

*Big Bend*  
COMMUNITY COLLEGE

Mission Fulfillment Report



June 2022

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## Mission Fulfillment Summary 2022

The Mission Fulfillment Report demonstrates the progress that made in each of the strategic priorities to become ***our communities' first choice to dream, learn, and succeed.***

During the Winter Inservice 2022 faculty and staff met and discussed:

- Steps can individual departments take to honor BBCC's guiding principles and role as a Hispanic Service Institute
- How Big Bend can leverage multiple modalities (in-person, hybrid, virtual) to provide the residents of our service district greater with access to education and flexibility to complete
- Strategies to set students up for success in college
- Actions to help students overcome barriers to their successful participation in college

Staff feedback was mapped back to the major activities in the in each of the strategic priorities. The following outlines the highlights of next steps for 2022-23 while allowing the college to adjust to internal and external context. Some activities have components that are part of multiple strategic priorities.

The following are the next steps identified to move the college forward following the unexpected results of a pandemic and subsequent enrollment decline.

### 2022-23 Next Steps

Student Success	Employer of Choice
<ul style="list-style-type: none"><li>• Develop an Annual Schedule allowing student to plan courses for an entire year</li><li>• Scale up Starfish - tracking system used to increase student retention and success</li><li>• Offer Student Services and Supports both in-person and virtually and in the evening</li><li>• Expand ESCALA training to additional faculty to increase student success in the classroom</li><li>• Write for competitive federal grants (CAMP, HEP and Title V) to support student success and access to education</li></ul>	<ul style="list-style-type: none"><li>• Launch a Strategic Planning Process demonstrating BBCC's commitment to Equity, Diversity and Inclusion</li><li>• Create and implement the people/leader development model</li><li>• Review and update the 360 feedback process</li><li>• Continue to improve the onboarding portal and develop an off-boarding portal</li><li>• Provide training on the position review/allocation process</li></ul>
Forward Looking Infrastructure	Enrollment Growth and Diversification
<ul style="list-style-type: none"><li>• Upgrade classroom technology to support more in-person instruction</li><li>• Provide evening technology support</li><li>• Renovate the Wallenstein Theater</li><li>• Monitor the impact of the enrollment decline as it impacts BBCC's state allocation</li><li>• Continue to replace employee desktops with laptops/docking stations</li></ul>	<ul style="list-style-type: none"><li>• Increase enrollment in Mattawa, Othello, and Quincy through active community outreach</li><li>• Increase interactive high school events</li><li>• Establish Dual Enrollment articulations with High Schools</li><li>• Engage with community partners increase referrals to college</li></ul>

## Introduction - Mission Fulfillment Workbook

Big Bend Community College is at the start of a new accreditation cycle and has been developing a strategic plan to guide the work of the college over the next five years.

The college has adopted a new Mission, Vision, and Guiding Principles

### **Vision:**

*Be our community's first choice to dream, learn, and succeed.*

### **Mission:**

*Serve as a Bridge  
Stand as a Leader  
Support for Success*

### **Guiding Principles:**

*Honor our Role as a Hispanic-Serving Institution  
Advocate for Equity, Inclusion, & Diversity  
Embrace our Workplace Norms  
Innovate Proactively  
Model Integrity  
Educate All*

To implement and assess the college's vision, mission, and guiding principles, BBCC has adopted four strategic priorities.














1. **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.
2. **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.
3. **Forward Looking Infrastructure:** BBCC seeks to provide access to physical and organizational infrastructure that supports proactive and innovative student and employee success.
4. **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.

Each priority is supported with Major Activities that are implemented through specific tasks that are assigned to different individuals, departments, and committees throughout the college. (See Appendix A).

The college tracks its progress in meeting its strategic priorities (and thereby fulfilling its mission) through a scorecard that is updated yearly.

## Mission Fulfillment Scorecard

## Mission Fulfillment Scorecard

STUDENT SUCCESS	HSI Comparison Colleges	BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
<b>Completion</b>	<b>2018-2021</b>			<b>2018-2021</b>	
3 year completion rate	36%	45%		45%	46%
<b>Persistence</b>					
Course Success Rate	N/A	80%		77%	80%
15 college credits 1st year	76%	76%		77%	77%
45 college credit 1st year	31%	25%		28%	26%
Institutional Learning Outcome Assessment				(to be developed)	
<b>Retention</b>	<b>Fall 2020 start</b>			<b>Fall 2020 start</b>	
Fall to Winter Retention	84%	84%		87%	86%
Fall to Fall Retention	60%	62%		65%	63%
<b>Post-Graduate Success</b>	<b>2017 start</b>			<b>2017 start</b>	
Transfer rate in 4th year - Transfer Students only	38%	42%		40%	43%
Employment rate in 4th year - WF Students only	69%	79%		73%	79%
EMPLOYER OF CHOICE		BBCC Baseline	Trend	BBCC Indicator Score 2021	Target
<b>Turnover Rate</b>				<b>2021</b>	
FT Employee Turnover Rate		10.74%		19.26%	<12%
	<b>PACE Nat'l Small 2-year College Comparison</b>	<b>BBCC Baseline PACE Survey 2021</b>	<b>Trend</b>	<b>BBCC Indicator Score 2021</b>	<b>Target</b>
<b>People Development</b>					
Supervisor provides timely feedback on work	3.79	3.53	N/A	3.53	3.79
Supervisor provides appropriate feedback on work	3.82	3.67	N/A	3.67	3.82
Supervisor clarifies work outcomes	3.78	3.57	N/A	3.57	3.78
The college holds everyone equally accountable for performing their job duties	3.12	2.91	N/A	2.91	3.12
<b>Employee Experience</b>					
Employees recommend BBCC as a great place to work	N/A	3.78	N/A	3.78	3.87
FORWARD LOOKING INFRASTRUCTURE		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
<b>Financial Status</b>		Unqualified opinion - 0 findings		Unqualified opinion - 0 findings	Unqualified opinion - 0 findings
<b>Budget Status - Year End Remaining Budget</b>		7.42%		12.24%	3%-10%
<b>Facilities - Capital Projects Completed on Time</b>				100%	100%
Enrollment Growth & Diversification		BBCC Baseline	Trend	BBCC Indicator Score 2020-21	Target
Total FTE		1995		1816	2045
State Funded FTE		1511		1215	1549
Running Start Headcount		446		477	457

Met or Exceeds Goal - Achieving desired improvements

Meeting historical performance - less than 2.5% below baseline

Need significant improvements below baseline

## Mission Fulfillment Scorecard Background

### Student Success

Persistence students' progress to degree, successfully passing classes and earning credits to degree. Course Success is defined as a 2.0 GP higher or a "P" in a class. All students are included in this measure.

