Board of Trustees
Study Session

March 7, 2019
9:00 a.m.

ATEC
Hardin Community Room

Community College District No. 18
7662 Chanute Street NE
Moses Lake WA 98837

Board Special Meeting Study Session

Hardin Community Room
Thursday, March 7, 9:00-11:00 a.m.
No action will be taken.

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

Ends Statement #6 Inclusion & 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. **Moderator/Presenter:** VP Kim Garza **Outcome:** Preparation for Mission Fulfillment discussion in Spring 2019.	**Reference** Strategic Plan Employee Focus Group Report (EFGR) Identified themes of EFGR Employee data Onboarding/Orientation Information Board Policy 1000 Core Theme Indicators for E-6 History of E-6 Indicators
Board Goals 2 & 3 2. Development of a timeline to receive meaningful, accurate, and reliable data to determine Board effectiveness. 3. Development of an "on-boarding" process for new trustees and others who are in leadership positions. **Moderator/Presenter:** Trustee Thomas Stredwick **Outcome:** Discuss draft trustee onboarding and training schedule.	**Reference** Board Goals Draft trustee onboarding and training schedule

Big Bend
COMMUNITY COLLEGE

2017-2020
Strategic Plan

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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

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

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

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

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

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

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

Table of Contents

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

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

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

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

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

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

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

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

Values & Lenses

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

Values

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

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

Lenses

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

Student-Ready Instructional & Operational Practices Priority

Background

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

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

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

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

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

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

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

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

Implementation Strategies

1. Targeted Marketing, Outreach and Recruitment

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

2. Expanding Evening and Online Courses and Services

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

3. Strengthen High School Relations and Expand Dual Credit Options

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

4. Expand and Improve Accelerated Learning Strategies

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

5. Develop Strategies to Serve Adult Students

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

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

6. *Expand Opportunities for Student Engagement*

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

Evaluation Plan

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

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

Comprehensive Advising & Student Support Priority

Background

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

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

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

Implementation Strategies

1. Areas of Interest

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

2. New Student Intake

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

3. Advising Process

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

4. Advising Maps

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

5. Annual Course Schedule

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

6. Comprehensive Supports

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

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

7. Technology

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

Evaluation plan

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

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

Employee Experience Priority

Background

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

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

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

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

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

Implementation Strategies

1. Communication

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

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

2. *Culture & Voice*

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

3. *Training*

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

4. *Accountability*

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

5. *Physical Resources*

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

6. Recruitment

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

7. Development

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

Evaluation Plan

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

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

BBCC will also use the following data elements:

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

Appendix A: President's Charge

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

Some of the ideas underlying this approach are:

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

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

Appendix B: External Influences

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

Economic Changes

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

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

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

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

Demographic Shifts

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

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

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

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

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

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

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

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

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

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

Private Sector Influences

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

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

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

Technology Advances

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

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

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

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

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

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

Appendix C: Internal Influences

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

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

Student Demographics

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

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

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

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

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

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

Programs and Services

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

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

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

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

Employee Turnover

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

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

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

BBCC should

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

Physical Infrastructure

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

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

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

BBCC should

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

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

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

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

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

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

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

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

Summary

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

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

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

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

Equity

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

Summary

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

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

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

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

The college has not identified useful equity measures.

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

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

Teaching and Learning

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

Summary

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

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

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

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

Engagement and Communication

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

Summary

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

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

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

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

Strategy and Planning

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

Summary

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

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

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

Themes from World Café

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

Policies and Practices

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

Summary

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

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

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

Appendix E: Alignment of Terms

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

Appendix F: Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Success

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

Excellence in Teaching & Learning

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

Community Engagement

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

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

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

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

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

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

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

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

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

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

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

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

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

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

Work Group #2

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

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

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

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

Work Group #3

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

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

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

Work Group #4

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

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

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

Work Group #5

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

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

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

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

Work Group #6

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

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

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

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

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

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

Big Bend Community College:
Re/Building a *Meaningfully Engaged* Campus Community

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Re/Building a *Meaningfully Engaged* Campus Community

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Re/Building a *Meaningfully Engaged* Campus Community

Background

   Prior to being hired, Christine Clark, Ed.D. [hereafter referred to as "the consultant"], was contacted via email on February 9, 2017 by a member of the Big Bend Community College (BBCC) Committee on Equity, Diversity and Inclusion (CEID) about conducting a campus climate and culture assessment. Having done similar work with Bellevue College, Highline Community College [now Highline College], and Lake Washington Institute of Technology, the consultant was identified to members of the BBCC CEID through a diversity-related community colleges consortium group in Washington state. Between February 9, 2017 and September 6, 2018, there were additional intermittent communications between the consultant and various of BBCC's CEID and Employee Experience Working Group (EEWG) about such an assessment. The last of these communications was the consultant's submission of a competitive Request for Proposal (RFP) to facilitate a BBCC campus climate and culture assessment. This report documents the process and findings of that assessment.

   Between September 7-20, 2018, the consultant and various members of the BBCC Human Resources/Purchasing departments communicated via email to finalize the contract for the assessment work, formally referred to as the Information and Perspectives Gathering on the Culture and Environment (IPGCE) project. The contract total was for $9,999 inclusive of expenses (i.e., airfare, ground transportation, lodging), paid in three installments (25% up front, 50% after completion of the data collection, and 25% upon completion of this report); however, because this report was completed ten days late, the consultant deducted $25 per day ($250 total) from the third installment, making the contract total $9749. Also during this time, the consultant reviewed the BBCC website, and as well as BBCC's 1) 2016-2017 and 2017-2018 [Employee] Exit Interview Survey Summaries; 2) Fall 2017 Institutional Capacity Assessment Tool (ICAT) Results Summary and Distribution Reports; 3) [Employee] Onboarding and Orientation Survey 2018; 4) 2017-2020 Strategic Plan; 5) employee email contact lists by employee group; 6) email contact lists for members of the EEWG and CEID; and, 7) a campus map (it is important to note that items #1, 2, 3, and 5 were provided to the consultant by the Vice President for Human Resources through secure file transfer with a confidentiality stipulation).

   Between September 20-October 17, 2018, the consultant and various members of the BBCC EEWG and CEID communicated via email, phone, and virtual media to plan for the implementation of the assessment (including for the resources needed to execute it) as follows:

1) develop/vet questions (see Appendix A, below) for the focus group and individual interviews;

2) develop/implement a plan to promote the interviews to the BBCC community (see Appendix B, below); and,

3) determine days, times, and locations (and to secure the locations) for the interviews and related activities (i.e., Information Sessions) (see Appendix C and Appendix D, below).

Thereafter, following a campus-wide email (sent on October 10, 2018) from the BBCC President (see Appendix B, below) introducing the consultant and the work she was hired to do, the consultant sent a campus-wide email (sent on October 12, 2018; again, see Appendix B, below) to explain that work further, and to invite and, where relevant, schedule BBCC Part-Time Staff, Classified Staff, Adjunct

Faculty, Full-Time Faculty, and Administrative/Exempt Staff to participate in the work via the interview process.

Building 1800 also known as ATEC, was selected as the location for the interviews and information sessions. Within ATEC, the Simplot Room was selected for the interviews, and the Conference Room was selected for the information sessions. These locations were selected for convenience and privacy, however, in the consultant's campus-wide email, members of the campus community who wanted to participate in the interviews but were uncomfortable with the location, were given the option to suggest an alternative meeting location (no one did).

On October 17, 2018, the consultant flew from Las Vegas to Seattle and drove to Lake Moses, Washington. While in Lake Moses, she stayed in the Fairfield Inn & Suites on South Maiers Road. On October 21, the consultant drove to Spokane and flew back to Las Vegas.

The consultant arrived on the BBCC campus at 6:45 a.m. on October 18, 2018. The ATEC building was open, but the Simplot and Conference rooms were locked. No one from the EEWG or CEID was present to greet the consultant (ostensibly to preserve participant confidentiality to the greatest extent possible), so the consultant wandered around for a few minutes, soon finding a very helpful facilities maintenance person in the Library who opened both rooms and instructed her on how to use the lights (the same helpful person provided room access on October 19-20, 2018). A few minutes before the first of two information sessions held on October 18, 2018, a very helpful technology support person arrived to the Conference room to ensure that the computer, screen, and projector were accessible and working. At the conclusion of the second information session, the consultant ensured that the room was clear of handouts, that chairs were pushed into the table, that the technology and lights were turned off, and the door was closed. The consultant spent the majority of October 18, 2018, and all of October 19-20, 2018 in the Simplot room, leaving only to use the restroom or to secure a snack from the nearby cafeteria; upon leaving for any period of time, she turned off the lights and closed the doors. Again, at the conclusion of the last interview, the consultant ensured that the room was clear of handouts, that chairs were pushed into the table, that lights were turned off, and the door was closed. Other than seeing a security guard, a few students, and people (who appeared to be from off campus) attending an event in passing in ATEC common areas over the three interview days, the only other people the consultant saw while there were interview participants and information session attendees.

Between October 18-20, 2018, the consultant conducted 2 information sessions, 13 focus groups interviews, and 10 individual interviews on the BBCC campus. Three people who expressed the desire to participate in an interview while the consultant was on the BBCC campus, but who could not arrange to do so because of their own and/or the consultant's schedule, were given the opportunity to interview with her via phone or virtual media on October 25, 2018 or November 1, 2018. Shortly thereafter, the consultant communicated with the members of the BBCC EEWG and CEID via email to report on the interview demographics to determine whether or not additional interviews should be conducted in person and/or via phone/virtual media. A collaborative decision was made to re-extend the invitation (sent on November 1, 2018) to participate in an interview via phone/virtual media on November 7-8, 2018 to members of the Part-time Faculty and Part-time Hourly Staff employee groups, since fewer than 25% of the members of those two groups had participated in the interviews (the 25% participation benchmark was established by members of the CEID and EEWG, based on (lower, in some cases, much lower) participation percentages in other campus assessments). Accordingly, the consultant re-extended the invitation to members of those two groups and 11 people responded, including 1 Full-time Faculty employee and 2 Classified Staff employees (though the follow up invitation was not sent to their employee groups), as well as 1 Part-time Hourly Staff employee, and 7

Part-time Faculty employees. Of these 11, 9 actually participated in an interview; these interviews were held on November 1 and November 7-8, 2019. Total participating numbers by employee group are as follows:

- Classified Staff: 26 (72 total, 25% = 18; just over 36%)
- Full-time Faculty: 22 (49 total, 25% = 13; almost 45%)
- Administrative/Exempt Staff: 22 (72 total, 25% = 18; almost 31%)
- Part-time Faculty: 24 (131 total, 25% = 33; just over 18%)
- Part-time Hourly Staff: 13 (65 total, 25% = 17; exactly 20%)

Said another way, approximately 1 in 3 Classified Staff employees, 1 in 2 Full-time Faculty employees, 1 in 3 Administrative/Exempt Staff employees, 1 in 5 Part-time Faculty employees, and 1 in 5 Part-time Hourly Staff employees participated in the interviews. The 25% target participation benchmark for the first three groups was met, and though this benchmark was not hit for the last two groups, it is important to note that almost everyone who did participate who had been on campus for more than 1 year but less than 3 years had served in multiple other roles prior to their current one, most as either Part-time Faculty or Part-time Hourly employees.

In terms of gender, based on presenting sex/gender, 25% of the participants were male, and 75% were female. In terms of race/ethnicity/religion, based on self-identification, just under 10% of the participants were members of racially/ethnically/religiously minoritized groups. No participants presented or self-identified as members of the LGBTQ[1] community. No participants presented as or self-identified as having a disability. Due to the small size of the campus community, coupled with the even smaller number of employees from various historically and other underrepresented groups, further demographic disaggregation of participants cannot be reported (i.e., by employment-based category) because it would compromise participant confidentiality. Relative to the findings, only employment-based category demographics were salient (see **Limitations**, below, for further discussion on this point).

Between October 27, 2018-January 10, 2019, the consultant culled the raw data gathered through the interviews and summarized it into this report organized, as directed by the RFP, by common themes, and then used these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC workplace climate and culture, specifically recommendations *that support the creation of a safe and dynamic culture where BBCC employees feel/are supported, engaged, and valued from recruitment to retirement* (*BBCC 2017-2020 Strategic Plan*, see p. 9). This report was then submitted via email to the members of the EEWG and CEID who expressed to the consultant their intention to: 1) study the report; 2) seek to derive "lessons learned" from the report to support a similar effort with students in the future; 3) electronically share the report with the campus community; and, 4) formally present the report to the campus community, inclusive of the campus leadership.

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[1]Lesbian, Gay, Bisexual, Trans, and Queer: Trans is a broad term typically used by people who do not identify, or exclusively identify, with/as their sex assigned at birth; it is not indicative of a person's gender expression, sexual orientation, hormonal makeup, or physical anatomy, nor how others perceive them. Queer is also a broad term typically used by people with marginalized gender identities and sexual orientations who are not cisgender and/or heterosexual. This term has a complicated history as a reclaimed slur. Cisgender or cis are terms used to describe people who exclusively identify with/as their sex assigned at birth; like Trans, these terms are also not indicative of a person's gender expression, sexual orientation, hormonal makeup, or physical anatomy, nor how others perceive them.
 (definitions adapted from TSER, retrieved from http://www.transstudent.org/definitions/).

Approach

It is interesting to note that no significant questions about, concerns with, or challenges to the particular approach (discussed in preliminary communications with members of the BBCC CEID and EEWG, conveyed in the RFP, and described below) that the consultant took to engaging the climate and culture assessment work with BBCC were raised by any member of the BBCC community. This is unusual in the consultant's experience doing this kind of work. It is possible that some such interests were raised and resolved internally in advance of the implementation of climate and culture assessment activities (i.e., through information dissemination about the assessment undertaken by members of the CEID and EEWG, the President, and/or the consultant). It is also possible that some such interests are being held in abeyance, or simply will not surface until this report is reviewed, making the approach transparent is paramount to reduce potential resistance to/dismissal of the work, especially the findings, and, in so doing, to increase confidence in/buy-in to corresponding recommendations.

The consultant employed a constructivist[2] research process, considered both qualitative and quantitative information, and engaged a case study orientation.[3] **Elements of case study** that figured prominently in the consultants' approach include:

1) the development and use of an **interview protocol** (again, see Appendix A);

2) **thick description** or extensive, near verbatim, raw data representations of interviewees responses to the interview questions;

3) an **examination of the "lived experience"** of members of the campus community by observing the formal and informal interactions among and between those members before, during, and after information sessions and interviews (especially focus group interviews);

4) **pattern matching**, based on her (the consultant's) prior academic training/knowledge and professional expertise/experience of climate and culture assessment in other higher education settings (i.e., how is BBCC's climate similar to, and different from, peer and/or aspirational institutions);

5) **contrastive explanation building** to consider multiple accounts of events; and,

6) **triangulation** of at least three data points at a time to mitigate/overcome the weaknesses (especially biases) associated with singular considerations.

In both the individual and focus group interviews, the consultant shared the interview questions (protocol) with participants at the outset of the interview (for face-to-face interviews) or emailed them in advance of the interview (for Skype or phone interviews). Participants were given a few minutes to review the questions before the interview started. Participants were informed that the protocol would not be used by the consultant in a formal way during the interview (i.e., a structured Q&A), rather that participants should use consider the questions more holistically in considering what to share. Participants were also informed that, on occasion, the consultant might share (anonymously) perspectives that had come up in planning communications with the members of the CEID and EEWG,

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[2] Knowledge-building is not merely a cognitive process, but also a social process, thus it requires interaction.
[3] For more about case study see Creswell, 2009, 2011; Yin, 2009.

as well as in prior interviews to get a sense from the current interviewee(s) if those perspectives resonated with them (and if so, in what ways) or not.

