Board of Trustees Regular Meeting

April 11, 2019
1:30 p.m.

ATEC
Hardin Community Room

Community College District No. 18
7611 Bolling St NE
Moses Lake WA 98837

Big Bend Community College District #18

Governing Board:

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

President Terry Leas

**2019 Meeting Schedule
January 31, 2019
March 14, 2019
April 11, 2019
June 6, 2019
August 8, 2019
October 10, 2019
November 14, 2019**

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.

Spring 2019 Campus Events

April						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

Month	Day	Event
April	11	Board Meeting; 1:30 p.m.; Hardin Community Rm
	12	ASB Sponsored Magician, Josh Vicar; 7:00 p.m.; Wallenstien Theater
		Viking Softball vs North Idaho; 2:00 & 4:00 p.m.; BBCC Softball Field
	13	Viking Softball vs North Idaho; 12:00 & 2:00 p.m.; BBCC Softball Field
	18	Viking Baseball vs Treasure Valley; 1:00 & 4:00 p.m.; BBCC Baseball Field
	22	Board Study Session; 1:30 p.m.; Hardin Community Rm
	24	Viking Baseball vs Wenatchee Valley College; 1:00 & 4:00 p.m.; BBCC Baseball Field
	25	ASB Sponsored Comedian, Shawn Felipe; 7:00 p.m.; Masto Conference Center
	26	Viking Softball vs Blue Mountain; 2:00 & 4:00 p.m.; BBCC Softball Field
	27	Viking Softball vs Treasure Valley; 12:00 & 2:00 p.m.; BBCC Softball Field Viking Baseball vs Blue Mountain; 1:00 & 4:00 p.m.; BBCC Baseball Field
	29	ASB Sponsored The Money Game, Financial Literacy; 1:00 p.m.; Masto Conference Center
	30	Viking Softball vs Walla Walla; 2:00 & 4:00 p.m.; BBCC Softball Field
May	1	ASB Sponsored CL Lindsay: Alcohol, Parties & the Law; 1:00 p.m.; Masto Conference Center
	4	Viking Baseball vs Columbia Basin College; 1:00 & 4:00 p.m.; BBCC Baseball Field
	9	ASB Sponsored Mentalist, Christopher Carter; 7:00 p.m.; Wallenstien Theater
	10	Viking Softball vs Wenatchee Valley College; 2:00 & 4:00 p.m.; BBCC Softball Field
	14	ASB Sponsored Breakfast-fest; 10:30 a.m.-1:00 p.m.; Masto Conference Center
	15	13th Annual TRiO SSS Silent Auction; 9:00 – 4:00 p.m.; Peterson Gallery
	16	ASB Sponsored Letter Art; 11:00 a.m. – 1:00 p.m.; Peterson Gallery
	20	ASB Sponsored Balloon Artist & Face Painter 10:00 – 2:00 p.m.; Peterson Gallery
	21	ASB Sponsored Moses Lake Police Dept DUI Simulator; 11:00 -1:00 p.m.; 1400/1800 Parking Lot
	29	ASB Sponsored Viking Sequin Pillows; 11:00 - 1:00 p.m.; Peterson Gallery
	30	ASB Students vs Faculty/Staff Softball Tourney; 5:30 p.m.; BBCC Softball Field
June	3	ASB Sponsored Family Pool Party; 6:00 – 8:30 p.m.; Moses Lake Surf n' Slide
		ASB Sponsored Library Campout; 1:00 – 3:00 p.m.; Peterson Gallery
June	6	Board Meeting; 1:30 p.m.; Hardin Community Rm
	6	ASB Sponsored Car Smashing Fundraiser; 9:00 – 2:00 p.m.; 1400/1800 Parking Lot
	14	Commencement! Moses Lake Lions Field

Japanese Agricultural Training Program trainees enjoying the Viking Baseball game March 30. Forty-two trainees are participating in the 54th year of the program. They will be on campus for nine weeks and then off to farms around the country.

Big Bend Community College

Vision
Big Bend Community College inspires every student to be successful.
Values
Student Success
Excellence in Teaching & Learning
Inclusion
Community Engagement
Integrity & Stewardship
(Mission, Vision, and Values approved by the Board of Trustees 5/23/13)

Core Themes
Student Success, Excellence in Teaching and Learning, Community Engagement
(Approved by the Board of Trustees 6/14/13)

Ends Statements
E-1 Mission
Big Bend Community College 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.
(Approved by the Board of Trustees 1/16/14)

Year-to-date board actions for **E-1 Mission is 22, E-2 Student Success is 1, E-3 Excellence in Teaching & Learning is 11, E-4 Community Engagement is 0, E-5 Integrity and Stewardships is 6, and E-6 Inclusion and Climate is 0.**

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street Moses Lake, Washington 98837
Thursday, April 11, 2019, 1:30 p.m.
ATEC- Hardin Community Room

1. Call to Order/Roll Call
2. Pledge of Allegiance – Board Chair Jon Lane
3. Introductions
   New Employees, All WA Academic Team Member Frank Willis
   Women's Basketball Team, Nationally Placed Wrestlers
4. Consent Agenda **(E-1)**
   a. Meeting Minutes March 7 and March 14, 2019 **(Action)**
   b. President's Activity Update **(Information)**
   c. Accreditation **(Information)**
   d. Student Success **(Information)**
   e. Assessment **(Information)**
   f. Finance & Administration Report **(Information)**
   g. Human Resources Report **(Information)**
   h. Enrollment Report **(Information)**
   i. Safety & Security Report **(Information)**
   j. E-6 Inclusion and Climate **(Information)**
5. Remarks
   (Public comment to the Board regarding any item on the agenda may be made at the time of its
   presentation to the Board according to the conditions set in Board Policy 1001.3.E)
   a. ASB Public President – Cydney Schaapman
   b. Classified Staff Representative – Robin Arriaga
   c. Faculty Association President – Salah Abed
   d. VP Finance & Administration – Linda Schoonmaker
   e. VP Learning & Student Success – Dr. Bryce Humpherys
   f. VP Human Resources & Labor – Kim Garza
   g. Executive Director BBCC Foundation – LeAnne Parton
   Executive Session – Break (if needed)
6. Academic Master Plan – President Terry Leas **(E-1, Information)**
7. Bachelor of Applied Science Draft Statement of Need– VP Bryce Humpherys **(E-1, Information)**
8. Athletic Program Update – VP Bryce Humpherys **(E-1, Information)**
9. Employee Focus Group Report – President Leas, Board Chair Jon Lane **(E-1, Information/Action)**
10. Study Sessions – Chair Jon Lane **(E-1, Information/Action)**
11. Assessment of Board Activity – Trustees **(E-1, Information)**
12. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
13. Miscellaneous – Chair Jon Lane, President Leas **(E-1, Information)**
14. Adjournment

The Board may adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (b) to consider the selection of a site
or the acquisition of real estate by lease <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.

NEXT MEETING: Thursday, June 6, 2019

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

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #3:   CONSENT AGENDA (for action)

　　　　　a.   Board Meeting Minutes

BACKGROUND:

The minutes of the board study session meeting on March 7, and the regular board meeting on March 14, 2019, are included for approval.

Prepared by the President's Office.

RECOMMENDATIONS:
President Leas recommends the Board of Trustees approves the minutes.

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a study session Thursday, March 7, at 9:00 a.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

    Call to Order

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

Board Chair Jon Lane announced that board study sessions are for the purpose of focused attention, study, and training on specific topics outside the context of regular board meetings; specifically, today's meeting is focused on the Employee Focus Group Report (EFGR) submitted by Dr. Clark and trustee goals 2 and 3. No action will be taken.

1.   **Ends Statement 6 Inclusion & Climate**

Trustee Anna Franz stated important concerns were shared in the report about administration and the board not listening to BBCC employee groups. She reiterated the importance that BBCC serve its communities and the board serve BBCC with the mission in mind. Trustee Franz said the board's role is to support the president in correcting the issues reported in the report.

At 9:04 a.m., Board Chair Lane announced a 30-minute executive session to discuss items provided for in RCW 42.30.110 (1) (g) to evaluate the qualifications of an applicant for public employment <u>or</u> to review the performance of a public employee. He asked President Leas and VP Kim Garza to stay in the executive session.

At 9:34, Board Chair Jon Lane extended the executive session for five minutes. At 9:39, the study session was reconvened. Board Chair Lane stated the trustees are a policy governance board, and it is the board's job to adopt budgets and policies, approve tenure and supervise the president. During the executive session, the board discussed the allegations in the EFGR about inappropriate use of Hispanic Serving Institution (HSI) Federal Grant funds and hiring practices.

President Leas stated allegations of misappropriation of federal funds are very serious. He has been corresponding with AAG Jason Brown about the lack of specificity in the allegations and the need for official action. The allegations are vague and the specific grant involved and the date(s) of the alleged misappropriation were not shared. Dr. Leas explained that each time a grant is awarded, the budget is approved as proposed. Budgets are dynamic and during the course of the grant, the budgets may be adjusted through approval by the program officer. All budget changes are documented. BBCC currently has a contract with Ramona Munsell and Associates to provide guidance and oversight of the federal HSI grants. An independent third-party program reviewer performs an annual review with the grant

director and staff looking for compliance issues. This oversight significantly reduces the risk of a violation. Dr. Leas checked with VP Linda Schoonmaker and Executive Director of Business Services Charlene Rios, and they assured that their internal controls are well designed and match operating procedures for federal grants. VP Schoonmaker explained that she was trying to reach the Office of the State Auditor to learn how to respond to these allegations.

Dr. Leas shared that he has scheduled four "Dialogue with Dr. Leas" sessions to provide opportunities for communication and listen to employees' concerns. Information in the report shared broad allegations about hiring practices and use of federal grant funds. It is difficult to move forward without specifics. VP Linda Schoonmaker reported we are following the general practices prescribed that other community colleges follow. The trustees expressed the desire to balance between ensuring that BBCC is complying with all regulations and causing disruptive workload issues. VP Linda Schoonmaker will ask for the state auditors to review the federal grants to identify compliance issues. Whistleblower laws also provide opportunity for individuals to report issues, and the Human Rights Commissions accepts allegations regarding hiring practices. VP Kim Garza stated it is important for employees to know how they can share concerns.
Trustee Anna Franz shared that the board perspective is focused on the president's executive limitations, and the current process may need to have modifications. Trustee McFadden asked about a third party conducting an employee satisfaction survey as the report by Dr. Clark indicated a lack of trust. Trustee Juanita Richards stated she would like to hear from all employees to have a better understanding of campus culture. Improving culture is essential so that employees' voices are heard.

Trustee McFadden asked about Dr. Leas' response to Dr. Clark's suggestion about creating a faculty Senate. President Leas reported that he met with Faculty Association President Salah Abed and fellow officer Dawnne Ernette. Creating another VP position may not be viable, and the employee groups need to work together to identify options that will meet the college's needs. Instructional Council and Shared Governance Council are mechanisms of communication and governance that could be modified. Dr. Leas has discussed the seven identified themes of Dr. Clark's report with Cabinet members and Shared Governance Council members. He has also held communication sessions and invited all employees to schedule individual meetings with him to share their thoughts. He acknowledged that the report indicated there is a lack of trust on campus, and VP Kim Garza is searching for a respected consultant to facilitate leadership coaching and reconciliation efforts. Dr. Leas also stated that BBCC commissioned the report by Dr. Clark because leadership understood there were issues and concerns from information obtained from employee exit interviews and on-boarding surveys. He also stated when he was hired, his goal was to establish a "culture of inquiry" in which to discuss issues safely, with mutual respect, and while avoiding the assignment of blame. This culture has not evolved yet, and he is seen by some within the college as a weak leader due in part to his efforts to flatten the organization by delegating authority. There is challenge in the midst of changing culture with lots of employee turnover. Dynamics and expectations between employees are changing; improving the employee experience translates into better service to students.

Board Chair Jon Lane called a five-minute break at 10:14 a.m.

The study session reconvened at 10:19 a.m. VP Garza and President Leas said there was a lot of information shared for the study session such as the Employee Focus Group Report (EFGR), ICAT Survey, and administrative surveys to identify the underlying themes of the EFGR and asked if the trustees wanted any additional information. Next steps include sharing the seven themes with all campus members for their input, and finding a facilitator(s) for leadership and group coaching. VP Garza has talked with one potential facilitator, and she will meet with President Leas soon.

The group discussed the challenges around rating Ends Statement 6 "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." Indicators for E-6 are difficult to quantify because they consist of mostly qualitative data. A challenge of policy governance is providing the trustees with the macro-level information to make strategic decisions and the employees with the micro-level information to make operational decisions.

The trustees would like to see an ongoing report regarding E-6 in the board reports as a consent agenda item.

2.   **Board Goals 2 & 3**
The 2018-19 board goals include:
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.*

Trustee Thomas Stredwick reported that he met with Board Chair Jon Lane to discuss policy governance and board goals. He developed a draft trustee onboarding and training schedule which provides a framework to accomplish board goal 3 and provides some guidelines for goal 2. The trustees will consider the draft schedule and discuss further. President Leas stated the finalized version of the schedule may benefit ACT and ACCT as an innovative approach to trustee training.

Meeting adjourned 10:49 a.m.

_____

Jon Lane, Chair

ATTEST:

_____
Terrence Leas, Secretary

 THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting March 14, 2019, at 1:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1.   Call to Order

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

2.   Introductions

Student and Army Reservist Aaron Wilder led the pledge to the flag. He served eight years in the military and enjoys being a student at BBCC. He plans to transfer to a four-year school after graduation.

Interim Dean of Student Services Linda Fossen introduced newly hired Financial Aid Program Assistant Edwin Castro. He is a BBCC alum and graduated from Eastern Washington University with a BS. Dean Fossen also introduced Cassandra Frye who was recently promoted to Financial Aid Advisor. She is also a BBCC alum.

Aviation Maintenance Technology (AMT) Instructor Dan Moore introduced his students who attended and competed at the NW Aviation and Trade Show in Puyallup. Students Ian Goben, Christian Hackworth; Steven Shivers; Jaeden Horacek; and Sophia Howard competed on eight different projects and earned second place out of XX college teams. Instructor Moore added that Boeing will visit the AMT program next week to recruit for job applicants.

3.   Consent Agenda
a) Approval of Regular Board Meeting Minutes January 31, 2019 and Study Session Minutes March 7 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Update (I).

> Motion 19-05   Trustee Anna Franz moved to approve the consent agenda. Trustee Thomas Stredwick seconded, and the motion carried.

4.   Remarks

a.   ASB Public Relations Officer Leah Dougherty shared ASB and club activities. ASB has kept busy reaching out to meet new students and involving them in ASB

events. ASB continues to offer free coffee, hot chocolate, and donuts to students all around campus on Monday mornings. They reach over 150 students each week.

The ASB's Rosa Parks-inspired "Nah" t-shirts were a hit, with 180 t-shirts given away. At a recent National Association for the Promotion of Campus Activities conference that three of the ASB officers attended, ASB entered the "Nah" t-shirt in a Graphics competition and won third place. ASB held a leadership training for both ASB and Club members a few weeks ago, with 33 in attendance. Participants learned how to reach out and attract more students to events and clubs.

During the month of February, ASB compiled and dropped off 100 emergency bags for sexual assault victims at New Hope. They also held a successful lunchfest after a snowstorm, Movie Night at the Ephrata theater, Bowling Night, and a Library Campout with soda and pizza for those studying in the library and STEM center. ASB officers are hosting a "Better Than Barbie" booth set up in the lobby of ATEC, focusing on Women's Empowerment and Women's History month. People can write why they are better than Barbie on a whiteboard and have a picture taken in the Barbie booth.

ASB will host a pizza party for the baseball team tonight as a reward for consistent support of ASB events. Tonight is also Gift Card Bingo Night. Trustees and administrators will help with bingo. This is a great way for students to meet board members and college administrators.

ASB is helping prepare students for finals by hosting Campus Spa on Tuesday with massages, hand paraffin treatment, and scented oxygen machines.

The Welding Club recently attended an American Welding Society training in Seattle.

The Writing Club hosted two visiting authors, Mary Blew and Joy Passanante, to present and perform readings of their work. There were about 70 attendees including students, staff, faculty, and members of the community.

Phi Theta Kappa's first game night went well. They are planning another game night next quarter to continue building community on campus.

b.   There was no Classified Staff report.

c.   Faculty Association President Salah Abed shared faculty members' activities. ESCALA (Spanish for striving) is a consortium of higher education consultants. Biology Instructor Mariah Whitney presented at a recent ESCALA conference and Instructor Abed shared her presentation on culturally responsive teaching, which included information about the curve of forgetting and retention activities.

Chemistry Instructor Sarah Bauer and English Instructor Dr. Allison Palumbo developed information and assignments about metacognition, how to build a growth mindset, sleep, and Bloom's taxonomy. Following the assignments, student learning and community have increased. Students were included as co-creators of the information.