15 and 45 credits in first year is based on a cohort model of first time, first year college students who started in the summer or fall and includes Dual Enrolled Students (Running Start and College in the High School).

Retention first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School) and are retained to the following term or year at BBCC.

Completion first time, first year college students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and earned a BBCC formal credential within three years.

### Post-Graduate Success

Transfer in fourth year, first time, first year college *transfer intent only* students who started in the summer or fall, and includes Dual Enrolled Students (Running Start and College in the High School), and transfer within four years of starting.

Employment rate in fourth year, first time, first year college *workforce intent only* students who started in the summer or fall, and are employed within four years of starting.

### HSI Comparison Colleges

Beginning with this Mission Fulfillment Report, Northwest Commission on Colleges and Universities requires colleges to disaggregate their student achievement data and compare it to peer institutions. BBCC is using Walla Walla Community College, Wenatchee Valley College, and Yakima Valley College as regional peer institutions based on their status as Hispanic Serving Institution (HSI) and their rural settings.

The State Board for Community and Technical Colleges provides the data for First-Time Entering Student Outcomes dashboard. Included in our cohorts are First-Time Ever in College and Running Start First Time in College Students.

### Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle. For three-year completion rates, it is the three years prior to the accreditation cycle. This is for the average completion rate for students who started in 2015 and completed by spring 2018, students who started in 2016 and completed by spring 2019, and students who started in 2017 and completed by spring 2020.

### Target Scores

When possible, target scores were chosen based on the baseline score with a 2.5% increase. There are some cases such as course success rates where maintaining the baseline score is the desired target.

## **Employer of Choice**

Turnover Rate measures the rate at which our full-time employees are leaving BBCC in a given time period. The formula is the number of separations during the time period / the average actual number of employees during the time period X 100.

People Development a culture shift from boss to coach; focused on investing in, advocating for, and committed to personal professional development for all employees.

Employee Experience an awareness of what people encounter and observe over the course of their employment with BBCC.

Survey responses from the 2021 PACE Climate Survey were used to develop major activities and metrics for the Employer of Choice institutional priority. Where possible, the comparison group is the average score of Small 2-year Comparison Colleges. This comparison group is comprised of colleges with fall enrollment data of 500-1999 FTEs at associate's degree granting institutions.

### **Baseline**

The Turnover Rate is based on the average of the three years prior to the accreditation cycle which is 2018, 2019, 2020.

People Development uses specific question responses from the 2021 PACE Climate Survey results as the baseline.

Employee Experience uses responses to a custom question from the 2021 PACE Climate Survey results as the baseline.

### **Target Scores**

Employer Turnover Rate is based on the average of the 2016-2021 turnover rates.

People Development is the mean value of the National Small Colleges Comparison group.

Employee Experience is the baseline score with a 2.5% increase.

## **Forward Looking Infrastructure**

Financial Status annual audited financial statements and management discussion and analysis with results of an 'Unqualified opinion' from the auditors performing the audit.

Budget Status annual operating budget ending with 3% to less than 10% budget remaining unspent at the end of the period.

Facilities – Capital Projects Completed on time biennial capital projects completed within the capital budget period.

### **Baseline**

Financial Status: Unqualified opinion since we started preparing Financial Statements for audit FY14 through FY20



Budget Status: 3% to less than 10% budget remaining FY13 through FY20

Facilities: Capital Projects completed on time FY15-17 through FY19-21

#### Target Scores

Financial Status: Green (target) is an audit with an unqualified opinion with no audit findings; Yellow (approaching target) is a management letter, Red (needs improvement) is an audit finding.

Budget Status: Green (target) budget remaining is 3% - 10%; Yellow (approaching target) 0%-2.99% of budget remaining or 10% or higher; Red = <0% budget remaining

Facilities: Capital Projects Completed on time Green (target) projects completed within the capital budget biennium period; Yellow (approaching target) projects not expected to complete within the budgeted period-putting state funding at risk; Red (needs improvement) projects failed to complete within budgeted period and local funds required to complete.

### **Enrollment Growth & Diversification**

Total FTE: all credits earned by students in an academic year (total credits divided by 45). Forty-five (45) credits equals one full time student equivalent.

State Funded FTE: all credits earned by students in an academic year minus Dual Enrollment/CBIS funded credits divided by 45. Forty-five (45) credits equals one full time student equivalent.

Running Start Headcount is the number of students enrolled in Running start in an academic year.

#### Baseline

The baseline is the three-year average prior to the 2020 accreditation cycle which includes academic years 2017-18, 2018-19, and 2019-20.

#### Target

The target scores were chosen based on the baseline score with a 2.5% increase.

## Strategic Priorities

The following narrative describes the accomplishments, next steps, and lessons learned from the work completed last year to implement the strategic priorities. The narrative gives context to the Scorecard.

### Strategic Priority: Student Success; Accomplishments, Next Steps, Lessons Learned

#### Major Activities from the Strategic Plan

#### **Improve student retention & reduce retention equity gaps by refining and expanding college navigation services**

- Accomplishments:
  - Secured renewal of TRIO SSS grant and a new TRIO SSS STEM grant
  - Implemented Starfish Early Alerts and Referrals, addressed multiple technical integration issues
  - Began technical integration of Starfish with ctclink
  - Trained BEdA students on how to utilize technology used in their classes
  - Developed one stop resource guide on college website and a process to ensure it is updated regularly
- Next Steps: Starfish and ctclink integration, determine best ways to use ctclink capabilities vs Starfish, provide student tech support in the evenings and on weekends, increase number of students served by WES, ESCALA training for staff, establish a process that more smoothly connects new students with WES and TRIO services, pursue grant projects that can fund additional staff to provide navigation services

