · Career Center · Counseling · Dorms · DSS

Financial Aid · Food Pantry · Library · Security · STEM Center

TRiO · Tutoring · Veterans · WES · Writing Center

Academic Year

Racial/Ethnic Groups   A/W   HUG
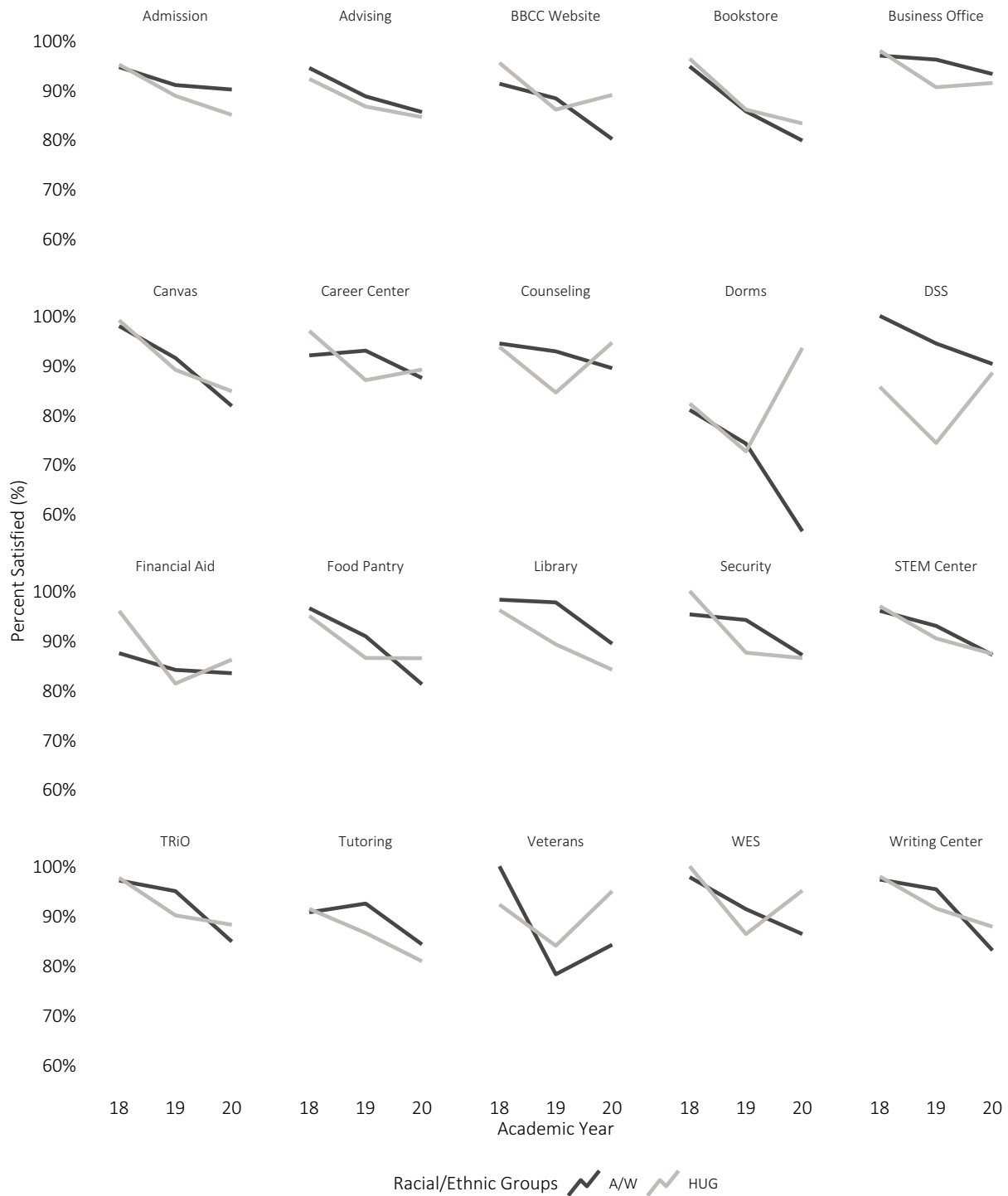
The charts representing this data are on the following page.

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

ABE/ESL/HSC/OPD   Academic-Transfer   Pre-college Math and English   Workforce Education
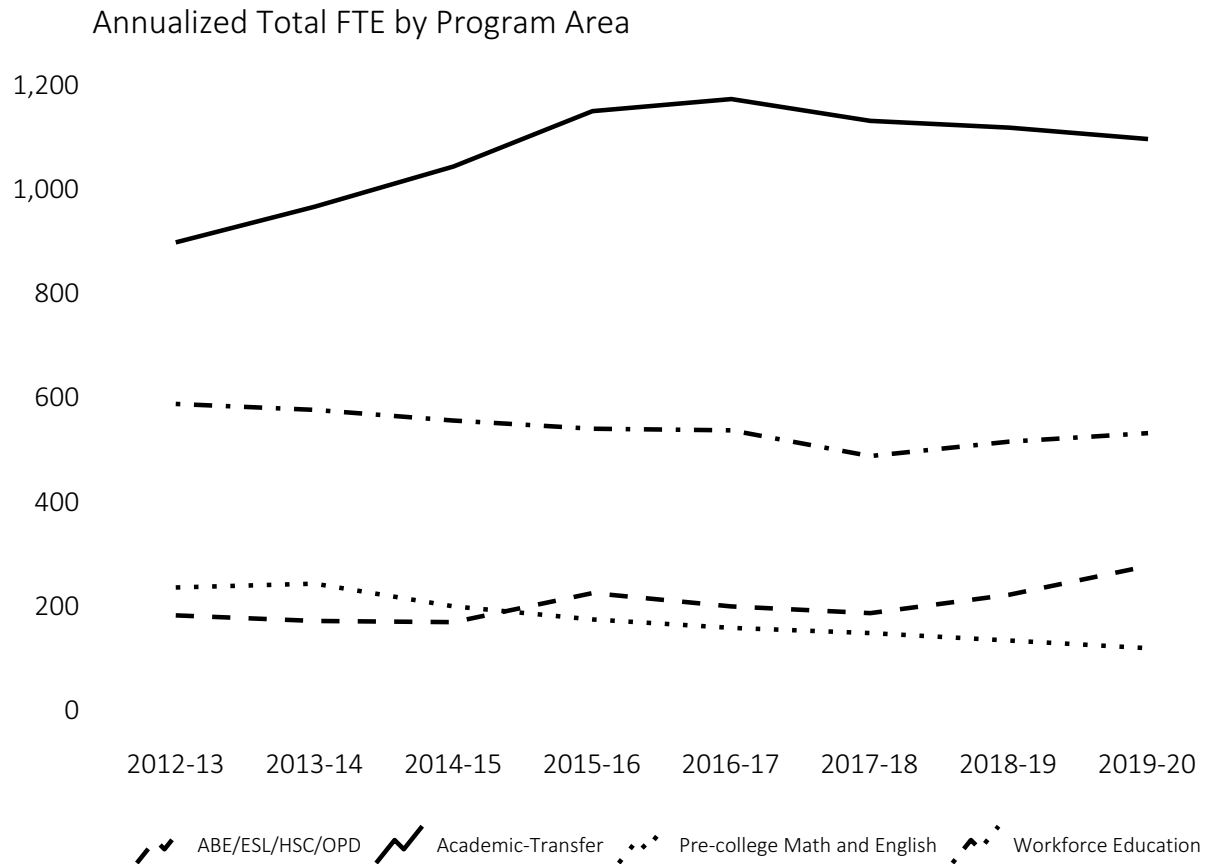
An FTE is set as one student taking 15 credits a quarter for 3 quarters or 45 credits a year.
Total FTEs is the sum of all credits taken in a year, divided by 45.

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.

Yearly Enrollment (FTE) by Modality
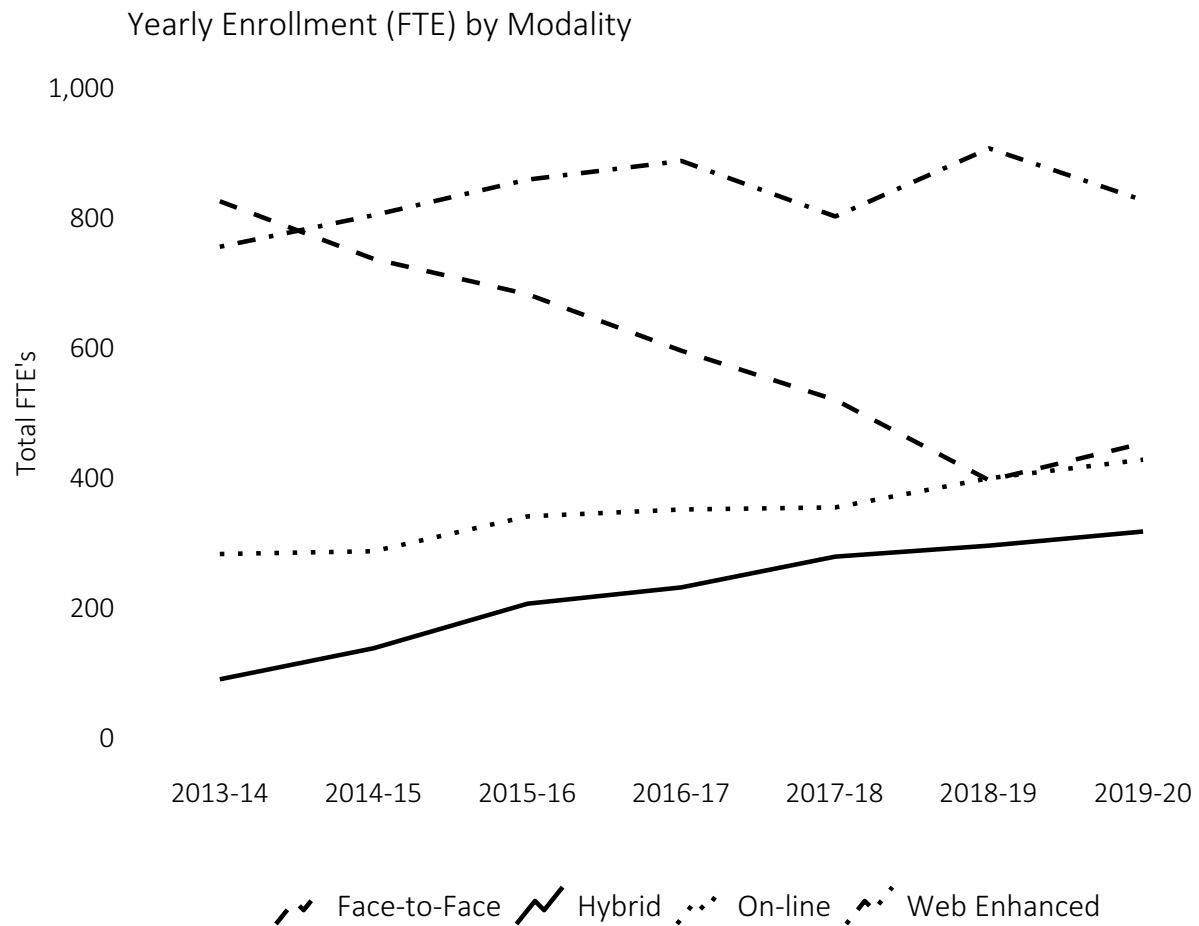
1.2 Use of services correlates with success, retention, and completion

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 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.