Early Childhood Education Instructor Jenny Nighswonger shared her *Hands on Minds On* presentation but due to technical issues, it was not viewed.

d. VP Linda Schoonmaker added to the Finance and Administration consent agenda. The Budget Review Task Force (BRTF), which includes representatives from all employee groups, met for the first time to review and rank budget requests for the year. VP Schoonmaker will share their recommendations with President Leas. There is no additional funding in the budget. VP Schoonmaker also reported that there was enough money left from the project by Central Asphalt that Central Asphalt are also working on the fire access area of the 1400 parking lot.

e. VP Bryce Humpherys shared that he and Dean Valerie Parton attended the recent Northwest Commission on Colleges and Universities (NWCCU) training to help prepare for BBCC's comprehensive visit in the fall of 2020 and learn about the new standards. The new standards break out some of the compliance-related documentation to be provided and evaluated prior to the visit. Any compliance-related issues identified by the accreditors in advance can be rectified before the visit, resulting in no negative feedback in those areas. The new standards focus on continuous improvement, documenting data collection, and data-driven decision-making. This reinforces the importance of documenting how we connect our data and assessment activities to budget allocation.

VP Humpherys stated the monitoring report presented to the board in June will clearly document the steps and conclusions regarding resource allocation. Trustee Stredwick said he would like to see the outcome at the high level with some of the detail to provide context.

VP Humpherys reported that per a previous board presentation, he is developing a statement of need investigating BBCC offering a bachelor's of applied science (BAS) based on criteria set by the SBCTC. The statement will be included for the board's review in April and then for action during the June board meeting. If the board approves the statement, it will go to the SBCTC in July. The SBCTC board will take action on the request in October 2019. BBCC will then have a year to perform detailed research on the program financing, staffing, etc.

Trustee Stredwick asked how college officials made the decision to pursue offering the BAS. VP Humpherys explained that data show students from

historically under-represented groups (HUGS) are not consistently transferring to four-year schools at the same rates as other students. Feedback from students indicate family, employment, and other place-bound issues are barriers to students transferring. Offering a BAS is an enrollment-management strategy to serve less-mobile community members and increase enrollment. Nursing, education, and management are tracks of unmet demand in this area. There are issues around teacher certification for nursing and education and employer survey feedback indicates that a management degree is needed in the BBCC service district. Trustee McFadden stated he attended a STEM Network meeting today and learned that management skills are a priority area for employers. Dr. Leas stated after years of working with universities, which come and go, BBCC can better meet some of the needs of the local economy with a BAS in management. There are currently 102 BAS degrees offered by community and technical colleges in WA State.

Dr. Humpherys reported that he is working collaboratively with Yakima Valley College (YVC) on a Title V grant application. They are discussing institutional-strengthening grants to support the organization in the areas of advising, program development, professional development, assessment work, and communication. The grant may help support the BAS offering.

f.   VP Kim Garza reported that she recently asked Robin Arriaga to step into the Classified Staff Representative Chair position. Robin could not be here today due to previously scheduled training.

VP Garza stated BBCC hosted a Public Employment Relations Commission (PERC) hearing to gather information on including additional employees in the WPEA bargaining unit.

There have been additional employee notices of separations and retirements. Biology Instructor Barbara Jacobs has taught at BBCC for 46 years, and she is retiring. Other retirees include Kathy Aldrich and Nancy Theis, both of whom have worked at BBCC 44 years, and IST Instructor Bill Autry who has taught here for 23 years. Librarian Libby Sullivan is leaving at the end of the year and Lab Sciences Support Tech David Bryce will leave at the end of month. Several interviews for various positions are scheduled.

g.   Dr. Leas presented the Foundation information because Executive Director of the Foundation LeAnne Parton was off campus for training. Dr. Leas and Executive Director Parton have secured $2,119,950 in pledges to date for the *Building Tomorrow's Workforce Capital* Campaign. They have made one hundred eight (108) asks and received forty-seven (47) pledges and twenty-two (22) no's. They are awaiting decisions from thirty (30) businesses and individuals. The Foundation has submitted two grant applications, one to CHS and the other to Simplot. There are forty-nine (49) people or businesses Dr. Leas and Executive Director Parton would like to talk with or write grants for in 2019.

The Foundation members and staff are processing the 211 scholarship applications they have received.

Cellarbration! is gearing up, and scheduled on May 18, 2019.

6.   Probationary/Tenure Reviews

Motion 19-06   Trustee Anna Franz moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Christy Welch effective September 16, 2019. She further moved that the President notify Christy Welch as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Motion 19-07   Trustee Thomas Stredwick moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Sarah Bauer effective September 16, 2019. He further moved that the President notify Sarah Bauer as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-08   Trustee Juanita Richards moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Aaron Linthicum effective September 16, 2019. She further moved that the President notify Aaron Linthicum as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 19-09   Trustee Stephen McFadden moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Zachary Olson effective September 16, 2019. He further moved that the President notify Zachary Olson as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-10   Trustee Anna Franz moved after having given reasonable consideration to the recommendation of the probationary

tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Terry Pyle effective September 16, 2019. She further moved that the President notify Terry Pyle as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Motion 19-11   Trustee Thomas Stredwick moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to renew the probationary contract of Mariah Whitney effective September 16, 2019. He further moved that the President notify Mariah Whitney as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-12   Trustee Juanita Richards moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to grant tenure to Ryan Duvall effective September 16, 2019. She further moved that the President notify Ryan Duvall as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 19-13   Trustee Stephen McFadden moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to grant tenure to Dr. Allison Palumbo effective September 16, 2019. He further moved that the President notify Dr. Allison Palumbo as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-14   Trustee Anna Franz moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to grant tenure to Jody Quitadamo effective September 16, 2019. She further moved that the President notify Jody Quitadamo as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-15   Trustee Thomas Stredwick moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to grant tenure to Sean Twohy effective

September 16, 2019. He further moved that the President notify Sean Twohy as soon as possible of this decision. Trustee Juanita Richards seconded, and the motion carried.

VP Bryce Humpherys added to his earlier report alerting the trustees that he will provide a brief update regarding the athletics program during the April Board meeting.

The trustees reported the online probationary-tenure review process worked very well. Trustees McFadden said the glowing peer comments were great to read. Trustee Jon Lane commented that reviewing and acting on probationary tenure is one of the best jobs as a trustee. The quality of all of the candidates was outstanding.

7. Board Policy Review for action

Motion 19-16   Trustee Anna Franz moved to approve BP2070 Reasonable, Accommodation for Employees as presented. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-17   Trustee Thomas Stredwick moved to eliminate BP3014 Hiring Procedures: Administrative & Exempt Staff. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-18   Trustee Stephen McFadden moved to rename BP6113 Americans with Disabilities Act of 1990 BP6112 Reasonable Accommodation for Students and eliminate former BP6112 Disabled Student Non-Discrimination Policy. Trustee Juanita Richards seconded, and the motion carried.

Motion 19-19   Trustee Juanita Richards moved to approve BP6115 Equal Employment, Non-Discrimination and Anti-Harassment as presented. Trustee Anna Franz seconded, and the motion carried.

8. Employee Focus Group Report

President Leas reported there are several improvement activities in process in response to feedback shared in the Employee Focus Group Report (EFGR). He is gathering additional information and developing a deeper understanding of employee issues after holding "Dialogue with Dr. Leas" sessions and setting up regular meetings with representatives from the employee groups on campus. VP Linda Schoonmaker is working with the state auditor's office requesting compliance checks on the HSI grants to address allegations in the EFGR. Dr. Leas reported the gifts to the instructors who received tenure today represents a new recognition of their accomplishments. Several campus leaders are attending Michael Nash Leadership training. Seven themes were identified from the EFGR (Accountability, Communication, Community, Diversity Equity & Inclusion, Leadership Development, Value/Recognition, and Voice. Dr. Leas said lack of trust could be an additional theme.

Faculty Association President Salah Abed shared a statement from the faculty association.

> "In October 2018, Dr. Christine Clark performed a qualitative survey of Big Bend Community College's campus climate, at the behest of our Employee Experience Workgroup and the Committee for Equity, Inclusion, and Diversity.
> While not all faculty endorse all findings of the report, the faculty does agree that the report clearly indicates that there are problems with the campus climate that need to be addressed. We as a faculty expect constructive change and substantive support from the administration to do so. Communication, inclusion, and transparency must improve. We appreciate that the board is taking Dr. Clark's report seriously. We look forward to partnering with administration and the college staff to use this feedback as a springboard to improve campus climate and culture.
> Delivering excellence in teaching and learning is the faculty's top priority. We recognize this necessitates collective efforts that only a respectful community may afford and pledge our support toward this end."

Trustee Anna Franz thanked Dr. Leas for being responsive to the report's findings and emphasized the importance of communication and all campus members participating in solutions.

9.   Study Session

Motion 19-20	Trustee Anna Franz moved to schedule a study session Monday April 22, at 1:30 p.m. to discuss trustee onboarding, orientation, and cyclical training calendar. Trustee Thomas Stredwick seconded, and the motion carried.

The study session is an open meeting that will include full and frank discussion. The board determined MediaSite is not necessary and no action will be taken during the study session.

10.   Assessment of Board Activity

Trustee Anna Franz attended the March 7 Study Session (E-1, E-6), ASB Bingo Night (E-1, E-6), and reviewed the probationary tenure information (E-1, E-3).

Trustee Thomas Stredwick attended ASB Bingo (E-2, E-3, E-4, E-6) and the Manufacturing Tech Spark Career Pathways meeting (E-1, E-2, E-3. E-4). He also reviewed probationary tenure information (E-1, E-2, E-3, E-5), met with Board Chair Lane to discuss board goals (E-1, E-3, E-4, E-6), and met with Board Chair Lane and President Leas to discuss board goals (E-1, E-3, E-4, E-6).

Trustee Juanita Richards attended the March 7 Study Session (E-1, E-6) and reviewed probationary tenure information (E-1, E-2, E-3, E-4, E-5, E-6).

Trustee Stephen McFadden attended the March 7, Study Session (E-1, E-2, E-3, E-4, E-5, E-6) and a *Building Tomorrow's Workforce* meeting (E-1, E-2, E-3, E-4, E-5). He also attended a Career Connected Learning Manufacturers' Meeting (E-3, E-4) and a Microsoft Tech Spark WIEDA Conference ((E-4). Trustee McFadden also reviewed probationary tenure information (E-1, E-2, E-3, E-4, E-5, E-6).

Board Chair Jon Lane reported that he attended the ACCT National Conference (E-1, E-2, E-3, E-4, E-5, E-6), met with Trustee Stredwick (E-1, E-2, E-3, E-4, E-5, E-6), and met with Dr. Leas and Trustee Stredwick (E-1, E-2, E-3, E-4, E-5, E-6). He also met with Dr. Leas to develop the board agenda (E-1, E-2, E-3, E-4, E-5, E-6), and reviewed probationary tenure information (E-1, E-2, E-3, E-4, E-5, E-6).

11.   Next Regularly Scheduled Meeting
<u>Motion 19-21</u>   Trustee Thomas Stredwick moved to confirm the next
regular board meeting on April 11, 2019, at 1:30 p.m.
Trustee Juanita Richards seconded, and the motion carried.

12.   Miscellaneous
Board Chair Jon Lane announced that there are ACT officer positions available, and he shared the position descriptions.

Dr. Leas shared that Representative Alex Ybarra will speak at commencement on June 14. He also reported that the JATP welcome ceremony and dinner is scheduled on April 1, at 5:00 p.m.

Board Chair Jon Lane disclosed that the athletic program's Building the Dream dinner and auction is scheduled on April 5.

Board Chair Lane asked about development of a trustee resources webpage. Dr. Leas will discuss this further to implement a change. Trustee Stredwick asked about records retention requirements. AAG Jason Brown will share records retention information at the next meeting.

The meeting adjourned at 3:22 p.m.

_____
                                            Jon Lane, Chair
ATTEST:

_____
Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

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ITEM #3:   CONSENT AGENDA (for information)

        b.   President's Activity Update

BACKGROUND

Highlights of President Leas' activities from March 1, through March 29, 2019, follow.
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Prepared by the President's Office.

RECOMMENDATION:

None.

3/4/19	Grant Co EDC Executive Director	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Collaboration	E-1	BBCC	
	Review Study Session Agenda	Mission	E-1	BBCC	
3/5/19	Cabinet Meeting	Mission	E-1	BBCC	
3/6/19	Discuss Board Agenda	Mission	E-1	BBCC	Trustee Jon Lane
	Board Goal Discussion	Mission	E-1	BBCC	
	NOA PAHP Grant Meeting Director Tammy Napiontek	Mission	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Building Tomorrow's Workforce Campaign Meeting	Mission	E-1	Moses Lake	
3/7/19	Board Study Session	Mission	E-1	BBCC	
	Prepare EDC Presentation	Community Engagement	E-4	BBCC	
	Grant Co EDC Annual Banquet	Community Engagement	E-4	BBCC	
3/8/19	Dialogue with Dr. Leas (x2)	Inclusion and Climate	E-6	BBCC	
	WACTC Legislative Update Conference Call	Mission	E-1	BBCC	
3/11/19	Faculty Association President Salah Abed	Mission	E-1	BCC	
3/12/19	Dialogue with Dr. Leas (x2)	Inclusion and Climate	E-6	BBCC	
	Dean of IR Valerie Parton	Collaboration	E-1	BBCC	
3/13/19	Executive Team meeting with Vice Presidents	Collaboration	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
3/14/19	Grant Co EDC Executive Committee Meeting	Community Engagement	E-4	BBCC	
	Port of Moses Lake	Community Engagement	E-4	BBCC	
	Board Meeting	Mission	E-1	BBCC	
	ASB Bingo Night	Inclusions & Climate	E-6	BBCC	

3/15/19	WACTC Legislative Update Conference Call	Mission	E-1	BBCC	
3/18/19	Interview Math Instructor Candidates	Excellence in Teaching and Learning	E-3	BBCC	
	Transforming STEM Pathways Director Rafael Villalobos	Integrity & Stewardship	E-5	BBCC	
3/19/19	Dialogue with Dr. Leas	Inclusion and Climate	E-6	BBCC	
	Cabinet Meeting	Mission	E-1	BBCC	
	NC WorkForce Development Board	Community Engagement	E-1	BBCC	
	Interview Math Instructor Candidates	Excellence in Teaching and Learning	E-3	BBCC	
	BBCC Music Dept Concert	Mission	E-1	BBCC	
3/20/19	Grant Co EDC Board Meeting	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Collaboration	E-1	BBCC	
	Rotary Board Meeting	Community Engagement	E-4	Moses Lake	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Moses Lake LEAD Meeting	Community Engagement	E-4	Moses Lake	
3/21-22/19	All WA Academic Team Ceremony	Student Success	E-2	Olympia	
	WACTC Meetings	Mission	E-1	BBCC	
3/23/19	Legislative Town Hall Meeting Sen Warnick, Rep Dent, Rep Ybarra	Mission	E-1	BBCC	
3/25/19	Interview Math Instructor Candidates	Excellence in Teaching and Learning	E-3	BBCC	
	Online Procurement Training	Integrity & Stewardship	E-5	BBCC	
3/26/19	Dialogue with Dr. Leas	Inclusion and Climate	E-6	BBCC	
	Dean of IR Valerie Parton	Collaboration	E-1	BBCC	
	Building Tomorrow's Workforce Campaign Meeting	Mission	E-1	BBCC	
3/27/19	Executive Team Met with Linda Seppa-Salisbury	Inclusion and Climate	E-6	BBCC	
	Discuss Board Packet	Mission	E-1	BBCC	

3/28/19	Personnel Evaluation	Mission	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Dialogue with Dr. Leas	Inclusion and Climate	E-6	BBCC	
3/29/19	Athletic Trainer Discussion	Community Engagement	E-4	BBCC	
	Exit Lunch	Inclusion and Climate	E-6	BBCC	
	WACTC Legislative Update Conference Call	Mission	E-1	BBCC	

2018-19

End	This period	YTD (3/2019)
E-1 Mission	28	265
E-2 Student Success	0	21
E-3 Excellence Teaching/Learning	3	13
E-4 Community Engagement	12	91
E-5 Integrity & Stewardship	2	45
E-6 Inclusion & Climate	8	14

BIG BEND COMMUNITY COLLEGE

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c.   Accreditation

Northwest Commission on Colleges and Universities (NWCCU) notified member institutions on March 31, 2019, that the deadline to comment on new standards was extended until April 15. NWCCU stated that "our hope is that, once approved, the new Standards will be deployed starting in January 2020."   Big Bend Community College has the option of writing the Comprehensive Report due in August 2020 based on the new standards that will be in place. Ironically, the current standards were implemented in 2011 just prior to BBCC's Comprehensive Report in 2012.

The college has begun efforts to ensure that BBCC fulfills NWCCU standards and policies. The U.S. Department of Education tasks regional accrediting organizations with ensuring that member institutions meet requirements of the Higher Education Act that authorizes most federal student aid programs.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

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d.   Student Success

The Title III Transforming STEM Pathways grant has received Department of Education Program Officer approval to purchase case management software. The software includes a broad range of tools for staff and faculty to support students in most areas of the college including onboarding, advising, early academic warning, and completion practices. Because of the predictive analytics and automated notification features, users can proactively target engage in interventions that will benefit all students while also serving to reduce the achievement gaps among them.