#### **Improve student retention & persistence while reducing equity gaps by strengthening advising services**

- Accomplishments:
  - Completed advisor training for new advisors in Healthcare and Business pathways
  - Conducted training for Running Start advisors
  - Developed and implemented a workgroup to address issues of concern around advising including adopting a theory of advising, advisor training, and advising map updates
- Next Steps: learn functionality within ctclink to support scheduling, develop updated advising map template, implement training and recommendations of advising work group

#### **Improve course success rates in courses of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups**

- Accomplishments:
  - Large group (14) of faculty and staff attended ESCALA in summer 2021

- Offered multiple professional development opportunities for faculty around online instruction. Some were faculty led, others led by eLearning Coordinator, and others by the Instructional Designer
- Huge efforts by faculty to adapt instruction in courses for online and hybrid delivery due to effects of COVID-19 pandemic
- Elected to be a nonvaccinated campus in fall 2021 and then switched to be a vaccinated campus in winter 2022
- Next Steps: 2020 ESCALA participants report out on projects, identify faculty to participate in next ESCALA cohort, implement peer review of CANVAS courses under guidance of instructional designer, expand use of instructional designer services by faculty across campus, update program assessment plans

**Improve student persistence while reducing equity gaps by increasing students earning college level math & English credits**

- Accomplishments:
  - Just-in-time English classes piloted
  - Completed development of MAP, contextualized math, curriculum
  - Math department developed just-in-time math courses for MATH 107 and 146
  - Updated math and English high school transcript placement process to include MAP classes, simplify the framework, and apply it to all high schools
  - Piloted modified guided self-placement process in English
- Next Steps: Collect and review data on success of math and English students based on updated English placement practices, implement just-in-time math 107 and 146 classes, develop and implement a strategy for removing all developmental English classes from the schedule

**Improve student persistence & retention while reducing equity gaps by implementing different instructional strategies**

- Accomplishments:
  - Exploring undergraduate research opportunities
  - Adopted framework for giving courses a diversity designation and awarded the designation to multiple classes
  - Developed BAS courses so they are modularized, incorporate CPL options, and could allow students to accelerate.
  - Relunched program audits in workforce programs and transfer departments
  - Piloting Academic Success coach concept that aligns support services with instruction in BAS and BEdA

- Next Steps: Launch diversity requirement for transfer degree, continue with BAS course development and program audits, refine efforts to assess institutional learning outcomes

**Improve student retention and persistence while reducing equity gaps by strengthening procedures and expand opportunities for awarding Credit for Prior Learning (CPL)**

- Accomplishments:
  - Updated CPL options and included them on the college website
- Next Steps: Establish and implement a CPL processing and awarding fee

**Improve student persistence & completion & enrollment while reducing equity gaps by launching a Bachelor of Applied Science in Applied Management (BAS-AM) degree**

- Accomplishments:
  - Secured a Title V grant to support the launch of the BAS
  - Secured all compliance related approvals from the SBCTC, NWCCU, and USDE to offer the degree
  - Approved MCOs for BAS courses and developed first year courses
  - Recruited and accepted a full first cohort of 30 students
  - Launched the program
  - Developed advising materials and a program handbook
  - Developed and implemented a student support model
- Next Steps: develop second year classes, teach first year classes, recruit second cohort of students

**Increase transfer rates while reducing equity gaps**

- Accomplishments:
  - Developed collaboration plans with CWU around advising and supports for students intending to transfer to CWU
  - Collaborated closely with CWU on serving elementary education students including the development of math for elementary teacher courses and offering the elementary education degree on the BBCC campus
- Next Steps: Develop 4 year advising maps for key transfer programs with CWU, continue developing and implementing supports for students pursuing elementary education and interdisciplinary studies degrees on BBCC campus

**Improve student persistence, completion & post graduate success while reducing equity gaps through workforce program development &/or redesign**

- Accomplishments:
  - Conducted employer survey to identify employer needs
- Next Steps: Conduct program need surveys, through program advisory boards seek input from employers on changing needs due to impacts of the pandemic

### **Student Success Lessons Learned**

- It is possible to give all new students the ability to earn 100 level English and math or applied math credit within their first or second quarter at Big Bend.
- There is a local need for bachelor level education that we can meet through offering BAS degrees and collaborating with university partners to offer degree programs locally in a sustainable way.
- Faculty led advising can be successful.
- Faculty and staff are continually making amazing adaptations to instruction and services to meet shifting student needs during the pandemic.
- Students reported a desire for more in-person instruction, but have tended to enroll more heavily in online courses.

### Strategic Priority: Employer of Choice; Accomplishments, Next Steps, Lessons Learned

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.

#### Major Activities from the Strategic Plan

**People and Leader Development** - Focus on job clarity and priorities, ongoing feedback and communication, opportunities to learn and grow, and accountability.

- Accomplishments:
  - Utilized Title V resources to build a development model that is strengths-based, incorporating best practices from Michael Nash, Crucial Conversations, Strengths Finders, the BBCC Work Place Norms, and Equity Concepts.
  - Started the process to review and update the existing leadership competencies.
  - Selected scorecard indicators that focus people development rather than performance management.
- Next Steps: Continue efforts to create and implement the people/leader development model to inform annual plans for training and development. Review and update the 360 feedback process and continue to monitor and improve performance evaluation completion rates for classified and admin/exempt employees.

**Climate and Community** - Focus on continuous improvement to create a thriving community where employees are supported, developed, and able to realize their professional goals.

- Accomplishments:
  - BBCC adopted Work Place Norms.
  - During February and March 2021, the PACE Climate Survey for Community Colleges was administered to 344 employees at BBCC with a 60.8% response rate which is the highest response rate for an employee survey previously conducted at BBCC. Survey results were received in May 2021 and those results were used to develop activities under each of the college’s strategic priorities.
  - Negotiations with the BBCC Faculty Association occurred in 2021. The tentative agreement was ratified by the BBCC Faculty Association on September 13, 2021 and approved by the Board of Trustees on September 20, 2021. The agreement contained terms favorable to both parties.
  - BBCC adopted AP 4050, Remote Work & Teleworking, designed to provide ongoing opportunities for telework and remote work beyond the current pandemic.
  - The college continues to use a virtual onboarding platform to provide new employees with access to paperwork, procedures, and training.