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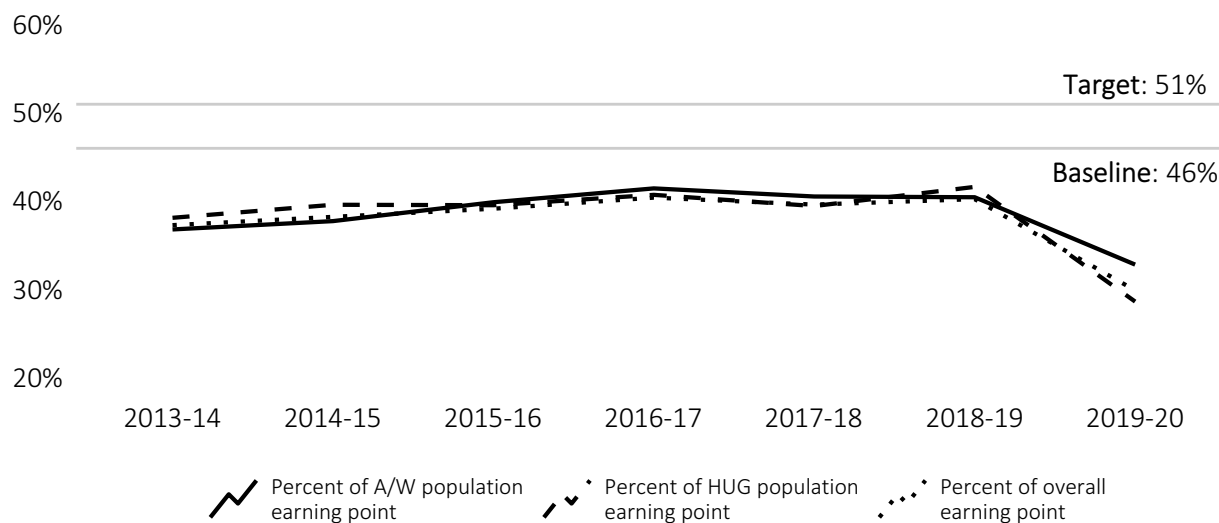
* Students used at least one of the following: STEM Center, Student Success Center, Writing Center

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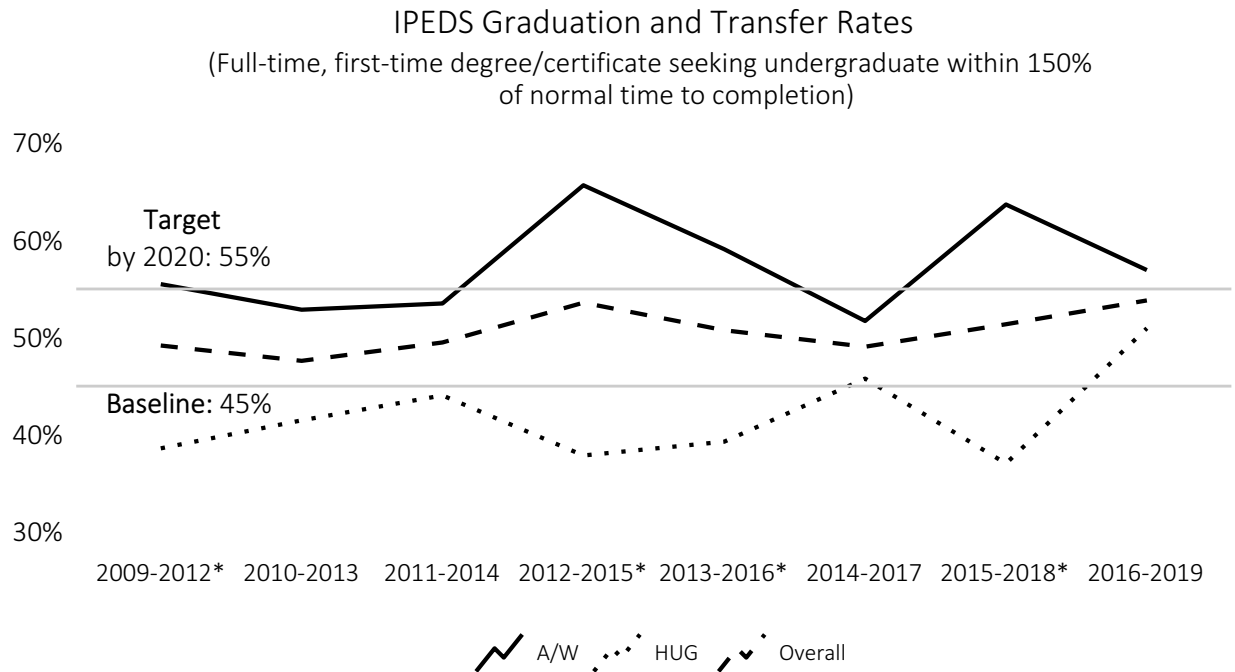
IPEDS Graduation and Transfer Rates
(Full-time, first-time degree/certificate seeking undergraduate within 150% of normal time to completion)

Target
by 2020: 55%

Baseline: 45%

70%

60%

50%

40%

30%

2009-2012*   2010-2013   2011-2014   2012-2015*   2013-2016*   2014-2017   2015-2018*   2016-2019

⌁ A/W   ⋰ HUG   ⌁ Overall

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

A/W = Asian and/or White

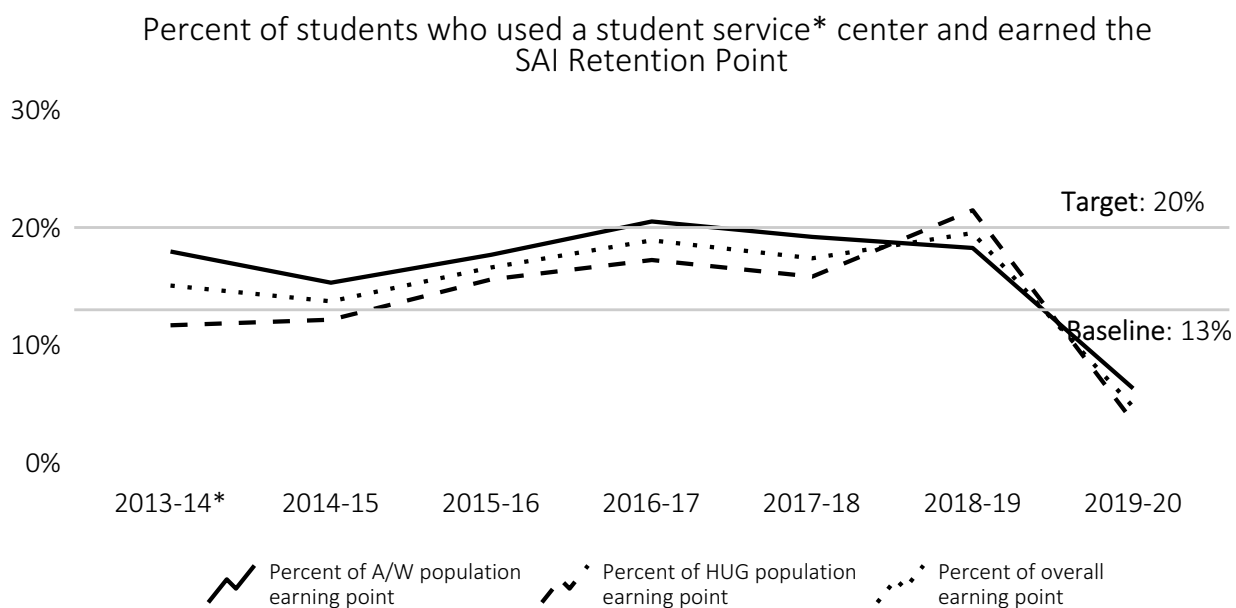HUG = Historically Underrepresented Groups (African American, Native American,
Native Hawaiian/Pacific Islander and Hispanic students)

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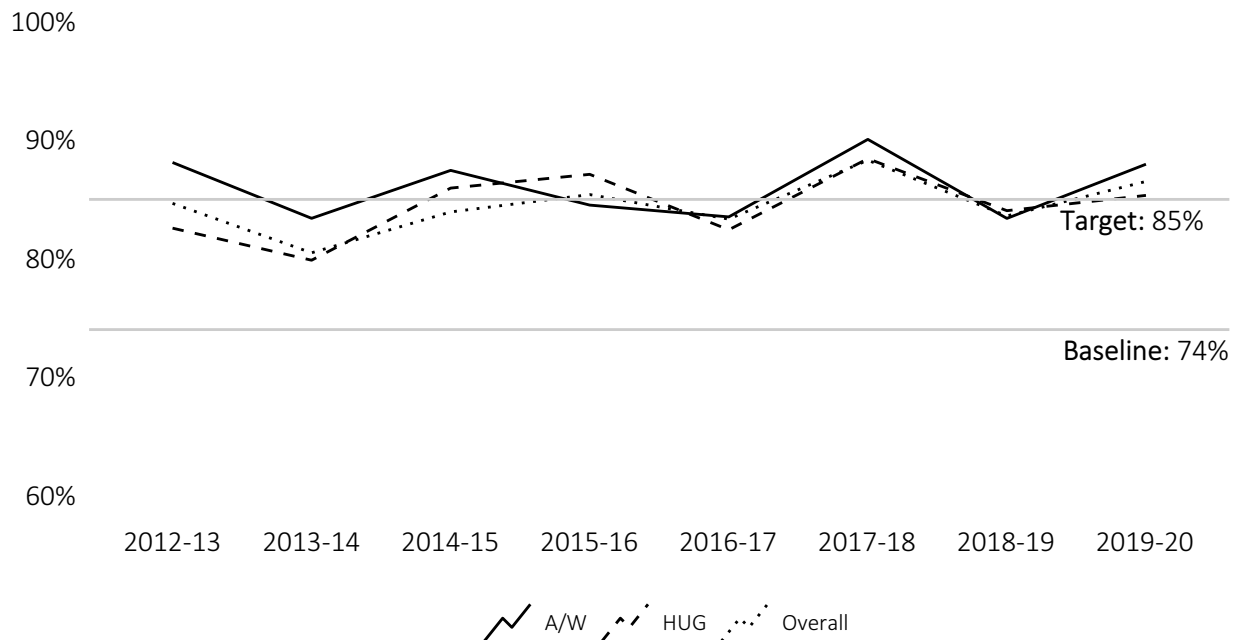
*The difference between A/W and HUG groups is statistically significant using Chi-square test, $p < .05$.