Prepared by VP Bryce Humpherys, Dean Valerie Parton, and Director Rafael Villalobos.

RECOMMENDATION:
None.

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e. Assessment

Big Bend Community College recently emailed Former Academic and Workforce Students a survey gathering feedback on their BBCC experiences.

The surveys cover topics on education and training, the quality of instruction and services, and students' perceived improvement in General Education outcomes.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

<div align="center">**BIG BEND COMMUNITY COLLEGE**</div>

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        f.   Finance & Administration Update

ctcLink Update: Continuing attendance at Common Process Workshops (CPW) as they are scheduled. Deployment Group 5 (aka DG5, of which Big Bend is a member) will begin reporting project status in mid-April.

Facilities Master Plan: Continuing information gathering for the 'mini' update. Budget request for 2019-20 for formal update to plan.

Ongoing Capital Projects:
Workforce Education Center (New Building): Remains on Schedule. Rapidly taking shape. Roof decking on in some places. Storefronts going in.

Various Storefronts Bldgs 1100, 1300, 1500, 2000, 4200, 5000, 6000: Identified a few more items for the punch list to be completed by end of April.

Various Windows and Door Hardware Bldgs 1200,1600,3000: Completed.

UAV/ UAS Remodel project: Contractors are on site at the 4100 building.

Fire Road Access Repair: Areas to the east of Bldg 2000 and to the East of the 1400/1200 parking lot are to be repaired due to tree roots and decay of the asphalt. Engineering survey completed, will go out for bid soon.

History:

UAV/ UAS Remodel project:
3/14/2019: New date for substantial completion moved to June 5, 2019 due to weather related issues. (trenching and concrete).
1/31/2019: Continuing to work with DES on a resolution with the contractor performance for this project.
12/20/2018: Working with DES, as the contractor is not performing timely.
11/15/2018: Pre-construction meeting 11/2/18. Countertops ordered. Concrete crews expected onsite week of 19th or 26th. Expected completion date of mid-December.
10/15/2018: Waiting on NTP; will have 120 calendar days from NTP date to complete classroom remodel and upgraded electrical.

Various Storefronts Bldgs 1100,1300,1500,2000,4200,5000,6000
3/14/2019: Continued work through the final punch list-down to final 5% value of contract.
1/31/2019: Working through the final punch list.
12/20/2018: We are approximately 50% complete. Expected completion by mid to end of January, depending on punch list.
11/15/2018: Sub mobilized yesterday and has started the first building (1500). Expected completion of mid-December.

10/15/2018: Storefronts have been ordered; currently verifying door hardware. Estimated 2 weeks before work commences.
8/9/2018: NTP 7/31/2018 estimated completion 9/25/2018.

Various Windows and Door Hardware Bldgs 1200,1600,3000
3/14/2019: We requested a few changes to glass and panel inserts on a few of the doors after initial installation, extending the time for final completion until the end of February. Down to final punch list work.
1/31/2019: Working through the final punch list.
12/20/2018: We are waiting until Christmas break to do the windows at building 3000 and the hardware on 1200 and 1600. Working to complete prior to Winter quarter.
11/15/2018: Installation planned for Monday, Nov 12th (if glass is in). Still waiting for Door hardware since we made changes.
10/15/2018: Windows/doors ordered; currently verifying door hardware. Estimated 2 weeks before work commences.
8/9/2018: NTP 7/31/2018 estimated completion 9/25/2018.

Workforce Education Center (WEC) *formerly Professional Technical Education Center* **(New Building)**
3/14/2019: Construction site closed for the week of Feb 11th for weather related issues. Still on the original completion date as days were built into the construction schedule for such weather related events.
1/31/2019: The building continues to grow with rooms taking shape!
12/20/2018: On schedule. Structure taking shape now, and you can see the "bones" of the building.
11/15/2018: Project on schedule. More structural steel erected; Cement and Cement Masonry Unit (CMU) walls are being erected; most ground floor slabs poured; visible progress reflected every day!
10/15/2018: Project on schedule. One cement interior wall poured, another being prepared for pour; a few pieces of structural steel erected; some slabs poured this week. Exciting to watch!
8/9/2018: Permitted. Footings and some stem walls being poured. Mechanical and Electrical contractors on site now. Day 84 out of 480 and On Schedule.
6/7/2018: Notice to Proceed issued May 18, 2018—total project is to meet 'substantial completion' in 650 days. We are waiting for the Grant Co permit, but fence is up and both Lydig Construction and Apollo have construction trailers on site. Construction cost is approximately $300 per sq ft.
4/12/2018: Construction Bid Opening April 11, 1:05pm.
3/08/2018: Building plans are currently under review at the Grant County Planning Department and water/sewer connections are under review with the City of Moses Lake.
The BBCC Foundation has been working with a consulting company on a feasibility study for raising funds for the project.
01/17/2018: The architects are preparing the plan package for submission to the Planning Department of Grant County for their review.

Prepared by VP Schoonmaker.
RECOMMENDATION: None.

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g. Human Resources & Labor Update

BACKGROUND:

Recruitment & Selection:

Vanessa Botts accepted the position of Instructional Design Specialist working in the Transforming STEM Pathways grant. This is a full-time, grant-funded, admin/exempt position. Vanessa will begin her new position on May 16, 2019.

Math Instructor interviews were conducted on March 18, 19, and 25. The screening committee has forwarded a summary of the candidate's strengths and weaknesses to the president for a final decision.

Interviews for the STEM Center/Emporium Lab Coordinator are scheduled for April 2, 4, and 5.

Interviews for the Dean of Student Services position are scheduled for April 8-11, 2019.

The following searches are currently in process:

- HS21+ Instructor
- Open Doors Coordinator
- Director of Health Education Programs
- WES Program Assistant
- Program Specialist 2, Financial Aid
- Biology Instructor
- Librarian
- English Instructor (sabbatical replacement)
- Industrial Systems Technology Instructor
- Education and Early Childhood Instructor
- Agriculture Program Coordinator
- Science Lab Coordinator

The college ended 2018 with a Time-to-Fill rate of 61.89 days. This represents the time elapsed from the date a personnel requisition is approved until the date a job offer is extended and covers 28 full-time positions. The shortest Time-to-Fill was 21 days (Admin. Assistant 2) up to a high of 105 days (Biology Instructor).

The 2017 Time-to-Fill rate was 76.1 days. The college achieved a reduction of 18.67% in the Time-to-Fill rate between calendar years 2017 and 2018.

The HR Department will review the time between the employee's last day of work and the date a requisition is started to determine if an opportunity exists to improve this part of the recruitment process.

<u>Retention:</u>

There were two separations in March, both fell into the "Other Job" category. The turnover rate for the month of March was 1.070%.

The 2019 YTD turnover rate is 1.070%. Total separations include 2-Resignation/New Job. The goal for 2019 is to have a turnover rate of 12% or less.   BBCC ended 2018 with a turnover rate of 14.802%.

BIG BEND COMMUNITY COLLEGE

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ITEM #3:   CONSENT AGENDA (for information)

h.   Enrollment Report

BACKGROUND:

On March 18, 2019, winter quarter enrollments were higher than or aligned with last year's numbers. Winter headcount (2,573) was 3.7% higher, total FTEs (1,967.5) were 4.5% higher, and state-funded FTEs (1,478.9) were 0.9% lower than this time last year. Winter classes ended on March 20, 2019, and final enrollment numbers will be processed and reported to the Board of Trustees at their next regularly scheduled meeting.

Spring quarter classes began on April 1, 2019. As of March 31, 2019, spring headcount was 1,914 (0.9% higher than this time last year). Total FTEs were 1,582.9 (2.1% higher than this time last year) and state-funded FTEs (1,165.8) were 0.2% lower than this time last year. The last day for students to add a class (with instructor permission) is April 4. Regular updates will be provided as the quarter progresses.

The tuition amount budgeted for 2018-2019 is $4,000,000. As of February 28, 2019, we have collected $2,867,972 or 71.7% of the budgeted amount. As of February 28, 2018, we had collected $2,881,468 or 72.0%.

TUITION COLLECTION REPORT

	2018-19	2017-18
Annual Budget	$ 4,000,000	$ 4,000,000
Total Collections as of Feb 28	$ 2,867,972	$ 2881,468
As a % of annual budget	71.7%	72.0%
Left to collect to meet budget target	$ 1,132,028	$ 1,118,532

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

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #3:   CONSENT AGENDA (for information)

i.   Safety & Security Update

March 2019 Campus Safety Report

SIGNIFICANT INCIDENTS FROM THE PUBLIC CRIME LOG
- On 03/07/19, Campus Safety was notified of an alleged sexual assault involving two students which was determined to have occurred at an off-campus location. Investigation underway by the Grant County Sheriff's Office, Title IX and Student Conduct. Campus Safety assisting with the investigation. Since the incident is alleged to have occurred at an off-campus location, it did not require a Clery timely warning to the campus community.

In order to report on all tasks performed by the Campus Safety Department, this report is divided into the program areas which are managed by Campus Safety.

CLERY COMPLIANCE OFFICER
1. **Primary Prevention and Awareness Program**
   a. New students attended Primary Prevention and Awareness Program training during the new student orientation on 03/29/2019.
2. **Ongoing Prevention and Awareness Program**
   a. BBCC promoted Spring Break Safety in an email to all students sent on 03/19/2019.

ENVIRONMENTAL HEALTH AND SAFETY
1. **Dangerous Waste Reporting**
   a. Submitted the college's annual dangerous waste report to the Department of Ecology on 03/01/2019.
2. **Bloodborne Pathogens Plan**
   a. Draft submitted to Linda Schoonmaker and James Sauceda for review.
3. **Hazardous and Universal Waste Management Plan**
   a. Draft submitted to Linda Schoonmaker and James Sauceda for review.
4. **Accident Prevention Plan**
   a. Draft of update submitted to Linda Schoonmaker and James Sauceda for review.
5. **Chemical Hygiene Plan**
   a. Mostly complete, but progress stalled due to resignation of Science Lab Technician David Bryce. Hoping the replacement lab tech will have Chemical Hygiene Officer training and experience.

EMERGENCY MANAGEMENT
1. **Emergency Drills and Exercises**
   a. Due to severe weather throughout the month, emergency evacuation drills were suspended.
2. **Emergency Operations Plan**
   a. Due to stalled progress on its completion while managed by the ad-hoc Emergency Planning Committee, the EOP revisions have returned to the oversight of Campus Safety.

SITE SECURITY

1. Staffing
      a. Shawna Adamson has completed basic field training and is scheduled for weekend shifts
      b. Rob Rosenow has resigned after 12 years of service to the college. He wishes to spend more time with his family.

Prepared by Director of Safety & Security Kyle Foreman,
RECOMMENDATION:
None.

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j.   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."

Additional information about inclusion and climate is following.

Prepared by President Leas.

RECOMMENDATION:

None.

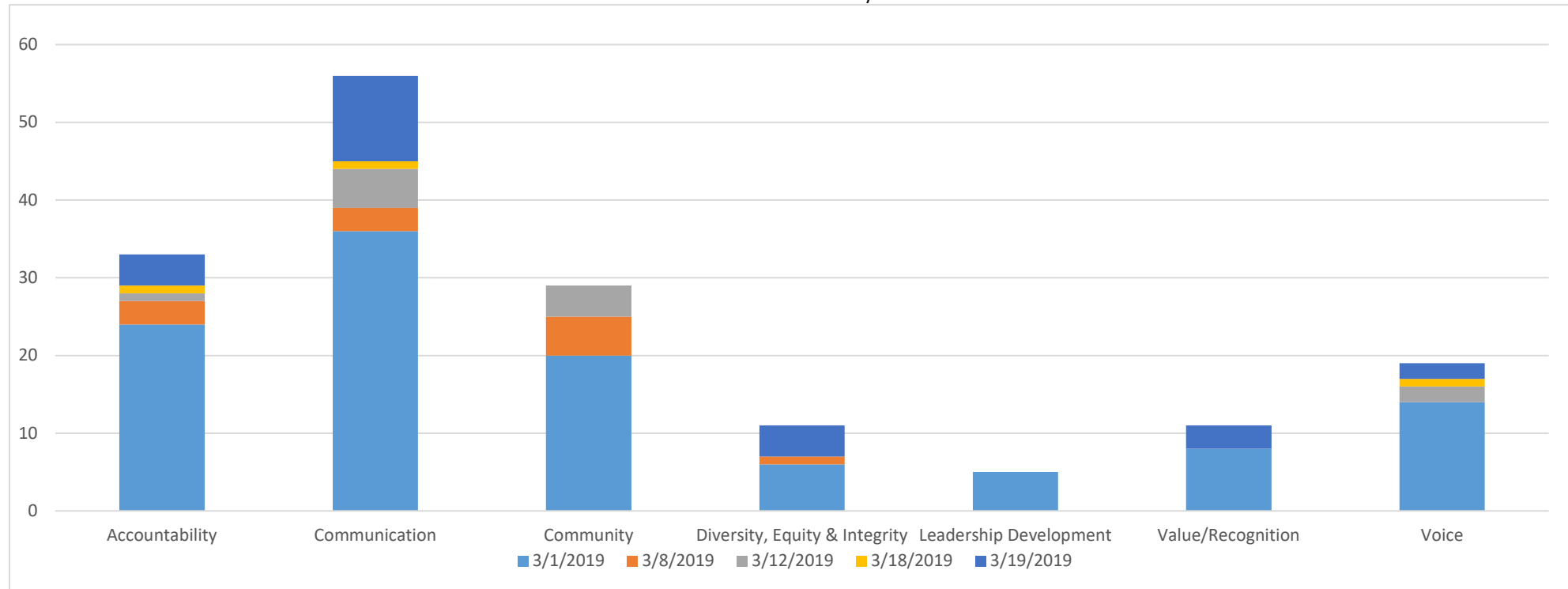| Theme	Description/Comments (3/1 SGC Meetings; 3/8, 3/12, 3/18, 3/19 Dialogue with Dr. Leas Sessions)
Accountability	*We lack structure/stability for employees in the areas of orientation, onboarding, clear job descriptions/expectations, and performance management. Employees, including leaders, should be held accountable to rules/standards.*
3/1/19 SGC Rank 2 24	Some supervisors don't find this a priority, well it is.
3/8/19 Rank 2 3	Admitting mistakes, share processes and decisions Accountability is tied to communication. Saying what you mean and meaning what you say creates integrity and changes not expressed lead two accountability issues.
3/12/19 1	
3/18/19 Rank 1 1	
3/19/19 Tied for Rank 2 4	
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.
3/1/19 Rank 1 SGC 36	
3/8/19 Rank 2 3	Online newsletter, faculty achievement; classified, exempt and student voices; leadership (Cabinet, Exec Team) decision process. Transparency/accountability when plans information changes to prevent erosion of trust and/or wrong stories told. *Crucial Conversations* book study or workshop.
3/12/19 Rank 1 5	
3/18/19 Rank 2 1	
3/19/19 Rank 1 11	

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.*
3/1/19 Rank 3 SGC 20	
3/8/19 Rank 1 5	Relates to value/recognition – need to feel like I'm more than a cog in a wheel. When we are reminded of each other's humanity and mutual purpose, it's harder to vilify one another – events for socializing would be helpful. More discussions/dialogues with Dr. Leas – regular opportunities build trust. Lack of trust can be addressed with knowledge and socializing. We do not celebrate faculty achievement.
3/12/19 Rank 2 4	
3/18/19 0	
3/19/19 0	
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.*
3/1/19 Rank 6 SGC 6	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.
3/8/19 1	Transparency of decisions and processes with people not on the committee. Accountability for hiring decisions. Waiting for lawsuits is a bad strategy. If you are going to change the procedure for hiring, then you need at least to inform the faculty.
3/12/19 0	
3/18/19 0	
3/19/19 Tied for Rank 2 4	
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.*
3/1/19 Rank 7 SGC 5	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?

3/8/19 **0**		
3/12/19 **0**		
3/18/19 **0**		
3/19/19 **0**		
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.
3/1/19 **Rank 5** **SGC** **8**	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 done!	
3/8/19 **0**	A regular online newsletter where different departments can share what they've been up to. Discussions with Dr. Leas and other leadership and department would help build trust, expose stressors and frustrations that can be addressed before thing become a problem.	
3/12/19 **0**		
3/18/19 **0**		
3/19/19 **3**		
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.*
3/1/19 **Rank 4** **SGC** **14**	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.	
3/8/19 **0**	By socializing together across the campus we might dispel some peoples' feelings of not being heard. Recognizing each other's shared humanity. People will share voices if they feel comfortable doing so. To increase comfort with leadership and other departments - need access (discussions with Dr. Leas, social functions, lunches).	
3/12/19 **Rank 3** **2**		
3/18/19 **Rank 3** **1**		
3/19/19 **2**		
Comment	Administrators seem very willing to allow employees to express their views, without consequence, as far as I can see. Some faculty members can be much less willing to explore differing views and can tend to "bully" those who believe differently. While we (faculty) point a finger at admin, we have three fingers pointing back at us. Kudos to admin for allowing us to have more open conversations as a college. These have led to more open conversations among faculty, and help us begin to understanding each other.	