- The HR and Payroll Offices successfully implemented the Human Capital Management (HCM) module of ctcLink. Employees have greater access to view and update their personal information, view quarterly contracts, and quickly access compensation data.
- Next Steps: Continue to improve the existing onboarding portal and develop an off-boarding portal. Work with faculty leaders to implement best practices for retention and recruitment of faculty from all racial, ethnic, and cultural backgrounds.

**Position Alignment** - Provide clarity to employees and supervisors regarding job duties and responsibilities.

- Accomplishments:
  - Implemented the new rules for temporary positions. Transitioned a number of positions from temporary to permanent.
- Next Steps: Provide training on the position review/allocation process. Monitor the Time to Fill rate for open positions. Make position descriptions available to employees and supervisors using the BBCC Portal.

**Improve Internal Communication** - Ensure communication is timely, intentional, informative, and relevant.

- Accomplishments:
  - The college held a number of virtual community forums designed to provide information, engage in discussions, and gather feedback from the campus community. Topics included COVID-19, budget, enrollment, PACE Survey, vaccine mandates, and strategic planning.
  - The college president provides a weekly video update and newsletter, Around the Bend (AtB).
- Next Steps: Review existing decision-making framework.

### **Employee Experience Lessons Learned**

- PACE Survey results yielded an overall 3.743 mean score for campus climate. The greatest number of favorable comments fell within the Student Focus climate factor with the greatest number of unfavorable comments within the Institutional Structure climate factor. Continued improvement is needed in the areas of
  - clearly defined administrative processes;
  - sharing of information;
  - ensuring decisions are made at the appropriate level; and
  - providing opportunities for advancement within the institution.

- The implementation of ctcLink completely changed the existing work processes for human resources, payroll, and the generation of faculty contracts. Countless hours were spent in training, configuration, data validation, and process improvement all to ensure a successful implementation. Kudos to the employees that did their regular full-time jobs plus ctcLink work for the past 18 months in a remote environment during a global pandemic. Their dedication to the college and a successful implementation is beyond compare.
- The college experienced a higher than normal turnover rate (19.262%) for calendar year 2021. A deeper review of turnover data may provide insight into additional activities to improve the employee experience.



## Strategic Priority: Forward Looking Infrastructure; Accomplishments, Next Steps, Lessons Learned

In 2020-21, the college looked towards being more adaptable quickly in our methods of performing our work. Whether that was administrative work, providing instruction to students or direct interaction with supporting students or providing services to students.

### Major Activities from the Strategic Plan

#### Implement ctclink Project

- Accomplishments:
  - Successful implementation of ctclink across Campus Solutions (Student Records), Human Capital Management, and Financial Services
  - Developed guides for students and employees on the BBCC website
  - Updated supplemental IT systems to work with ctclink
  - Developed a security tool that is being used by BBCC and other colleges
- Next Steps: Continue with ctclink training and process refinement.

#### Capital Projects/Facility Upgrades

BBCC facilities are owned by the state. The college is provided with capital project funding to maintain and repair those state-owned facilities on a biennial basis. The majority of the projects are completely funded by state capital funding and expended within the required biennial period. The particular projects selected by the state are a result of the Facility Condition Survey (FCS) the SBCTC conducts every two years. Occasionally another deficiency of a more immediate nature will override the prior selection from the FCS. (projects are selected approximately two years before the funding is provided and priorities can change in that time frame).

- Accomplishments:
  - Completion of WEC and Aviation Maintenance Buildings
  - Installed new gym floor
  - Upgraded Science Labs in Building 1200
- Next Steps: Pursue funding to renovate Wallenstien theater

**Technology Upgrades:** the largest priority was to provide students and staff with access to technology due to COVID-19 restrictions. Hundreds of laptops were put into service through the library check out feature. These laptops were for students and staff use.

- Accomplishments:
  - Purchased laptops and docking stations for employee desktop replacement
  - Purchased additional laptops for student checkout

- Made improvements in student communication software and student services processes using federal grants and CARES funding
- Network Infrastructure:
  - Deployed the Jabber phone client to support remote work
  - Purchased VPN licenses for all employees to support remote work
  - Replaced student wireless router
  - Upgraded Internet link
  - Installed Identity Services Engine for better network security
  - Replaced fiber in 1800
  - Upgraded servers to support remote work and learning
- Configured and issued Office365 licenses to all students and employees
- Improved our wireless capabilities in several on campus buildings
- Next Steps: Finish replacing employee desktops with laptops/docking stations. Continue Office 365 and Teams roll out. Replace the phone system. Move SharePoint to the cloud and install new network switches and wireless access points in the 1800 building and residence halls.

#### **Annual Budget Process**

- Accomplishments:
  - BBCC continued to slightly underspend our annual operating budget, reflecting a continued caution to not overspend department budgets.
  - The most current year is between 2-3% higher than we would wish to see and this is due to reimbursements from the federal CARES institutional funding for COVID-19 activities.
- Next Steps: Closely monitor state allocation process in consideration of our decreased enrollment trend.

**Financial Statement Audit:** Each year the college has its formal Financial Statements audited by the State Auditor's Office (SAO), beginning in Fiscal Year 2014.

- Accomplishments:
  - Each year since formal Financial Statements were produced, the audit has resulted in an unqualified opinion (clean audits) that the college is fairly representing in all material respects, its annual financial status.
- Next Steps: Continue financial practices that maintain unqualified financial audits.

## **Forward Looking Infrastructure Lessons Learned**

Permanent replacement of desktops for employees allows the college to adapt faster when we need to move to remote work without doubling our costs. We will no longer provide portable computing devices AND desktop devices. Employees will now receive a laptop and a docking station to serve as their desktop. This increases flexibility for students and staff to study and work remotely when needed.

When our newest buildings were completed we began filling classroom and student spaces with furniture designed to be adaptable. Our furniture for classrooms came with wheels and fold up and/or rack and stack features to allow for different configurations as classroom needs changed, whether those changes were for different instruction modalities or for adaptive needs.