Related to triangulation, the consultant used constant comparative analysis (CCA)[4] to "make holistic sense of" *all* of the data sources considered. In CCA, each piece of data (e.g., an interview transcript, a report (i.e., ICAT), a survey (i.e., exit interview, onboarding/orientation), goals (i.e., strategic plan), information posted to a website, a first-hand observation, etc.) is compared, on an ongoing basis, to every other piece of data in an effort to identify similarities across, and differences between, all pieces. Through this inductive[5] analytical process, critical new meaning can be garnered throughout the assessment process; that is, at no point do the existing data define (by deduction[6]) what should be statically understood about the focus of the assessment, in this case BBCC's climate and culture. Practically speaking, this means that no single point of data is ever discounted, and neither does that single point of data dominate or overshadow the investigation.

Limitations

As alluded to above, this approach, or *any* approach, to the assessment of climate and culture, is often a point of contention for at least some assessment stakeholders. In the case of BBCC, "stakeholders" are broadly considered to include all members of the BBCC community, not solely facilitators of/participants in the assessment process and/or activities. With this broad ranges of stakeholders in mind, it is important to consider the perceived or actual influence of the consultant/consultant's approach in iterating the assessment findings and recommendations (i.e., discerning and presenting them in a particular manner/structure) as one potential limitation of the assessment. While it was not articulated in the interviews, some stakeholders might believe the consultant's approach reveals a particular "agenda" that could have an undesired impact on the campus. If that's the case, it could undermine the attention given to the recommendations. Related to this, as articulated in the interviews (and anticipated in advance by the members of the CEID and EEWG), was the belief, held by many stakeholders, that regardless of the consultant approach, and even in the face of explicit guidance (i.e., publicly reported recommendations) from the consultant, no meaningful action on that guidance will be undertaken, especially by campus leadership. Said another way, the climate and culture assessment process described herein is merely "window dressing" or "a check box" to which dissenting, unconcerned, and/or unimpacted stakeholders and/or campus leadership can point in order to be able to say, "we took care of that." Interestingly, while these stakeholders expressed this belief as inevitable, many still also expressed hope that meaningful action might be taken.

Another potential limitation of the assessment has to do with the timeline of the assessment activities and related information dissemination about them. While it is clear that discussion regarding the idea of, or need for, the assessment began long before (as previously noted in the **Background** discussion, in February of 2017) the assessment actually occurred, once the decision was made to hire the consultant to conduct the assessment, the planning and execution of the assessment activities moved very quickly (a function of the requirements of the RFP). Some stakeholders, including through the interviews, did express concerns about the lack of more comprehensive, advanced explanation of the assessment process, as well as more advanced notice for scheduling participation in the interviews and whether these would depress participation numbers. The consultant raised some of these same concerns to members of the CEID and EEWG, but too late in the campus interview planning process to

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[4]Pioneered by Glaser in 1965.
[5]Inductive reasoning is a "bottom up" process that draws conclusions based on strong evidence, but not absolute proof.
[6]Deductive reasoning is a "top down" process that draws conclusions based on certain factors taken as given (as truth).

make changes without substantially extending the timeline for the assessment (based on both BBCC's academic calendar and the consultant's availability). While it is possible that the desire to be expedient in responding to perceived or actual (whether expressed or not) concerns about campus climate culture drove the speed of the timeline once the decision to hire a consultant was made, it is also important to note the 25% target participation benchmark, and the decision to re-extend the opportunity to participate in an e-interview (after the initially scheduled campus interviews) to members of the two employee groups whose participation feel below this benchmark.

A third potential limitation of the assessment was that the consultant did not consider the need to design the process for participation in the identity-based focus groups differently. In retrospect, the consultant should have, in further consultation with members of the CEID and EEWG, pre-determined specific, BBCC-salient identity-based groups (i.e., People of Color, white people, women, men, Women of Color, white women, Men of Color, white men, LGBTQ-identified, heterosexual-/cisgender-identified, speakers of English as a second language, native English speakers, members of minoritized and majoritized religious/spiritual/faith-based groups, voluntary and involuntary immigrants, etc.) and scheduled the corresponding identity-based focus groups accordingly, rather than anticipating that members of such groups would feel comfortable to, and/or be logistically able to, organize themselves into these focus groups. While there was only one inquiry to the consultant about these focus groups (to which the consultant responded several times, but never heard back on), it is possible that there would have been more interest in participating in these groups than that single inquiry represents had they been designed differently.

One final two-fold limitation of the assessment was the lack of further differentiation of the employment category-based focus groups on the basis of rank/role *within* employee categories, and the lack of further direction to all members of the campus community to consider the impact of their perceived/actual proximity to power (place in the formal/informal institutional hierarchy) on the participation of their peers in/during focus groups. While the decision made by the consultant to exclude members of the cabinet/executive team from participation in the Administrative/Exempt Staff employment category-based focus groups was a good one (designed to ensure that other members of that employment category could speak more freely), it became clear during all of the focus groups that further structured separation of participants within employee categories would have fostered more open communication by and among some groups of participants. While members of the cabinet/executive team, as well as all members of the BBCC community, were given the opportunity schedule individual interviews for any reason (including, but not limited to, power dynamics) and some did, others who did not might have had more specific employment-based category focus groups been offered. Indeed, one group of Classified Staff employees recognized that the nature of their responsibilities on campus might make it difficult for other Classified Staff employees to speak freely with them present and, thus, they, as an employment-based category sub-group, requested a separate focus group meeting time. It is important to note that, largely due to the timeline of the assessment discussed previously, this opportunity was not specifically extended to other employment-based category sub-groups in the BBCC community.

Findings

As previously noted (in the **Background** discussion), the RFP asked the consultant to structure findings around common themes, and then to use these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC culture and environment. *Meaningful engagement* is at the core of all of the findings of this assessment.

Findings are organized around four common themes: 1) Love, Care, and Commitment; 2) Voice and Value; 3) Educational Leadership; and 4) Justice. Because findings broadly and deeply relate to more than one theme, themes are complexly interrelated. Discussion of findings and themes reflects these intricate cross-linkages. General and specific connections to the *BBCC 2017-2020 Strategic Plan* (inclusive of values and lenses), and to its strategic priorities (especially the Employee Experience priority) and related implementation strategies, emerged organically in the interviews; these connections are explicitly and implicitly woven into the discussion of the findings along with, where relevant, brief additional connections to relevant research.

Again, as previously noted (in the **Background** discussion), due to the small size of the campus community, the terminology used in the report of findings was chosen to enable information sharing while also protecting participant confidentiality, especially if the information was shared one-on-one and was not previously shared elsewhere, could be linked to a "one-person" unit/department, and/or could easily identify only one participant or one small/highly visible/vulnerable category of participants. In these regards, terms used most often include *employees*, *staff* and *faculty* (instead of, for example, *Part-time Hourly* staff, or *Full-time* faculty, or *Classified* staff), as well as *all*, *most*, *a majority*, *many*, *some*, *a few*, or, *one* employee, staff member, faculty member, etc.

In most instances, the compound term "campus leadership" refers to cabinet/executive team level leaders. While there was very little discussion by participants of vice presidents, other than the Vice President of Learning and Student Success, most of the time participants expressed the perception that the team (including deans and directors) was, more or less, of one mind. In a few instances, "campus leadership" also refers to lower-level supervisors, unit heads, and/or department chairs. Where "campus leadership" refers deans-level or below, participant discussion did not reveal any patterned perceptions or consensus on critique or accolade (i.e., while some participants described negative experiences with a particular dean or supervisor, etc., some others described positive experiences, and the experiences described, whether positive or negative, were largely different). There was a high level of patterned perception or consensus on critique or accolade for the President and for the Vice President for Learning and Student Success; this is discussed below under the relevant themes.

Love, Care, and Commitment

Without exception, all of the participants interviewed expressed how much they love/*still* love BBCC. Most especially, participants expressed their love of, care for, and commitment to students, especially serving, advising and teaching students. Most participants also felt confident that their work with students was something they do well, with excellence and enthusiasm. These findings strongly support BBCC's stated institutional values of **student success** and of **excellence**. The "still" part of the love for BBCC has to do with the sense that the family environment that most participants who have been at BBCC for five years or longer felt broadly and deeply characterized the campus in the past, no longer does, and increasingly so. While this change is a significant concern for many participants (both longer-serving and newer employees), for some participants their connectedness to students mitigates the concern enough for them to stay at BBCC. For some other participants, as suggested by the resignation and retirement statistics for the last six years reported in the *BBCC 2017-2020 Strategic Plan*, connectedness to students may not be enough to sustain their employment at BBCC moving forward.

Most participants who are newer, full-time employees at BBCC (have been on campus for less than three years) expressed having a positive perception of campus climate and culture (even in the face of orientation and on-boarding challenges, discussed under the next theme) through their first year, but thereafter the perception became more negative. Part-time employees, whether longer-serving or

newer, who have had limited experience on the BBCC campus have only positive perceptions of the campus community.

One participant expressed the belief that resignations and retirements were not a sign of institutional climate and culture issues, but rather a function of people finding better opportunities elsewhere, deciding to do something different with their lives, and/or no longer needing/wanting to work full-time or at all. To the extent that employee departures might be related to climate and culture concerns, this participant argued that leaving BBCC was a good decision because it provided those people the opportunity to find greater satisfaction somewhere else. While these perspectives were only expressed by one participant, the majority of other participants expressed their sense that such perspectives are widely held by the campus leadership; campus leadership does not want to confront the enormity of climate and culture concerns, especially their role as leaders in creating and perpetuating these concerns (instead explaining the concerns away as an inevitable consequence of funding challenges), precisely because they are indifferent to these concerns (relative to other concerns or not). Some participants also expressed the perspective that campus leadership may be ill-prepared (lack the skill, thus the will) to *meaningfully engage*, and then effectively address, these concerns. A positive take on this climate and culture assessment could be that leadership is, in fact, leaning into these concerns by having sought outside help (i.e., the consultant hired to conduct this assessment process) to further surface/openly expose these concerns and to identify additional/new strategies or more robust/effective ways to actualize existing strategies for responding/further responding to these concerns. Additional reasons for employee dissatisfaction and/or departure (beyond the perceived waning family environment) are discussed below under the other themes.

Voice and Value

Building on the **Limitations** discussion, in an effort to role model self-critical reflection alongside of BBCC's stated institutional value of **integrity and stewardship** and lenses of **accountability** and of **transparency** (*how we are making decisions/adhering to the process*), it is important to consider that the climate and culture assessment process described herein, a process designed to ensure that all stakeholder voices were "heard," may have, to some extent (and despite best efforts to the contrary), reinforced the marginalization of some of the stakeholder voices that are typically already less/least heard or altogether unheard (silenced). In considering the findings from this assessment relative to the *BBCC 2017-2020 Strategic Plan*, it is clear the intent of that plan, and the related planning processes through which it was built and deriving from it, is at odds with its impact on the campus community. These revelations do not necessarily mean that either this climate and culture assessment (including its findings and recommendations), or the *BBCC 2017-2020 Strategic Plan* (and related planning processes) should be wholly disregarded, rather that both are dynamic (not static), thus must also be *meaningfully engaged* alongside of BBCC's stated institutional values of **community engagement** and of **inclusion**, and institutional lenses of **continuous improvement**, of **sustainability**, of **quality**, and of **diversity, equity, and inclusion**. Again, *meaningful engagement* is at the core of all of the findings of this assessment.

Said another way, a lingering question for self-critical reflection for the consultant is: *Whose voices got heard, how, and how loudly?* On-going questions for self-critical reflection for BBCC, especially its leaders, are: *Whose voices have been getting heard, how, and how loudly?* And, *Whose voices will get heard, how, and how loudly?*

Among those who participated in the interviews, everyone spoke about voice in some way. In most cases, participants expressed concern about missing voices (those absent in the BBCC community), about the unheard/underheard voices of others (those who are present at BBCC, but are

marginalized or silenced), and/or about their own unheard/underheard voice (the sense that their experiences/perspectives are not valued at BBCC). While attention is given to voice (and culture) in the discussion of implementation strategies for achieving the **Employee Experience** strategic priority of the *BBCC 2017-2020 Strategic Plan*, it is done so in a manner that appears to suggest that the employee experience would be enhanced if employees had "exact explanations" of the BBCC mission, vision, and goals, and "precise and unified definitions" of diversity, equity, and inclusion. This suggests top-down explication of, instead of collaborative co-creation of, shared understandings. This is the antithesis of voice (and culture), especially from the lens of what is considered good evidence-based practice of diversity, equity, and inclusion work in higher education (AAC&U, 2015, n.d.a.; Williams, Berger, & McClendon, 2005; Williams & Wade-Golden, 2012a, 2012b).

The majority of participants—across faculty and staff ranks/roles—did not feel valued on an on-going basis for the commitment they make to the campus. Most participants expressed feeling that their own/others' value at BBCC was in part tethered to the people to whom they report/under whom they work and/or the functional areas in which they work and the corresponding perceived importance attributed to these people/areas by the Vice President of Learning and Student Success; this value often defined the employee's experiences—personal, professional, and political—on campus. Proximity to the widely perceived unilateral power held and, often unfairly, wielded by the Vice President of Learning and Student Success is at the core of this concern.

Many staff, especially those who ranks/roles put them into regular contact with the Vice President of Learning and Student Success, perceive him to be selectively committed to accountability metrics, even ones that he has put in place, as well as ones that various decision-making bodies have enacted, if application of those metrics works against his interests and priorities, even if his interests and priorities are at odds with institutional ones (namely funding). For example, if a decision is made to commit institutional resources to pilot an initiative for six months with the stipulation that the continuation of that initiative beyond that time period is contingent on specific metrics of success, then that initiative should be discontinued at the conclusion of the specified trial period if success metrics fall short, and the resources being committed to it should be redirected elsewhere. Said another way, "we tried it, it didn't work, so we are *not* going to continue chasing this." Some staff commented that converse should also hold true; if a decision is made to commit institutional resources to pilot an initiative for six months, then that initiative should not be discontinued prior to the conclusion of the specified trial period simply so that the resources being committed to it can be redirected elsewhere. Many staff perceived the Vice President of Learning and Student Success' capricious exercise of discretion in decision-making follow-through to reveal some lack of integrity—when decision making does not naturally align with, and/or when he cannot engineer decision making to align with his and priorities, it's okay for him to operate "above the law," but never for anyone else to do the same. The majority of participants—faculty and staff—felt that "the rules" should apply to everyone, and if campus leadership did not have the will to hold each other accountable for following them, or the conscience to follow them themselves, it would be hard for anyone further down in the campus hierarchy to feel incentive to follow them either.

Many staff felt that employee recognition ceremonies were "for show," especially because they seemed to focus more on acknowledging employee volunteerism off campus, rather than for accomplishments related to their work/roles on campus.

Many newer staff expressed significant concerns about the utter lack of orientation and on-boarding to campus, to their unit/department, and to their role/job in concert. In most instances, these staff expressed feeling that, where relevant, their immediate and/or next-level supervisors were indifferent to their arrival (sense of welcome), as well as to their need for guidance in order to learn and perform

in their roles/jobs well. For many of these staff, this created significant anxiety because they were excited about their work and wanted to do a good job, but often felt they had no clear way to come to know or figure out what their jobs encompassed, nor what the performance expectations were against which they would be evaluated.