The following charts represent votes on the top three themes during the 3/1 SGC meeting and the four Dialogue with Dr. Leas sessions (3/8, 3/12, 3/18, 3/19).
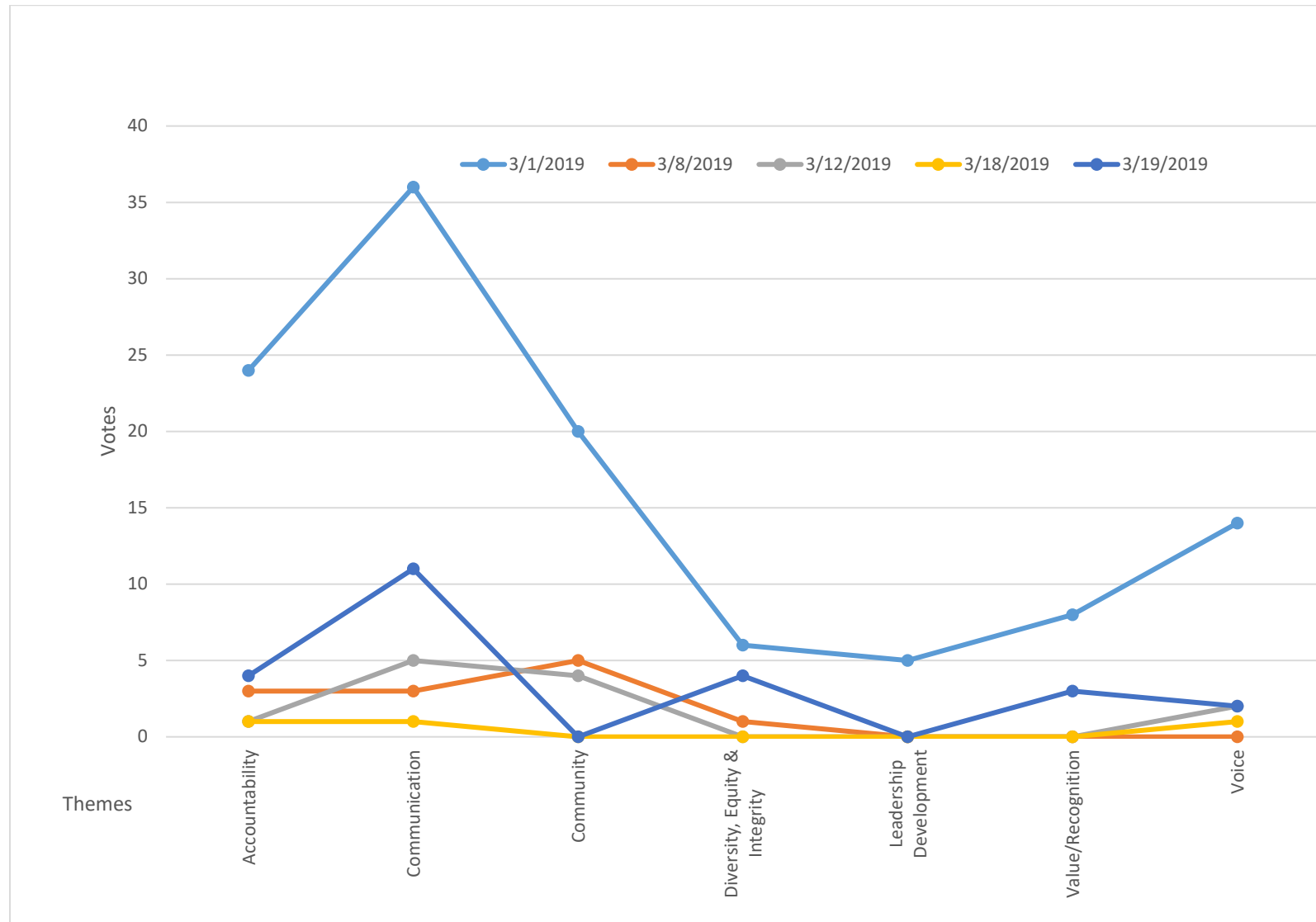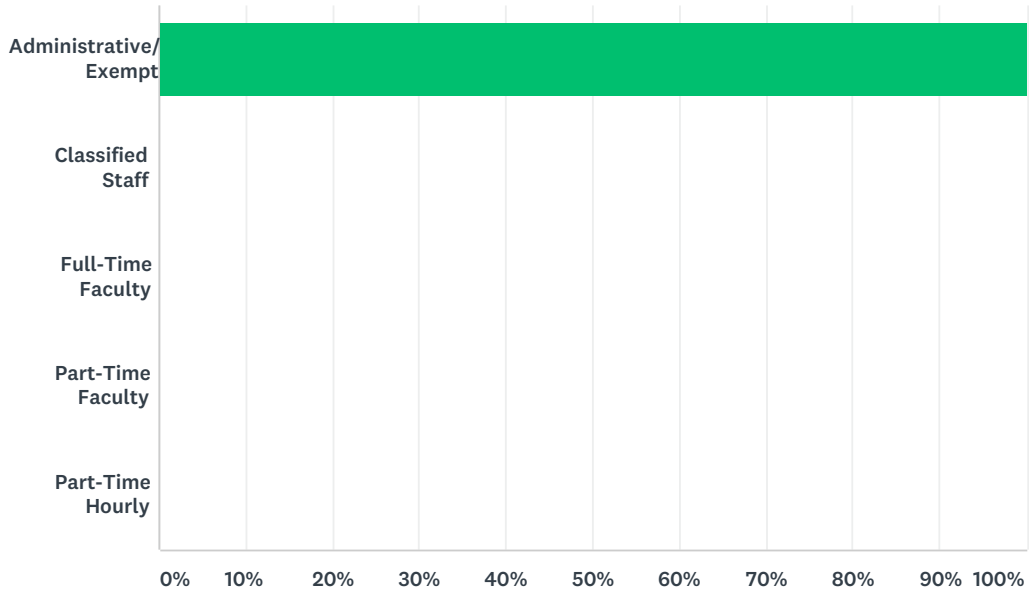
This chart shuffles the votes by event date.

Legend: ■ 3/1/2019 ■ 3/8/2019 ■ 3/12/2019 ■ 3/18/2019 ■ 3/19/2019

Categories: Accountability, Communication, Community, Diversity, Equity & Integrity, Leadership Development, Value/Recognition, Voice

Q1 To which employee group do you belong?

Answered: 15   Skipped: 0

ANSWER CHOICES	RESPONSES	
Administrative/Exempt	100.00%	15
Classified Staff	0.00%	0
Full-Time Faculty	0.00%	0
Part-Time Faculty	0.00%	0
Part-Time Hourly	0.00%	0
TOTAL		15

1 / 3

22

Q2 Using the document provided in the email, please rank the following themes in order of importance with 1 being the most important theme.

Answered: 15   Skipped: 0
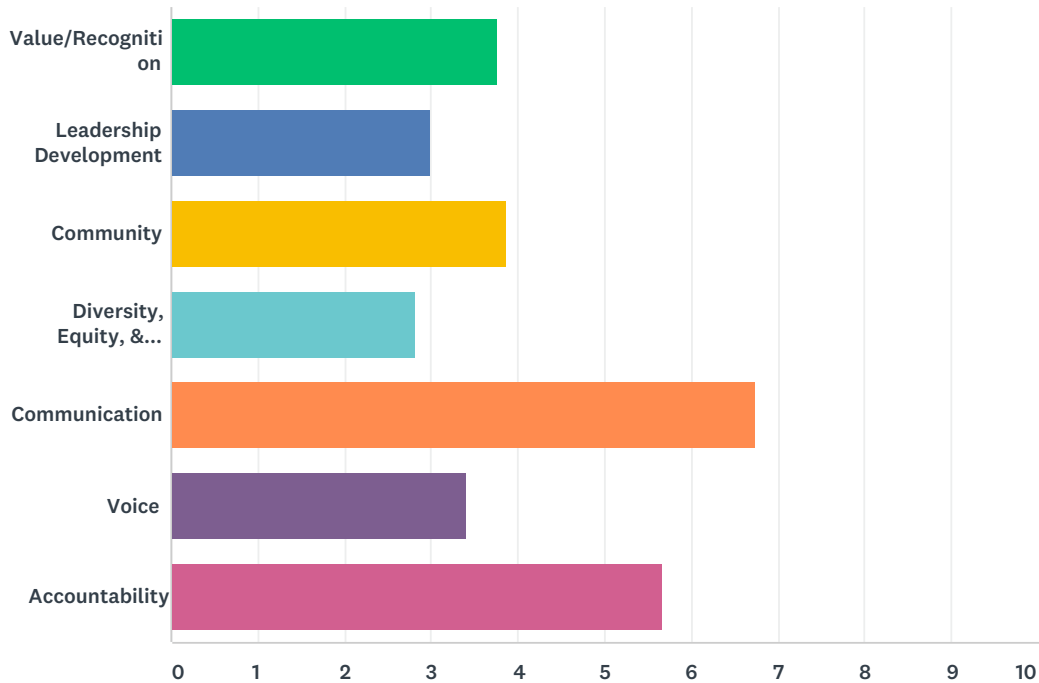
	1	2	3	4	5	6	7	TOTAL	SCORE
Value/Recognition	7.69% 1	15.38% 2	15.38% 2	15.38% 2	7.69% 1	30.77% 4	7.69% 1	13	3.77
Leadership Development	0.00% 0	0.00% 0	18.18% 2	18.18% 2	27.27% 3	18.18% 2	18.18% 2	11	3.00
Community	0.00% 0	28.57% 4	14.29% 2	21.43% 3	0.00% 0	21.43% 3	14.29% 2	14	3.86
Diversity, Equity, & Inclusion	0.00% 0	0.00% 0	16.67% 2	25.00% 3	16.67% 2	8.33% 1	33.33% 4	12	2.83
Communication	80.00% 12	13.33% 2	6.67% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	15	6.73
Voice	0.00% 0	8.33% 1	25.00% 3	8.33% 1	33.33% 4	8.33% 1	16.67% 2	12	3.42
Accountability	16.67% 2	50.00% 6	25.00% 3	0.00% 0	8.33% 1	0.00% 0	0.00% 0	12	5.67

Q3 Do you believe the list of themes (accountability, communication, community, diversity/equity/inclusion, leadership development, value/recognition, and voice) is complete?
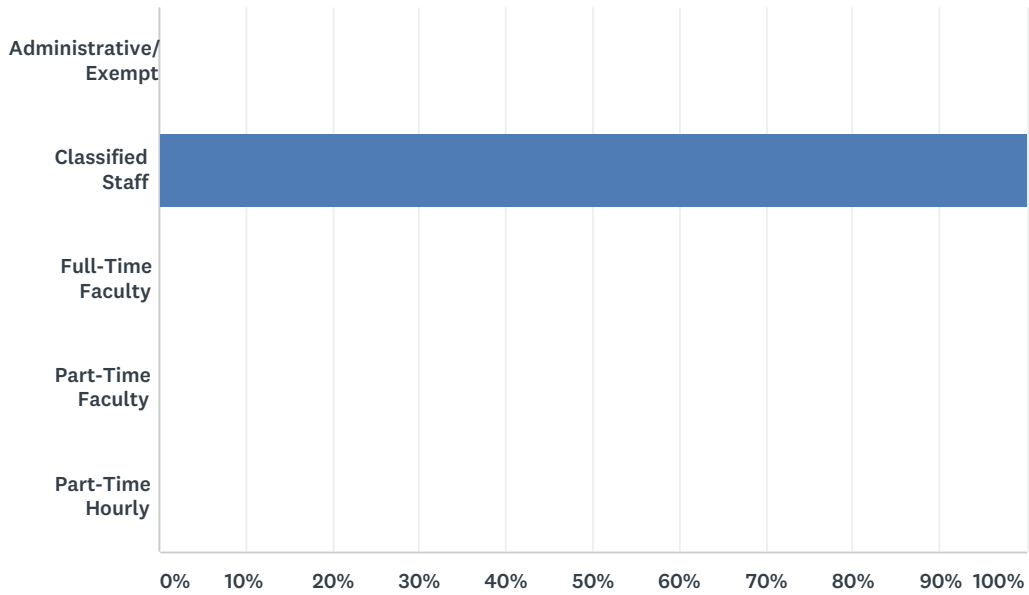
Answered: 15   Skipped: 0
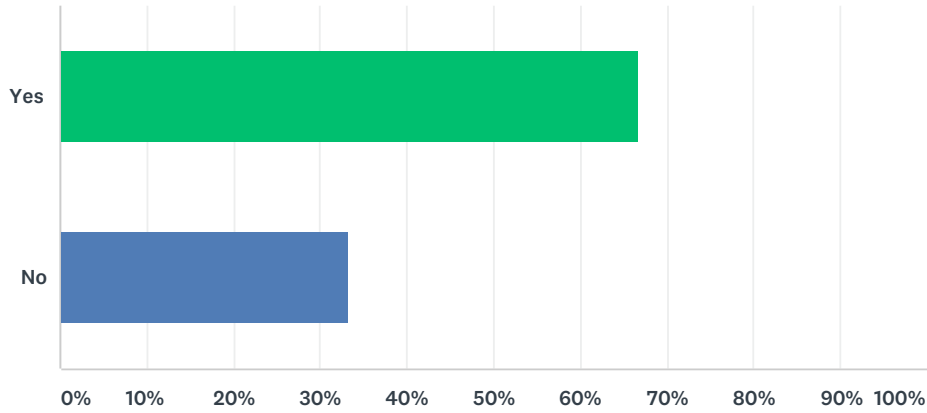
ANSWER CHOICES	RESPONSES	
Yes	66.67%	10
No	33.33%	5
TOTAL		15

#	IF YOU ANSWERED NO, WHAT ADDITIONAL THEME WOULD YOU INCLUDE?	DATE
1	Trust	3/19/2019 10:05 AM
2	Trust. Though it may not need to be a theme of its own as it fits across all of the themes listed above.	3/18/2019 4:44 PM
3	I am extremely uncomfortable with the fact that the people who developed this list of themes and related definitions are some of the very same people who surfaced in the focus groups report - and, yet again, staff feel as though we are being led along, rather than included in the discussion in these early stages. Honestly, I feel as though a neutral, third-party consultant should have been brought in from the beginning. I think that trust is so broken across campus and up-and-down the chain of command that staff will find it difficult to trust solutions put forth from the very leaders they have voiced concerns about. Also, I think it's important to MAKE TIME to work on these issues more than anything else. We can rank them, define them, and discuss them until we're blue in the face, but unless staff are given the time and space to implement change and have time to commune with each other and self-reflect and grow, they will never feel valued or happy here. There is so much busy work to take care of every day, that this kind of self-care and community-building is never a focus. How can we bring our best selves to serve students when this is failing? THIS is the important work of Covey's Quadrant II that always is put to the side at Big Bend.	3/18/2019 3:26 PM
4	Fix the communication problem, and everything else will have an easier way of falling into place.	3/18/2019 1:35 PM
5	I put diversity, equity, and inclusion last because I see it as a lens or a foundation for all of the each of the themes to use as a filter for their strategies.	3/18/2019 12:43 PM
6	These were so broad, and it felt like it was rushed on faculty. Not really the type of steps we ultimately want to see, and more vindictive of the current way of doing things.	3/18/2019 11:41 AM

3 / 3

Q1 To which employee group do you belong?

Answered: 19   Skipped: 0

ANSWER CHOICES	RESPONSES	
Administrative/Exempt	0.00%	0
Classified Staff	100.00%	19
Full-Time Faculty	0.00%	0
Part-Time Faculty	0.00%	0
Part-Time Hourly	0.00%	0
TOTAL		19

1 / 3

Q2 Using the document provided in the email, please rank the following themes in order of importance with 1 being the most important theme.