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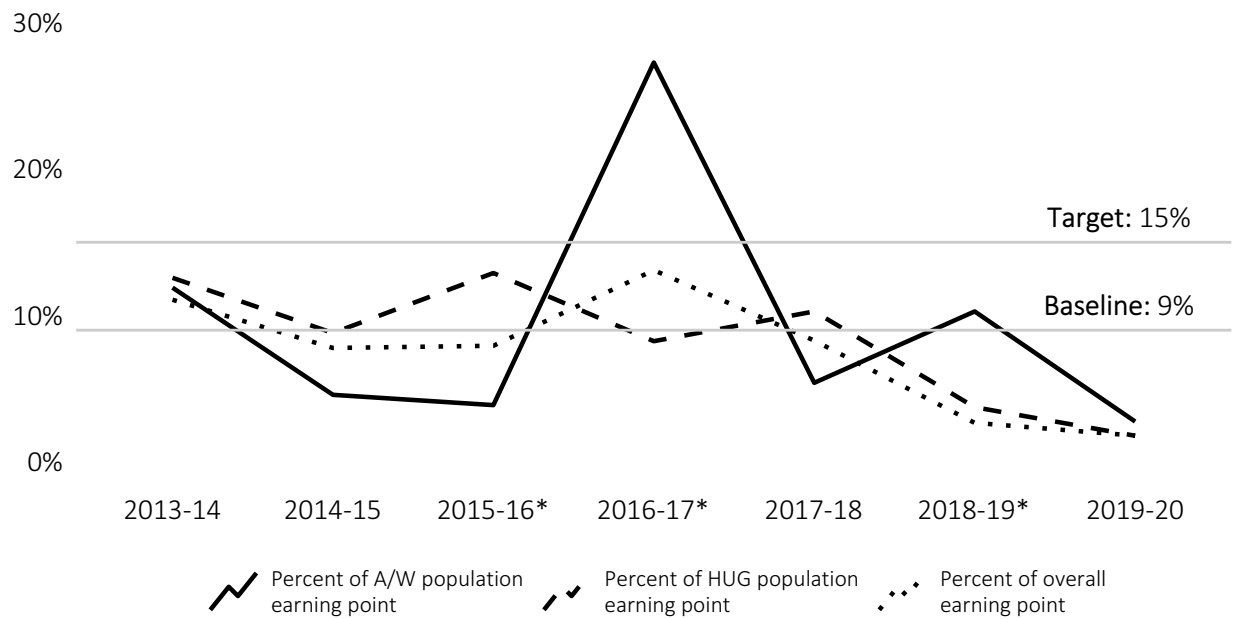
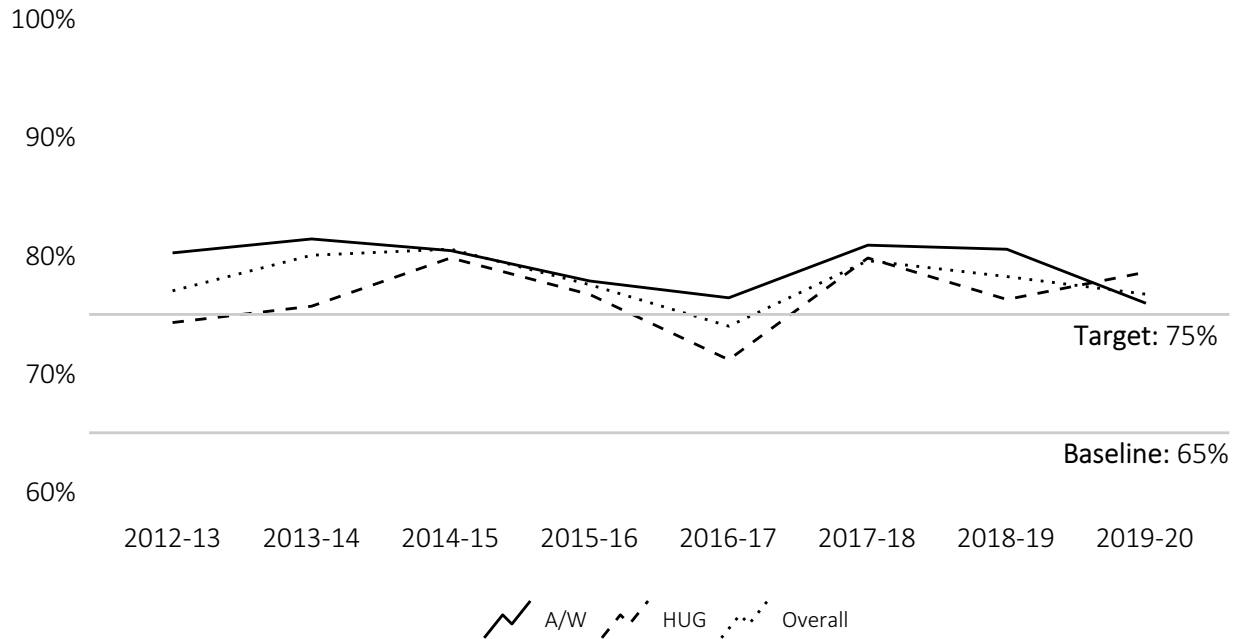*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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.
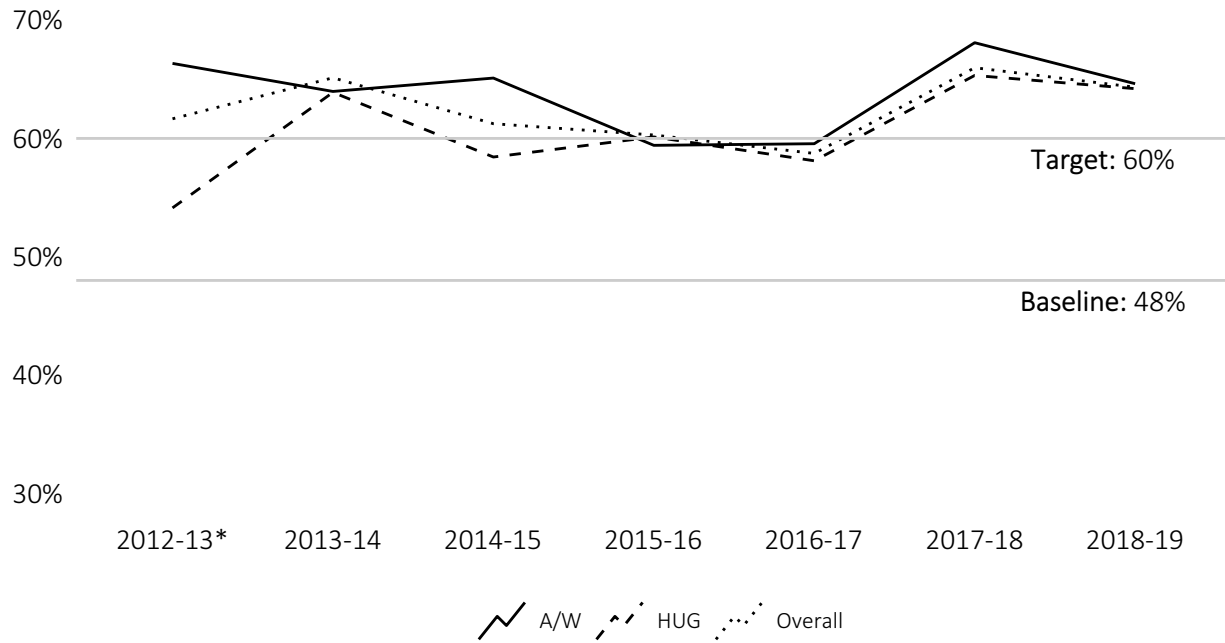
A/W = Asian and/or White

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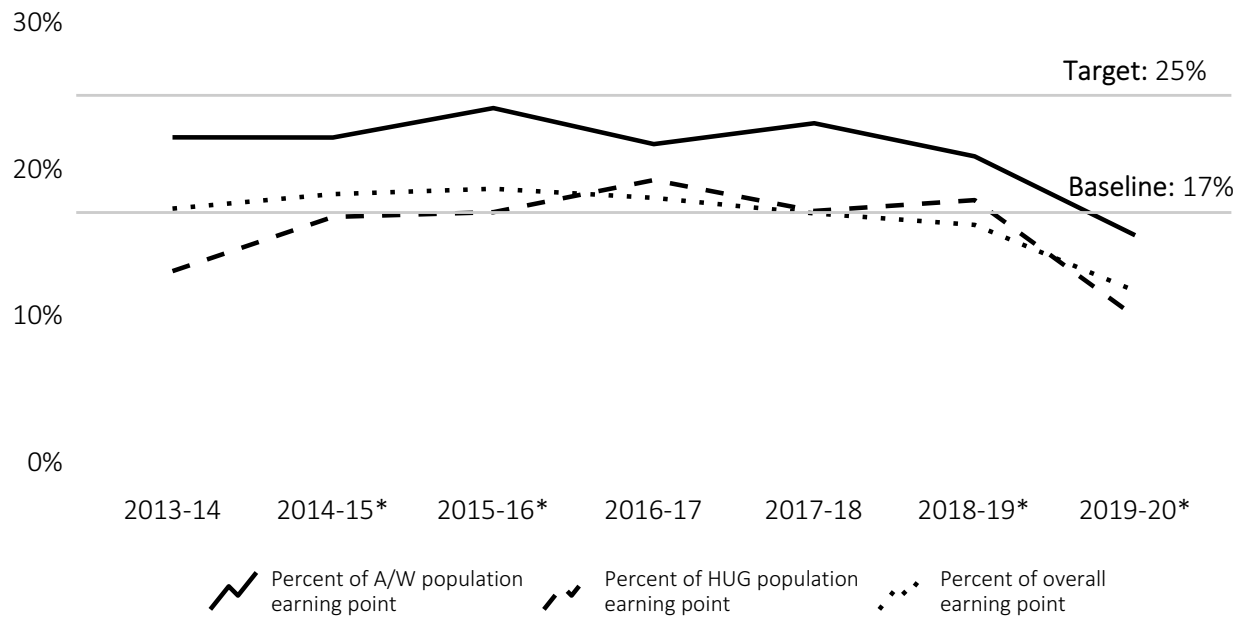
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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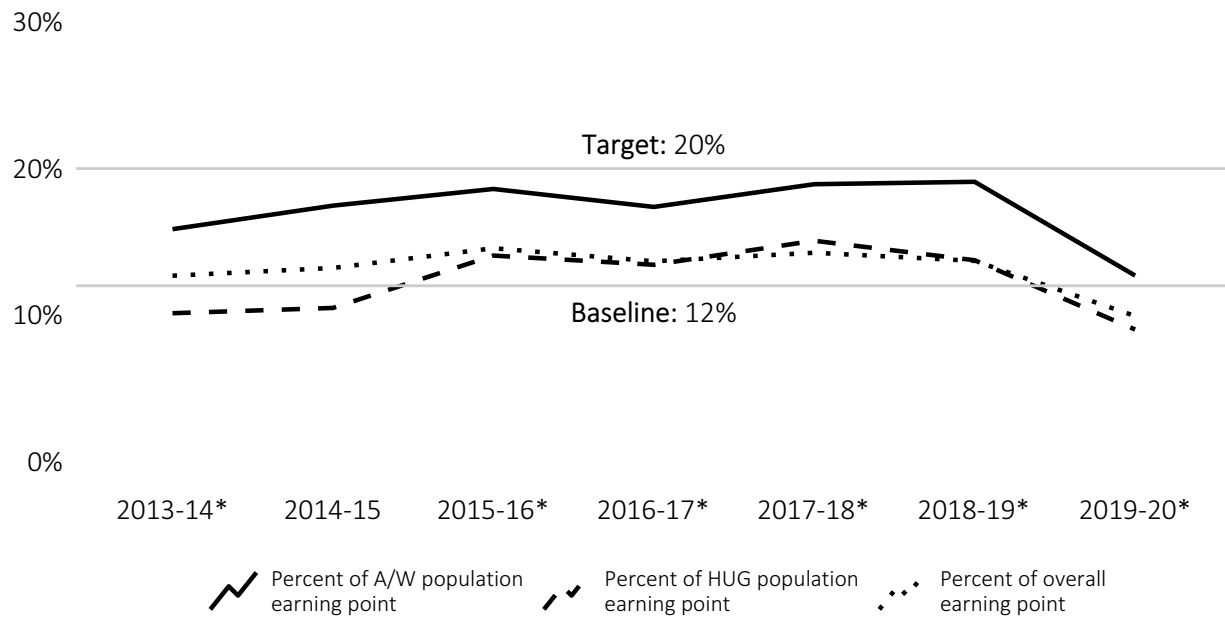
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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%
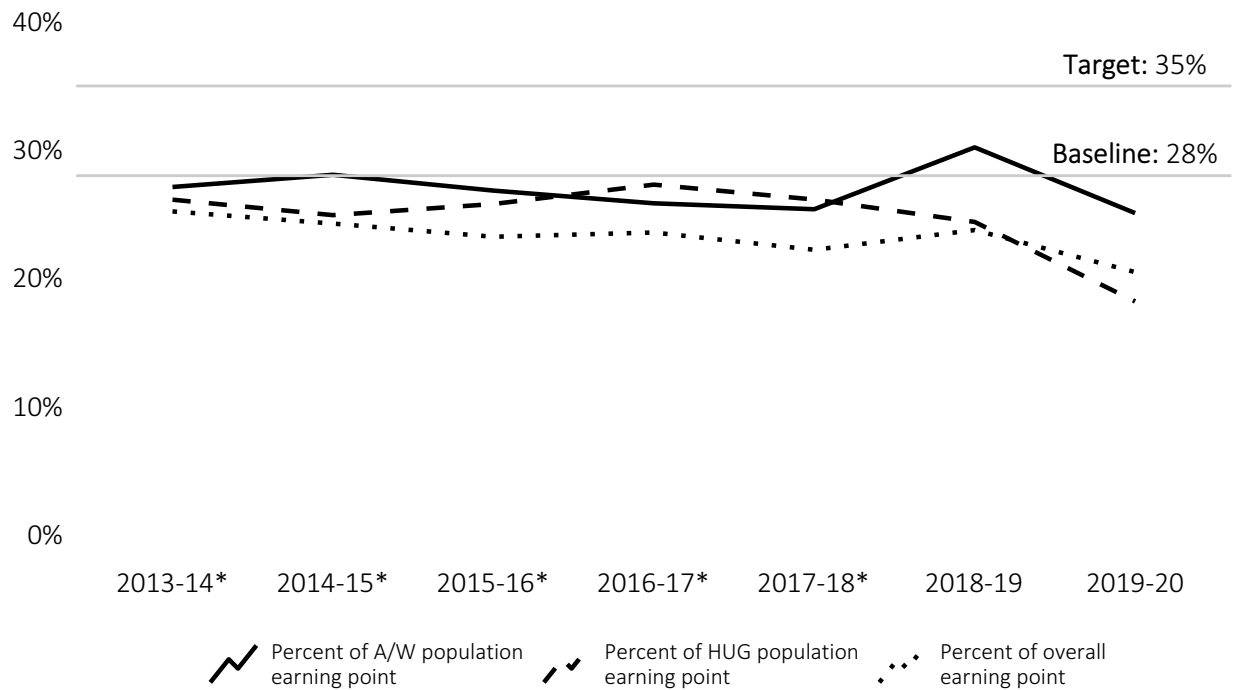
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.
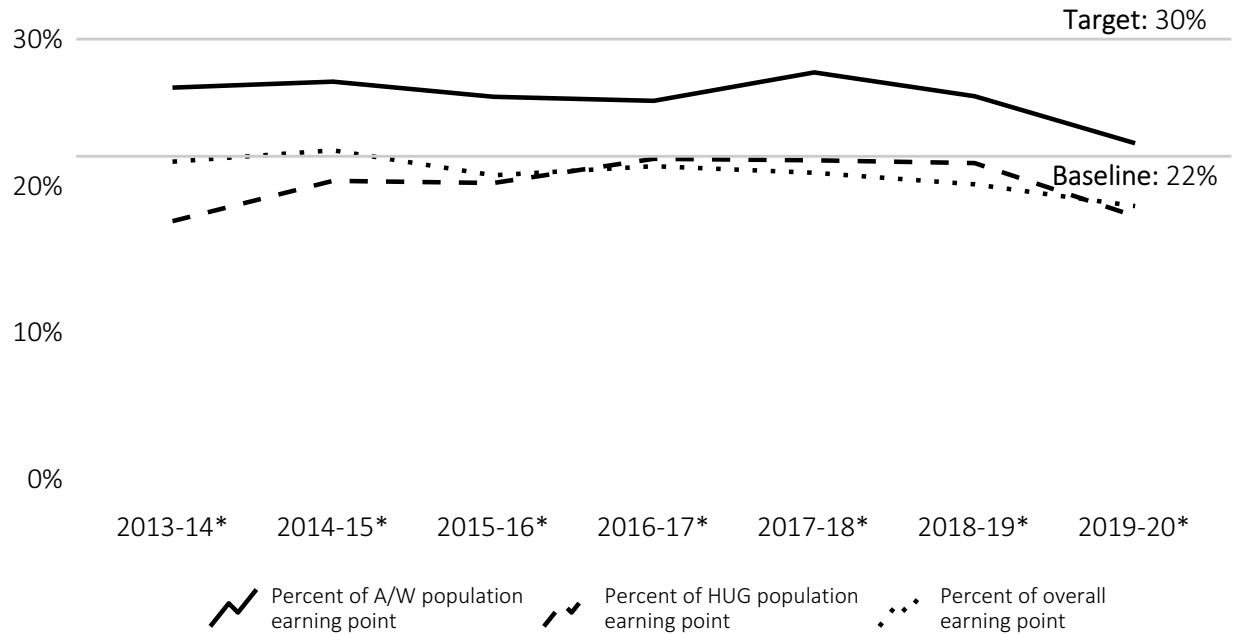
A/W = Asian and/or White