Almost all staff (newer and longer-serving) expressed significant concerns about what they perceived to be changes to their jobs. Changes discussed included job intensification (more work without job reclassification or increases in compensation) and job re-alignment (different work without job reclassification and, if relevant based on the nature of the differences, increases in compensation). Some staff, especially longer-serving staff, felt targeted by these changes—that these changes were being made to push them out (make them quit or retire). Most staff felt overwhelmed by job intensification, many describing their combined formal (e.g., 9 a.m.-5 p.m.) and informal (e.g., 3 a.m.-9 a.m. *and* 7-11 p.m.) work day schedule as being persistently time inadequate to complete their assigned work. While some staff were reluctant to express this concern for fear that it would lead their supervisors to characterize them as incompetent and then to start a process of progressive discipline against them, most staff felt that expressing this concern would be met with indifference by their supervisors, and by the campus leadership as a whole.

Many staff expressed the desire to have clear job descriptions, regular supervision meetings, and thoughtful annual (or, if warranted, more frequent) performance evaluations that included, if needed, clear action plans (often described as "incentive") for how to improve their performance in any aspect of it that was deemed unsatisfactory. *Meaningful engagement* of/with supervisors in the daily, weekly, monthly, and even longer-term operations of most units/departments was widely characterized absent. A majority of staff expressed the sense that supervisor absence was a consequence of the concomitant job intensification *and* re-alignment of their supervisor's roles/functions (though it was noted that for their supervisors these changes came with job reclassification *and* increases in compensation), coupled with a lack of supervisory experience *and* a lack of knowledge about the work done by many of the staff they were assigned to supervise, as well as about the work of the unit/department as a whole.

Many staff expressed an understanding of the impact of institutional accreditation and funding challenges on job intensification and re-alignment across campus. As a result of this understanding, many staff were willing to respond to those challenges with an "all hands on deck" attitude. Unfortunately, most staff expressed feeling that campus leaders, especially the Vice President of Learning and Student Success, do not give them credit for having this understanding, thus have never *meaningfully engaged* them in building an "all hands on deck" or similar kind of team climate and culture on campus. On the contrary, most staff expressed feeling as though:

1) campus leadership does not believe most staff have the capacity to help identify solutions (that staff are not educated enough or smart enough to identify them and/or that only the campus leadership or, perhaps, only one campus leader, is smart enough to identify them); or,

2) campus leadership does not trust them to be a part of solutions (that staff (and faculty) have to be surveilled to ensure compliance with directives through which leadership solutions will be actualized).

For these reasons, most staff felt that the current leadership approach, driven by Vice President of Learning and Student Success, to solving campus challenges, be they large or small, has been top-down and stick never carrot.

While acknowledged as important in the discussion of the background and in many of the implementation strategies (especially *community, training, accountability,* and *development*) relative to the **Employee Experience** strategic priority, most staff did not feel that there are equitable opportunities to advance internally for all staff, largely because there are not equitable, on-going opportunities for training/professional development (PD). Many staff described asymmetrical access to training/PD opportunities necessary for advancement. For some, lack of access had to do with supervisors' disinclination to arrange for coverage of some staff roles, but not others; generally, lower level and/or frontline staff roles were unlikely to covered if it meant higher level staff would have to leave their desks to provide direct service. For others, lack of access had to do with supervisors' disinclination to allocate funds to cover costs associated with training/PD for some staff, but not others; again, generally, training/PD for lower level staff was perceived to be considered less important.

Many staff also described a lack of transparency around employment advancement; while some open positions were advertised, other positions were perceived to materialize more covertly (perhaps through job reclassifications) in ways that made it appear that the position was designed, and the pathway into it was implemented, to ensure a specific person was hired for it. Whether open or covert, the higher the level the position, the greater the perception was that the person hired would be the person the Vice President of Learning and Student Success wanted in it. While some participants (staff and faculty) expressed that with the arrival of the current Vice President of Human Resources and Labor their concerns about nepotism, cronyism, and favoritism in both internal and external hiring have begun to decrease, others remain skeptical about the will and/or the ability of this Vice President to effect real change in this arena. As noted above, the majority of participants—staff and faculty—felt that "the rules" should apply to everyone but often do not. Participants described specific kinds of people (men, white men, members (especially white male members) of the Latter Day Saints (LDS) religion, people (especially white men) involved with sports and/or in business/industry, and people with conservative political views), and people with particular communication styles (direct or forthright communicators, free speakers, people who "tell it like it is") as being more likely to garner favor with the Vice President of Learning and Student Success; some of the participants who expressed these perspectives acknowledged that they benefitted (and that others did not benefit) from this leadership bias—that is, they recognized that they enjoyed unearned advantages/privileges (e.g., more exclusive access to information, social status on and off campus, *meaningful engagement* in decision making processes, easier access to resources, job-related autonomy/trust/creativity) by being members of these groups and/or having these expressive dispositions. Many participants—both staff and faculty—raised concerns about who among them actually truly have the ability to speak freely, to what extent, in what contexts, when (and when not), why, and, correspondingly, who experiences affirmation and reward, and who experiences indifference or retaliation, again especially from the Vice President of Learning and Student Services, when they do.

Interestingly, some staff participants described having initially supported the hire of the campus President because of their perception that in being from Minnesota, he would be less like "a Seattle person," or a person from "the other side of the mountain," but lamented that this turned out not to be the case; however, because the President was not perceived by the vast majority of participants to hold or wield (nor want to hold/wield) power on campus, any influence biases he might hold in more liberal/progressive directions were widely considered to have weak, if any, influence. These leadership dynamics will be discussed further below under the Educational Leadership theme.

It is important to note that directness in communication is often culturally situated, linked to what are described in cross-cultural communication research as "low context" cultures or cultures in which information is shared primarily through words, as opposed to through non-verbal situational

cues like body language, facial expression, and tone of voice as is more common in "high context" cultures (Hall, 1976; Nakayama, & Tamiko Halualani, 2010). In high-context cultural communications, the people, the circumstances, and unspoken gestures are more important in information sharing than the words used, because interpersonal relationships take precedence over, for example, business dealings. While no culture is exclusively low or high in context, American, especially white/European American, culture is predominantly low context, whereas Asian, African, Latin American, and Middle Eastern cultures are predominantly high context, thus a workplace environment in which low context communication is favored by those in leadership, even if unintentionally, has the effect of racially privileging white people and, to a lesser extent, people who are culturally assimilated or acculturated to white codes of communication (Nakayama & Krizek, 1995). This report is written in a low context cultural style of communication.

Many faculty described feeling pressured to adopt a sort of "false humility," to not acknowledge themselves, or to expect acknowledgment from others, for the academic accomplishment of having completed a doctoral degree, nor for related accomplishments like presenting or publishing their work externally. These kinds of accomplishments raise the status of educational institutions (indeed they are connected to college and university rankings), thus acknowledgment of them is usually encouraged (sometimes so much so that faculty resist pressure they feel to "self-promote") (Williams, 2018). However, many of the faculty at BBCC described the experience of being told that such acknowledgement would intimidate or discourage students and staff. It is ironic that many of the faculty who were told this, related their own educational journeys as first-generation college students at community colleges and and of being inspired by the academic accomplishments of their professors.

Like staff, many faculty described job intensification and re-alignment concerns, however the nature of this discussion among faculty was somewhat different than for staff. Faculty experience of job intensification and re-alignment stems from the perception that campus leadership (in some cases starting with the department chair) is using faculty employment contracts as weapons, thus that they must use their contracts as shields. For example, faculty perceive campus leadership to be interpreting contractual language in ways that enable end-runs around faculty governance when it comes to teaching assignments and loads, as well as to student advising. The effect of this is that many faculty feel disincentive to invest in the campus beyond the letter of what their contracts require; some faculty expressed concern that faculty disinvestment is the goal—that their disinvestment further enables campus leadership to weaken/undermine faculty governance by filling the void of leadership left by faculty non-participation with the leadership's agenda. Some faculty expressed that while increased faculty participation may, on the one hand require faculty time commitment beyond the scope of their contracts, is the only way to hold onto more important contractual features like academic freedom and tenure. Participation, which some faculty noted includes resistance and dissent, is the only way to influence, re/shape, re/direct, and/or stop what is causing the disinvestment. Some faculty characterized this dichotomy as a sort of "Catch 22" of democracy, "if you don't vote, you can't complain."

Here, it is particularly interesting to note the discussion of public policy in Appendix B: External Influences of the *BBCC 2017-2020 Strategic Plan.* While that discussion seems to be to some extent intended to explain the impact of neoliberal economic policy in public education (exclusive alignment of public educational goals with workforce demands), it does so in way that portrays this impact as a function of unilateral public (voter) will (thus, as "fact" or as "a done deal"), rather than as a conservative view of that impact (thus as something that has long been, and continues to be, fiercely and strategically contested, especially in education-related political/policy arenas) (AAC&U, 2005, n.d.b.; Aronowitz, & Giroux, 2000; Busch, 2014; Filippakou & Williams, 2015; Giroux, 2014; Nixon, 2012). As a consequence of this seemingly embedded bias, rather than suggesting strategies for

resisting and/or pushing back against the impact of neoliberal economic policy in public education (e.g., encouraging members of the campus community to become more/civically engaged in fighting for continued public investment in public education like many, many, many public education institutional leaders across the country have been and are continuing to do), the discussion articulates that the best past forward for BBCC is to, in essence, "get in line with" neoliberal economic policy in public education by increasingly exclusively aligning BBCC's educational offerings with workforce demands. Whether this embedded bias was intended or incidental, it is concerning because it gives readers the erroneous perception that certain interests and priorities *must* be abandoned in favor of others in order for the institution to survive (which may instill fear among those whose livelihoods are dependent on the institution's survival), in essence that there is only one path forward and this is it. As a consequence, institutional practices and policy shift in ways that undermine public education under the false auspices of having no other choice that to shift to save it.

The discussion of implementation strategies for achieving the **Student-Ready Instructional & Operational Practices** and the **Comprehensive Advising & Student Support** strategic priorities of the *BBCC 2017-2020 Strategic Plan* provides support for faculty concerns about job intensification and re-alignment, and faculty governance. While the emphases on an annual calendar, early identification of majors for students, mandatory student advising using the areas of interest advising "model" and advising "maps," and the identification of "unnecessary" courses relative to a student's major and the Direct Transfer Agreement are characterized as student-centered and may facilitate students in understanding and progressing through their programs of study efficiently, these emphases are also business-centered and, in so being, also work at counter-purposes with student development, again, especially when that development is viewed through the lens of what is considered good evidence-based practice in student development across student populations and relative to neoliberalism (Braxton & Lee, 2005; Guiffrida, 2006; Tanaka, 2002; Zepke, 2017).

From the perspective of some faculty, especially those who teach in social sciences, liberal arts, fine arts, and/or humanities disciplines, the business-centered impetus for these emphases are, increasingly, driving what courses they are allowed to teach. At the same time, some faculty (and staff) expressed the perspective that teaching developmental courses both in reading and writing, as well as in science, technology, engineering, and mathematics is Civil Rights work, given the persistence and pervasiveness of educational inequality in PK-12 schooling; this perspective is supported by research in multicultural and social justice education (Banks, 1993; Moses, 2002; Settlage & Southerland, 2012). However, in opposition with this research is the perspective that some staff expressed that BBCC students (including students from historically and other underrepresented groups) do not need or want courses in, for example, Chicanx[7] history, women's studies, African American literature, or in art, music, dance, even astronomy. This perspective raises questions about who gets to assess what counts as academically valuable, why, in what contexts, and for whom, at the same time that it reveals a false binary and a deficit perspective in the way that campus is thinking about meeting the needs of especially Historically Underrepresented Group Students (HUGS), but all other students as well. The assumption that BBCC students do not need or want social sciences, liberal arts, fine arts, and/or humanities courses is classist; it implies, that students from working class communities do no need or want a "life of the mind," either because they do not (and, apparently, cannot or should not be taught to) value it (a deficit view), and/or because their economic situations require singular attention to courses that have been pre-determined to prepare them for available jobs. This assumption also implies that courses cannot be designed (or perhaps that BBCC faculty cannot design courses) that do more than one thing (a false binary), for example, concomitantly provide developmental academic

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[7]A non-gender binary version of Chicana/Chicano aligned with some indigenous linguistic conventions. Similarly, Latinx is a non-gender binary version of Latina/Latino.

scaffolding, workforce preparation, and a life of the mind. Research in multicultural and social justice education not only documents that courses can and should do more than one thing, but also that when courses situate learning in students' experiences (especially their personal, cultural, and academic experiences) student academic outcomes (especially for HUGS) improve (Banks & Banks, 2015; Nieto & Bode, 2018). This is because courses that do not explicitly center learning in each student's/all students' personal, cultural, and academic experiences, still center learning in those experiences for students from dominant groups (white students, male students, heterosexual students, Christian students, students who speak English as a first/only language, etc.) through the curricular and pedagogical Eurocentrism on which the traditional academic canon was founded and continues to perpetuate, even in social sciences, liberal arts, fine arts, and/or humanities disciplines (Bourdieu 1977, 1984, 1986; González, Moll, & Amanti, 2005; Yosso, 2005). In turn, curricular and pedagogical Eurocentrism perpetuates what is referred to as the achievement or performance gap for HUGS (Ladson-Billings, 2006). Framing this gap through the lens of student behavior (what students lack instead of what they bring), rather than institutional behavior (what institutions are and are not funding), deepens deficit assumptions about HUGS' abilities, rather than revealing institutional inadequacies (including the lack of will) to close the gap through equitable educational investment in HUGS.

Returning to the questions about who gets to assess what counts as academically valuable, why, in what contexts, and for whom, it is also important to note concerns raised by staff who are in roles through which they have a lot of direct service interactions with students. These staff expressed an appreciation for faculty push-back against the annual calendar, early identification of majors, advising "maps," and the identification of "unnecessary" courses, but also expressed frustration that some individual faculty, disciplinary faculty, and/or degree program faculty are often unavailable to students seeking academic advising, and share (including through printed/web-based materials) inaccurate information with students about programs of study, both of which frustrate students, including because both can cost students time and money. As a result of student frustration, these staff found the annual calendar, early identification of majors, and advising "maps" helpful to them in seeking to be helpful to students. These staff and some faculty suggested that the most durable way for faculty to influence the direction academic planning and related advising is going, is to be available to students who need advising.

In sum, the majority of participants described a campus climate and culture in which they recognized many people (even if not themselves) are experiencing isolation, loneliness, depression, anxiety, stress, sadness, fear, frustration, and anger, a few so much so that they feel a sense of urgency to leave BBCC to care for themselves before it's too late. One participant commented that if people feel this way they should leave because it is not the job of the campus—a workplace—to change to make people feel better. A two-fold middle ground coping strategy most participants described using to remain more positive was to become more insular while on campus. One fold of this strategy was, to the extent possible given employment ranks/roles, to avoid the "1400 building" where campus leadership offices are housed, both because of how unwelcome they feel in the building itself, and because of how unwelcomed they feel by campus leadership. Many participants, especially staff, expressed that interactions with campus leadership anywhere, but especially in the 1400 building, were stressful. Some described feeling that campus leadership (again, especially the Vice President for Learning and Student Success) interacted with them as if they were "not on the same level as a human" (i.e., "the help") and/or as if interacting with them was a chore. The other fold of this strategy was to stay in one's own office and/or immediate work area, or in one's own building (if that building was not 1400); many participants expressed "loving" their immediate colleagues, work areas, and/or buildings.