Answered: 17   Skipped: 2
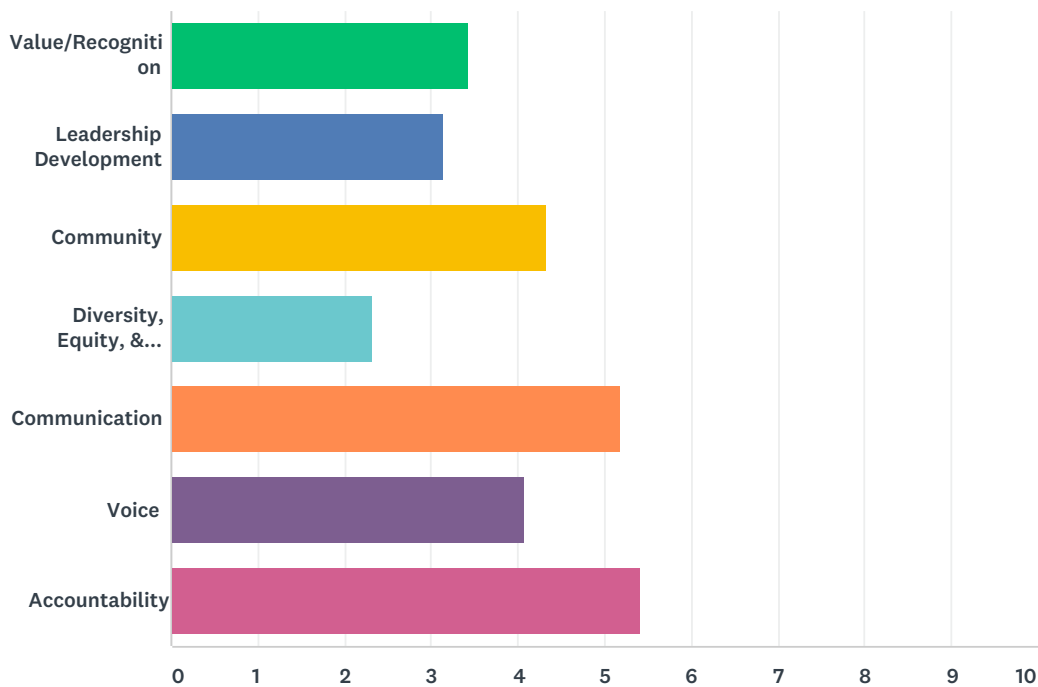
	1	2	3	4	5	6	7	TOTAL	SCORE
Value/Recognition	21.43% 3	7.14% 1	0.00% 0	0.00% 0	28.57% 4	21.43% 3	21.43% 3	14	3.43
Leadership Development	0.00% 0	12.50% 2	18.75% 3	12.50% 2	6.25% 1	25.00% 4	25.00% 4	16	3.13
Community	13.33% 2	20.00% 3	26.67% 4	0.00% 0	13.33% 2	20.00% 3	6.67% 1	15	4.33
Diversity, Equity, & Inclusion	0.00% 0	0.00% 0	6.67% 1	26.67% 4	0.00% 0	26.67% 4	40.00% 6	15	2.33
Communication	23.53% 4	29.41% 5	11.76% 2	23.53% 4	5.88% 1	0.00% 0	5.88% 1	17	5.18
Voice	6.67% 1	20.00% 3	6.67% 1	20.00% 3	40.00% 6	0.00% 0	6.67% 1	15	4.07
Accountability	35.29% 6	11.76% 2	29.41% 5	11.76% 2	5.88% 1	5.88% 1	0.00% 0	17	5.41

2 / 3

Q3 Do you believe the list of themes (accountability, communication, community, diversity/equity/inclusion, leadership development, value/recognition, and voice) is complete?

Answered: 17   Skipped: 2
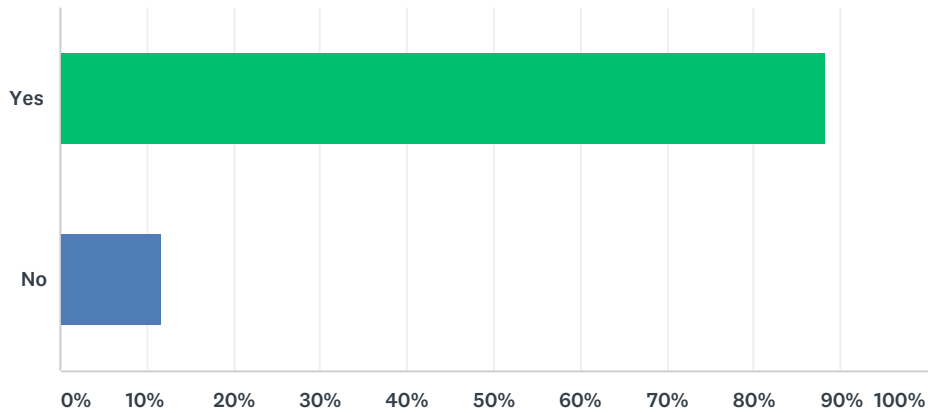
ANSWER CHOICES	RESPONSES	
Yes	88.24%	15
No	11.76%	2
TOTAL		17

#	IF YOU ANSWERED NO, WHAT ADDITIONAL THEME WOULD YOU INCLUDE?	DATE
1	I do not see trust is not listed anywhere in these themes. Perhaps weaving this, along with diversity/equity/inclusion in all of the themes, it will strengthen their importance. Before serving on a leadership role I might have numbered the themes differently. I believe we have made positive community changes by providing a voice that provides feedback to the classified staff community, resulting in value and recognition. With the generation of new hires replacing veteran employees, the culture continues to change. My observation of new hires in all groupings is, they are less willing to step into a leadership role without trust. Mentors and coaches must invest in building relationships with their team. By doing this, I am confident more will be satisfied with the community in which they work, and perhaps will then result in longer employment terms and less turnover.	3/21/2019 9:34 AM
2	How can I possibly prioritize these? They're all just the same words we've heard before and have no real meaning to us anymore. Start by actually listening to student and employee needs and actually responding to those needs. Make communication between departments part of a required college-wide process for decision-making and help it become an expected part of our BBCC culture, don't just send more emails and think that fixes the problem. Don't sit in isolation or in private meetings and make decisions that affect students and employees, and don't set up special "come talk to me" meetings. Instead spend significant time with students and employees on their turf, in their offices, classrooms, common areas especially during peak times - observe, ask questions and LISTEN. Staff turnover is expensive, not just financially but to our reputation as an employer and a college. It is also stressful on those of us who stay and have to pick up the slack. If you truly value staff, show it - actions speak louder than words.	3/18/2019 3:02 PM
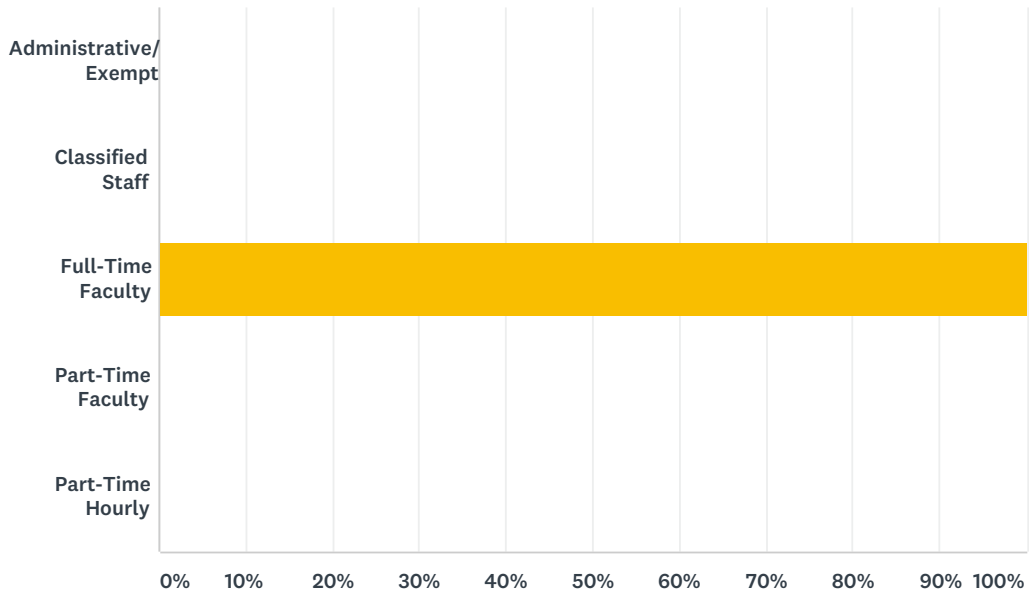
3 / 3

# Q1 To which employee group do you belong?

Answered: 15   Skipped: 0

ANSWER CHOICES	RESPONSES	
Administrative/Exempt	0.00%	0
Classified Staff	0.00%	0
Full-Time Faculty	100.00%	15
Part-Time Faculty	0.00%	0
Part-Time Hourly	0.00%	0
TOTAL		15

1 / 4

Q2 Using the document provided in the email, please rank the following themes in order of importance with 1 being the most important theme.

Answered: 15   Skipped: 0
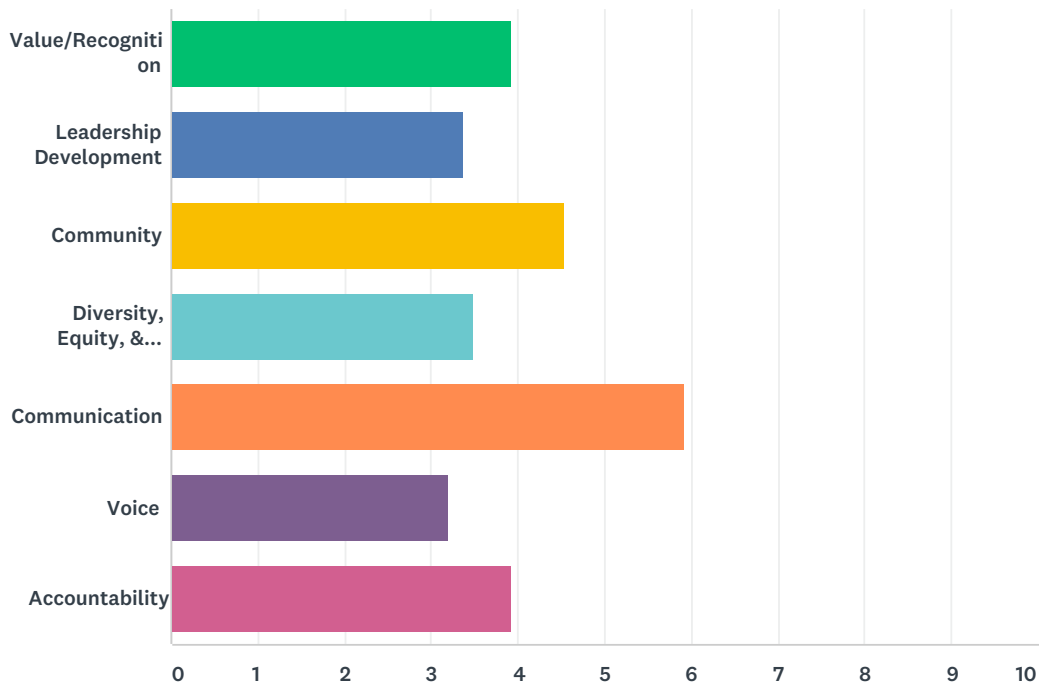
	1	2	3	4	5	6	7	TOTAL	SCORE
Value/Recognition	13.33% 2	13.33% 2	13.33% 2	13.33% 2	20.00% 3	13.33% 2	13.33% 2	15	3.93
Leadership Development	14.29% 2	7.14% 1	0.00% 0	21.43% 3	21.43% 3	7.14% 1	28.57% 4	14	3.36
Community	0.00% 0	26.67% 4	40.00% 6	13.33% 2	6.67% 1	6.67% 1	6.67% 1	15	4.53
Diversity, Equity, & Inclusion	21.43% 3	0.00% 0	0.00% 0	14.29% 2	21.43% 3	35.71% 5	7.14% 1	14	3.50
Communication	35.71% 5	35.71% 5	21.43% 3	0.00% 0	7.14% 1	0.00% 0	0.00% 0	14	5.93
Voice	7.14% 1	7.14% 1	14.29% 2	14.29% 2	14.29% 2	14.29% 2	28.57% 4	14	3.21
Accountability	13.33% 2	13.33% 2	13.33% 2	20.00% 3	6.67% 1	20.00% 3	13.33% 2	15	3.93

2 / 4

29

Q3 Do you believe the list of themes (accountability, communication, community, diversity/equity/inclusion, leadership development, value/recognition, and voice) is complete?

Answered: 15   Skipped: 0
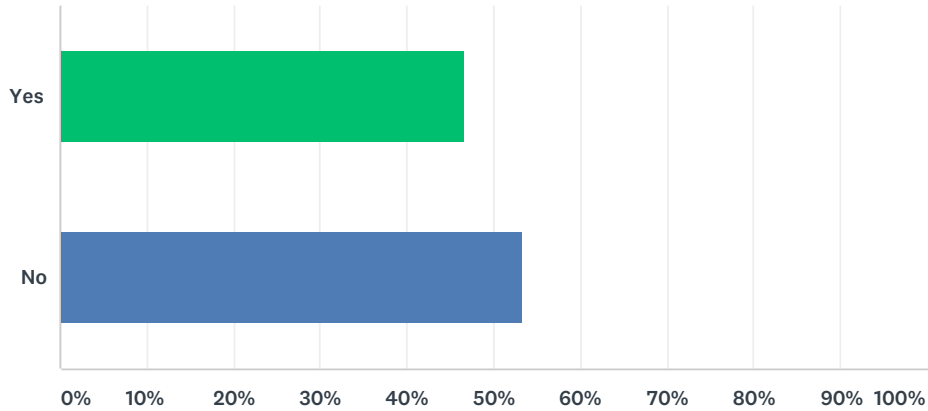
ANSWER CHOICES	RESPONSES	
Yes	46.67%	7
No	53.33%	8
TOTAL		15

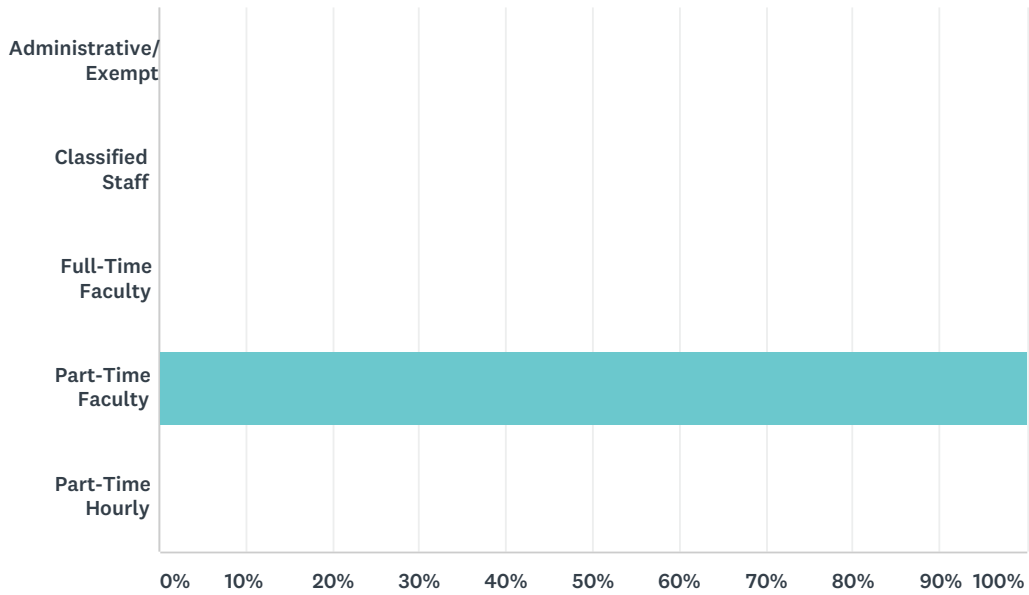| #	IF YOU ANSWERED NO, WHAT ADDITIONAL THEME WOULD YOU INCLUDE?	DATE
1	Thank you for providing a forum for input. My concern isn't about the list being incomplete. It's about equity, inclusion, and diversity. If there is one thing I have come to understand about the basis of multiple conflicts between different groups on campus, sometimes specifically about EID and sometimes about other issues, it's that 1) not many people understand the way these terms are used and why they are a concern 2) it's not about blaming people but about getting us all to be more aware and take responsibility This is one of the reasons EEWG and CEID worked together to not only create clear basic definitions for across the campus but also why there was a preface about the culture of privilege that pervades the community and our college. People need to understand more about how we all contribute to inequity, exclusion, and myopia--not because we are bad people but because we are heading into a new and broader cultural understanding of fairness. Equity, inclusion, and diversity are at the heart of many of these options--particularly accountability (at the very least, being equitable about applying and practicing policies and procedures related to it), voice (as not all voices are included or hold equal weight, which reduces the diversity of views), and community (for all of the reasons above). And, as Dr. Clark's report made clear, it even relates to communication because not all cultures value or practice the same forms of communication, and it's important to create forums for and for people to be conversant in different ways of communicating, whether in raising concerns or giving praise (which also has implications for value/recognition, since privileged forms of value tend to be upheld). Please reconsider removing it as it's own category and including it under the other relevant categories. I know that other people have mentioned this concern, and I am adding my input to that.	3/22/2019 1:50 PM
2	It is about interpretation perhaps, however I think ensuring that when communicating you are including those that are close to the core... eg.. if you are filling a position, conversation with those in the department to ensure candidate will be a good fit for the position and/or there is communication with current faculty/admin in the position to determine needs for accreditation or transitional purposes. Overall I think the themes were well reflected.	3/21/2019 11:39 AM

| 3	Faculty are seriously underpaid relative to industry peers (both K-12 and workforce industry) and admin of the college. Where is the equity in that? This is likely one of the reasons for high turnover rate. Talented faculty (and staff) will choose to go elsewhere when the pay isn't competitive. As a result, the quality of faculty very slowly declines over time. Thus, the institution is slowly moving away from their goal of excellence in teaching and learning. It's called a race to the bottom. Big Bend is in a race to the bottom in many ways, insufficient pay is just an example of the most problematic. Another area I've seen a race to the bottom occurring is in the quality of the dining center. Reducing funding and access times only further exacerbates the core problems, causing an ever spiraling downward trend. Lower funding cause lower quality. Lower quality causes lower demand. Lower demand cause lower funding, and the spiral continues downward. And so Big Bend continues it's race to the bottom. Perhaps this belongs under the Equity theme, as in Equity of pay. Or perhaps it belongs under Value / Recognition, as in valuing employees with competitive pay.	3/19/2019 1:59 PM
4	We need a vision or framework for where we are going.	3/19/2019 9:56 AM
5	I agree with Dr. Leas' assessment that trust is another important issue, but maybe this issue is underneath each of the above points. Recommended reading: "The Speed of Trust" by Covey. I believe WES has a few copies.	3/19/2019 7:55 AM
6	While trust is addressed under community, I agree with the president's statement at the most recent board meeting that is is an 8th theme. Or perhaps actually the only theme at all...The trust has been damaged (in my opinion) by poor communication, lack of transparency and accountability by those in leadership, and a failure to treat employees in a way that values their contributions.	3/18/2019 2:32 PM
7	Vision The themes cannot be given values as you'd like because thy are interconnected. Accountability, communication, community, and value/recognition are all part of the largest issue on campus and cannot be easily split one from the other. Voice is a part of communication, diversity..., and value/recognition. And part of the problem is the attempt to try and rank individual items. Ranking provides an out and the ability to further attempt dismissal of the problem.	3/18/2019 12:57 PM

Q1 To which employee group do you belong?