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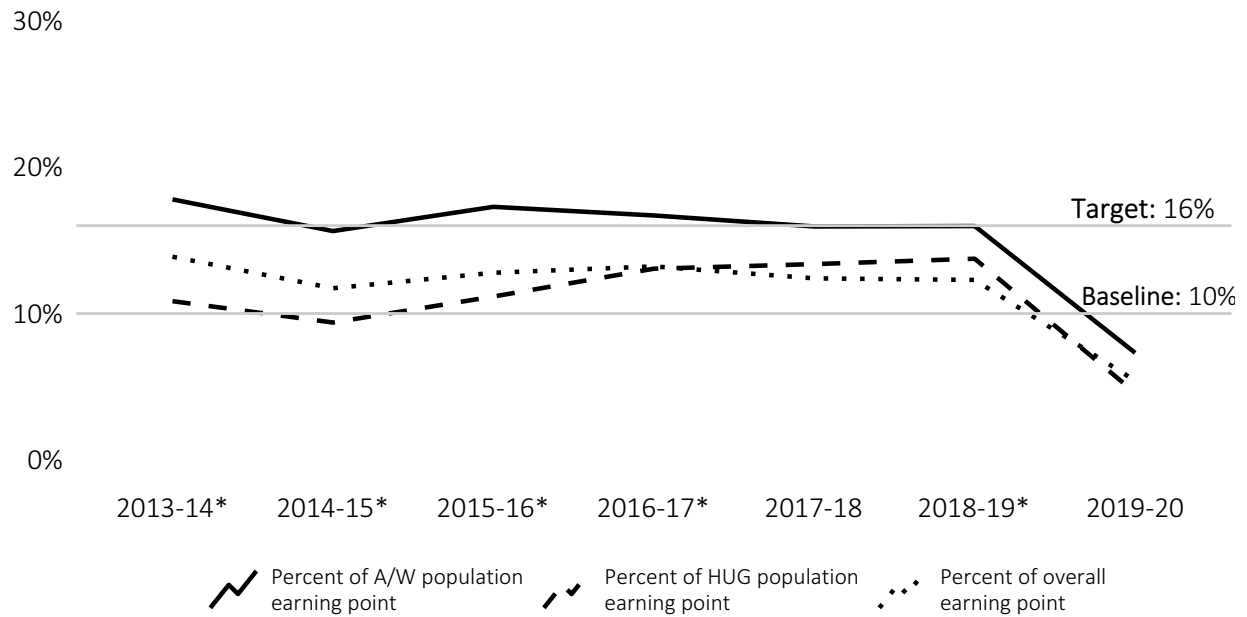
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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%

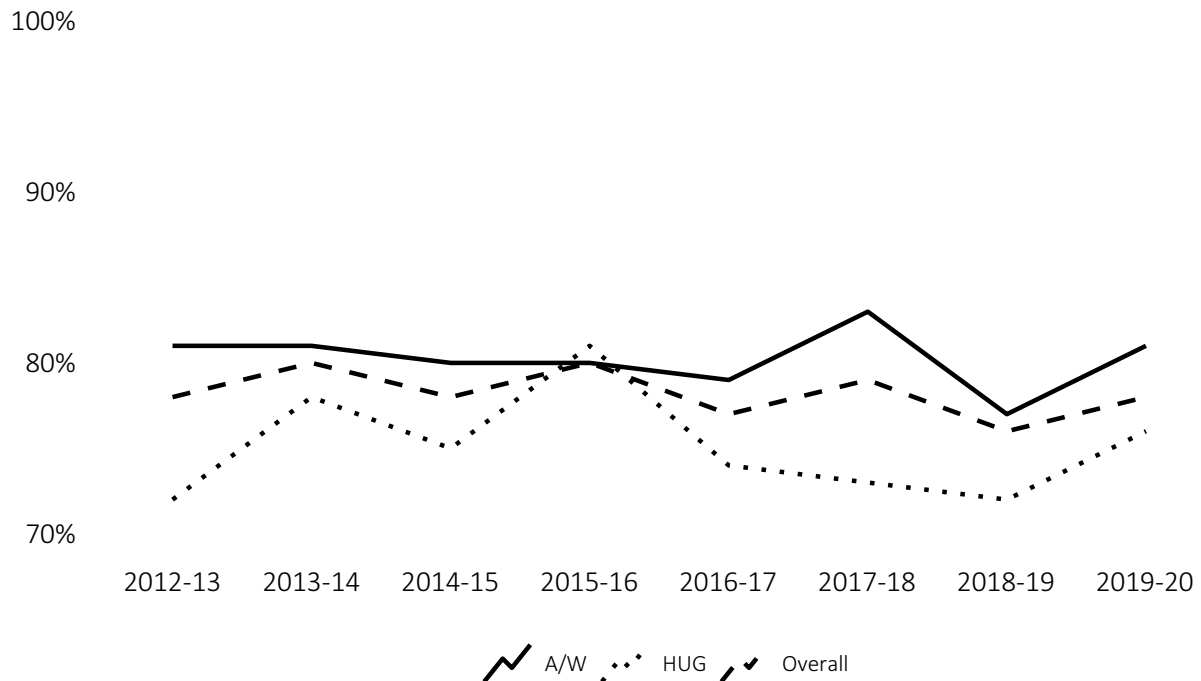*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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[1].

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[1]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
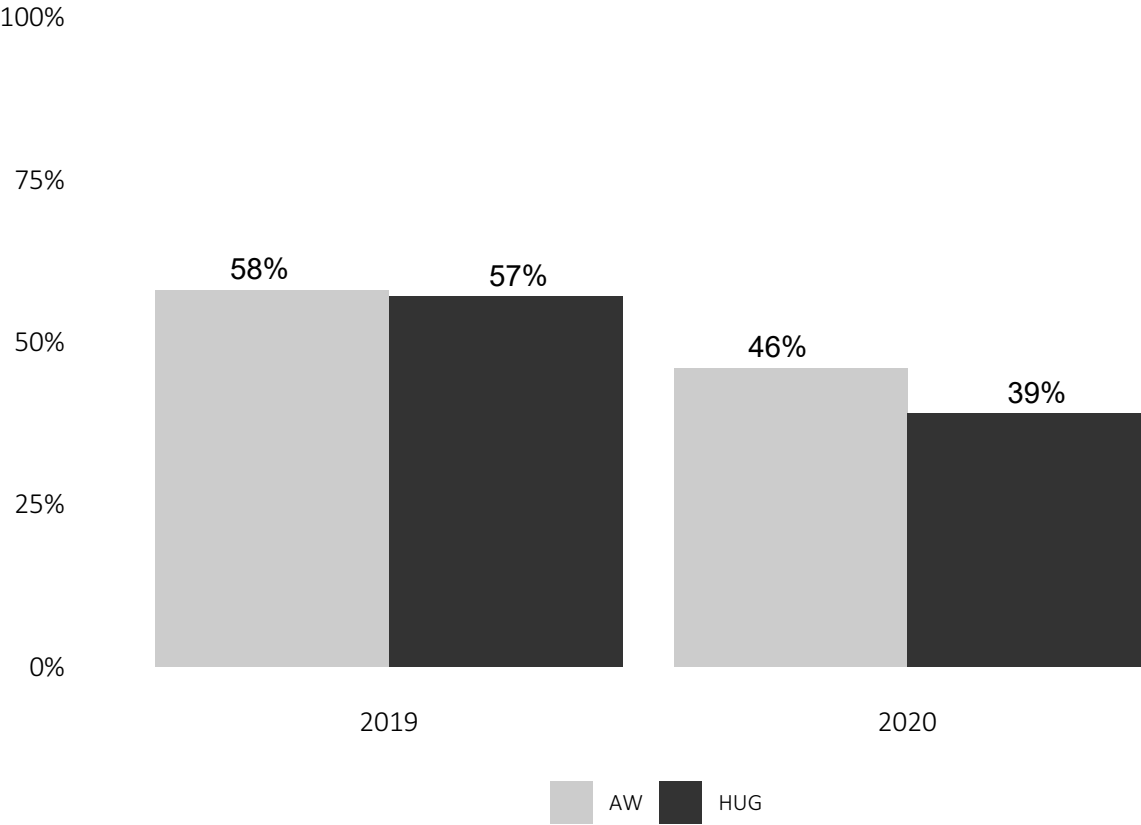
Student Participation in Co-curricular Activities
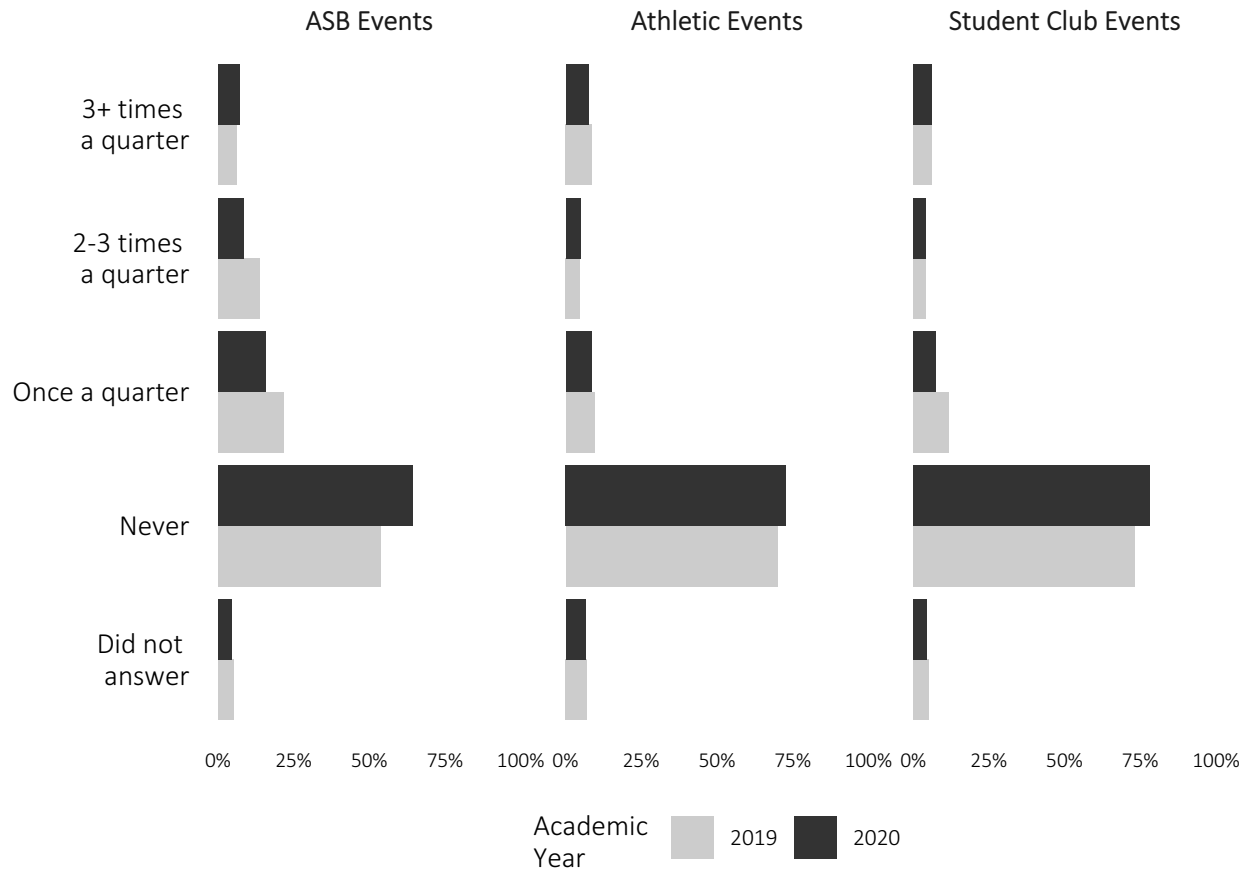
2.1.2   Innovative strategies supporting strategic priorities