As COVID-19 affected our working environment, as we had previously known it, we began to look at future space requirements. Our current needs for generic classroom space have shrunk considerably due to different instruction modalities (remote delivery), but our need for specific lab or technical instruction space has grown due to the consequence of social distancing for health reasons. Many classrooms remain empty, but our lab spaces are being used more frequently. Our larger venues (Masto conference center in 1800, Collaborative Lab in 3700, Wallenstien theater in 1100, Gym space in 2000) have seen increased demand for use that we have not consistently been able to meet for various reasons (not all COVID-19 related).

## Strategic Priority: Enrollment Growth & Diversification; Accomplishments, Next Steps, Lessons Learned

### Major Activities from the Strategic Plan

**Bolster total enrollment by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly**

- Accomplishments:
  - Launched a new college website and made continuous tweaks and updates since the launch
  - Utilized Signal Vine extensively to reach out to new students who had not completed the college intake process, owed tuition, need to complete vaccination attestation, could access WES services, could access HEERF funds
  - Utilized live Chat to serve a variety of student needs day and night
  - Provided students with information about technology needed at Big Bend and how to use it
  - Made laptops available to any student who needed one
- Next Steps: integrate Signal Vine into all student communication strategies, determine how to best utilize student messaging feature in ctclink

**Increase state-funded and dual enrollment by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa**

- Accomplishments:
  - Engaged Mattawa, Quincy, and Othello school districts in dialogues about partnerships with Big Bend.
  - Expanded dual enrollment articulation efforts with Mattawa, Quincy, and Othello.
  - Offered BEdA classes in Mattawa, Quincy, and Othello
- Next Steps: Determine community interest in BBCC programs that we can offer in the communities, continue to strengthen partnerships with school districts and city governments in each community, promote BBCC services and programs in each community

**Expand state-funded enrollment with student programs that will attract state-funded students**

- Accomplishments:
  - Established and implemented COVID-19 protocols that allowed athletic teams to compete
  - Held short athletic seasons in winter and spring 2021

- Developed Ag Mechanics curriculum
- Next Steps: Aggressively promote and launch Ag Mechanics program, survey businesses to explore interest in additional or expanded healthcare or science tech programs, recruit full rosters of student athletes

#### **Expand total enrollment by strengthening pipelines into college**

- Accomplishments:
  - Developed contextualized manufacturing high school curriculum
  - Reviewed BEdA course offerings to better align with college courses
  - Adjusted to a loss of the Open Doors contract with Moses Lake High School
  - Worked with Moses Lake High School to improve placement options for high school students
  - Explored College in the High School with Warden and Royal City
  - Brought JATP back to campus and offered training in partnership with BEdA
  - Taught Zoom English classes to Chubu University students in Japan
  - Contracted with international student recruiting agency
  - Worked to strengthen working relationships with Quincy and Ephrata school districts around CTE Dual Credit and College in the High School
- Next Steps: Expand dual credit offerings with a focus on MLHS, Mattawa, Quincy, Othello, Warden, Royal; reach out to Ritzville, Soap Lake, and Lake Roosevelt School districts about dual enrollment options, establish clear curricular pathway from BEdA into college classes, establish financial incentives for new students coming into Big Bend, recruit international students, expand collaboration with Chubu University,

#### **Expand state-funded and dual enrollment by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students**

- Accomplishments:
  - Identified marketing message recommendations from students through surveys and focus groups
  - Made updates and revisions to the new student intake process
  - Implemented targeted messaging to re-engage students, disperse HEERF funds, and connect students with college resources
  - Approached Moses Lake, Mattawa, and Othello high schools about a consistent staff presence in the schools to serve students and began sending staff to Moses Lake High School

- Increased engagement with DSHS and SkillSource and established plans for BBCC staff to be present in those offices on a regular basis
- Developed a draft timeline of outreach activities and messaging
- Next Steps: develop an updated communication plan with students to guide them through the intake process, establish a consistent staff presence in Moses Lake, Othello, Mattawa, and Quincy schools, hold Running Start nights for students and parents, coordinate college level, WES, and BEdA outreach efforts and support with college marketing messages

#### **Enrollment Growth & Diversification Lessons Learned**

- There are significant opportunities for enrollment growth by bringing college programs and services to communities throughout the college's service district
- BBCC needs to be visible in key communities within its service district and build relationships with key stakeholders and families of students. The college is not as known or visible as we would like to be in some communities.
- Email is not the best way to communicate with students. We need to incorporate text messaging into our practices for communicating with students. We also need to communicate intentionally at times when students need our help to navigate our processes.
- BBCC must have accurate and clear information on its website.

## Appendix A - Student Success Disaggregations

Big Bend Community College - Student Success  
Breakdown by Race/Ethnicity

		BBCC Baseline Average	BBCC Data				Trend
<u>Persistence</u>			2017-18	2018-19	2019-20	2020-21	
ALL	Course Success Rates	80%	79%	80%	80%	77%	
AW	Course Success Rates	82%	81%	82%	84%	79%	
HUG	Course Success Rates	77%	77%	77%	76%	75%	
NR	Course Success Rates	81%	84%	81%	78%	77%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
A/W	15 Credits 1st Year	81%	80%	77%	81%	81%	
HUG	15 Credits 1st Year	75%	68%	73%	73%	75%	
N/R	15 Credits 1st Year	63%	77%	80%	67%	63%	
<u>Retention</u>							
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
AW	Fall to Fall Retention	63%	66%	62%	68%	*	
HUG	Fall to Fall Retention	60%	61%	64%	60%	*	
NR	Fall to Fall Retention	58%	54%	65%	50%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
AW	3 Year Completion Rate	46%	46%	42%	50%	47%	
HUG	3 Year Completion Rate	43%	45%	43%	42%	42%	
NR	3 Year Completion Rate	46%	52%	28%	58%	50%	
<u>Post-Grad Success</u>			2014 start	2015 start	2016 start	2017 start	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
AW	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	42%	51%	46%	46%	
HUG	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	34%	32%	35%	36%	30%	
NR	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	47%	50%	54%	38%	60%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
AW	Emp Rate in 4th year - WF Stu only	73%	73%	75%	76%	*	
HUG	Emp Rate in 4th year - WF Stu only	82%	87%	80%	83%	*	
N/R	Emp Rate in 4th year - WF Stu only	86%	82%	90%	93%	*	

KEY:

AW: Asian and/or White

HUG: Historically Underserved Group (African American, Black, Hispanic, Native American, and Native Hawaiian/Pacific Islander)

NR: Race/Ethnicity Not Reported

\*Data not available at the time of this report (1/13/2022).