Answered: 4   Skipped: 0

ANSWER CHOICES	RESPONSES	
Administrative/Exempt	0.00%	0
Classified Staff	0.00%	0
Full-Time Faculty	0.00%	0
Part-Time Faculty	100.00%	4
Part-Time Hourly	0.00%	0
TOTAL		4

Q2 Using the document provided in the email, please rank the following themes in order of importance with 1 being the most important theme.

Answered: 4   Skipped: 0
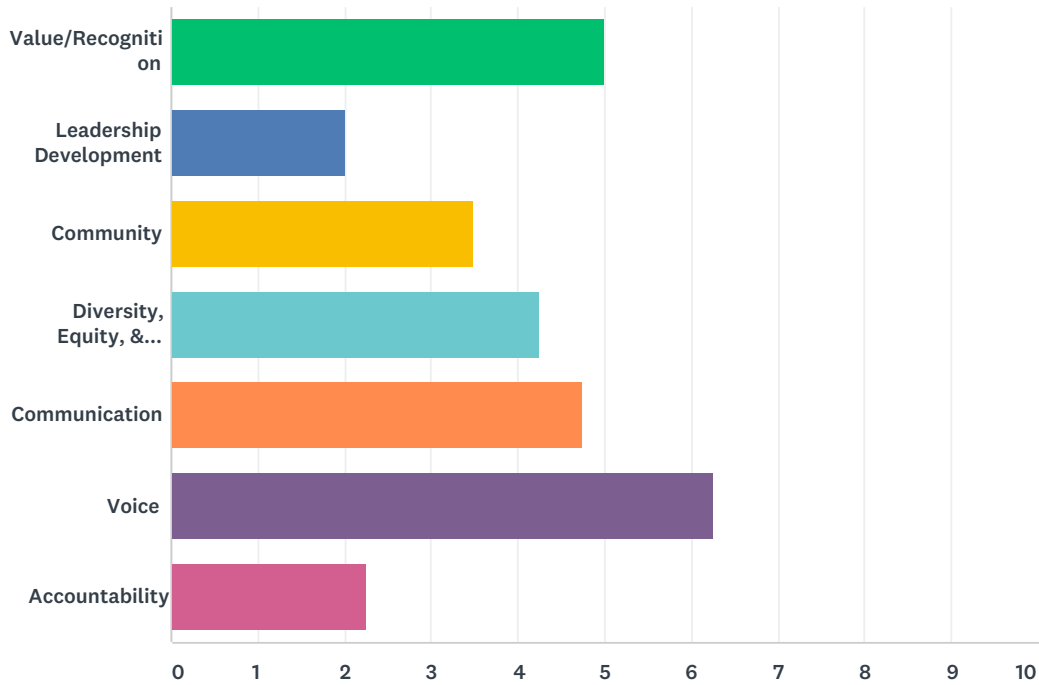
	1	2	3	4	5	6	7	TOTAL	SCORE
Value/Recognition	0.00% 0	25.00% 1	50.00% 2	25.00% 1	0.00% 0	0.00% 0	0.00% 0	4	5.00
Leadership Development	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 4	0.00% 0	4	2.00
Community	25.00% 1	0.00% 0	25.00% 1	0.00% 0	0.00% 0	0.00% 0	50.00% 2	4	3.50
Diversity, Equity, & Inclusion	0.00% 0	25.00% 1	25.00% 1	0.00% 0	50.00% 2	0.00% 0	0.00% 0	4	4.25
Communication	0.00% 0	50.00% 2	0.00% 0	25.00% 1	25.00% 1	0.00% 0	0.00% 0	4	4.75
Voice	75.00% 3	0.00% 0	0.00% 0	25.00% 1	0.00% 0	0.00% 0	0.00% 0	4	6.25
Accountability	0.00% 0	0.00% 0	0.00% 0	25.00% 1	25.00% 1	0.00% 0	50.00% 2	4	2.25

2 / 3

Q3 Do you believe the list of themes (accountability, communication, community, diversity/equity/inclusion, leadership development, value/recognition, and voice) is complete?
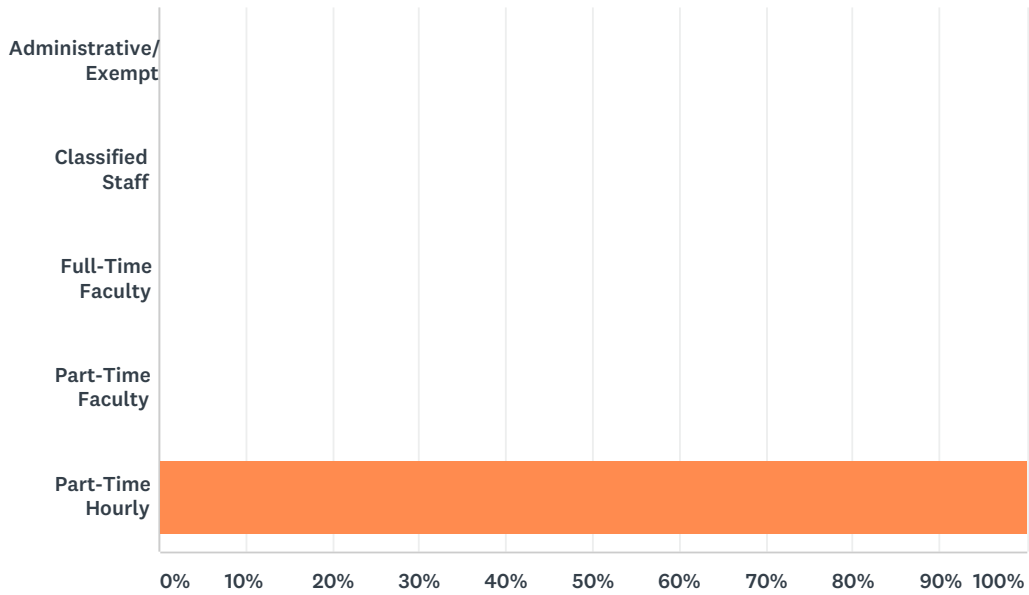
Answered: 4   Skipped: 0
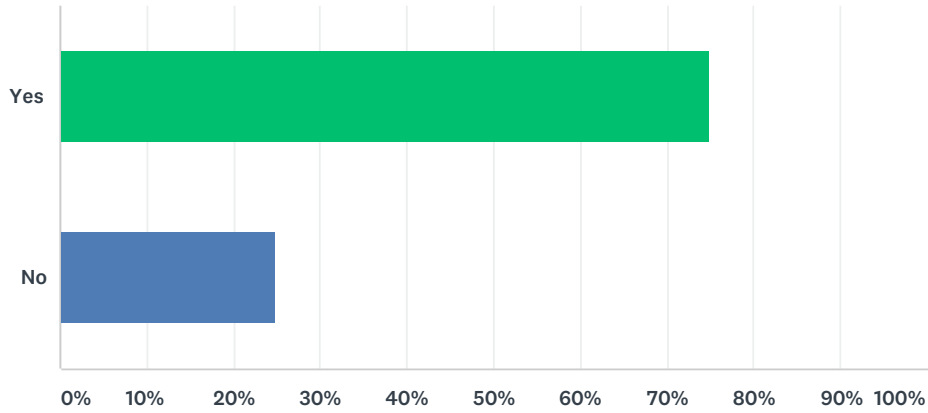
ANSWER CHOICES	RESPONSES	
Yes	75.00%	3
No	25.00%	1
TOTAL		4

| #	IF YOU ANSWERED NO, WHAT ADDITIONAL THEME WOULD YOU INCLUDE?	DATE
1	"Basic Facilities" should be added somewhere. It speaks to value/recognition, so maybe it works there. There is no place to fill water bottles or tea kettles, or rinse lunch dishes in the 1600 building, not even a bottle-filling spout on the drinking fountain. Because the cafeteria closes so early, this is a huge problem. Two desks in the associate faculty office are inadequate because they are just folding tables, and one of them is mostly taken up by a refrigerator and microwave because there is no central, faculty-only breakroom-type place for the building. There is no printer in the associate faculty office. People tell me there is a copier code for associate faculty, but then they don't give it to me. I have given up asking. I have been denied a key to the cabinet that print jobs are delivered to in our building, so I must pick up all my printing from word services or plan unreasonably far in advance and hope I run into someone with a key. All of this makes me think I am not valued or trusted as a member of the faculty.	3/20/2019 1:42 PM
2	I feel like everything comes down to the creation of a COMMUNITY culture on campus, COMMUNICATING with each other, and that all of the themes can be subsumed into it.	3/19/2019 10:12 AM

Q1 To which employee group do you belong?

Answered: 1   Skipped: 0

ANSWER CHOICES	RESPONSES	
Administrative/Exempt	0.00%	0
Classified Staff	0.00%	0
Full-Time Faculty	0.00%	0
Part-Time Faculty	0.00%	0
Part-Time Hourly	100.00%	1
TOTAL		1

1 / 3

Q2 Using the document provided in the email, please rank the following themes in order of importance with 1 being the most important theme.

Answered: 1   Skipped: 0
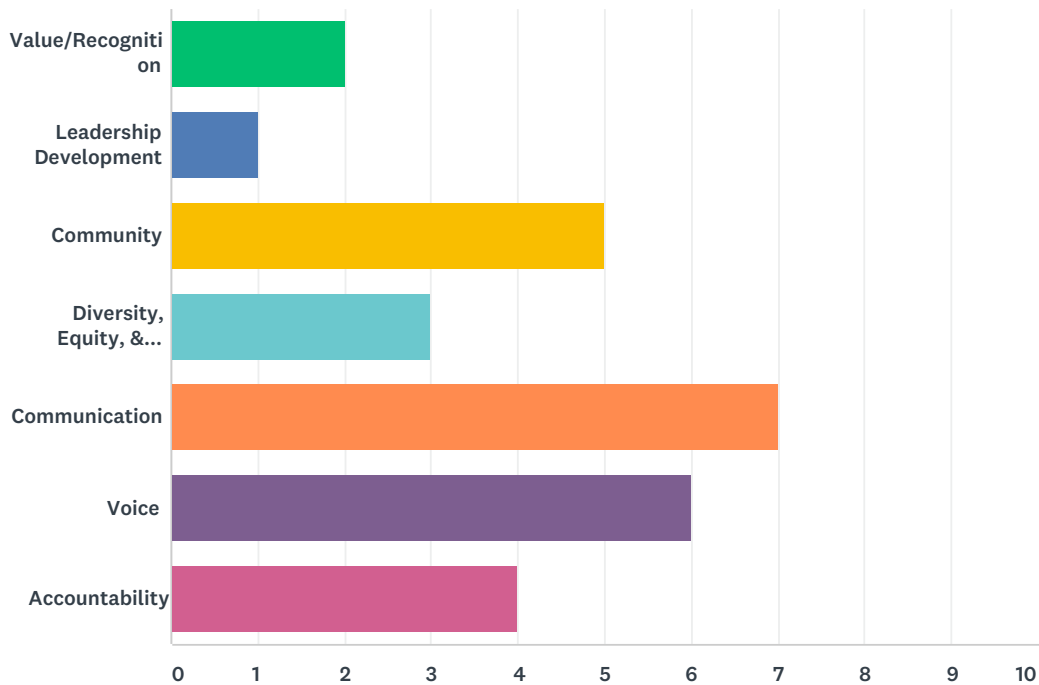
	1	2	3	4	5	6	7	TOTAL	SCORE
Value/Recognition	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	1	2.00
Leadership Development	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	1	1.00
Community	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1	5.00
Diversity, Equity, & Inclusion	0.00% 0	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	1	3.00
Communication	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1	7.00
Voice	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	1	6.00
Accountability	0.00% 0	0.00% 0	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.00% 0	1	4.00

Q3 Do you believe the list of themes (accountability, communication, community, diversity/equity/inclusion, leadership development, value/recognition, and voice) is complete?
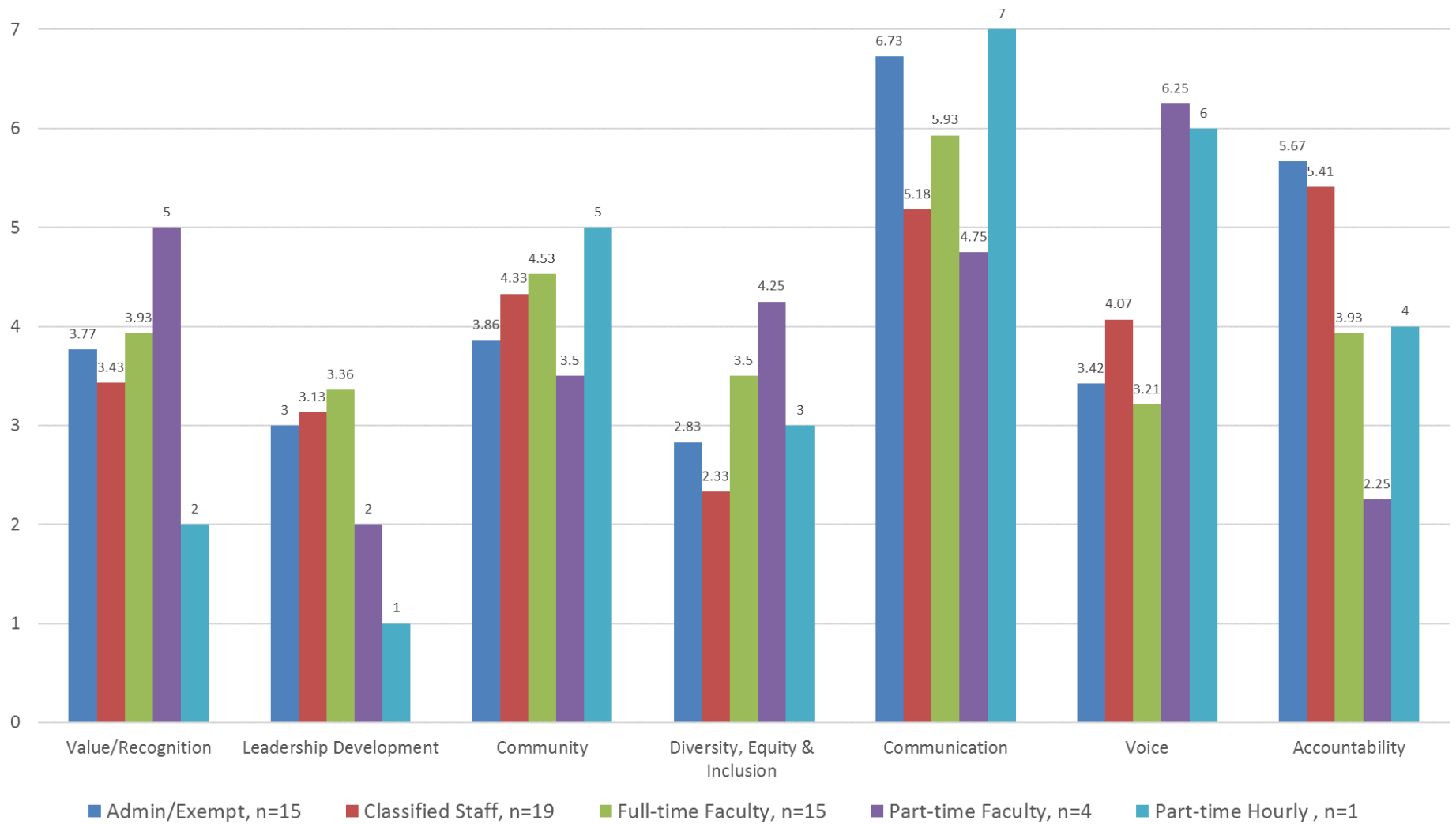
Answered: 1   Skipped: 0
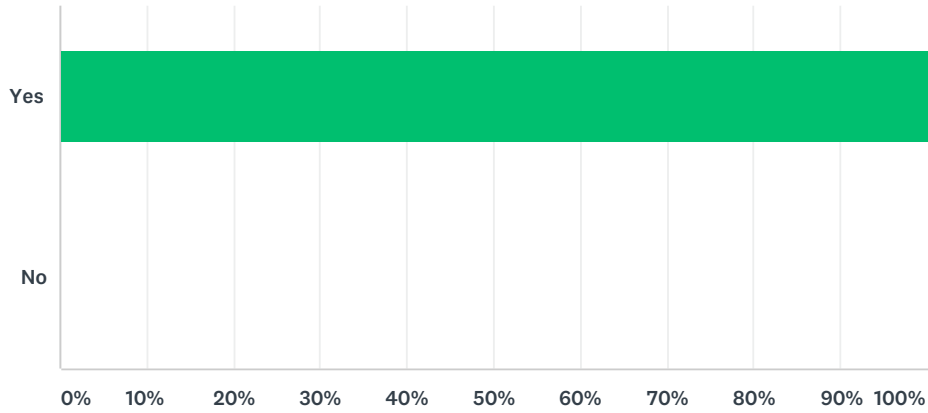
ANSWER CHOICES	RESPONSES	
Yes	100.00%	1
No	0.00%	0
TOTAL		1

#	IF YOU ANSWERED NO, WHAT ADDITIONAL THEME WOULD YOU INCLUDE?	DATE
	There are no responses.	

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Campus wide Survey Monkey results. 54 participants shuffled by employee groups. 16% response rate.