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

Target by 2020

A/W   HUG   Overall
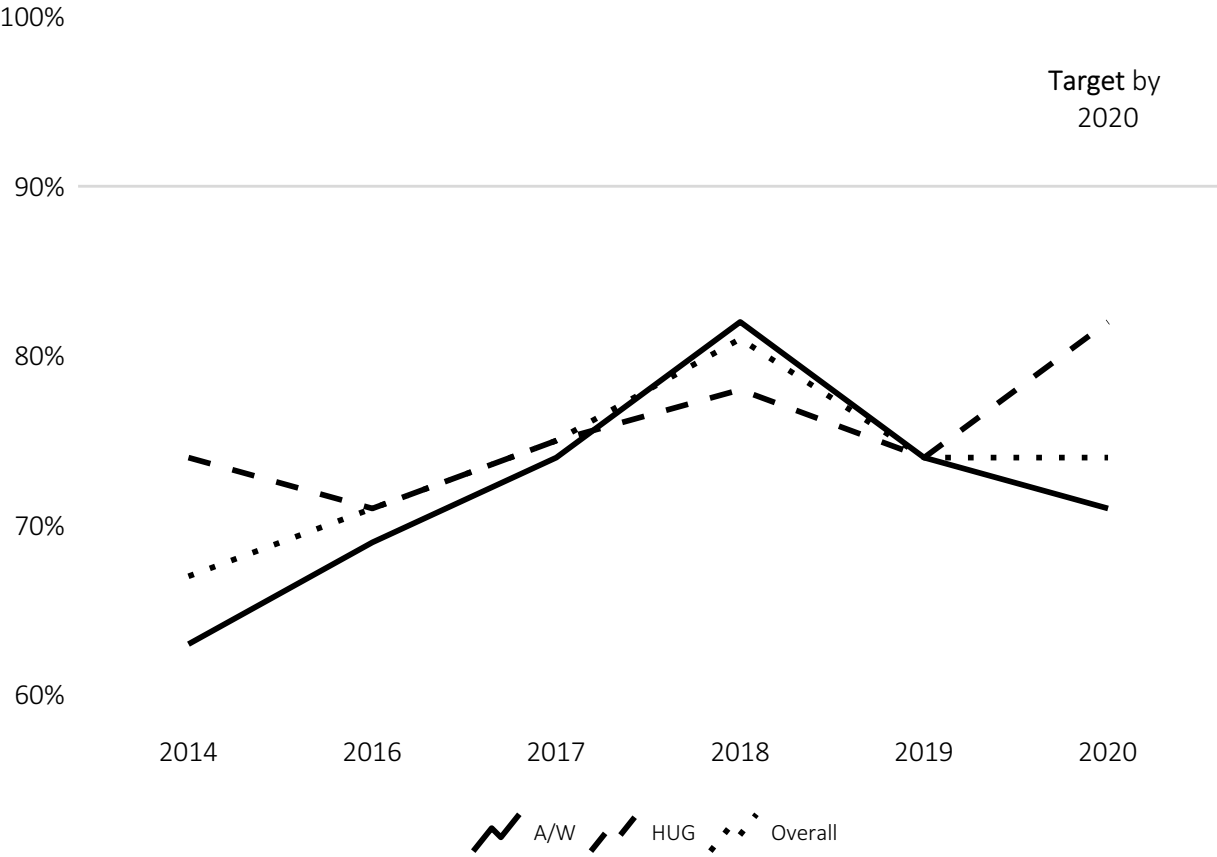
2.1.2.2   Students satisfied with advising

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)*

Racial/Ethnic Groups   A/W   HUG
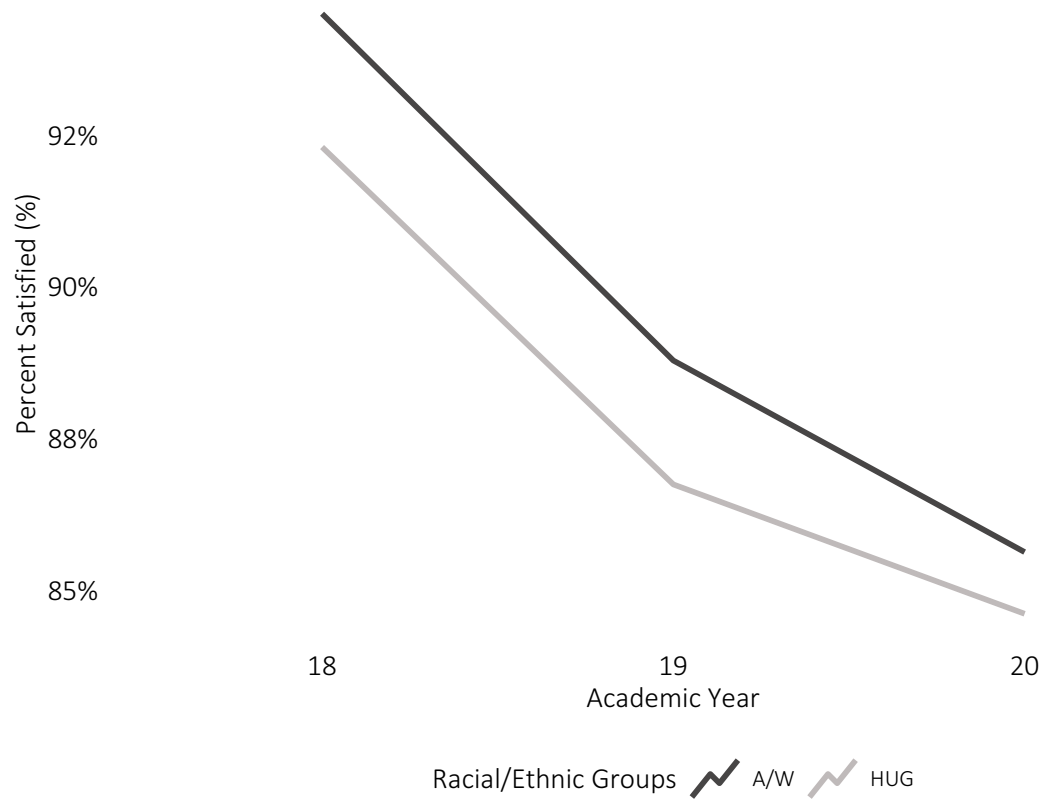
2.1.2.3   Students earning ENGL 101 credits in accelerated ENGL 235

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%
	Solo Endorsement	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%
	Administration Certificate	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
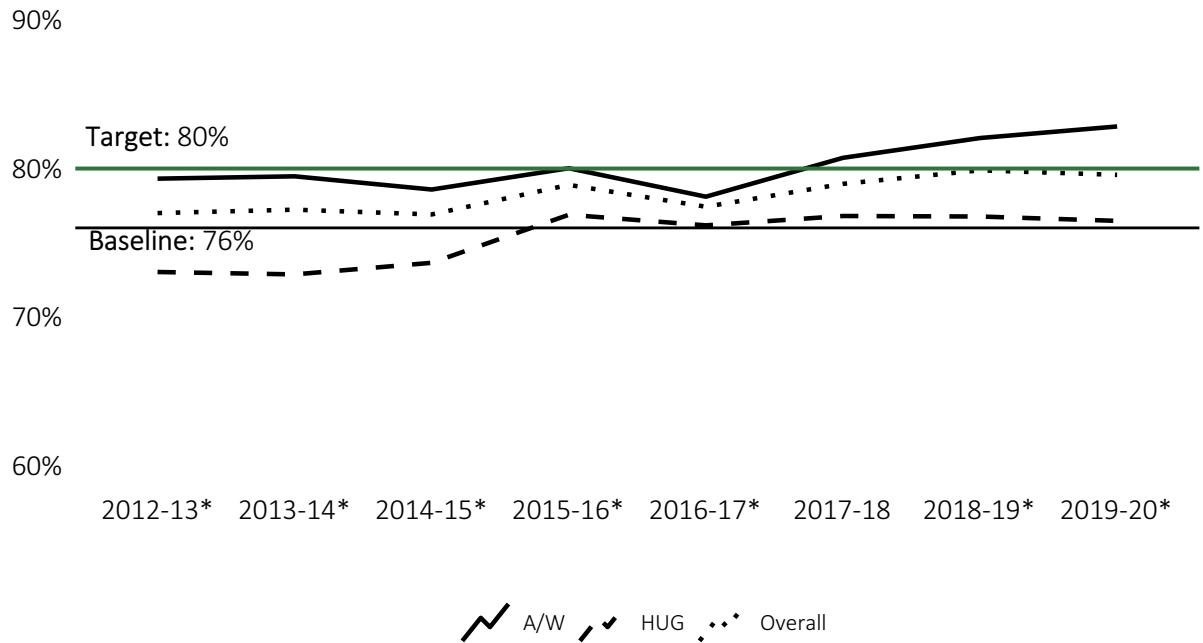
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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.
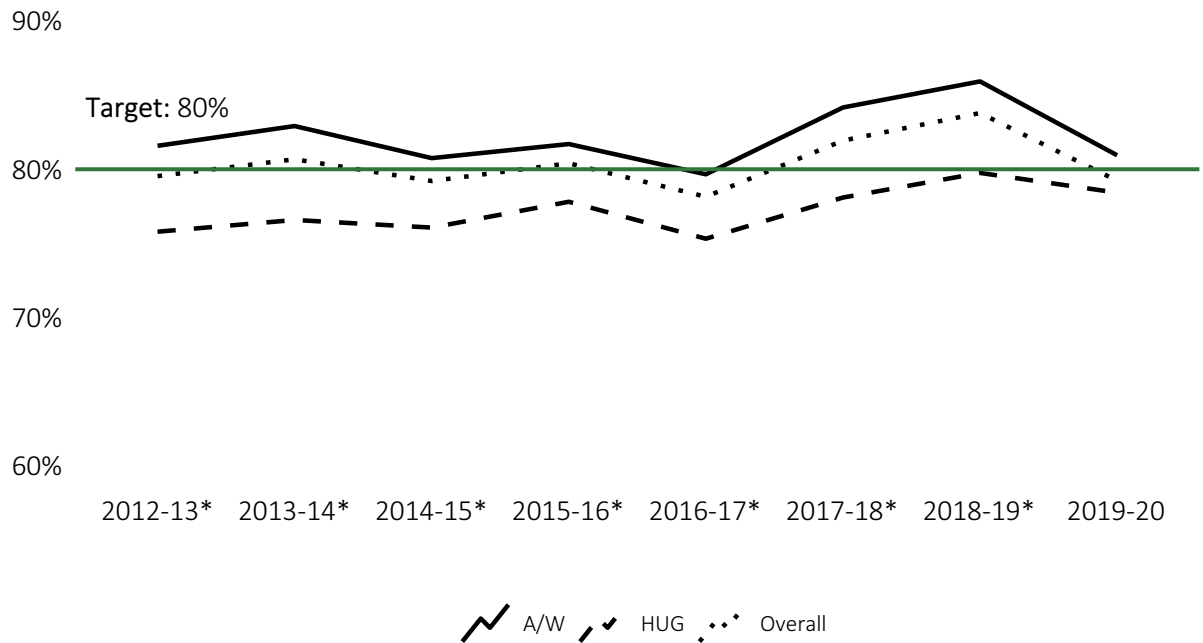
A/W = Asian and/or White