Educational Leadership

As noted in the *BBCC 2017-2020 Strategic Plan,* some participants expressed concern about the lack of institutional history/memory across the current campus leadership, noting that most have been hired in the last six years. This concern is connected to the "*still* love" finding discussed above under the Love, Care, and Commitment theme. Longer-serving participants made many comparisons between current and past leadership, especially the President and Vice President for Learning and Student Success. As previously noted, most comparisons had to do with the sense that past leaders created a family environment on campus that current leaders are eroding, as result of their lack of and/or indifference to institutional history/memory, or by design.

In every interview, the question of "*Who is in charge on campus?*" came up. Without exception, every participant expressed the perception that the Vice President for Learning and Student Success is in charge, and the President has essentially endorsed his leadership.

The President was, again unilaterally, described by participants as having come to BBCC to retire, even mentioning that was his intention during his campus interview, which made many participants wonder why he was hired. Further, participants characterized the President as "looking up" to the Board of Trustees or "looking out" to state legislative leaders, but otherwise absent from the campus landscape. The President was also described as "too loose-y goose-y," a weak, disinterested, and/or disinvested leader, and as seemingly incapable of making a decision, *any* decision. One participant expressed the wish that he would "Be a man!" A few participants expressed the perception that, to the extent that Affirmative Action was driving campus efforts to hire diverse candidates for open positions, the impetus for this was coming from the President; for some of these participants, this was the President's only positive leadership contribution, for the other participants it was another negative one.

In stark contrast, by a majority of participants, the Vice President for Learning and Student Success was described as having come to BBCC with the goal to become President, even mentioning this was his intention during his campus interview. He was characterized by most participants as "looking down on" the campus community. Consistent with prior related findings, he was also often described as an exceptionally poor communicator, controlling, "a false collaborator," arrogant, and rude. Some participants expressed that he was a poor communicator by design—that he intentionally holds information close to his chest because of his desire to have complete control over all campus functions. Some of these participants felt that he only behaved this way coming in the door because the campus was in "survival" mode with respect to accreditation and, to a lesser extent, funding. Even participants who expressed the most negative views of him tended to agree with those who viewed him less negatively that he is smart, has good skill sets, and deserves a lot of the credit for ensuring the campus retained its accreditation. Some participants expressed that he was a poor communicator, and perceived to be arrogant and rude, because he was "socially awkward," perhaps even on "the autism spectrum." Other participants expressed that he was perceived to be arrogant and rude, because he is—because he believes he is the smartest person on campus, thus he has no reason to *meaningfully engage* anyone else in campus planning and related decision making. For this reason, most participants perceived the campus-wide planning processes to be "for show," to give the appearance that he is a consensus-building, collaborative, *educational* leader (and not a business and industry leader), when he is really leading or trying, as much as possible, to lead, by himself for himself.

This may explain why a majority of participants were confused by the campus-wide planning processes. Many were unsure if they were *invited* to participate or *required* to participate in these processes. Either way, most participants expressed not being able to discern if planning-related events,

gatherings, meetings were intended to be information-dissemination sessions, working sessions, or decision-making sessions. Said another way, most participants could not tell if they were being invited to have input into/impact on/be *meaningfully engaged* in the planning, or just required to attend to, in essence, get their marching orders from the planning that had, for all intents and purposes, already been done by campus leadership. One participant expressed that staff and faculty are "*invited* to participate" in campus planning, but that the campus/leadership "*is going to* move forward whether or not they do." The vast majority of participants expressed wanting very much to be *meaningfully engaged* in campus planning. Similar to the sentiments expressed through the "all hands on deck" finding above under the Voice and Value theme, most participants expressed the desire for campus planning, perhaps especially in "survival" mode times, to be undertaken in the spirit of a "let's solve this problem together" team climate and culture. Almost without exception, participants saw themselves and their colleagues as assets to be leveraged in service to the campus community, but felt that campus leadership, especially the Vice President for Learning and Student Success, saw them through a deficit lens. For most staff, the deficit lens was perceived to be a function of their location in the campus hierarchy. For most faculty, the deficit lens was perceived to be related to campus leadership disdain for certain aspects of their role (i.e., research/scholarship/creative activity (even though not required at BBCC), employment status (related to employment contract and tenure), and governance structure).

Many staff and faculty who participated in campus-wide planning processes (including as members of work groups and/or committees) described the experience of often being given "data" to consider, but not being given a change to meaningfully engage with that data—to ask questions about it, to challenge it, or to ask for contextual information (author(s)/source(s), methodology, etc.). Many staff and faculty expressed doubt as to whether or not what they were given at these events, gatherings, and meetings was, in fact, "data" (evidence-based) and, further, if the campus even has people with the expertise to legitimately derive such data. Accordingly, many staff and faculty commented that just because campus leadership presents information as factual does not mean they will believe it, especially if the presentation is not authentically transparent. Some of these staff and faculty noted the irony that when campus leadership does not like data (i.e., what it documents), even when it is clearly evidence-based, they have the tendency to dismiss it or disbelieve if it is not aligned with their interests and priorities.

One participant expressed that "change is inevitable" so staff and faculty should either "get on board or leave." Many staff and faculty commented that if this is the sentiment of the campus leadership then they should say it out loud and proud.

Justice

The majority of participants described a tension between the desire and need to, especially racially and ethnically diversify the BBCC staff and faculty ranks at all levels, especially given student and surrounding community demographics, and the desire to "promote from within," especially those who have served the BBCC community well over time as members of the Part-time Hourly Staff and Part-time Faculty ranks. From the discussion of this tension, it is clear that most staff and faculty do not clearly understand Affirmative Action as part of hiring procedures, and that BBCC may not be implementing Affirmative Action-related or other hiring procedures from the lens of what is considered good evidence-based practice of equity compliance in higher education. Here is it important to pull from the voluminous body of research on the educational benefits of diversity in higher education that accrue to all students (i.e., including white students) and that are supported by Affirmative Action. Students who attend racially demographically diverse colleges where certain other conditions exist, are more likely to earn higher grades, are more likely to complete programs of

study/graduate, and, upon completion/graduation, are more likely to be hired first, promoted faster, and earn more money sooner than their peers who attend colleges with less racial diversity, especially those at Historically/Predominantly White Institutions (H/PWIs) (Antonio, Chang, Hakuta, Kenny, Levin, & Milem, 2004; Chang, Witt, Jones, & Hakuta, 2003; Milem & Hakuta, 2000). The certain other campus conditions that must exist and be taken advantage of by students for the benefits of diversity to accrue are:

1) opportunities for informal/accidental interaction between students across different races in the co-curricular context;

2) opportunities for formal/structured interaction between students across races in the co-curricular context; and,

3) opportunities for formal/integrated intellectual engagement among students across races in the curricular context.

Affirmative Action supports the actualization of the educational benefits of diversity for all students because student racial diversity increases when staff and faculty racial diversity increases, and because racially diverse staff and faculty are more likely to create the campus conditions (especially the formal co-curricular and curricular opportunities) necessary for the benefits to accrue. It is also important to note here that Teachers/Faculty of Color (T/FOC) are also more likely than their white colleagues to have higher/more rigorous academic standards for all students, but especially for Students of Color whom they are, once again, more likely than their white colleagues to see through asset-driven, not deficit-based lenses (Delpit, 2006, 2013). T/FOC are also more likely to couple rigorous academic standards with effective developmental scaffolding to ensure all students can and do meet standards (i.e., mastery learning). It is, perhaps, not surprising then that many *Fortune 500* companies signed the amicus briefs in support of the University of Michigan's most recent efforts (*Gratz v. Bollinger*, 2003; *Grutter v. Bollinger*, 2003) to protect affirmative action practices in public higher education. All students who enter the workforce with advanced critical cultural competence are more easily able to work well in complexly diverse workplace environments and come into those environments understanding difference through asset, not deficit, lenses, all of which is good for the corporate bottom line (i.e., market-driven (privatized) innovation requires the ability to work well as a member of collaborative teams (increasingly led by People of Color and white women), to find robust and durable solutions to persistent and pervasive problems, and to employ culturally-situated divergent thinking).

Many staff and faculty commented on BBCC's status as an Hispanic Serving Institution (HSI) relative to campus diversity, equity, and inclusion efforts. Unfortunately, while almost all staff and faculty saw this status as an opportunity for the campus to demonstrate commitment to diversity, equity, and inclusion, they felt that the campus (as a whole, leadership as well as staff and faculty as a whole) has, instead, used this status to leverage federal grants, and then to use those grants in ways that, at best, only incidentally support Latinx students (to support existing developmental programs and to enhance campus facilities). This phenomenon has led HSIs (as well as Minority-Serving Institutions (MSIs) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs)) to be described as Hispanic-*Counting* versus Hispanic-*Serving*; said another way, "diversity and inclusion" have become terms of appeasement in higher education that actually inhibit actualization of educational equity and justice (Lazarus-Stewart, 2017). The background discussion of the **Student-Ready Instructional & Operational Practices** strategic priority of the *BBCC 2017-2020 Strategic Plan* notes that, "the college recognizes that many services designed for a certain student group can be used with all students" (p. 3). Echoing the notion that 'a rising tide lifts all boats,' this statement misses

the intention of HSI-*directed* resources—that they are not intended to further raise the tide for all boats, but to ensure that the boats of Latinx students are *equitably* (not equally) equipped to Asian/American and white students' boats. Here, equity might, in fact, mean differentially-equipped, and not equipped "the same," because the kinds of experiences/services that Latinx students need to meet (and exceed) the performance levels of their Asian/American and white peers, may be experiences/services that their peers already have access to and/or do not need (Palos, 2011).

Most participants expressed concern that HSI grant monies are have been/are continuing to be diverted to cover operational cost shortfalls because of external funding challenges and internal resource competition. A majority of staff and faculty who raised these concerns believe that HSI grant program officers share their concerns and that the campus is at risk for losing current and/or not securing continuation or new funding.

These findings relate to the findings shared previously under the Voice and Value theme and, at the same time, are at least somewhat at odds with other findings shared previously under the Love, Care, and Commitment theme. The response to financial adversity has been exclusive alignment of educational goals with workforce demands in ways that staff and faculty perceived are eroding their ability to *meaningfully engage* students—to care for students, especially Students of Color, in ways that center/are uniquely responsive to these students' racialized experiences of marginalization and minoritization at BBCC and beyond (Antrop-González & DeJesús, 2006; Nolan, 2015; Pishghadam, Naji Meidani, & Khajavy, 2015; Roberts, 2010; Ware, 2006; Zepke, 2017). Several participants suggested that BBCC as a whole, but especially its students, would be better served by considering alternative strategies for countering economic stressors—especially strategies that other similar kinds of educational institutions, and/or educational institutions in similar kinds of geographic regions have leveraged more successfully.[8]

Recommendations

As previously noted (in the **Background** and **Findings** discussions), the RFP asked the consultant to structure findings around common themes, and then to use these themes to inform the development of 3-5 action-oriented recommendations for making positive changes to the BBCC culture and environment. Specifically, the RFP asked for recommendations that support the overarching goal of the BBCC **Employee Experience** strategic priority (*creation of a safe and dynamic culture where BBCC employees feel/are supported, engaged, and valued from recruitment to retirement*) and related implementation strategies, as well as the overarching goals/implementation strategies for the other two strategic priorities (**Student-Ready Instructional & Operational Practices** and **Comprehensive Advising & Student Support**) as they relate to experience of employees who provide/support services in these areas (*BBCC 2017-2020 Strategic Plan*). *Meaningful engagement* is at the core of all of the findings of this assessment, accordingly, it also informs the recommendations.

Four over-arching recommendations will be discussed under the following headings: 1) Re/Building a *Meaningfully Engaged* Campus Community Campaign; 2) Re/Establishing a Campus-Wide Senate; 3) Re/Building a Center for Campus Excellence through Equity; and, 4) Establishing a Vice President for Equity, Diversity, and Inclusion Position and Office. With the findings in mind, and to preclude at least some budget concerns from being a reason for the recommendations to not be implemented, the recommendations are largely designed to leverage existing human and capital resources in ways that "walk the talk" of *meaningful engagement* on the path to actualizing it. Said

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[8]See, for example, Kennesaw State University, Georgia State University, Cal Poly Pomona.

another way, the recommendations are intended to enable the campus to create budget-friendly infrastructure that supports *meaningful engagement* and, in so doing, to become a *meaningfully-engaged* campus.

HEART WORK: Re/Building a *Meaningfully and Equitably Engaged* Campus Community Campaign

Collaboratively develop, implement, and sustain an internal campaign that acknowledges relationship rifts, especially between campus leadership and the rest of the campus community, and provides structured opportunities for healing rifts and re/building relationships. A campus-wide campaign kickoff event with a nationally recognized process facilitator known for their work in this arena (e.g., Shawn Ginwright, Glen Singleton, Lee Mun Wah, Jamie Washington) would be designed to initiate and guide the campaign in a way that *meaningfully and equitably engages* the entire campus community from the campaign's inception forward. Campus-wide planning processes would be integrated into the campaign. To the extent that an internal culture- and climate-improvement campaign may already exist/be perceived to exist, it would be refined, as is possible, to actualize the practice of *meaningful engagement* into the fabric of the campus' planning processes. The nationally recognized process facilitator would be identified through an open nomination process. Nominated facilitators would then be voted on by all members of the campus community. Members of the CEID and EEWG would collaboratively support, with any/all entities/functions and interested members (individuals (e.g., the Director of Communications), governance bodies, identity-based or employment category-based groups (e.g., counselors)) of the campus community, as well as with the identified nationally recognized process facilitator, the kickoff event design to ensure, to the greatest extent possible, integration with campus planning processes and, in turn, achievement of the campaign goal.

BODY WORK: Re/Establishing a Campus-Wide Senate

Collaboratively develop, implement, and sustain a campus-wide senate,[9] and, to the extent the establishment of the senate requires it, corresponding constituent-specific governance bodies. To the extent that relevant senate/governance bodies may already exist/be perceived to exist, they would be refined, as is possible, to actualize the integration of shared governance into the fabric of the campus' decision-making practices. Each salient campus constituency (students (full-time, part-time), staff (Part-time Hourly, Classified, Administrative/Exempt), faculty (Part-time, Full-time) would (if they do not already) have their own governance body, through which they would elect a proportional number of representatives to serve on the campus-wide senate (e.g., 5% of the constituent group). The campus-wide senate would be faculty driven (i.e., have a larger percent of their constituent group represented (e.g., 10%)), given the academic mission of the college, but a representative from any constituency could be elected to any leadership position (e.g., a Classified staff representative could be elected chair of the campus-wide senate). If elected to serve, every member of the campus community would be afforded flexibility within the bounds of their jobs/roles/responsibilities to enable them to serve. A campus-wide senate office would be established and staffed with a full-time administrative assistant and at least one student worker to support senate operations.

The campus-wide senate would also have standing committees (and, as needed, could create ad hoc committees) to which questions, issues, concerns, etc., brought to the senate from any member of the campus community (and, in some cases, from outside stakeholders) could be referred for research, and then back to the full senate with a recommended response/action. For example, there could be a Campus Facilities standing committee (on which the Director of Facilities and Capital Projects would

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[9]See https://senate.umd.edu/about-senate for an established example.

serve as an Ex Officio member) that might be asked to consider a student or employee request for (more) gender-inclusive bathrooms. Committee members might research what other campuses have done in this vein, examine the financial impact, and/or interview individuals who cannot comfortably use gender-exclusive bathrooms.

Elected leaders of the campus-wide senate would form the senate executive team. This team would meet on a regular basis (i.e., monthly) with members of the cabinet/executive team elected by their constituency to serve as liaisons to the campus-wide senate. During these meetings, questions, issues, concerns, etc., from the campus-wide senate to the cabinet/executive team and visa versa, would be discussed and, to the extent required by governance by-laws and/or other policy/law, either taken back to the full senate or cabinet for further consideration, or directly agreed/acted upon.