Big Bend Community College - Student Success  
Breakdown by Age Groups

		BBCC Baseline Average	BBCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<u>Persistence</u>							
ALL	Course Success Rates	80%	79%	80%	80%	77%	
<20	Course Success Rates	80%	80%	80%	80%	77%	
20-24	Course Success Rates	77%	76%	78%	77%	76%	
>24	Course Success Rates	83%	82%	83%	84%	80%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
<20	15 Credits 1st Year	80%	81%	78%	82%	78%	
20-24	15 Credits 1st Year	56%	48%	63%	57%	76%	
>24	15 Credits 1st Year	54%	50%	55%	57%	61%	
<u>Retention</u>							
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
<20	Fall to Fall Retention	66%	68%	67%	68%	*	
20-24	Fall to Fall Retention	47%	49%	48%	48%	*	
>24	Fall to Fall Retention	39%	39%	45%	39%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
<20	3 Year Completion Rate	47%	49%	43%	50%	45%	
20-24	3 Year Completion Rate	34%	38%	28%	36%	38%	
>24	3 Year Completion Rate	38%	31%	47%	35%	52%	
<u>Post-Grad Success</u>			<u>2014 start</u>	<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
<20	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	46%	43%	51%	45%	43%	
20-24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	13%	12%	16%	10%	16%	
>24	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	19%	30%	8%	19%	20%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
<20	Emp Rate in 4th year - WF Stu only	79%	88%	76%	83%	*	
20-24	Emp Rate in 4th year - WF Stu only	78%	74%	83%	84%	*	
>24	Emp Rate in 4th year - WF Stu only	81%	77%	84%	69%	*	

\*Data not available at the tiime of this report (1/13/2022).

## Big Bend Community College - Student Success

### Breakdown by Receiving or Not Receiving Need-based Aid

The Breakdowns only shows Transfer or Workforce Students who were eligible for aid - they exclude Dual Enrollment Students

		BBCC Baseline Average	BBCC Data				Trend
			2017-18	2018-19	2019-20	2020-21	
<b><u>Persistence</u></b>							
ALL - including Dual Enr Students	Course Success Rates	80%	79%	80%	80%	77%	
Rec'd N Aid	Course Success Rates	78%	78%	79%	78%	77%	
Did Not Rec N Aid	Course Success Rates	81%	80%	81%	81%	78%	
ALL - including Dual Enr Students	15 Credits 1st Year	76%	75%	75%	77%	77%	
Rec'd N Aid	15 Credits 1st Year	66%	69%	65%	65%	70%	
Did Not Rec N Aid	15 Credits 1st Year	65%	59%	65%	69%	61%	
<b><u>Retention</u></b>							
ALL - including Dual Enr Students	Fall to Fall Retention	62%	63%	63%	64%	*	
Rec'd N Aid	Fall to Fall Retention	56%	55%	58%	54%	*	
Did Not Rec N Aid	Fall to Fall Retention	50%	50%	52%	54%	*	
<b><u>Completion</u></b>			2015-20162016-20172017-20182018-2019				
ALL - including Dual Enr Students	3 Year Completion Rate	45%	46%	42%	47%	45%	
Rec'd N Aid	3 Year Completion Rate	56%	57%	55%	57%	57%	
Did Not Rec N Aid	3 Year Completion Rate	44%	43%	45%	43%	43%	
<b><u>Post-Grad Success</u></b>			2014 start2015 start2016 start2017 start				
ALL - including Dual Enr Students	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Rec'd N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	26%	27%	24%	28%	28%	
Did Not Rec N Aid	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	38%	42%	42%	29%	32%	
ALL - including Dual Enr Students	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Rec'd N Aid	Emp Rate in 4th year - WF Stu only	83%	88%	80%	83%	*	
Did Not Rec N Aid	Emp Rate in 4th year - WF Stu only	74%	75%	77%	74%	*	

\*Data not available at the time of this report (1/13/2022).

Big Bend Community College - Student Success  
Breakdown by Gender

		BBCC Baseline Average	BBCC Data				Trend
<u>Persistence</u>			2017-18	2018-19	2019-20	2020-21	
ALL	Course Success Rates	80%	79%	80%	80%	77%	
Female	Course Success Rates	81%	80%	81%	81%	78%	
Male	Course Success Rates	78%	78%	79%	78%	76%	
ALL	15 Credits 1st Year	76%	75%	75%	77%	77%	
Female	15 Credits 1st Year	76%	76%	76%	77%	78%	
Male	15 Credits 1st Year	75%	74%	74%	77%	76%	
ALL	Fall to Fall Retention	62%	63%	63%	64%	*	
Female	Fall to Fall Retention	64%	67%	67%	68%	*	
Male	Fall to Fall Retention	59%	61%	59%	58%	*	
<u>Completion</u>			2015-2018	2016-2019	2017-2020	2018-2021	
ALL	3 Year Completion Rate	45%	46%	42%	47%	45%	
Female	3 Year Completion Rate	49%	50%	46%	52%	51%	
Male	3 Year Completion Rate	40%	41%	37%	42%	37%	
<u>Post-Grad Success</u>			<u>2014 start</u>	<u>2015 start</u>	<u>2016 start</u>	<u>2017 start</u>	
ALL	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	42%	39%	45%	41%	40%	
Female	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	44%	44%	46%	43%	45%	
Male	Trnsfr to 4 Yr by 4th yr - Trnsfr Stu only	39%	34%	43%	38%	34%	
ALL	Emp Rate in 4th year - WF Stu only	79%	82%	79%	79%	*	
Female	Emp Rate in 4th year - WF Stu only	83%	90%	82%	76%	*	
Male	Emp Rate in 4th year - WF Stu only	76%	76%	76%	82%	*	

\*Data not available at the time of this report (1/13/2022).