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.
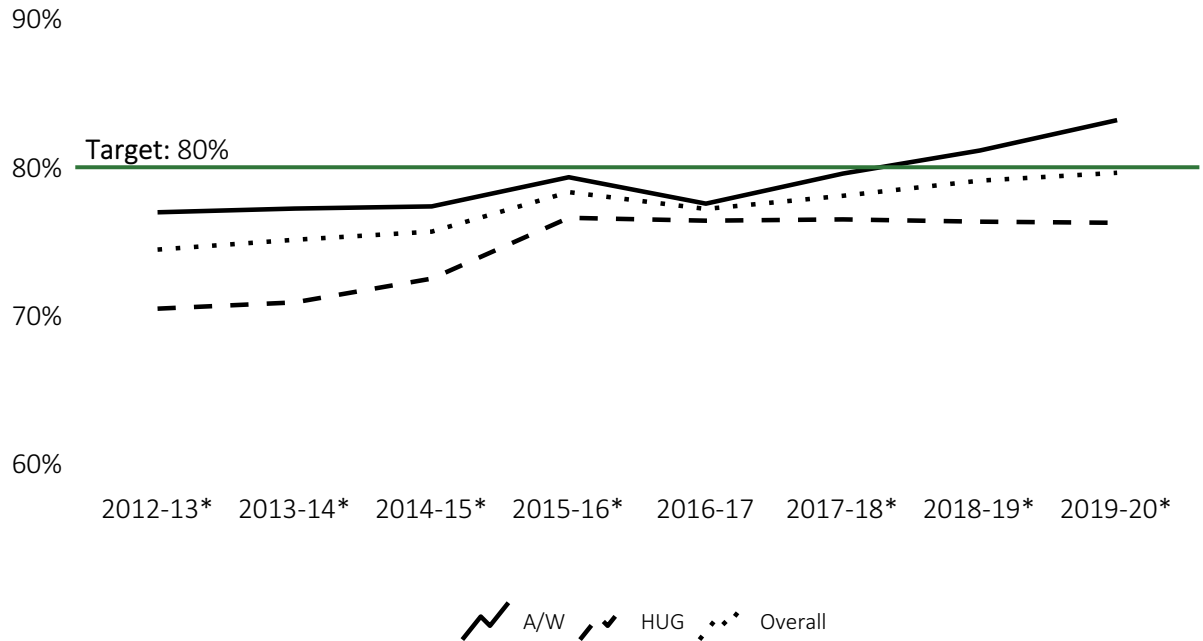
A/W = Asian and/or White

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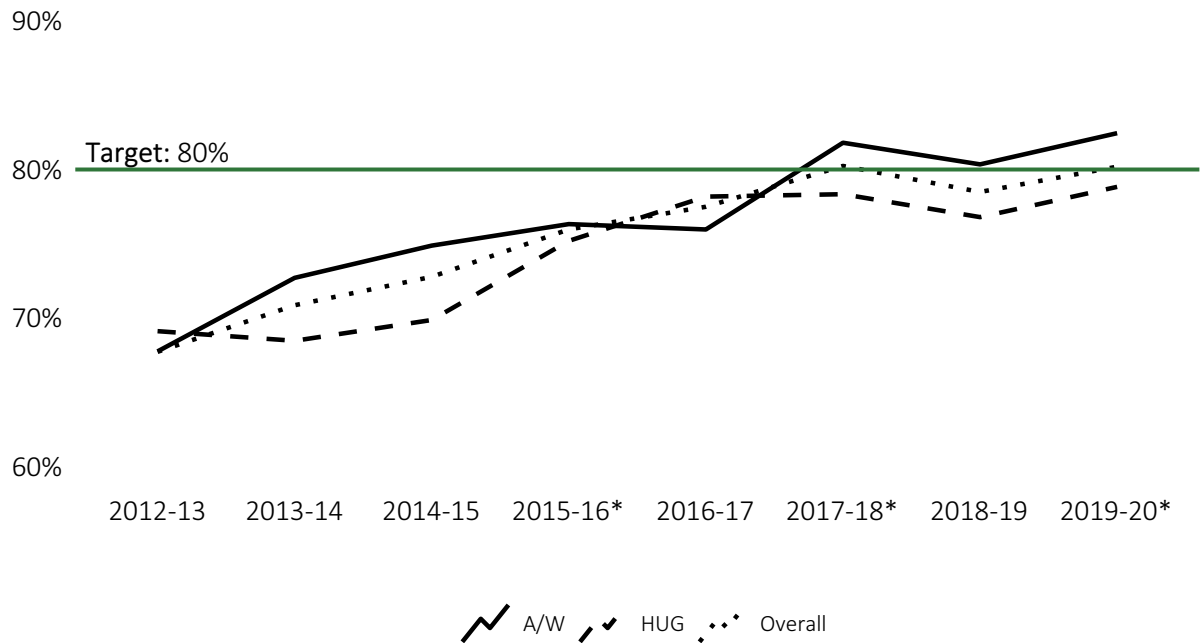
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

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

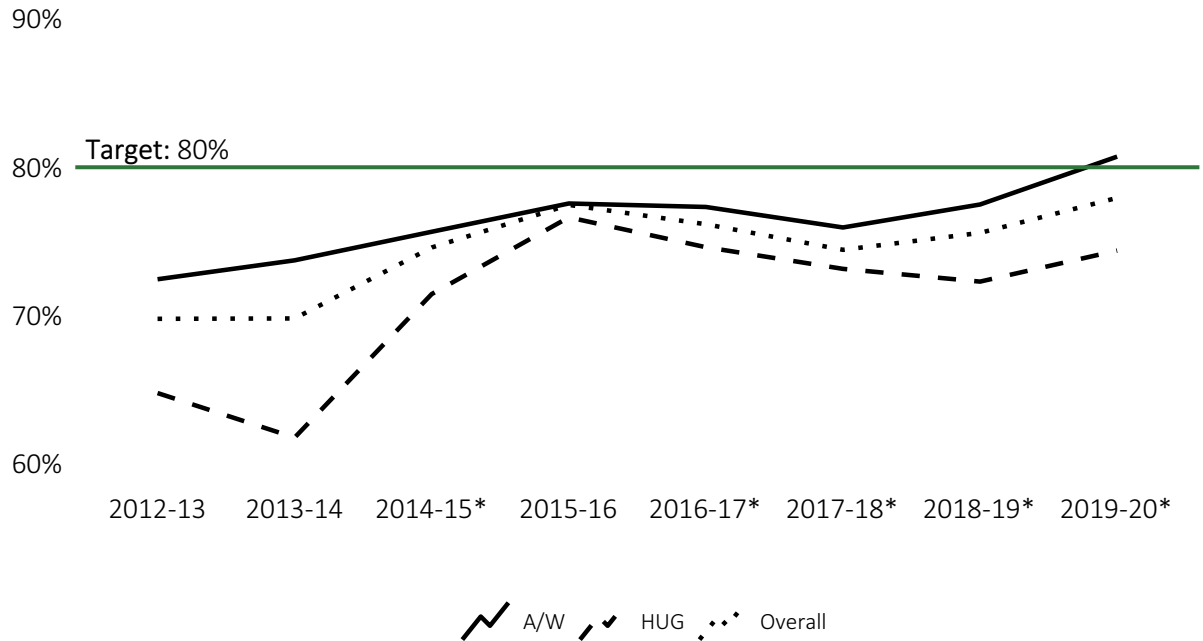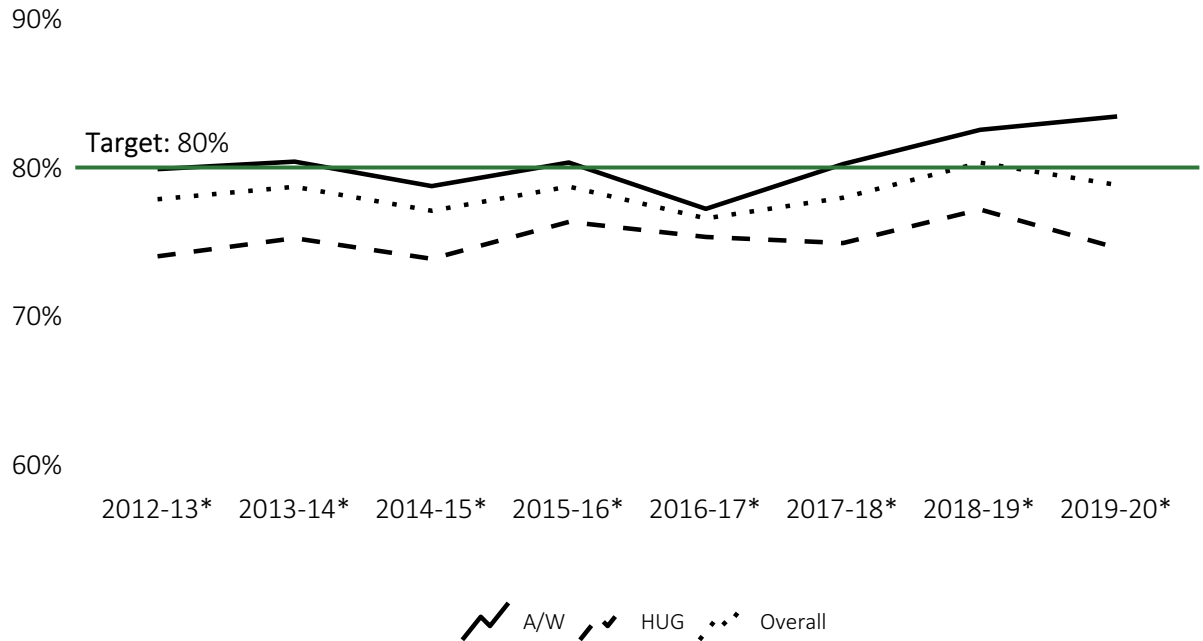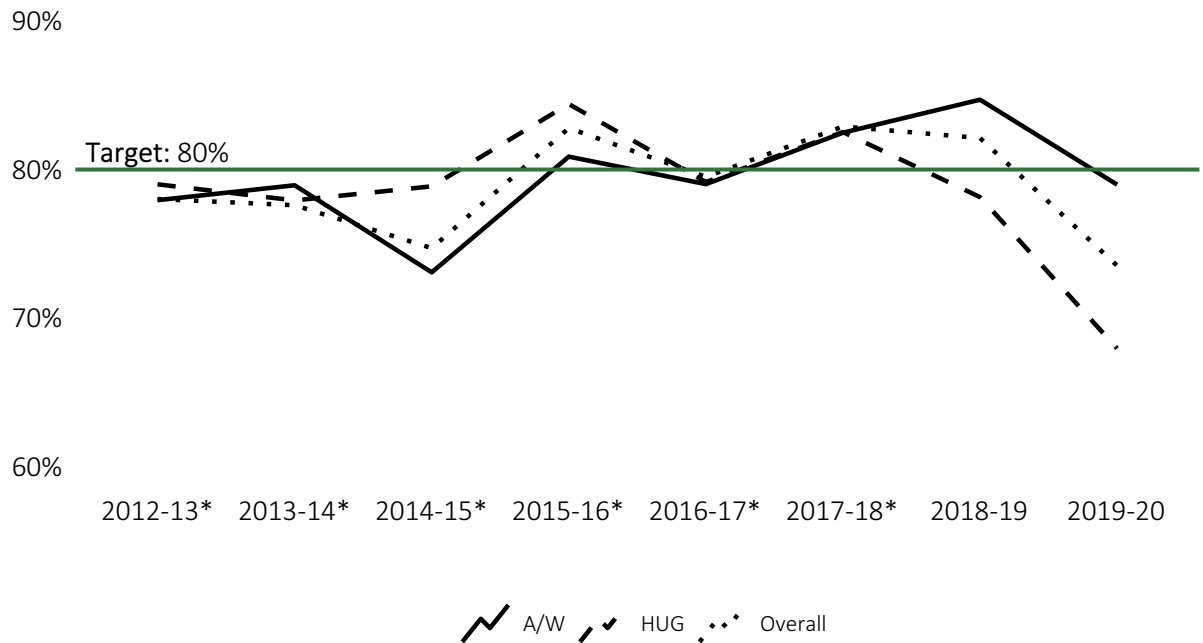*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

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

BBBC 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	BBCC Programs	CBIS Training	BBCC Testing Services
Agriculture, forestry and fishing	Agriculture Aviation 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 BBCC 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 PilotFAA – 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

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.