HEAD WORK: Re/Building a Center for Campus Excellence through Equity

Collaboratively develop, implement, and sustain a Center for Campus Excellence through Equity,[10] through which campus-based and nationally-recognized "Scholar-Practitioners" in the areas of advising, teaching, and leadership (broadly conceptualized in order to prioritize equity considerations) will provide on-going support and periodic training/PD for all staff and faculty in these areas. To the extent that Center-related entities/functions may already exist/be perceived to exist, they would be refined, as is possible, to actualize the integration of a campus-based and nationally-recognized "Scholar-Practitioner" model into the fabric of the campus' support and training/PD practices. A Center space would be established and staffed with a full-time administrative assistant and at least one student worker to support Center operations.

All staff and faculty could apply to serve as campus-based "Scholar-Practitioners" to provide:

1) on-going support for a specific number of hours a week, month, semester, or academic year, or part-time/full-time (based on their current employment contract) for a specified period of time; and/or,

2) training/PD for a single session, for a specific number of sessions offered over a specific time period, or full-time for a specified period of time.

"Scholar-Practitioner" applications would specify the nature of the on-going support and/or training/PD to be provided (area(s) of expertise), the applicant's preparation to provide that support and/or training/PD, the time commitment (as previously described) along with a plan for how their regular duties could be covered during their period of release.

Once or twice a year, the Center would bring a nationally-recognized "Scholar-Practitioner" with expertise in an area prioritized by the campus community as a whole for support, training, and/or PD. The prioritized area would be identified through an open nomination process. Nominated areas would then be voted on by all members of the campus community to establish prioritized areas. Identification of nationally-recognized speakers with expertise in the area prioritized would again occur through an open nomination and a vote.

It is common for Centers for *Teaching* (a.k.a., *Learning*, *Pedagogical*, etc.) Excellence to reassign faculty members, for example, one with a Humanities/Liberal Arts-*education* background, and

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[10]See https://cetl.kennesaw.edu/about-us, https://ceetl.sfsu.edu/content/about, http://www.laguardia.edu/ctl/overview.aspx for established examples.

one with a Science, Technology, Engineering, and Mathematics (STEM)-*education* background, to serve, on alternating basis, as Center Director and Co-Director for an extended period of time. It is also common for similar kinds of Centers to hire (internally or externally) staff and/or faculty to provide full-time support and training/PD to the campus community to facilitate innovation around developmental education, integrative/interdisciplinary studies, culturally relevant and responsive teaching and educational leadership, and multicultural curriculum and organizational development. Many Centers (including those at community colleges) receive external funding (federal and state Department of Education grants (including Title V/HSI grants) and private donor/foundation monies) to support their Center work. As an alternative to permanent leadership (for the short-term, an interim period, or long-term), the Center could, on an academic-year basis, be led by an advisory board comprised of student, staff, and faculty representatives, elected, again, through campus-wide nomination and voting processes. Co-chairs of the board would be elected by the board membership.

SOUL WORK: Establishing a Vice President for Equity, Diversity, and Inclusion Position and Office

Collaboratively establish a Vice President for Equity, Diversity, and Inclusion (VP-EDI) position and corresponding office/administrative space, staffed with a full-time administrative assistant and at least one student worker to support office operations. To the extent that EDI-related entities/functions may already exist/be perceived to exist, they (and corresponding human and capital resources) would be reorganized under the VP-EDI (e.g., the CEID, Title IX and other equity compliance functions (including disability support services, Equal Employment/Educational Opportunity and Affirmative Action), as well as supplier diversity (e.g., minority-owned, women-owned, veteran-owned, service-disabled veteran-owned, LGBT-owned, historically underutilized business, small business, etc.), Universal Design for Learning (UDL), among others). To the extent that EDI-related entities/functions ***do not*** yet exist/***are not*** yet perceived to exist and are deemed to be needed (based on the findings of this report), they (and corresponding human and capital resources) would be re/created under the VP-EDI and/or the VP-EDI would work collaboratively with any/all entities/functions and interested members (individuals, governance bodies, identity-based or employment category-based groups) of the campus community (and, if/where indicated, external stakeholders as well) to develop, implement, and sustain them (including, for example, the Campaign and Center initiatives described above). To cover the cost of a competitive salary and equitable (with other campus-wide functional areas) operating budget for this position and office, a percentage of the budgets currently allocated to other senior leaders/offices would be reallocated to this senior leader/office. A nationally advertised, competitive search for the VP-EDI position would be undertaken by a search committee (with support and guidance from Human Resources) comprised of student, staff, and faculty representatives, elected, again, through campus-wide nomination and voting processes. Co-chairs of the committee would be elected by the committee membership. Through a series of campus-wide "town halls," the committee would identify the knowledge bases, skill sets, and dispositions of the "ideal candidate" for the VP-EDI position prioritized by students, staff, and faculty, and then use this information to develop the position description, job posting, and interview questions aligned with the [National Association of Diversity Officers in Higher Education's (NADOHE) Standards of Professional Practice for Chief Diversity Officers](#).[11]

Closing

In sum, the consultant sees the findings through the lenses of hope and possibility. The consultant's hope stems both from the institutional latitude she was given to surface and document

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[11]See also Williams, Berger, & McClendon, 2005; Williams & Wade-Golden, 2012a, 2012b.

these findings, and from the participants' utter honesty during the interviews. Accordingly, the consultant sees great possibility for BBCC to build a learning-focused employment climate and culture in which all members of the BBCC community are affirmed in ways that ensure the institution's success through the success of all students, staff, and faculty, both on campus and beyond.

For the BBCC community as a whole to "buy in" to the work consultant did, there has to be belief that she is not "playing favorites." In some ways, everyone—especially the "diversity, equity, and inclusion" people (however this group of people is defined)—have to experience the consultant's work with some mixed emotion; they must be a little unhappy with her and a little happy with her. The consultant has to support and challenge everyone in the BBCC community in a complexly balanced way. People at BBCC have to see that the consultant "sees" them and BBCC as a whole, and that in that seeing, she is making the best (not the easiest or most popular) recommendations to BBCC for moving forward. Towards these ends this report, and the larger work, is dedicated.

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Appendix A: Focus Group and Individual Interview Protocol

1) How would you describe your experience working at BBCC?

2) What is the **best** part about working at BBCC for you? Why?

3) What is the **worst** part about working at BBCC for you? Why?

4) What would make your work experience at BBCC **better**? Why?

5) What would make your work experience at BBCC **worse**? Why?

6) What do you think of when you hear the phrase "workplace climate and culture"?

7) Do you have any concerns related to workplace climate and culture at BBCC? If so, describe these concerns. If so, how long did you work at BBCC before these concerns surfaced for you? Do you attribute any of these concerns to your employment category? Do you attribute any of these concerns to any identity category that is salient for you?

8) If you had to guess, based on your experience of working at BBCC, how **positive** do you think the general workplace climate and culture is for most BBCC employees and why?

9) If you had to guess, based on your experience of working at BBCC, how **negative** do you think the general workplace climate and culture is for most BBCC employees and why?

10) If you had to guess, based on your experience of working at BBCC, do you think the workplace climate and culture is more **positive** for some BBCC employees than others? If so, for whom do you think it is more **positive** and why?

11) If you had to guess, based on your experience of working at BBCC, do you think the workplace climate and culture is more **negative** for some BBCC employees than others? If so, for whom do you think it is more **negative** and why?

12) How, if at all, is your work at BBCC related to student instructional practices? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?

13) How, if at all, is your work at BBCC related to student operational practices? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?

14) How, if at all, is your work at BBCC related to student advising and/or support? If relevant, how have workplace climate and culture concerns surfaced in your work in this area?

15) Are you aware of any **negative** "incidents" related to workplace climate and culture that have occurred at BBCC? If yes, describe these incidents. If yes, do you think that these incidents are the reason that I am here doing this work? If no, why do you think I am here doing this work?

16) Are you aware of any **positive** intentions related to workplace climate and culture that are occurring at BBCC? If yes, describe these intentions. If yes, do you think that these intentions are the reason that I am here doing this work? If no, why do you think I am here doing this work?

17) What is your ideal **hope** for the workplace climate and culture at BBCC?

18) What is your worst **fear** about the workplace climate and culture at BBCC?

19) Complete this sentence: This workplace climate and culture work that the consultant is doing will be a "**success**" in my book if…

20) Complete this sentence: This workplace climate and culture work that the consultant is doing will be a "**disaster**" in my book if…

21) Give me your top three recommendations for creating positive change in the workplace climate and culture at BBCC. Have you heard any recommendations for creating positive change in the workplace climate and culture at BBCC that you do not favor? If so, what are they and why don't you favor them?

22) What kinds of information and/or data (i.e., qualitative, quantitative, mixed, other) do you think most accurately and/or fairly reveals the workplace climate and culture of BBCC for all staff and faculty and why? What about for staff and faculty in specific employment categories? What about for faculty and staff in specific identity categories?

23) Is there anything else you want to share? Any questions you wish I had asked that I haven't? If so, what are the questions and how would you answer them?

Appendix B[1]:
President's Email to the Campus Community about the Focus Group and Individual Interviews

From: Leas, Terry
Sent: Wednesday, October 10, 2018 4:46 PM
Subject: Employee Experience (all employees are blind copied on this email)

Dear Faculty & Staff,

The focus of my communication today is to discuss the employee experience at BBCC. The "employee experience" is one of our strategic priorities. Our goal is to create a safe, dynamic culture which all employees are supported, engaged, and valued from recruitment to retirement as they serve the college and the local community. We seek to respect and encourage our diverse employees' unique personal and professional growth over time.

Over the past year, the college has gathered information on the experiences of our employees. As I reviewed this data, it was clear that our employees have had a wide range of experiences, some positive and others negative. Information gleaned from surveys and one-to-one conversations don't always tell the whole story. In order to dig deeper into the experiences of our faculty and staff, BBCC has selected Dr. Christine Clark to conduct focus group sessions. Dr. Clark's biography and CV are available to view on the Portal. The focus group sessions will provide an opportunity for all full-time and part-time faculty, admin/exempt, classified staff, and part-time hourly employees to share their experiences, both positive and negative, in a confidential manner. These focus group sessions will begin on Thursday, October 18. Dr. Clark will provide a variety of meeting times, and supervisors will ensure that staff have an opportunity to participate in the focus group sessions during their regular work schedule.

Information shared with Dr. Clark will remain confidential. Feedback will not be attributed to individuals. Dr. Clark will summarize the information received through the focus group sessions into a report that will be delivered to the college in early December. The report will be made available for all employees to review. College leadership will work closely with the members of the Employee Experience Work Group and the Committee for Equity, Inclusion, and Diversity to develop a plan to address areas outlined in the report as needing improvement.

Dr. Clark will send email invitations to all employees this week. The emails will be sent to your BBCC email address and will have additional details about the focus group sessions, schedule for the sessions, confidentiality for participants, and the timeline for sharing the results of the sessions with the college.

I encourage each of you to share your experiences with Dr. Clark. We have an opportunity to shape the institution from an employee perspective for the next generation of faculty and staff. Creating an environment where all employees are supported, engaged, and valued will benefit not only us but also the students we serve and move the college closer to achieving its mission and vision.

Sincerely,

Terrence Leas, Ph.D.
President
terryl@bigbend.edu
509.793.2001 877.745.1212 www.bigbend.edu
7662 Chanute Street NE Moses Lake, WA 98837-3299

Transforming Lives Through Excellence in Teaching & Learning

Appendix B[2]:
Consultant's Email to the Campus Community about the Focus Group and Individual Interviews and Scheduling

Draft E-Mail to the BBCC Community
Submitted by Christine Clark to the EEWG and the CEID
for General Review, Information Vetting, and Approval

Dear BBCC Staff and Faculty,

Hello! My name is Christine Clark. I was selected by Big Bend Community College (BBCC) to guide and support the campus community in gathering staff and faculty perspectives on and experiences of the BBCC workplace climate and culture, both positive and negative. To accomplish this goal, I will be on campus from October 18-20, 2018 to conduct **open information sessions**, as well as **focus groups or individual interviews** for all full-time and part-time faculty, classified staff, and administrative/exempt employees interested in participating. This work is intended to support BBCC's strategic priorities, to create and sustain "a safe and dynamic culture where all employees are supported, engaged, and valued."

OPEN INFORMATION SESSIONS: The purpose of these sessions is for employees to meet me; to learn about my experience with, and approach to, the work I will be doing at BBCC; and to ask questions about the process. Attendance at an open information session, does not require participation (you can just listen), nor does it obligate you to participate in a focus group or individual interview.

FOCUS GROUPS will be organized in two ways:

1) around Employment Categories (across Part-Time Hourly Staff, Classified Staff, Part-Time Faculty, Full-Time Faculty, and Administrative/Exempt Staff—see the attached schedule for dates and times;

2) around Identity Categories that are relevant for the campus community (for example, race/ethnicity, religion, first/second language, geographic origin (regional, international, immigration status)—these will be scheduled by appointment with me directly, see the attached schedule for date and time options.

INDIVIDUAL INTERVIEWS will also be scheduled by appointment with me directly, again see the attached schedule for date and time options.

To the extent possible (given the schedule), employees are encouraged to select the <u>one</u> avenue for participation that is best suited to their experience of the BBCC workplace climate and culture: 1) based on employment category; 2) based on identity category; or, 3) as an individual.

FOCUS GROUPS AND INDIVIDUAL INTERVIEWS

Both the focus groups and the individual interviews will be organized around a series of questions that I developed in collaboration with the members of the Employee Experience Work Group (EEWG) and the Committee for Equity, Inclusion, and Diversity (CEID). These questions are designed to:

1) Identify conditions that positively and negatively impact the BBCC employee experience across employment and/or identity categories; and,

2) Elicit information that can inform recommendations for making positive changes to the BBCC workplace climate and culture.

POTENTIAL BENEFITS AND RISKS OF PARTICIPATION

In deciding whether or not to participate in these activities, please consider the following:

- The building and room location for the focus groups and individual interviews were chosen for both convenience and privacy. If location is still a privacy concern, please feel free to speak to me about alternative locations.

- Participants may take a break from, or leave, a focus group or individual interview at any time, for any reason.

- While I will maintain the highest standards of confidentiality in my work with the campus, there is a limit to the extent to which confidentiality can be guaranteed. Individual interviews provide the highest degree of confidentiality. Participants in focus groups will be strongly encouraged to maintain the privacy and confidentiality of other participants during and after the group, but privacy of participation and confidentiality of shared information cannot be guaranteed precisely because of the collective nature of these groups.

- During both the focus groups and individual interviews, I will ask questions orally and then type participant responses. No response will be tied to any participant by name, nor by any other detail shared in the response that might link it to a specific person or a small sub-group of people (for example, if specific people or specific personal scenarios are recounted in an interview, they will not be documented in anything I share with the members of the EEWG, the CEID, or that is shared with the campus as a whole). Additionally, there will be no audio or video recordings of the focus groups or interviews.

- Information collected during the focus groups and interviews will be summarized into a report (solely by me). The report will be structured around common themes. It will highlight aspects of the BBCC workplace climate and culture that are working well. It will offer 3-5 action-oriented recommendations for making positive changes to the BBCC workplace climate and culture in areas where improvement is needed.

- The completed report will be provided by me to the members of the EEWG and CEID.   The report will be electronically distributed and publicly presented to the campus community, giving everyone in the community equal access to the themes, highlights, and recommendations. Accordingly, leadership action and/or inaction related to the recommendations will be transparent, thereby increasing leadership accountability to act.