## Appendix B - Major Activities, Tasks for Fulfilling Activities, Persons Responsible

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Implement ctcLink for Admissions/Registration, Financial Aid, & Instructional Support	Admissions/Registration, Financial Aid, & Instructional Support
Improve <u>student retention</u> & reduce retention equity gaps by refining and expanding college navigation services	Refine Starfish Early Alerts & Referrals, develop and implement Success Plans, integrate Starfish use into case management work of departments, provide direct services to students, ongoing training of employees, Starfish technical integration with ctcLink	Starfish Coordinator and Starfish implementation/scale up group, WES, TRIO SSS, Library, A&AS, BEdA
	Provide TRIO-like support services for students and address workload questions	
	Provide a resource guide to new students that also illustrates how resources, including financial supports, will help students succeed.	A&AS, BEdA, WES, TRIO SSS
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to department performance & student success metrics	Title V Grant Team, IR
	Provide students with trainings about how to utilize technology used in their classes	eLearning, Library
	Provide technology support, online and with hours outside of 8:00-5:00	BBT, Library
Improve student <u>retention</u> & <u>persistence</u> while reducing equity gaps by strengthening <b>advising</b> services	Continue improving annual course planning schedules	Deans, schedulers, faculty Advising Workgroup
	Improve advising services year-round with ctcLink tools, the website, and other tools	Advising Workgroup
	Review and update existing advising maps	
	Provide training and support for academic advisors	
	Refine advising practices for second year students, completion, transfer, and career advising	

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Develop transition to campus and college advising for dual enrollment students	Advising Workgroup, BEdA, Workforce Ed. Coordinator
Improve <b>completion rates in courses</b> of all modalities (face-to-face, hybrid, online) & gatekeeper & HELS (High Enrolled, Low Success) courses to meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students while reducing equity gaps for different student groups	Professional development around online instruction (e.g. use of technology, engaging students, communication with students) combined with implementation support for faculty and training support for students	Instructional Improvement Workgroup, Title V Grant Team
	Implement large scale ESCALA training for faculty	Title V Grant Team
	Implement large scale instructional design training for faculty	Instructional Designer
	Develop specific equity informed training foci, identify training opportunities (internal, external), link training to course success & student success metrics	Title V Grant Team, IR
	Implement instructional changes based on assessment of student learning results	Deans & Faculty
Improve <b>student persistence</b> while reducing equity gaps by increasing students earning <b>college level math &amp; English credits</b> with accelerated Math & English courses	Refine accelerated English & math instruction	English & Math Depts
	Review and update math & English placement practices	English & Math Depts, Testing Center Coordinator
Improve <b>student persistence &amp; retention</b> while reducing equity gaps by implementing <b>different instructional strategies</b>	Explore & expand accelerated, flipped, modularized, competency-based learning options - Identify courses to develop or redesign, connect faculty with professional development opportunities activities, redesign courses	Instructional Designer, BAS faculty, Title V Grant Team, Instructional Improvement Workgroup
	Increase options for diversity, equity, and inclusion course offerings	Instructional Council

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
	Explore undergraduate research, service learning, subject matter immersion, internship, work-based learning and other active learning opportunities. Secure grant funding to support pilots, engage interested faculty, identify needed staff to support	Dean of Arts & Sciences, Math & Science Division, Social Science Division, Career Services, Workforce Education Coordinator, Workforce Faculty, Library, A&AS
	Align academic support services with instruction	STEM Center, Writing Center, BAS Program, BEdA, Library, eLearning
	Implement instructional changes based on assessment of student learning and program audit results	Deans & Faculty
Improve <u>student retention and persistence</u> while reducing equity gaps by strengthening procedures and expand opportunities for awarding <b>Credit for Prior Learning (CPL)</b>	Document procedures and fee structure, develop CPL opportunities for BAS classes, explore additional CPL opportunities across all college courses	Workforce Education Coordinator, BEdA, BAS Coordinator
<u>Improve student persistence &amp; completion &amp; enrollment</u> while reducing equity gaps by launching a <b>Bachelor of Applied Science</b> in Applied Management (BAS-AM) degree	Secure regulatory approvals, market degree, recruit students, develop courses, develop and implement student support model, teach first cohort, complete 2023 NWCCU site visit, start second cohort, expand to off-campus locations	Title V Grant Team, BAS Program
Increase <u>transfer rates</u> while reducing equity gaps_	Establish working partnerships with our primary transfer schools (CWU, EWU, WSU) to develop four year advising maps for top transfer majors from BBCC, establish dual admissions, reduce redundant degree requirements, co-advise, etc. Develop second year student advising experience	Advising Coordinator, Dean of Arts & Sciences, Workforce Education Coordinator, Advising Workgroup

Improving Student Success Major Activities	Tasks to fulfilling activity	Assigned to
<u>Improve student persistence, completion &amp; post graduate success</u> while reducing equity gaps through workforce <b>program development</b> &/or redesign	Launch Agriculture Mechanics Degree	Dean of WF Education, Ag Coordinator, Ag Mechanics Coordinator
	Revise Industrial Systems Technology electrical program to train students to a higher level	IST faculty
	Secure distance learning approval for Aviation Maintenance Technology degree	AMT faculty
	Stay current with industry changes and update programs accordingly	Dean of WF Education, WF faculty



Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
People and Leader Development	Annual training plans/calendar for leadership development.	HR, Title V, and Leadership Development Work Group
	Review and update leader competencies	HR, Title V, and SGC
	Supervisor Expectations & Accountability	E-Team and Cabinet
	Review and update 360 feedback process	HR and SGC
	Improve performance evaluation completion rates	E-Team and Cabinet
Climate and Community	Implement workplace norms	E-Team, Cabinet, SGC
	Onboarding & Orientation	HR and Supervisors
	Conduct employee satisfaction survey	HR
	Assess employee survey results and develop plan	E-Team, Cabinet, SGC
	Develop diversity plan as required by OFM	HR, CEID, Cabinet
	Negotiate 2021-2023 Faculty CBA	HR, Instruction, Faculty Association
	Adopt Telework Guidelines as Administrative Procedure	E-Team, Cabinet, SGC
Improve Internal Communication	Develop BBCC decision-making framework	E-Team, Cabinet, SGC
Implement ctcLink for HR & Payroll	Implement ctcLink for HR & Payroll	HR/Payroll
Improve overall campus climate through Position Alignment	Position descriptions available on Portal	HR
	Position descriptions reviewed and updated annually by employee and supervisor	HR & supervisors