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Manufacturing	Automotive Industrial Systems Technology Mechatronics Welding	Arc Flash Change Management Communications Failure Mode and Effects Analysis Microsoft Office - Progressive Training Organizational EffectivenessRoot Cause Analysis Teambuilding/Leading Teams Electrical CEU's NEW HIRE TRAININGHR 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) CertificationWABO – Washington Association-Building Officials Welder Certification
Retail Trade	Accounting Administrative Professional Services		Microsoft Office Specialist (MOS) CertificationMicrosoft Technology Associate (MTA) CertificationQuickBooks 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 TechniciansAMT/RMA - American Medical Technologists Microsoft Office Specialist (MOS) Certification Microsoft Technology Associate (MTA) Certification QuickBooks Certified User (QBCU)TEAS (Test of Essential Academic Sills) – assesses students' preparedness entering health science fields.

3.2 BBCC 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%
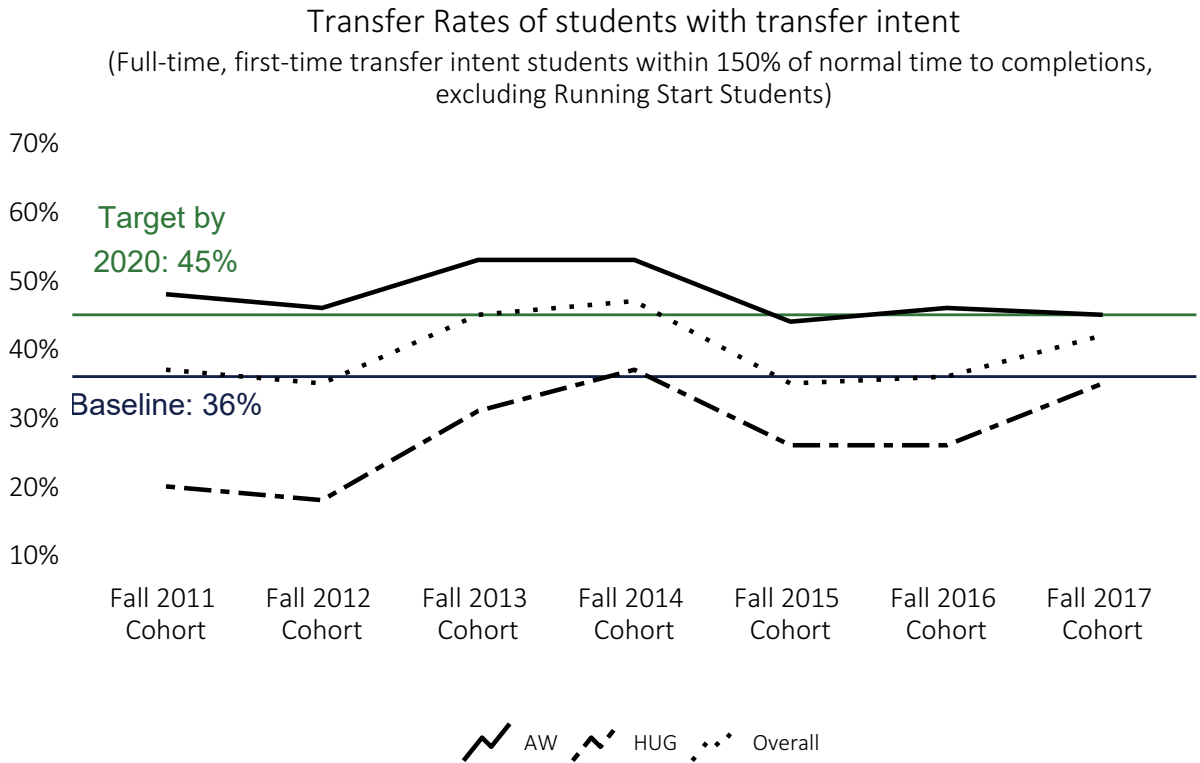
Transfer Rates of students with transfer intent
(Full-time, first-time transfer intent students within 150% of normal time to completions, excluding Running Start Students)

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%

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%

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

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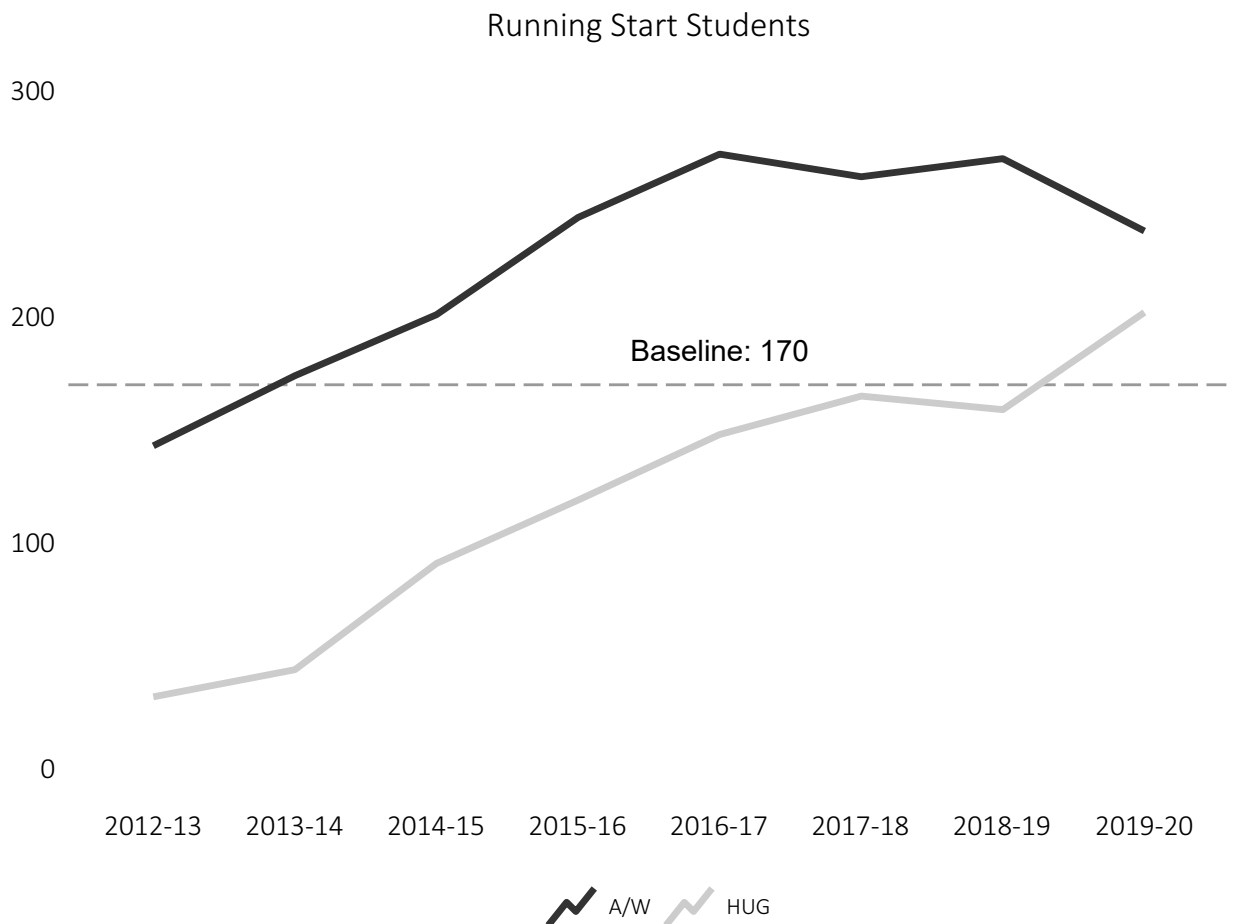
	2012-13	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	30	6	27	60	92	88	68
HUG	7	3	7	22	36	32	28
Unknown	14	15	30	39	12	7	17
Total	51	24	64	121	140	127	113

College in the High School Students
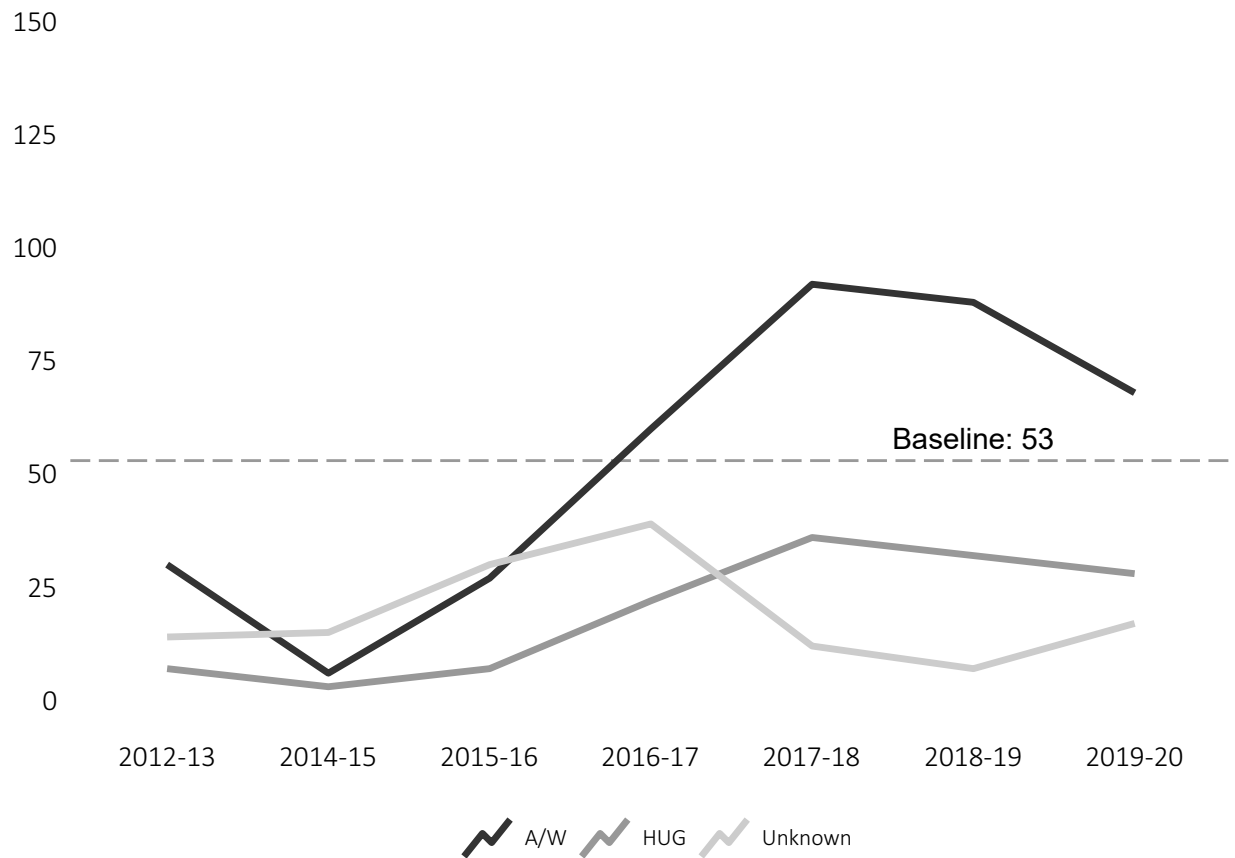
	2018-19	2019-20
A/W	23	100
HUG	34	157
Unknown	79	37
Total	136	294