- It is common for employee groups and individual employees to express concern about the possibility of retaliation for participating in workplace climate and culture initiatives. To preclude such retaliation, I will maintain the highest standards of confidentiality, strongly encourage focus group participants to maintain the privacy and confidentiality of other participants during and after the group concludes, and omit participant names and individual/group-specific information from the report.

It is my honor to have been chosen to do this work with the BBCC community. I look forward to the possibility of meeting you and hearing your perspectives on/ learning about your experiences of working at BBCC.   It is my hope that this work will, indeed, enable the campus to further improve workplace climate and culture so that every member of the BBCC community is welcomed, affirmed, valued, supported, and meaningfully-engaged in service to its students.

Best,

Christine

Appendix C:
Focus Group and Individual Interview Schedule

SCHEDULE BY ACTIVITY
(see Schedule by Day, below)

OPEN INFORMATION SESSIONS: Hardin Room located in Building 1800 (ATEC)

Thursday, October 18, 2018

Open Information Session	8:30 a.m.-9:30 a.m.
Open Information Session	1:00 p.m.-2:00 p.m.

FOCUS GROUPS: Simplot Room located in Building 1800 (ATEC)

Employment Category-Based Focus Groups can accommodate 15-25 people per two-hour focus group (smaller groups will conclude in less than two hours). In the event more than 25 people show up for a focus group, the first 25 people will constitute the group.

Thursday, October 18, 2018

Part-Time Faculty	3:30 p.m.-5:30 p.m.
Part-Time Hourly Staff	6-8 p.m.

Friday, October 19, 2018

Administrative/Exempt Staff**	7:30 a.m.-9:30 a.m.
Classified Staff	10:00 a.m.-12:00 p.m.
Full-Time Faculty	12:30 p.m.-2:30 p.m.
Classified Staff	3-5 p.m.
Part-Time Hourly Staff	8-10 p.m.

Saturday, October 20, 2018

Part-Time Hourly Staff	7:30 a.m.-8:30 a.m.
Classified Staff	9 a.m.-10 a.m.
Administrative/Exempt Staff**	10:30 a.m.-11:30 a.m.
Full-Time Faculty	12-2 p.m.
Part-Time Faculty	2:30-4:30 p.m.

**Please Note: Members of the cabinet/executive team will <u>not</u> participate in the administrative/exempt staff focus groups. Members of the cabinet/executive team who wish to participate are encouraged to schedule an individual appointment.

SCHEDULE BY ACTIVITY
(see Schedule by Day, below)

FOCUS GROUPS: Simplot Room located in Building 1800 (ATEC)

Identity-Based Focus Groups will be scheduled **by appointment via** chriseclark@mac.com **702-985-6979** based on the size of the group as follows:

60 minutes per group (2-8 people)
90 minutes per group (9-14 people)
120 minutes per group (15-25 people)

Thursday, October 18, 2018

7:30 a.m.-8 a.m.
9:30 a.m.-12:30 p.m.
2:30 p.m.-3 p.m.
8:30-10 p.m.

Friday, October 19, 2018

5:30-7:30 p.m.

Saturday, October 20, 2018

5-7 p.m.

INDIVIDUAL INTERVIEWS will be scheduled **by appointment via** chriseclark@mac.com **702-985-6979** as follows:

30 minutes per person

Thursday, October 18, 2018

7:30 a.m.-8 a.m.
9:30 a.m.-12:30 p.m.
2:30 p.m.-3 p.m.
8:30-10 p.m.

Friday, October 19, 2018

5:30-7:30 p.m.

Saturday, October 20, 2018

5-7 p.m.

SCHEDULE BY DAY
(see Schedule by Activity, above)

Thursday, October 18, 2018
Identity-Based Focus Groups **or** Individual Interviews   7:30 a.m.-8 a.m.
Open Information Session   8:30 a.m.-9:30 a.m.
Identity-Based Focus Groups **or** Individual Interviews   9:30 a.m.-12:30 p.m.
Open Information Session   1:00 p.m.-2:00 p.m.
Identity-Based Focus Groups **or** Individual Interviews   2:30 p.m.-3 p.m.
Employment Category-Based Focus Group   3:30 p.m.-5:30 p.m.
Employment Category-Based Focus Group   6-8 p.m.
Identity-Based Focus Groups **or** Individual Interviews   8:30-10 p.m.

Friday, October 19, 2018
Employment Category-Based Focus Group   7:30 a.m.-9:30 a.m.
Employment Category-Based Focus Group   10:00 a.m.-12:00 p.m.
Employment Category-Based Focus Group   12:30 p.m.-2:30 p.m.
Employment Category-Based Focus Group   3-5 p.m.
Identity-Based Focus Groups **or** Individual Interviews   5:30-7:30 p.m.
Employment Category-Based Focus Group   8-10 p.m.

Saturday, October 20, 2018

Employment Category-Based Focus Group   7:30 a.m.-8:30 a.m.
Employment Category-Based Focus Group   9 a.m.-10 a.m.
Employment Category-Based Focus Group   10:30 a.m.-11:30 a.m.
Employment Category-Based Focus Group   12-2 p.m.
Employment Category-Based Focus Group   2:30-4:30 p.m.
Identity-Based Focus Groups **or** Individual Interviews   5-7 p.m.

Appendix D: Information Session Slides

Brief Review of Information Session

- Greetings!
- A little about me…
- A little about my work with Big Bend Community College…
- A little from you…
  - Comments, questions…
- Anything else?

AGENDA

Greetings!

- Please feel free to stop me at any point to comment, ask for clarification, ask questions, etc.

A little about me…

- **Who am I?**
  - Wife, Teacher, Dog Lover
  - Committed to Youth
  - <u>Qualitative</u> **Researcher**
    - Stories Matter
    - Context Matters
    - Ethics Matter
- **How did BBCC connect with me?**
  - National Association for Multicultural Education (NAME)
  - Bellevue College 2013-2015
  - Highline College 2013
  - Lake Washington Institute of Technology, 2014

A little about my work with BBCC...

- Information and Perspectives Gathering on the Culture and Environment (IPGCE) Project

  - Employee Experience Working Group (EEWG)
  - Committee on Equity, Inclusion, and Diversity (CEID)

Climate AND culture

Climate
The **observable habits** that characterise life in an organisation.

Culture
The values and beliefs that reflect the **deeper foundations** of the organisation.
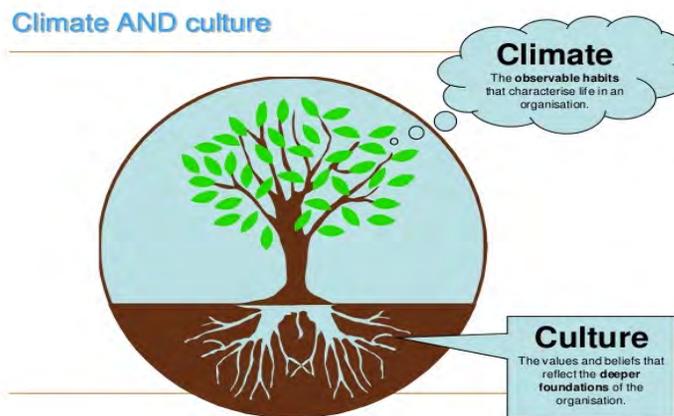
February 9, 2017-September 6, 2018

E-mail communication (prior to being hired as a consultant) with various members of the BBCC community regarding the conduct of a campus climate assessment.

September 7-September 20, 2018

E-mail communication with various members of the BBCC Human Resources/Purchasing departments to finalize the contract for the conduct of the IPGCE Project.

September 20-October 17, 2018

E-mail, phone, virtual communication with the EEWG and the CEID to plan for the implementation of the IPGCE Project, including to develop questions (*see questions handout*) for the individual interviews and focus groups, to determine times and schedule locations for the individual interviews and focus groups, to secure the locations for the individual interviews and focus groups, to identify and then develop/implement a plan for securing the resources needed to execute the individual interviews and focus groups, and to develop/implement a plan to promote the campus-wide focus groups to the BBCC community.

E-mail, phone, virtual communication with all members of the BBCC staff and faculty community about the IPGCE Project generally, as well as to invite, select, and, where relevant, schedule BBCC Part-Time Staff, Classified Staff, Adjunct Faculty, Full-Time Faculty, and Exempt/Administrative Staff to participate in individual interviews and focus groups.

October 18-26, 2018

Collect and organize data from individual interviews and focus groups.

October 27, 2018-December 31, 2018 (or sooner)

Summarize the information and perspectives gathered from all of the individual interviews and focus groups into a report organized by themes and recommendations.

A little about my work with BBCC...

- Employment Category-Based Focus Groups
- Identity-Based Focus Groups
  - Schedule Process
  - Slots, Skype next week
- Individual Interviews
  - Slots, Skype next week

FIND YOUR VOICE, SHARE YOUR STORY!

A little from you…

- Anything else you want to know?
- Anything you want to ask?

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Theme	Description
Accountability	We lack structure/stability for employees in the areas of orientation, onboarding, clear job descriptions/expectations, and performance management. Employees, including leaders, should be held accountable to rules/standards.
Communication	We must do a better job of helping employees understand how decisions are made, what is expected (recommendations, decisions, input, etc.) of employees, getting input before decisions are made, following up after decisions are made, and regular communication on standard topics such as budget, legislation, etc.
Community	We need to create a better sense of community on campus between departments and faculty/staff. We must help employees, especially new employees, make connections and create positive working relationships. We must also address a lack of trust between groups of employees and between leaders and employees.
Diversity, Equity, & Inclusion	Tension around diversity, equity, and inclusion continues to exist. We must provide more opportunities for "safe" discussion and training for all employees. We need to clarify leadership's and employees' expectations in this area.
Leadership Development	We must provide equitable, ongoing opportunities for professional development for all employees. BBCC needs to clearly define expectations for leaders/supervisors at BBCC regarding what type of environment/culture we expect supervisors to create for their direct-reports.
Value/Recognition	Our current methods of recognition are not meeting the needs of employees, and not all employees are included. We must address the high levels of frustration, stress, and concern in this area that exist among our employees. For example, frustration exists regarding hiring processes, especially around treatment of internal applicants.
Voice	A serious issue exists regarding whose voices are heard and whose are not heard. We must analyze how we invite or include voices/perspectives to ensure we are inclusive. We also need effective strategies with which to follow-up or "close the loop," so employees know their perspectives mattered or were considered.

Priority SGC 3/1/19	Comments Shared Governance Council 3/1/19	Theme	Description
2 24 Dots	• Some supervisors don't find this a priority, well it is.	**Accountability**	We lack structure/stability for employees in the areas of orientation, onboarding, clear job descriptions/expectations, and performance management. Employees, including leaders, should be held accountable to rules/standards.
1 36 Dots		**Communication**	We must do a better job of helping employees understand how decisions are made, what is expected (recommendations, decisions, input, etc.) of employees, getting input before decisions are made, following up after decisions are made, and regular communication on standard topics such as budget, legislation, etc.
3 20 Dots		**Community**	We need to create a better sense of community on campus between departments and faculty/staff. We must help employees, especially new employees, make connections and create positive working relationships. We must also address a lack of trust between groups of employees and between leaders and employees.
6 6 Dots	• Should be daily reminder. • This should be included throughout our work, not just one theme. So if we focus on other themes, keeping this in mind when we work on those.	**Diversity, Equity, & Inclusion**	Tension around diversity, equity, and inclusion continues to exist. We must provide more opportunities for "safe" discussion and training for all employees. We need to clarify leadership's and employees' expectations in this area.
7 5 Dots	• Mandatory new supervisor training, not just if they can show up. • Additional leadership training for new supervisors, do they know how to supervise or just the skills to perform job?	**Leadership Development**	We must provide equitable, ongoing opportunities for professional development for all employees. BBCC needs to clearly define expectations for leaders/supervisors at BBCC regarding what type of environment/culture we expect supervisors to create for their direct-reports.
5 8 Dots	• If we don't take care of this issue we are going to have continuous high rate of turnover. People/employees need to be valued. We are at the point of everyone wanting to point at each other and tell them what to do and how to do it. Okay we are all adults and can figure out where we want our staples and phone, etc. put on our desk (just an example). Say thank you for a job well don't!	**Value/ Recognition**	Our current methods of recognition are not meeting the needs of employees, and not all employees are included. We must address the high levels of frustration, stress, and concern in this area that exist among our employees. For example, frustration exists regarding hiring processes, especially around treatment of internal applicants.
4 14 Dots	• Wider conversation about Clark Report. Only one extreme view was represented and the author is biased, as evidenced by the works she cited. This report did not reflect the collective faculty view. • I think this is important as well and chose communication over this one, think both similar	**Voice**	A serious issue exists regarding whose voices are heard and whose are not heard. We must analyze how we invite or include voices/perspectives to ensure we are inclusive. We also need effective strategies with which to follow-up or "close the loop," so employees know their perspectives mattered or were considered.

Employee Data 2008-2018

Big Bend Community College employs 188 full-time faculty and staff and another 296 part-time faculty, hourly and student workers. The college maintains records on employment actions such as separations, promotions, and new hires by calendar year. We further break down those employment actions by gender, race, disability, and veteran status.

The table below compares the demographics of full-time employees from 2008 to those of today.

	2008		Present	
	Count	%	Count	%
Total Full-time Headcount	183		188	
Male	83	45.36%	84	44.68%
Female	100	54.64%	104	55.32%
Persons with Disabilities	9	4.91%	2	1.06%
Veterans	15	8.19%	5	2.66%
Persons Age 40 & Older	133	72.68%	135	71.80%
People of Color	29	15.85%	35	18.61%
Asian/Pacific Islander	3	1.64%	2	1.06%
Black/African American	0	0.00%	2	1.06%
American Indian/Alaskan Native	4	2.19%	3	1.59%
Hispanic/Latino	22	12.02%	28	14.89%
White	154	84.15%	153	81.38%

Turnover Data

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 expended to replace the employee.

Turnover rate is calculated by taking the number of separations during a month divided by the average number of employees, multiplied by 100.

The chart below shows the total number of full-time separations each year. There were 200 separations from 1/1/2008 through 12/31/2018.

Total Separations 2008-2018

2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
26	14	16	18	13	15	16	25	22	20	28
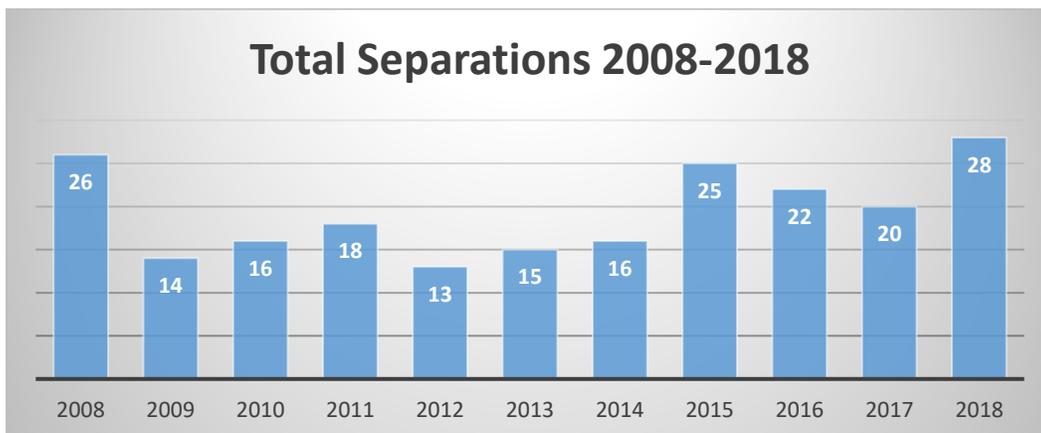
The chart below shows the breakdown of separation reasons by year for the last 10 years. Total separations include 70-Retirement, 68-Other Job, 34-Personal Reasons, 16-Layoff, 9-Involuntary, 5-Layoff, 4-Death.