Employer of Choice Major Activity	Tasks to fulfilling activity	Assigned to
	Communicate salary structures for employee groups	HR
	Transition part-time hourly jobs to new structure	HR & Supervisors
	Communicate position review/allocation process	HR
	Reduce Time to Fill rate for open positions	HR & Screening Committees

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
Implement ctcLink Project	Meet State Board deadlines and have a successful implementation	Business Office, BBT
Facility Upgrades	Upgrades to Science Labs in 1200 building	M&O
	Renovation of theater in Wallenstein 1100 building	M&O
	Install new gym floor	M&O
	WEC & AMT Building Completion	M&O, VP for Finance & Administration
Technology Upgrades	Improve network infrastructure in across campus	BBT, M&O
	Replacement of laptop/docking stations for all employee versus desktop hardware	BBT, M&O
	Deployment of software-Office 365, Teams; Upgrades to Sharepoint	BBT
	Technology Plan Update	Facilities Master Planning committee, Academic Plan committee, M&O, BBT
Annual Budget Process	Monitor changes in state allocation process that will impact funding	VP for Finance & Administration, Business Office, Budget managers across campus, Budget Review Taskforce
Financial Statement Audit (Annual)	Continue financial practices that maintain unqualified financial audits.	VP for Finance & Administration, Business Office
Facilities Master Plan - update	Facilities Master Plan - update	Facilities Master Planning committee, Academic Plan committee, M&O
Continuity of Operations Plans (across campus)	Develop plans	All departments

Forward Looking Infrastructure Major Activities	Tasks to fulfilling activity	Assigned to
Develop Dashboards	Identify dashboards to develop to support strategic plan & implementation strategies, develop dashboards	IR & Title V staff

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
Bolster <u>total enrollment</u> by determining post-COVID instruction and student support strategies that meet the needs of day, evening, online, remote, place bound, on-campus, off-campus students and improve & sustain virtual student support services accordingly	Utilize technologies such as live Chat, the website, & Signal Vine to improve communication with students	Dean of Student Services, Director of Enrollment & Registrar, Starfish Coordinator, WES, Title V Grant Team, Public Information Office
	Refine and expand services offered in online and hybrid modalities, including the new student intake process	Director of Activities, Library, Dean of Student Services, WES Director
	Provide students information about required technology, access to needed technology and information on how to use technology tools	Library Director, eLearning Coordinator, Instructional Designer
Increase <u>state-funded and dual enrollment</u> by expanding off campus instructional options with a focus on Othello, Quincy, and Mattawa	Establish partnerships with key collaborators in target communities, identify programs to deliver and delivery strategy, provide needed services using virtual and hybrid modalities, identify facility and staffing needs, pilot operations in key locations, develop focused outreach & marketing strategy for specific communities	VP of Learning & Student Success, BEdA, Outreach & Recruitment, Title V Grant Team
Expand <u>state-funded enrollment</u> with student programs that will attract state-funded students	Grow wrestling programs and recruit full rosters for all athletic teams	Athletic Director
	Explore launching an eSports program and/or track & cross country	
	Launch Agriculture Mechanics degree	Dean of Workforce Education
	Investigate additional academic programs and activities that will attract state-funded students	Dean of Workforce Education, Dean of Arts & Science, IR
Expand <u>total enrollment</u> by strengthening pipelines into college	Expand number of students transitioning from Basic Education of Adults (BEdA) program into college level classes	BEdA
	Expand number of students transitioning from dual enrollment programs into college level classes	High School Relations Workgroup

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Grow dual enrollment programs	Workforce Education Coordinator, BEdA, Student Services
	Grow enrollment in existing programs	Dean of Workforce Education, Dean of Arts & Science, Director of Nursing, BEdA Director, Division Chairs
	Strengthen relationships with feeder high schools to improve transition of high school students to Big Bend	High School Relations Workgroup, Outreach & Recruitment, Workforce Education Coordinator
	Create a sustainable international studies program	Director of JATP
Expand <u>state-funded and dual enrollment</u> by developing and implementing an Outreach & Communication Strategy and Create an Implementation Plan for recruiting students	Identify key communities & demographics and focus outreach efforts	Outreach & Recruitment, WES Director
	Identify employers with tuition reimbursement for employees	CBIS Director, WES Director
	Develop outreach and marketing strategies for specific communities	BEdA Director, WES Director, Outreach & Recruitment, BEdA Director, Public Information Office
	Conduct family focused outreach for high school age students (focus to dual credit students)	Outreach & Recruitment, WES Director,
	Develop outreach and marketing strategies for working adults	WES Director, BEdA Director, Public Information Office, BAS Coordinator
	Market student support resources and give examples of how they help students	Public Information Office, Library
	Clarify admission process steps, due dates, technology needed and implement student communication plan	Dean of Student Services, Director of Enrollment & Registrar, Title V Grant Team, Starfish Coordinator, WES Director
	Provide support and resources to allow a shorter turnaround time between when students ask a question and when they receive a response	Dean of Student Services, Director of Enrollment & Registrar

Enrollment Growth & Diversification Major Activities	Tasks to fulfilling activity	Assigned to
	Use marketing messages that showcase what makes BBCC a 1st choice - BBCC cares about students and their success, has great programs and resources, is a great place to get started	Public Information Office

## Acronyms

AA&S - Accommodation & Accessibility Services

Aviation Maintenance Technology

BAS - Bachelor of Applied Science

BBT - Big Bend Technology

BEaA - Basic Education for Adults

CAMP (grant) - College Assistance Migrant Program

CEID - Committee for Equity Inclusion and Diversity

CPL - Credit for Prior Learning

CTE - Career and Technical Education

CWU - Central Washington University

DSHS - Department of Social and Health Services

HEERF - Higher Education Emergency Relief Fund

HEP (grant) - High School Equivalency Program

HR - Human Resources

IR - Institutional Research

IST - Industrial Systems Technology

JATP - Japanese Agriculture Training Program

M&O - Maintenance & Operations

MCO - Master Course Outline

NWCCU - Northwest Commission on Colleges and Universities

SBCTC - State Board for Community and Technical Colleges

SGC - Shared Governance Council

SSS - Student Support Services

STEM - science, technology, engineering and math

USDE - United State Department of Education

WES - Workforce Education Services