Importance of Themes by Employee Group

Legend: ■ Admin/Exempt, n=15　■ Classified Staff, n=19　■ Full-time Faculty, n=15　■ Part-time Faculty, n=4　■ Part-time Hourly , n=1

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #6:   Academic Master Plan (for information)

BACKGROUND:

President Leas and VP Humpherys will share the draft Academic Master Plan.

Prepared by VP Bryce Humpherys.

RECOMMENDATION:
None.

I. Introduction

The BBCC Academic Master Plan is designed to help Big Bend Community College (BBCC) fulfill its mission and achieve the strategic goals articulated in the 2017-2020 Strategic Plan by assessing the college's academic offerings and identifying areas of potential growth and change.

II. Overview of Current Academic Offerings

As a comprehensive community college, BBCC has academic offerings that fall within four broad categories: Transfer, Workforce Education, Adult Basic Education, and Community, Business and Industry training. As the title implies, the Transfer category includes degrees and courses designed to help students meet the general education requirements of and earn a baccalaureate degree. BBCC degrees offered in this category are:

- Direct Transfer Agreement (DTA) degree
- Associate in Arts and Science DTA
- Associate in Business DTA/MRP (Major-Related Program)
- Associate in Pre-Nursing DTA/MRP
- Associate in Science Transfer

The Workforce Education category includes degrees and courses designed to prepare students to earn a credential that will allow them to secure employment in a particular field. Historically, Workforce Education degrees were considered terminal with no university transfer options. However, transfer opportunities are increasing for holders of workforce degrees. One option that is rapidly expanding within Washington community and technical colleges is Bachelor of Applied Science (BAS) degrees. BBCC credentials in the workforce education category are:

- Associate in Applied Science (AAS) degree
- Associate in Applied Science – Transfer (AAS-T) degree
- Certificate

The Adult Basic Education category includes courses and credentials that prepare students to perform college-level coursework. Courses are either English as a Second Language (ESL) courses or high school completion courses. Students taking adult basic education classes are prepared to sit for the General Education Development (GED) exams or can earn an adult high school diploma. Students do not earn college credit in adult basic education courses but do earn high school credit in courses leading to an adult high school diploma. BBCC offers the following diploma in this category.

- High School Diploma

The Community, Business, and Industry Training category includes a variety of short-term training opportunities that are usually customized to the needs of a specific employer. Trainees typically do not receive college credit but in some cases have an option of earning college credit for specific trainings. For those who complete some specialized training such as Air Rescue Fire Fighting (ARFF) training, BBCC awards certificates of completion.

III. Meeting Community Needs

Grant and Adams Counties comprise the majority of the BBCC service district. They have a combined estimated 2017 population of 117,149 people, some of whom are the least affluent and educated. A summary of key demographic and economic data for Grant and Adams Counties follows.

Primary County Characteristic		Grant County 2017 update	Adams County 2017 update	Washington State 2018 Update	United States 2017 update
Pop.	Population <age 18 years	30.0%	35.1%	22.4%	22.9%
	Population 18-64 years	57.1%	54.2%	52.7%	62.2%
$	Median family income	$48,714	$46,564	$62,848	$55,322
	Poverty level	16.1%	16.5%	11.0%	12.3%
Race & Language	Latinx	40.7%	62.3%	12.7%	17.6%
	White	54.9%	35.2%	68.7%	61.5%
	All persons of color	45.1%	64.8%	21.3%	27.0%
	Speak a language other than English at home	36.5%	54.9%	19.1%	21.3%
	Speak Spanish at home	33.9%	51.3%	8.4%	13.2%
Ed.	Adults with high school diploma	75.5%	66.6%	90.6%	87.0%

Sources: United States Census Bureau - factfinder.census.gov; Washington State Employment Security Division - esd.wa.gov

Both counties are younger, poorer, and more racially diverse than the state or nation. Additionally, the counties have lower educational levels. There is clearly a need for the education BBCC provides within its service district.

The primary economic sectors in both Grant and Adams Counties are agriculture, local government, manufacturing, healthcare, and retail. BBCC currently offers college-level educational programs as well as community, business, and industry trainings that meet employment needs in all five economic sectors. The following table contains a summary of academic programs serving each sector.

Industry	BBCC Programs
Agriculture, forestry and fishing	• Accounting & Business • Agriculture • Automotive • Aviation Flight • Aviation Maintenance • Commercial Driver's License (CDL) • Computer Science • Industrial Electrical Technology • Mechatronics • Maintenance Mechanics Technology • Transfer • Unmanned Aerial Systems • Welding
Local government	• Accounting & Business • Administrative Professional Services

Industry	BBCC Programs
	• Commercial Driver's License • Computer Science • Criminal Justice • Early Childhood Education • Homeland Security Emergency Management • Simulation Technology • Transfer
Manufacturing (includes food processing plants)	• Accounting & Business • Automotive • Aviation Maintenance • Computer Science • Industrial Electrical Technology • Maintenance Mechanics Technology • Mechatronics • Transfer • Welding
Retail Trade	• Accounting & Business • Administrative Professional Services • Computer Science • Transfer
Health Services	• Computer Science • Medical Assistant • Medical Office and Billing Services • Nursing • Nursing Assistant • Simulation Technology • Transfer

In addition to meeting employment demands within the service district, BBCC also has academic programs that meet broader employment needs across the state and Pacific Northwest. Specifically, these programs are:
- Aviation Flight
- Aviation Maintenance
- Nursing
- Simulation Technology
- Transfer
- Unmanned Aerial Systems

IV. Potential Program Growth and/or Changes

BBCC will continue to focus on meeting specific employment needs within its service district. Additionally, BBCC is committed to providing a quality and broad education for all students, especially first-generation college students. Following are lists of activities the college is either undertaking or investigating in each of the four instructional categories. (* Would most likely require the addition of full-time faculty positions.)

Transfer Category

- Ensure courses are accepted to meet general education requirements at primary BBCC transfer institutions: Central Washington University, Eastern Washington University, Washington State University.
- Explore adjustments to humanities and social science course offerings to emphasize cultural issues, especially those that are relevant to historically underrepresented students.
- Explore expansion of humanities offerings to include graphic design and theatre course offerings*.
- Develop, implement, and refine accelerated learning course offerings in the areas of English and math*. These changes often require collaboration with instructors teaching social science, humanities, and natural science courses.
- Offer Nursing DTA and make necessary adjustments to science, humanities, and social science course offerings as needed for the Nursing DTA degree.
- Explore collaborations with other higher education partners to improve engineering course offerings.
- Ensure course offerings continue to meet the needs of a growing high school dual enrollment population while also maintaining high academic standards.

Workforce Education Category

- Keep curriculum relevant with advances in technology, especially in Computer Science, Automotive, Industrial Electrical, Industrial Maintenance, and Manufacturing programs.
- Explore Computer Science offerings to meet advances in technology in the workplace. Areas of potential growth could include data analytics, physical computing, artificial intelligence, virtual reality, block chain programming & cyber security*.
- Continue to refine certificate and degree programs designed to meet the needs of Data Centers.
- Further develop Criminal Justice program to offer full degree*.
- Develop and offer Agriculture Mechanics degree*.
- Develop Geographic Information Systems capacity*.
- Develop the capacity to support an elementary education pathway.
- Combine Unmanned Aerial Systems, Simulation, and Advanced Manufacturing programming under a broader Mechatronics program umbrella.
- Expand the hours of the Electrical Maintenance program to the journeyman level.
- Contextualize math courses for workforce education programs.
- Ensure that the Aviation Flight and Aviation Maintenance programs remain current and compliant with Federal Aviation Administration (FAA) requirements, inclusive of records, curriculum, and instruction.
- Explore offerings in the area of supply chain management and food safety.

- Establish agreements with other colleges to establish consortia for some programs including Simulation, Unmanned Aerial Systems, and Commercial Driver's License programs.
- Offer Bachelor of Applied Science (BAS) degrees in aviation maintenance and applied management disciplines.*
- Explore the demand and interest in developing and offering mini certificates in existing program areas.

Adult Basic Education Category
- Keep courses updated to comply with external federal curricular requirements.
- Develop contextualized high school diploma options in areas such as manufacturing, healthcare, technology, agriculture, and education.
- Develop clear curricular pathways that facilitate the transition of students from adult basic education programming into college-credit bearing programs.

Community, Business, and Industry Training Category
- Ensure training offerings meet the needs of area employers.
- Establish financially sustainable training programs such as agriculture leadership and manufacturing leadership.
- Expand offerings with school districts under Department of Social and Health Services (DSHS) contract.
- Establish clear connections between non-credit and credit bearing programs so that the non-credit offerings serve as a bridge into credit bearing programs.

V. Sustainability of Programs

BBCC approaches program sustainability from three perspectives. First, all curricula must be current and relevant to their intended purposes. Second, all academic programs require adequate human, financial, and physical resources to support ongoing operations as well as program updates and renewal. Third, the college uses student enrollment as an indicator of program sustainability. In some cases, enrollment concerns are tied to curricular and/or resource concerns.

Curricular Sustainability

All academic programs engage in annual assessment of student learning activities to ensure instructional practices are continuously improving to meet the needs of current students. Additionally, faculty in all areas are engaged in practices that ensure the courses and programs are preparing students for the next step in their education or employment journey. Courses in the Transfer category are reviewed to ensure they meet university transfer requirements. In the Workforce Education category, the college maintains active advisory boards for each program to ensure the program is appropriately preparing students for entry into the workforce. Moreover, the faculty in the programs undertake program audits that include a review of curricula, resources, and enrollments. Courses in the Adult Basic Education category are kept current with state and federal guidelines around course content, instructional delivery, and high school graduation requirements. In the Community, Business, and Industry Training category, BBCC staff collaborate with community partners and employers to ensure training meets their needs.

Resource Sustainability

All academic programs participate in the annual planning and budgeting process at the college where they have the opportunity to request funding to meet program needs. Additionally, many programs implement fees designed to cover ongoing supply, equipment, and in some instances, personnel costs. These fees are reviewed on an annual basis and adjusted as needed. The college secures noncompetitive grant funds through the Washington State Board of Community and Technical colleges on an annual basis to support programs in the Workforce Education and Adult Basic Education categories. The grant funds support physical and human resources as well as employee professional development. Additionally, the college actively pursues competitive grants to strengthen existing programs and create new ones. Some of the disciplines either currently or previously benefited by grants include math, nursing, computer science, simulation, unmanned aerial systems, mechatronics, automotive, welding, industrial maintenance, industrial electrical, and aviation maintenance. As grant resources expire, the college makes decisions about what program innovations funded by the grants can be sustained post grant. The Center for Business and Industry Services (CBIS) provides training in Community, Business, and Industry Training category and operates in a self-support capacity for both physical and human resources.
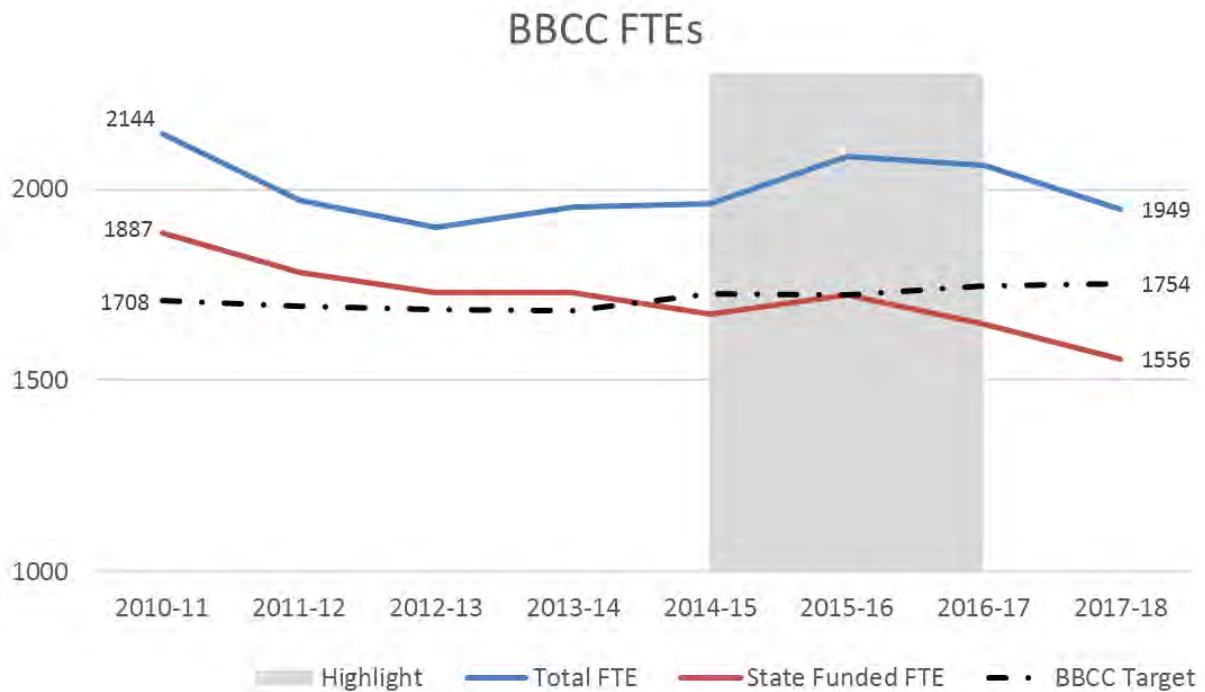
Student Enrollment

College faculty and administrators use course enrollment patterns to inform sustainability decisions. Immediate decisions usually center on course scheduling decisions such as what time of day or academic quarter a course should be offered. Medium-term decisions may relate to the modality of course and program offerings (e.g., face-to-face, hybrid, online), securing of additional resources, and/or curricular updates. For instance, as technological changes and other external forces influence curricular change, there are times when the college identifies curricular overlap between programs and consolidates course offerings to maximize student enrollment. Long-term decisions include whether or not to continue offering specific courses or programs.
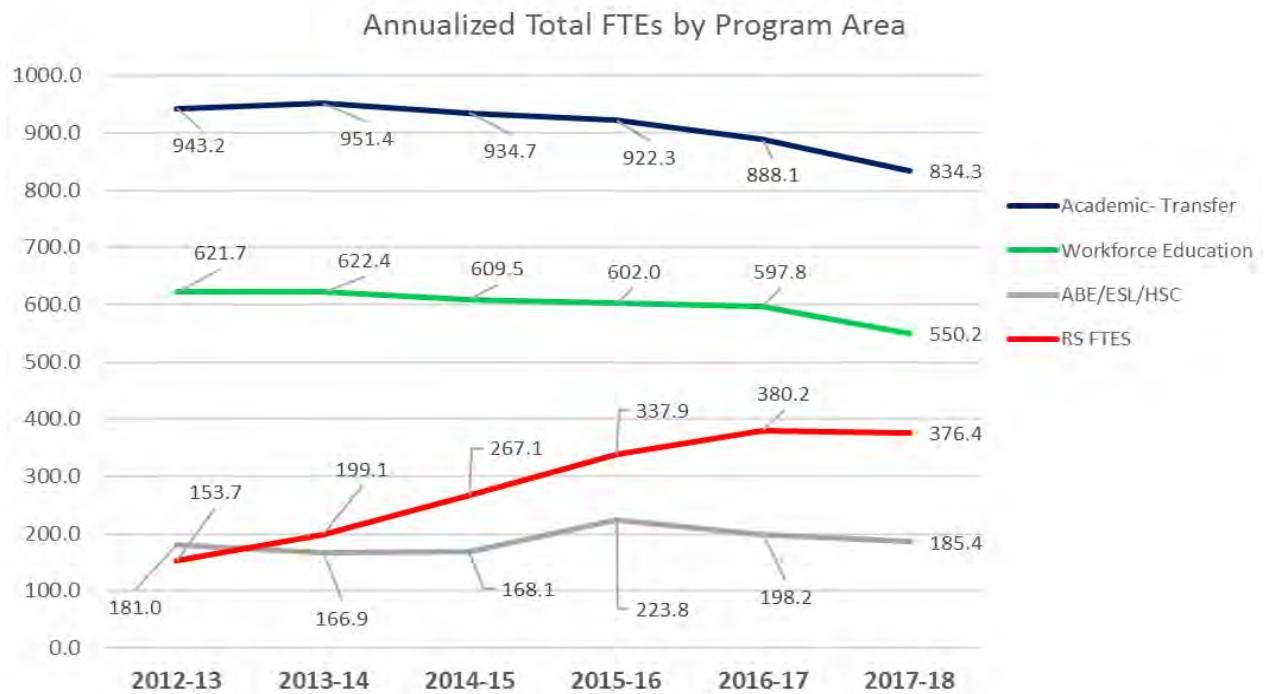
VI. Enrollment Management

Enrollment management strategies to recruit and retain students is key to the sustainability and health of the college's academic programs. The college has adopted short and long-term strategies designed to reach its goals in its 2017-20 Strategic Plan of increasing FTEs and increasing completions. Enrollment is cyclical and has an inverse relationship with the economy. When the economy is doing well, enrollment suffers and vice versa. BBCC's enrollment management strategies seek to minimize large enrollment swings that result from changes in the economy.