Separation Reasons 2008-2018

Legend: Other Job, Retirement, Layoff, Relocation, Personal Reasons, Death, Involuntary
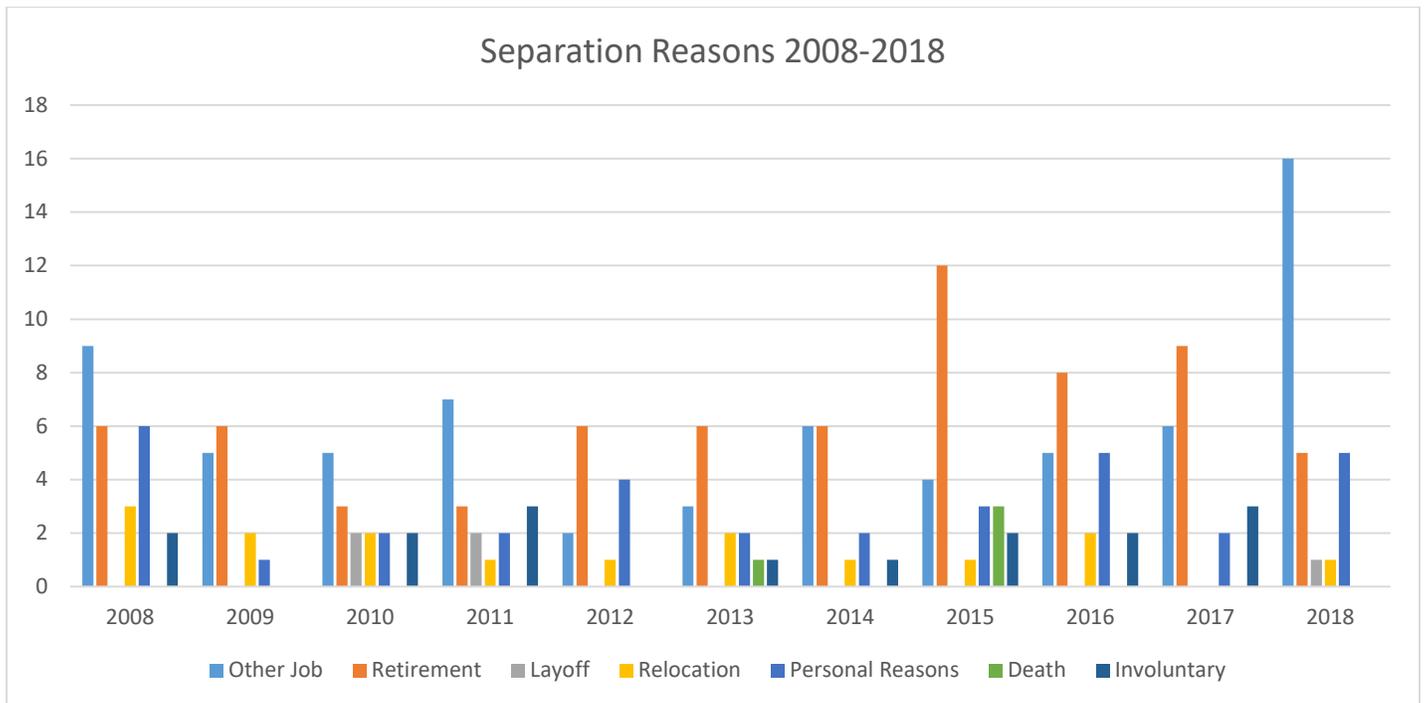
New Hire Data

During the period of 1/1/08 through 12/31/18 the college hired 195 individuals with 71% of the new hires occurring between 2012 and 2018.

New Hire Race/Ethnicity 2008-2018

Legend: White, Hispanic, Asian/Pacific Islander, Black, American Indian/Alaska Native

New Hire Gender 2008-2018
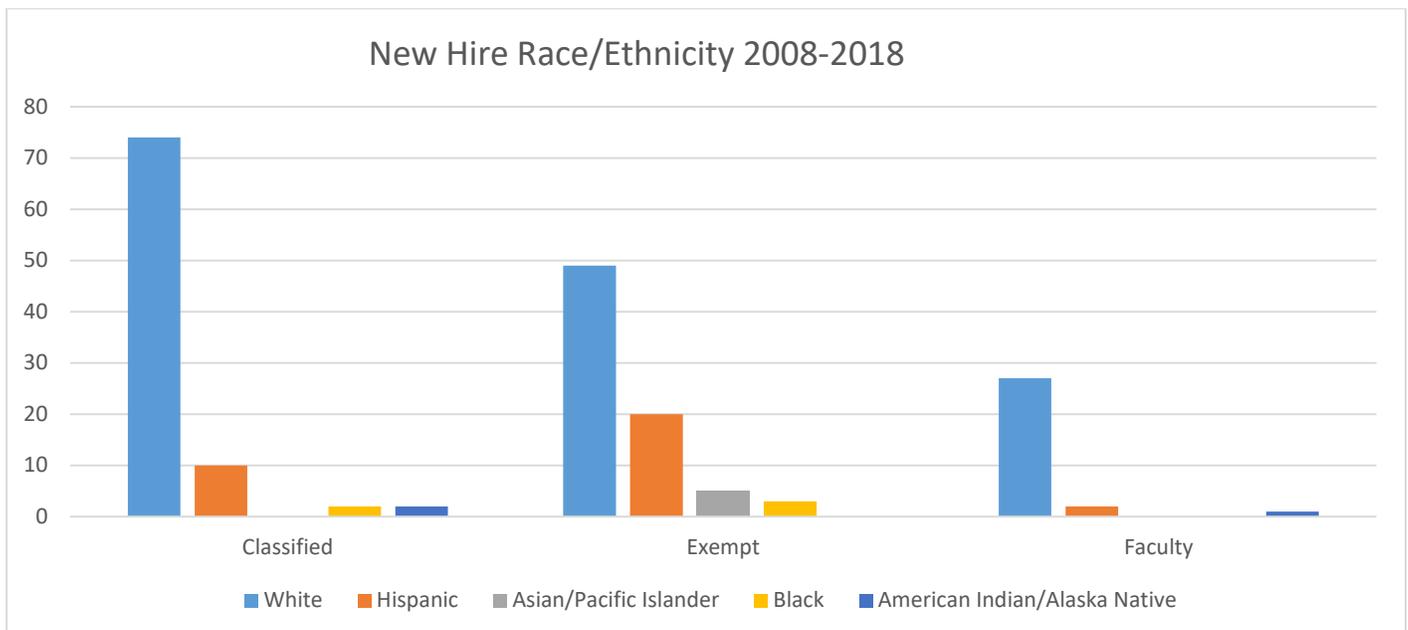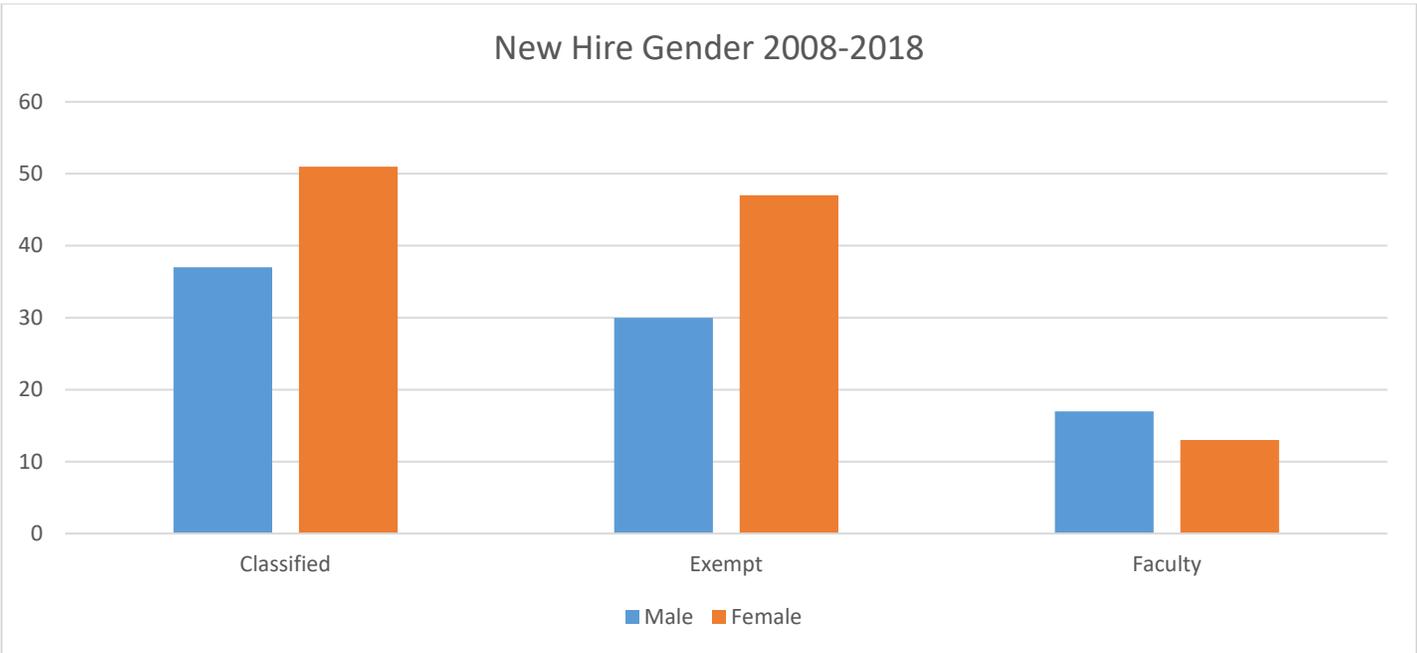
Promotions

There were 108 promotions during the ten-year review period.

Promotions from 2008-2018

- Civil Service- Reallocated
- Civil Service Promoted to Higher Civil Service
- Civil Service to Exempt
- Civil Service to Faculty
- Exempt to Higher Exempt
- P/T to F/T Faculty
- Faculty to Exempt
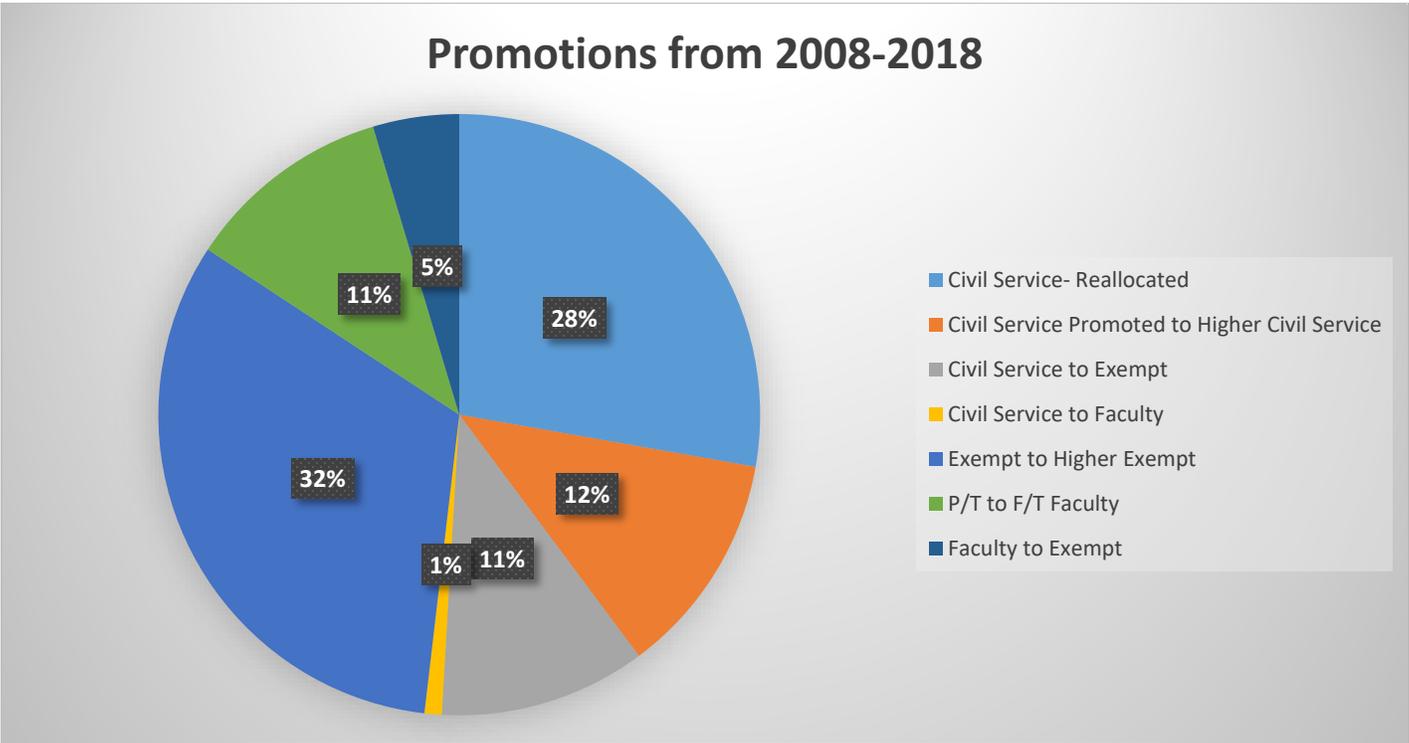
BBCC Orientation & Onboarding

Information gathered during the exit interview process indicated that new employees were not receiving the training or information necessary to be successful on the job. There are two parts to the integration of new employees. The first is orientation and the second is onboarding.

Onboarding is the entire process of integrating a new employee into the organization. Onboarding helps new employees understand how to be successful in their daily work and how their work contributes to overall success of the college. A successful onboarding process can help new employees feel welcome and prepared through orientation, training, introductions, tours, reviewing policies and other documents, and accessing technology needed for the job. Onboarding also provides the new employee with a deeper understanding of the culture of the organization including "unwritten rules."

Orientation is an event. It is a stage of onboarding where new employees learn about the organization and the job. At BBCC, orientation is facilitated by the HR Office and historically, has been a face-to-face session with a single employee or a small group of new employees.

In an effort to gather additional feedback on the experiences of new employees, BBCC developed an onboarding and orientation survey. The survey was distributed to 91 full-time employees, hired between June 2012 and January 2018. The questions in the survey focused on the experiences of new employees prior to their first day of work through the first 90 days of employment. The survey had a 37.36% response rate. Responses were spread out between classified, admin/exempt, and faculty.

The results of the survey indicate there are some things the college is doing well and there are also areas that are 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).
- 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 supervisor introduced me to people in my department or area.
- My supervisor has provided ongoing feedback about my performance.
- I am held accountable for my performance.

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 workspace was organized and I had everything I needed to start working (or knew where to get it).
- 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.
- I received adequate training to help me understand internal systems, general operating practices, and other information needed to perform my job.
- During the past 90 days, I have considered leaving BBCC.

Survey responses and comments indicated that some employees had positive onboarding experiences while other did not. In most cases those experiences were related to the participation of the supervisor in the onboarding process.