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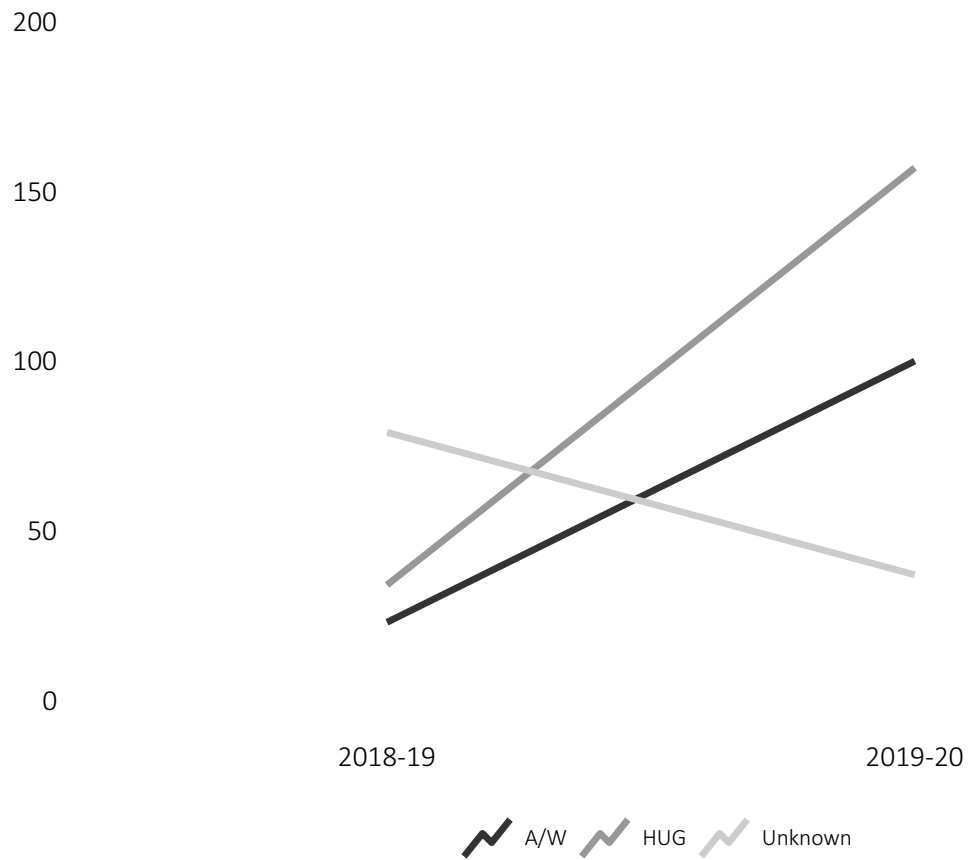
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
A/W	6	27	39	40	31	24	26
HUG	13	80	102	53	30	43	48
Unknown	2	31	51	50	48	52	14
Total	21	138	192	143	109	119	88

High School Completion Students
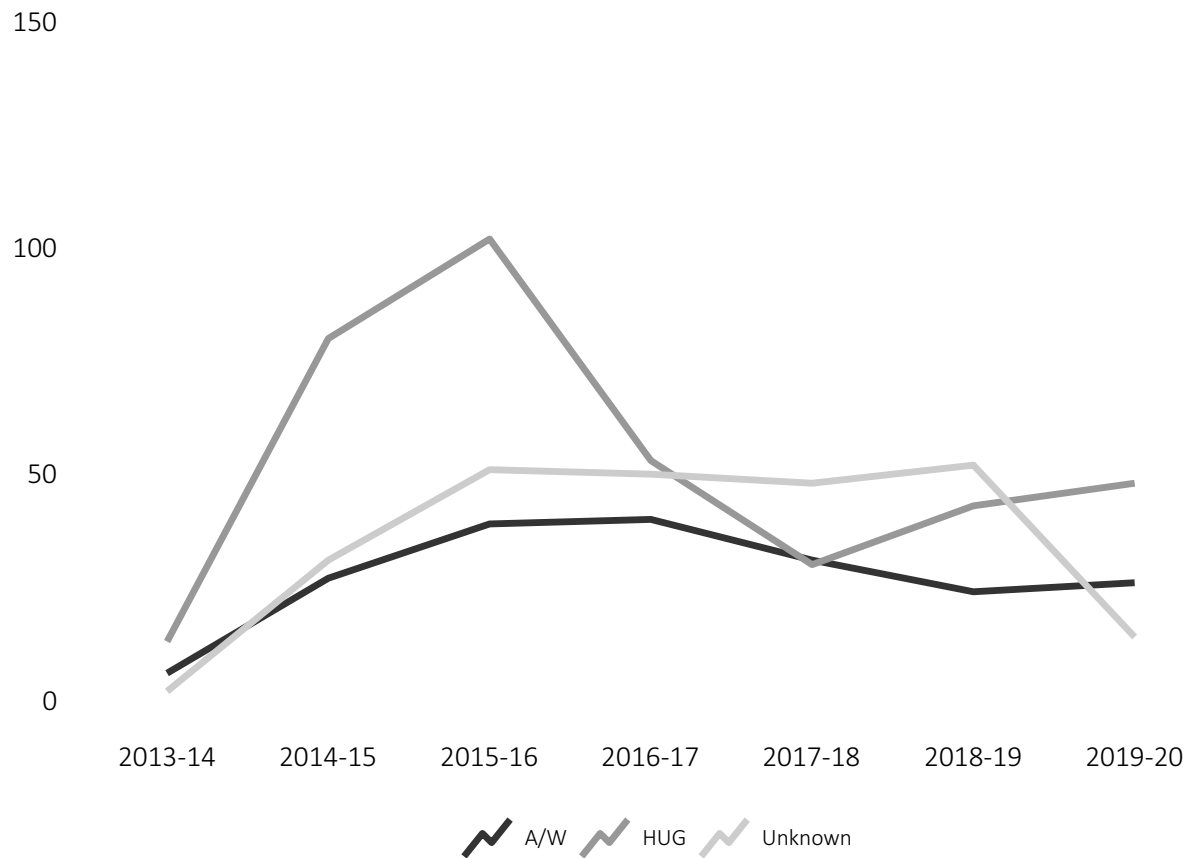
3.3   BBCC practices responsible use of resources, including fiscal & natural resources

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 BBCC Financial Report FY 2019.

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

Energy Use Intensity (EUI)

Target by 2020: 5% reduction (210.2)

221.8

189.3

190.6

168

| 2016-17 | 2017-18 | 2018-19 | 2019-20 |
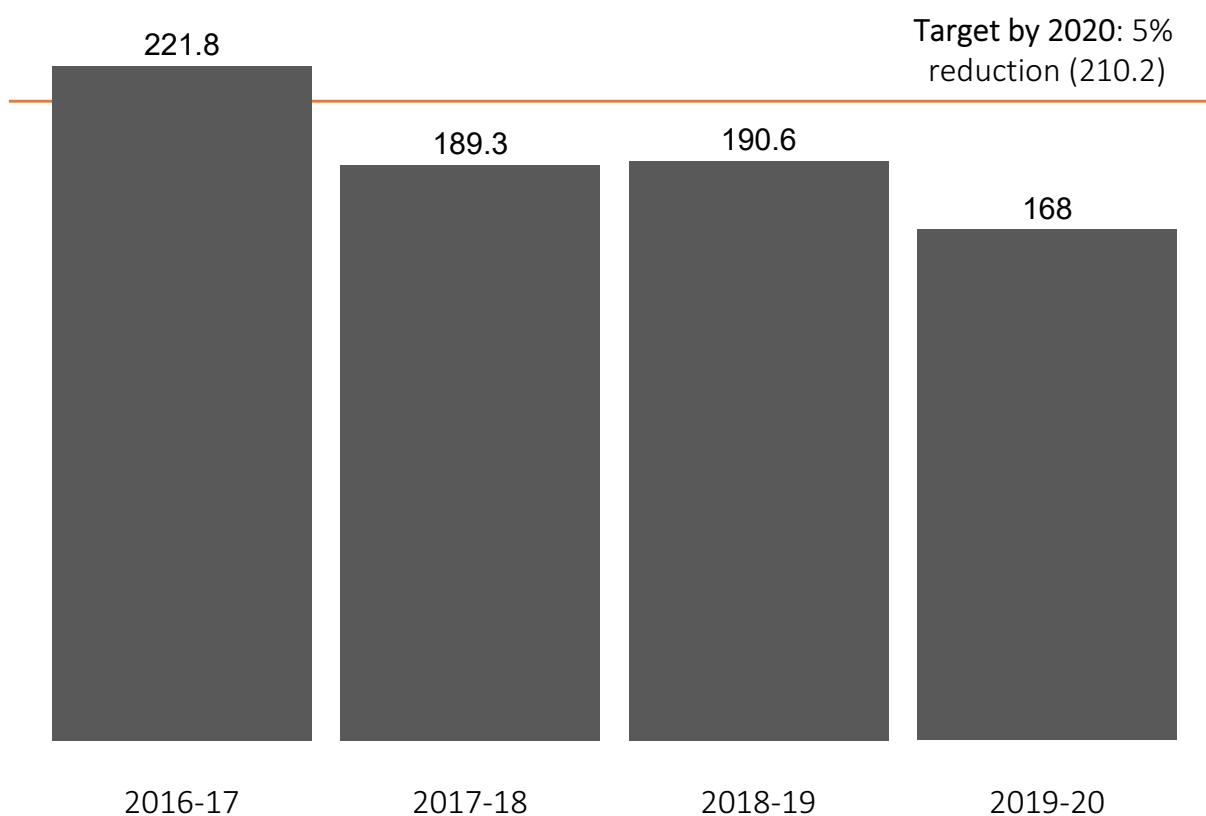
3.3.3   Clean Clery Audits

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 respondents 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

2019   2020

Response ▪ Always ▪ Usually ▪ Sometimes ▪ Never ▪ Did not answer
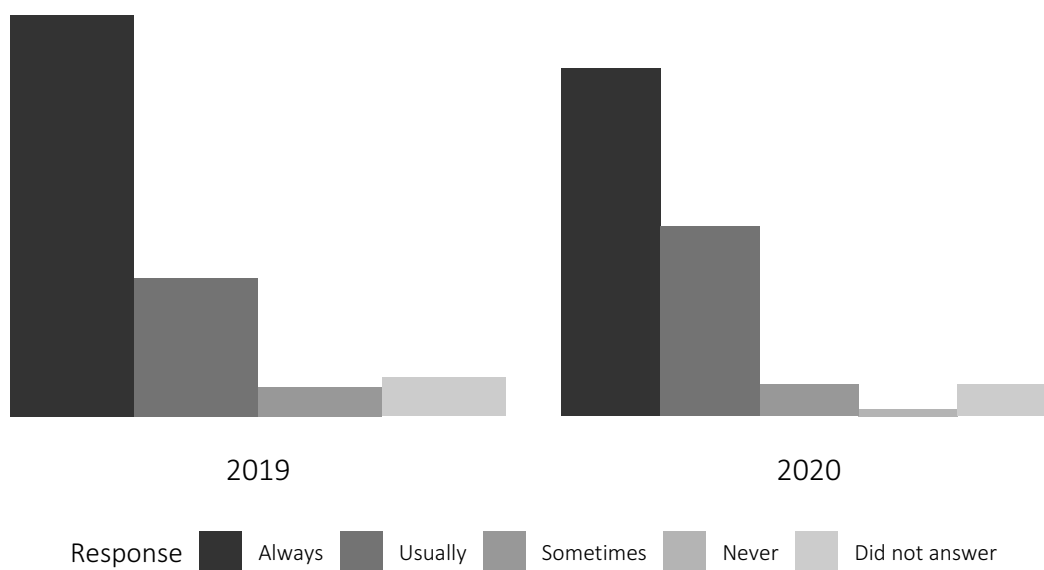
3.4.2 Full-time employee turnover rate

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 BBCC 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**
End Statement 1 Mission											
	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%
Student Success End Statement 2 Student Success	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%	↓				

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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 Excellence in Teaching & Learning	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								
	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	Red	Yellow	Green	Blue
Community Engagement End Statement 4	3.1	BBCC works with community & industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services								
Community Engagement	3.2	BBCC works with K-12 & university partners to provide educational opportunities	3.2a Transfer rate based on National Clearinghouse data	36%	45%	42%	↑	<36%	36-42%	43-45%	>45%
			3.2b Percent of local high school grads attending BBCC								
			3.2c HS and Dual Enrollment Programs								
End Statement 5 Integrity & Stewardship	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 kBtu/ft2		199.72 EUI kBtu/ft2	168 EUI kBtu/ft2	↑	>210.235	210.235-202.875	202.874-199.72	<199.72
			3.3c Clean Clery Audits		100%	100%	→	<100%		100%	n/a
End Statement Inclusion & Climate	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