Based on the feedback received through the survey, the following actions were implemented beginning in August 2018:

- The HR office sends an invitation to provide feedback on the onboarding and orientation process at the beginning of each quarter. Invitations are sent to newly hired employees who have completed their first 90 days of employment.
- The HR office revised the orientation agenda for new employees to include more information on safety & security, portal access and navigation, submitting work orders, ID cards, leave policies, online training modules, pay stub access, etc.
- New supervisors complete a separate supervisor orientation/training session.
- HR employees work closely with supervisors to ensure the new employee checklist is completed prior to the first day of work.
- HR employees communicate with the new employee between the time the offer is accepted and the employee begins work to see if there are any questions or concerns.
- New employee paperwork is completed prior to the first day of work so that email accounts and computer access are available on the first day of work.
- Training modules are assigned to new employees within the first two weeks of employment.
- HR employees follow-up with new employees after the first 30 days of work to see if there are any questions or concerns.
- HR employees email a list of all new part-time and full-time employees to various departments to ensure the new employee has access to services and technology needed in the new position.
- The President's office sends a welcome letter along with information about Dr. Leas' vision for the college to all new employees.

A second survey was conducted in January 2019 with seven employees participating. Survey results indicate the college is doing a better job of connecting with new employees prior to the first day of work. Terms and conditions of employment are communicated and understood and questions are answered.

Opportunities for improvement continue to exist in ensuring that office/work spaces are clean and ready for new employees, that computers, software applications, email, and phone are set up, and that supervisors are prepared for the new employee's arrival.

In addition, comments indicate a need to review and refine the topics in face-to-face orientation session to ensure we are meeting the needs of new employees. The next scheduled survey will be April 2019.

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

1000.1   **ENDS**

E-1   Mission Statement

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

BBCC Goals

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

BBCC Characteristics

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

E-2   Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

1000.2   EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

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

EL – 2 Respect For Students

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

The President may not:

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

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

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

EL – 3 Respect For Community Members

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

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

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

EL – 4 Respect For Employees

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

The President may not:

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

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

3.   Restrict the exercise of academic freedom.

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

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

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

EL – 5 Ethical Conduct

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

The President may not:

1.   Change his or her own compensation and benefits.

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

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

EL – 6 Asset Protection

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

The President may not:

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

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

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

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

5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

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

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

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

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

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

EL – 9 Communication And Support To The Board

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

The President may not:

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

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

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

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

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

EL – 10 Emergency Executive Succession

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

## 1000.3	GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

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

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

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

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

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

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

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

GP – 3 Board Job Descriptions

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

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

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

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

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

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

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

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

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

GP – 4 Chairperson's Role

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

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

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

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

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

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

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

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

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

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

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

GP – 5 Board Members Code Of Ethics

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

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

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

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

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

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

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

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

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

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

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

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

GP – 6 Cost Of Governance

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

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

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

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

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

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

GP – 7 Naming Of Facilities

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

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

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

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

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

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

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

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

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

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

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

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

OFFICERS OF THE BOARD

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

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

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

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

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

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

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4   BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

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

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

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

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

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

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

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

BSL – 3 President's Job Description

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

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

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

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

BSL – 4 Evaluating Presidential Performance

Evaluation of the President will be performed on an annual basis. Components of the evaluation include the President's Self-Evaluation form, annual work plan, feedback from stakeholder groups, monitoring reports, and financial reports.

At the beginning of each academic year, the President will outline yearly individual performance goals and suggested specific performance indicators reflective of the long-term strategic goals for the college. These goals will be reviewed with the Board of Trustees at their annual retreat.

At the end of the academic year, the President will document to what extent the goals and indicators were met in the previous year.

Upon completion of the annual evaluation, the Board of Trustees will prepare a written summary of the President's performance. The summary will be read in an open board meeting with any subsequent action to be taken at that open meeting.

A copy of the written summary will be filed and maintained in the President's personnel file.

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.

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

2018-19 Indicators:

> 3.4a BBCC provides a classroom environment where students feel safe to express their opinions
>
> 3.4b Full-time employee turnover rate
>
> 3.4c Clery Campus Security Authorities (CSAs) receive annual training
>
> 3.4d Number of safety reported incidents
>
> 3.4e Diversity of candidate pool (gender, race/ethnicity)
>
> 3.4f Employee exit survey – BBCC is recommended as a good place to work?
>
> 3.4g New employees follow-up survey
>
> 3.4h Community members indicate BBCC provided a respective and collaborative environment

2017-18 Indicators:

> 3.4a ICAT responses related to equity
>
> 3.4b Spring Enrollment Survey responses related to inclusion
>
> 3.4c Degree to which employee demographics reflect student body demographics

2016 Indicators:

> 3.4a Training opportunities increase multicultural awareness and ability
>
> 3.4b Students, employees, and partners report feeling welcome on campus
>
> 3.4c Data is disaggregated to show equivalent success for all student groups

Discussion Questions:

Do the trustees have enough information to determine if the college is meeting Ends Statement #6, Inclusion and Climate?

What additional information may be needed?

Are there other indicators the college should adopt for the 2019-20 academic year?

2018-19 Core Theme Indicators Dashboard

Core Themes & Ends Statements		Objectives	Summary Score & Change	Indicators	Target	Score	Change from Prior Year	Rating Scale*			
								Red	Yellow	Green	Blue
E-1 Mission											
Student Success E-2 Student Success	1.1	BBCC provides access to programs & services that meet the educational needs of our students & prospective students		1.1a Student satisfaction with services used	95%	94%	→	<85%	85-92%	93-95%	>95%
				1.1b Total student FTE (Full-Time Equivalent)	2100	1946	↓	<2043	2043-2082	2083-2100	>2100
				1.1c Employer survey responses							
				1.1d Foundation supporter feedback							
				1.1e Inventory of services (how & when offered)							
				1.1d Foundation supporter feedback							
				1.1e Inventory of services (how & when offered)							
	1.2	Use of services correlates with success, retention, and completion		1.2a Course success rates based on use of services	80%	79%		<71%	71-77%	78-80%	>80%
				1.2b Retention based on use of services	51%	40%	↓	<46%	46-49%	50-51%	>51%
				1.2c Completion based on use of services	20%	18%	↓	<13%	13-18%	19-20%	>20%
				1.2d Student use of services							

2018-19 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives		Summary Score & Change	Indicators	Target	Score	Change from Prior Year	Rating Scale* Red	Yellow	Green	Blue
				1.3a IPEDS graduation & transfer rates	*55%*	*50%*	↓	<45%	45-52%	53-55%	>55%
				1.3b New Transfer & Workforce student retention							
				• Fall-to-winter	85%	81%	↑	<74%	74-79%	80-85%	>85%
				• Fall-to-spring	75%	72%	↑	<65%	65-72%	73-75%	>75%
				• Fall-to-fall	60%	53%	↑	<48%	48-56%	57-60%	>60%
				1.3c Basic Skills retention to 45 hours	75%	69%	↓	<65%	65-72%	73-75%	>75%
Student Success E-2 Student Success	1.3	Students are prepared to graduate & to transfer or to seek employment		1.3d SAI progression & completion							
				• ABE transition to college	15%	8%	↓	<9%	9-13%	14-15%	>15%
				• 1st 15 credits	30%	21%	→	<22%	22-28%	29-30%	>30%
				• 1st 30 credits	25%	17%	↓	<17%	17-23%	24-25%	>25%
				• 1st 45 credits	20%	14%	→	<12%	12-18%	19-20%	>20%
				• Retention	35%	22%	↓	<28%	28-33%	34-35%	>35%
				• Completion	16%	12%	↓	<10%	10-14%	15-16%	>16%
				1.3e Gap between A/W and HUG in course success rates in first quarter	*0%*	11.0%					
				1.3f Graduate employment							

2018-19 Core Theme Indicators Dashboard

Core Themes & Ends Statements		Objectives	Summary Score & Change	Indicators	Target	Score	Change from Prior Year	Rating Scale*			
								Red	Yellow	Green	Blue
Excellence in Teaching & Learning E-3 Excellence in Teaching & Learning	2.1	BBCC implements innovation & creativity in programs & services		2.1a Student engagement with others	90%	79%	↓	<80%	80-87%	88-90%	>90%
				2.1b Student engagement in co-curricular activities	35%	29%	↓	<26%	26-32%	33-35%	>35%
				2.1c Innovative strategies supporting strategic priorities							
				*Students developed academic plan with help from college staff	90%	81%	↑	<71%	71-84%	85-90%	>90%
				*Students satisfied with advising	95%	94%	↕	<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							
				2.1d Course level assessment							
				2.1e Department evaluation							
Excellence in Teaching & Learning E-3 Excellence in Teaching & Learning	2.2	BBCC helps students attain high academic standards		2.2a External certification rates	80%	93%		<71%	71-77%	78-80%	>80%
				2.2b Course success rate	80%	79%	↑	<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	8 out of 10 rating	7		<6	7	8	>8
				2.3b Employees' training participation rates							
				2.3c Professional development offerings related to strategic goals and priorities							

2018-19 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives		Summary Score & Change	Indicators	Target	Score	Change from Prior Year	Rating Scale*			
								Red	**Yellow**	**Green**	**Blue**
Community Engagement E-4 Community Engagement	3.1	BBCC works with community & industry partners to support economic development		3.1a Alignment of economic sectors with BBCC services							
				3.1b Employer survey responses							
				3.1c Foundation supporter feedback							
	3.2	BBCC works with K-12 & university partners to provide educational opportunities		3.2a Transfer rate based on National Clearinghouse data	45%	35%	↓	<36%	36-42%	43-45%	>45%
				3.2b Percent of local high school grads attending BBCC							
				3.2c Running Start and College in the High School enrollments							
E-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	189.3 EUI kBtu/ft2	↓	>210.235	210.235-202.875	202.874-199.72	<199.72
				3.3c Reduce plastic bag use 5% from 4962.8 lbs	4715 lbs	3885	↓	>4962.8	4962.8-4789.3	4789.2-4715	<4715
				3.3d Reduce custodial paper use 5% from 9280.74 lbs	8817 lbs	10781	↑	>9280.74	9280.74-8956.12	8956.11-8817	<8817
E-6 Inclusion & Climate	3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		3.4a BBCC provides a classroom environment where students feel safe to express their opinions	95%	92%		n/a	0-92%	93-97%	>97%
				3.4b Full-time employee turnover rate	≤12%	15%	↓	>19%	19-14%	13-12%	<12%
				3.4c Clery Campus Security Authorities (CSAs) receive annual training	100%	100%	→	<75%	75-93%	94-100%	n/a
				3.4d Number of safety reported incidents							
				3.4e Diversity of candidate pool (gender, race/ethnicity)							
				3.4f Employee exit survey - BBCC is recommended as a good place to work?							
				3.4g New employees follow-up survey							
				3.4h Community members indicate BBCC provided a respectful and collaborative environment							

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

2018-19 Core Theme Indicators Dashboard

Core Themes & Ends Statements	Objectives	Summary Score & Change	Indicators	Target	Score	Change from Prior Year	Rating Scale*			
							Red	Yellow	Green	Blue

	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.

Big Bend Community College
Board Goals

1. *Continued involvement at the State and Federal Level.*

2. *Development of a timeline to receive meaningful, accurate, and reliable data to determine Board effectiveness.*

3. *Development of an "on-boarding" process for new trustees and others who are in leadership positions.*

4. *Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.*

Adopted during December 20, 2018 Board Meeting.

From 12/20/18 Board Meeting
Board Self-Evaluation

Board Chair Jon Lane and Trustee Anna Franz worked on the board's self-evaluation statement. Chair Jon Lane read the letter into the record.

"The Board of Trustees commenced its annual self-evaluation by reviewing the Board Job Description set forth in the Board Policy Governance Bylaws. Pursuant to the Board's governance policies setting forth the adoption of policy governance, the Board reviewed its End Statements and Trustee activity to ensure that they reflected the goals of the Board for Big Bend Community College. Upon review of the Mission, Vision, Core Themes, Executive Limitations, and End Statements, the Board determined that these elements are an accurate reflection of the Board's desired outcomes for the college.

The Board of Trustees reviewed its last performance evaluation and determined that significant progress had not been achieved on its stated goals. Therefore, the Board will continue to define the board, presidential, and college evaluation processes to ensure they establish an appropriate level of review and accountability while respecting the structure of policy governance, continue periodic review of policies, and improve communication and support to the foundation board.

There was considerable discussion focused on how we can obtain qualitative data that will best describe the operations of the College and the role and effectiveness of the President. This will be an ongoing process.

It was stressed that the Board Evaluation process needs to close the loop on Board End Statements and the College Outcomes being measured to meet the requirements of the Accreditation Process.

Accomplishments of the Board this year include beginning comprehensive review and updating of all board policies, involvement and support for the new Workforce Education Center, local and state involvement in the Transforming Lives Award Program, and improvement to the trustee activity reports linked to "Core Themes."

Goals for the future include:

- *Continued involvement at the State and Federal Level.*
- *Development of a timeline to receive meaningful, accurate, and reliable data to determine Board effectiveness.*
- *Development of an "on-boarding" process for new trustees and others who are in leadership positions.*
- *Enriching and expanding our relationships with our "workforce partners" to better understand and respond to their needs.*

The Board has directed the President to develop a Marketing Plan. The President has informed the Board that the College is developing a comprehensive Strategic Plan. The Board will monitor the progress of these efforts."

| Motion 18-52 | Trustee Anna Franz moved to approve the board's self-evaluation. Trustee Stephen McFadden seconded, and the motion passed. |

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
1. Introductions (meet and greet)		Trustee Mentor			X							X
2. Job-specific BBCC, ACCT, ACT, WA webpages		Communications			X							X
3. Policy Governance		ACCT/SBCTC			X							X
4. Board Policies		President, Board Chair & Cabinet	Ongoing/monthly (ID policies to be reviewed annually)		X						X	
5. Service District Demographics		President & Cabinet	1 pager/quickfacts		X						X	
6. BBCC Finances	Where does the money come from? Where does the money go? Board role in budget. Difference between State Funded FTE and FTE	President & Cabinet	In person, .ppt								X	
7. Open Public Meetings Act		Attorney General's Office	Online training modules								X	

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
8. Campus Tour		President & respective SMEs	In-Person along with Subject Matter Experts, Visit each location and get program-specific introductions: UAS, Med Sim, Aviation, Welding, Ag, Fine Arts,									X
9. BBCC Foundation	What is the foundation, board roles, expectations, financial position.	President										X
10. Labor management	Collective Bargaining Agreement Review	HR										X
11. Board Goals/President's Goals		Chair	Annual Board Retreat								X	
12. Tenure	What is tenure and what's your role?											X
13. Robert's Rules of Order 101		AG/Legal Counsel									X	
14. Elements of your board Packet	Meeting flow, expectations, people in the room	President & Cabinet	Responsibility for preparing in advance of meeting									X

Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	When to train						Recurring training Yes= For all trustees annually, No: Only include in onboarding	
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
15. Humble Inquiry		Chair or Trustee Mentor	Self-Guided									X
16. College Success Indicator Dashboard		President & Cabinet	Annual Board Retreat								X	
17. Trustee Calendar	Map out all study sessions, board meetings, fundraisers, ACT ACCT training opportunities and/or conferences	Chair	Annual Board Retreat								X	
18. Review of relevant Org Plans	Facilities Master Plan, IR annual plans, Strategic Plan, Workforce Ed. Plan	President & Cabinet	Annual Board Retreat								X	
19. Fiduciary responsibilities of Trustees		AG Office/Materials	Self-paced, document to read									X
20. Communications 101 Training	Media Training/Interpersonal comms training	Communications									X	
21.												

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
22.												
23.												

Abbreviations Legend

(ENSURE THAT ANY ACRONYMS ARE SPELLED OUT HERE FOR CLARITY)
ACCT: Association of Community and Technical Colleges
SBCTC: State Board of Community and Technical Colleges
SME: Subject Matter Expert