In Washington, colleges are funded to serve a certain number of students, calculated as FTEs (Full-Time Equivalent) and 1 annual FTE is 15 credits for 3 quarters for a total of 45 credits. The total number of FTEs a college is funded to serve in a given year is called the college's enrollment target. The State Board tracks the enrollment of each college and adjusts enrollment targets according to a three-year average of each college's enrollment. If enrollment goes up, the college's enrollment target and funding go up and vice versa. BBCC's enrollment target and corresponding funding for 2018-19 was based on an average of the college's enrollment in 2016-17, 2015-16 and 2014-15. The chart below shows BBCC's enrollment target and actual FTE enrollment for several years.

The chart below shows Total FTE with a blue line and State Funded FTE with a red line. State Funded FTE represents students that the state counts towards the college's enrollment target. Non-state funded FTE represents students that the state does not count towards the college's enrollment target because a different funding model is used to pay for the education of those students. Most of those students at BBCC are Running Start students but also include students in the Community, Business, and Industry Training category.

The table below shows enrollment trends in the Transfer, Workforce, and Adult Basic Education categories. In the recent past, the only area of enrollment growth has been with Running Start students.

Annualized Total FTEs by Program Area

Chart showing Annualized Total FTEs by Program Area from 2012-13 to 2017-18.

Academic- Transfer: 943.2, 951.4, 934.7, 922.3, 888.1, 834.3
Workforce Education: 621.7, 622.4, 609.5, 602.0, 597.8, 550.2
ABE/ESL/HSC: 181.0, 166.9, 168.1, 223.8, 198.2, 185.4
RS FTES: 153.7, 199.1, 267.1, 337.9, 380.2, 376.4

BBCC's enrollment management strategies are take into consideration the unique characteristics of the college while capitalizing on the college's strengths.

- BBCC is a small, rural, and remote college serving a large geographic area with a population that is generally younger, more impoverished, more diverse, and less likely to be educated than both the Washington State and national averages. Unsurprisingly, there is a low college participation rate in BBCC's service district. Therefore, the college needs to use enrollment management strategies that will entice the local population to engage in higher education and also attract students from outside the area.
- As described in section II of this document, BBCC has a history of transfer program and workforce programs that meet both local and statewide workforce demands.
- BBCC has a history of recruiting out-of-district students through its aviation, nursing, Commercial Truck Driving, and Simulation programs as well as its athletics programs.
    - o Out-of-district students comprise about 8% of the student body. They are a small but important minority within the student body because they are more likely to be full-time students, are a stable part of the college's enrollment that has not fluctuated as much as our overall headcount, and bring a diversity to the campus that enriches the college's atmosphere.
- BBCC has a legacy of international programming with JATP and the former European program with the military.
- BBCC has a history of successful innovation, development, and implementation in the areas of instruction and support services. The college has a collaborative culture where employees focus on student success. Examples include emporium math, Workforce Education Services, especially with the Working Student Success Network, and offering cutting edge programs such as unmanned systems and medical simulation.

- BBCC has a history of being responsive to local employers and seeks to offer programs and services that prepare students to succeed in the workplace and allow students to work and attend college.
- BBCC has seen significant growth in Running Start students and needs to pay particular attention to relationships with local school districts.
- The full-time to part-time student ratio at BBCC is about 50/50. Full-time are more likely to complete a degree, and BBCC needs to maintain or expand the number of full-time students.
- BBCC is a federally designated Hispanic Serving Institution (HSI) due to the large number of Hispanic students it enrolls. Hispanic students are the largest number of students in the Historically Underrepresented Groups (HUG). As summarized in the 2017-20 Strategic Plan, HUG students are more likely to be first-generation college students, place into developmental math or English classes, come from a financially disadvantaged background, and complete a college degree at a lower rate. BBCC must develop and implement enrollment management strategies that serve these students and foster their success.

The 2017-20 Strategic Plan identifies three major student groups around which BBCC has developed enrollment management strategies. These groups are:
a) Current and Recent High School Graduates who are 24 years of age or under,
b) Adult students who are 25 years of age or older, and
c) First-generation and HUG students.

Current and Recent High School Graduates

This group of students are comprised of students in dual enrollment programs and what is often considered a "traditional" college student who recently graduated from high school. Because of their age, they are more likely to be single and financial dependents of their parents than older students. These students are predominantly pursuing a transfer, nursing, or aviation degree. The only recent enrollment growth in this group has been due to growth in dual enrollment programs (Running Start, College in the High School, and Open Doors). As the number of high school graduates across the state stagnates, competition with other higher education providers for these students will increase.

Enrollment Management Strategies for this group includes:
- Strengthening and expanding dual enrollment opportunities
- Strengthening relationships with school districts through formal partnerships
- Proactively reaching out to parents and family members of current and future students
- Strengthening and expanding athletics
- Improving student engagement opportunities for existing students

Adult Students

Students in this group are predominantly enrolled in workforce and adult basic education programs. These students are more likely to have dependents and be employed than younger students. Enrollment trends with this group are closely tied to economic indicators. Over the past few years in a strong economy, enrollment in workforce, transfer, and adult basic education programs has declined. If more adult students are working, then the college must make all its educational programs accessible to working adults.

Enrollment Management Strategies for this group include:
- Expanding evening and weekend course offerings & services by offering the DTA, select workforce education degrees, and high school diploma fully online and in the evening.
- Expanding course and degree offerings at off-site locations across the district.
- Offering courses and degrees using competency-based learning strategies and offering college credit for prior learning.
- Making upgrades to existing programs and offering new workforce education programs in response to local employment needs.
- Offering one or more BAS degrees in response to local employment demands.
- Conducting targeted outreach and recruitment for specific workforce education programs.
    o Growing international student enrollment for aviation-related programs.

First-Generation & HUG students

Students in this category are enrolled in all areas of the curriculum but are over-represented in the adult basic education category. Over the past few years, enrollment in the adult basic education category has declined. However, students in this group have increased as a percentage of the overall student population and will continue to increase.

Enrollment Management Strategies for this group includes:
- Implementing comprehensive advising efforts
- Building an annual schedule
- Clarifying the curricular pathway and improving the transition from adult basic education into college-level courses and programs
- Offering accelerated learning classes in English and math
- Growing comprehensive student supports and services for ALL students

VII. Service and Physical Infrastructure

In order to ensure the success of its academic programs, BBCC recognizes the necessity of having student support services that are responsive to student needs as well as strong physical, human, and technological infrastructure. A list of some areas to address in both categories follows.

Services
- Improve comprehensive advising services including new-student intake, academic advising, and comprehensive case management support.
- Support professional development around the College and Career Readiness Standards, online and hybrid instruction, teaching, and engaging HUG students.
- Develop procedures around assessment of prior learning and awarding of credit.
- Explore active learning opportunities for students, including internships, externships, service learning, and undergraduate research.
- Expand academic placement options.
- Improve evening and online instruction and service delivery.
- Investigate offering courses and selected student services off-site.
- Investigate expanded adoption of open resource texts.
- Explore the introduction of Esports.
- Improve support for associate faculty.

- Increase collaboration between academic programs.
- Improve onboarding and support/mentorship of employees.
- Sustain and improve support for safety measures.
- Expand academic supports (e.g., tutoring).
- Develop a standardized communication plan with students.
- Build deeper connections with employers, recipients of non-credit training, alumni, community members, etc.
- Enhance college visibility in the community.
- Improve transportation options for students.
- Explore environmentally sustainable practices.
- Examine and improve the efficiency of tasks and procedures with the goal of eliminating the duplication of efforts.
- Secure input of current and former students.
- Develop and implement marketing and outreach plans.
- Further develop and implement specific enrollment-management strategies.

Physical Infrastructure
- Complete and occupy the new Workforce Education Center.
- Plan how to re-allocate and use the space in the Opportunity Center, 1000 and 1500 buildings after staff and programs move into the Workforce Education Center.
- Explore opportunities to update or replace the Wallenstien Theatre.
- Remodel and expand facilities for natural science instruction.
- Expand and improve wireless network.
- Replace gym floor, add air conditioning to the gym, and create additional classroom space for additional PE classes.
- Update vehicle fleet, including vans and bus.

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #7: Bachelor of Applied Science (for information)

BACKGROUND:

VP Humpherys will share information about the draft Bachelor of Applied Science Statement of Need.

Prepared by VP Bryce Humpherys.

RECOMMENDATION:
None.

BACHELOR OF APPLIED SCIENCE DEGREE in APPLIED MANAGEMENT

STATEMENT OF NEED CRITERIA

BIG BEND COMMUNITY COLLEGE

COVER SHEET
STATEMENT OF NEED

Program Information

Institution
Name: **Big Bend Community College**

Degree Name: **Bachelor of Applied Science in Applied Management**   CIP Code: _____

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree: Commercial Pilot   CIP Code: _____   Year Began: **1965**

Degree: Accounting   CIP Code: _____   Year Began: **2000**

Degree: Business Information Systems   CIP Code: _____   Year Began: **2010**

Degree: Computer Science   CIP Code: _____   Year Began: **2012**

Degree: Aviation Maintenance   CIP Code: _____   Year Began: **1965**

Degree: Industrial Electrical Technology   CIP Code: _____   Year Began: **1997**

Degree: Mechanical Maintenance Technology   CIP Code: _____   Year Began: **1997**

Degree: Welding   CIP Code: _____   Year Began: **2000**

Proposed Start Implementation Date (i.e. Fall 2014): **Fall 2021**

Projected Enrollment (FTE) in Year One: 20   at Full Enrollment by Year 2023: **45**

Funding Source: State FTE: ☒   Self-Support: ☐   Other: ☐

Mode of Delivery

Single Campus
Delivery: _____

Off-site: _____

Distance Learning: _____

Statement of Need: *Please see criteria and standard sheet. **Page Limit: 20 pages***

Contact Information (Academic Department Representative)

Name:

Title:

Address:

Telephone:

Fax:

Email:

_____   _____
Chief Academic Officer   Date

Introduction to BBCC and Service District

Big Bend Community College (BBCC) is proposing to offer a Bachelor of Applied Science (BAS) Degree in Applied Management. BBCC is a regionally and nationally accredited college with an accomplished and committed faculty and staff who serve nearly 4,000 students annually. BBCC offers transfer degrees, professional-technical training programs, basic education for adults, as well as customized job skills and community education classes.

BBCC's service district extends over 4,600 square miles of predominantly rural territory to encompass all of Grant and Adams counties and the town of Odessa, Lincoln County in Central Washington State. According to US Census Bureau 2017 estimates, the total population for the service district is over 115,000. As noted in Table 1 below, the populations in Grant and Adams counties tend to be younger than the state average with a significantly larger percentage of Hispanics and homes in which non-English languages are likely to be spoken.

Table 1: Population Summary

Characteristic		Grant County	Adams County	Washington State
Population by Age	Under 5 years old	8.2%	10.8%	6.2%
	Under 18 years old	30.0%	35.7%	22.2%
	65 years and older	12.9%	10.5%	15.1%
Race/Ethnicity & Language	Hispanic (of any race)	41.7%	34.2%	12.7%
	White alone, not Hispanic	53.9%	63.3%	68.7%
	Speak a language other than English at home	36.5%	54.9%	19.1%

Source: United States Census Bureau – Quick Facts

BBCC student body demographics reflect the communities served by the college with Hispanic students comprising 42% of all students during the 2017-18 academic year.

The individual per capita income and median family income for Grant and Adams counties are below that reported for Washington State, and the poverty levels for both counties are considerably higher.

Table 2: Income and Poverty Level

	Grant County	Adams County	Washington State
Per capita personal income	$26,918	$18,415	$34,869
Median family income	$49,460	$48,131	$66,174
Poverty level	16.1%	15.8%	11.0%

Source: United States Census Bureau – Quick Facts

Given the young population of BBCC's service district, there is a large need for educational services. The college district encompasses 14 school districts but availability of higher education services are limited. In fact, the *Chronicle of Higher Education* identified the region served by BBCC as an "educational desert" because of low levels of educational attainment and limited or no access to bachelor's degree education (Myers, 2018)[1]. There are no Baccalaureate granting institutions within 60 miles of BBCC or

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[1] Myers, B. (2018). Who lives in educational deserts? More people than you think. *Chronicle on Higher Education.* Retrieved from https://www.chronicle.com/interactives/education-deserts

within its service district. Therefore, it is not surprising that the percent of adults in the service district 25 or older with a bachelor's degree or higher is half that of the state.

Table 3: Education Level

	Grant County	Adams County	Washington State
Adults with high school diploma	75.5%	65.2%	90.4%
Adults with bachelor's or higher	16.4%	13.6%	32.9%

Source: United States Census Bureau – Quick Facts

Another indicator of the lack of access to higher education is the large percentage of first-generation college students who attend BBCC (76%). Unfortunately, Hispanic and other historically under-represented students are over represented among first-generation students at BBCC and do not transfer at the same rate as Asian and white students. According to the latest BBCC data, only 26% of first-time, full-time students from historically under-represented groups (HUGs) transferred within 150% of normal time to completion. In contrast, 44% of BBCC Asian and White students transferred within the same time period.

In summary, BBCC serves a population that is generally younger, more impoverished, more diverse, and less likely to be educated than both the Washington State and national averages. BBCC students who come from historically under-represented populations are less likely to transfer and continue higher education pursuits. Despite the fact that a growing percentage of living-wage jobs in the post-recession economy require some postsecondary education, there is no four-year institution in the region.
There is a clear need to provide accessible baccalaureate opportunities to residents of the BBCC service district, many of whom are place bound due to economic, familial, or cultural constraints. BBCC intends to address the need by offering a BAS in Applied Management that can increase the career options and earning power of the region's population.

A bachelor's degree offered by BBCC would also significantly benefit employers within the district, who engage primarily in economic activities in the areas of agriculture, local government, manufacturing, retail trade, and health services.

Table 4: Economic Sectors

Economic Sector	Grant Co Share of Employment	Adams Co Share of Employment
Agriculture, forestry and fishing	25.8%	29.2%
Local Government	17.0%	19.0%
Manufacturing	12.5%	13.4%
Retail Trade	8.8%	8.0%
Health Services	6.8%	8.4%
All other industries	29.1%	22.0%

Source: Employment Security Department -- https://esd.wa.gov/labormarketinfo/county-profiles/

Employers within each sector need to fill managerial positions and have expressed concerns about the difficulty of finding qualified applicants, especially ones who already live in the community. A bachelor's degree offered by BBCC would help produce a more highly skilled workforce for local employers.

Program Overview

The proposed BAS in applied manufacturing will build upon BBCC's current Associate of Applied Science (AAS) degrees, especially its degrees in Business, Aviation, Computer

> "Finding this requirement locally is the challenge. We need homegrown talent or it's difficult to recruit"
> – Quote from Employer Survey

Science, and Trade/Industry occupations. Significantly, the program will provide customized upper-level courses geared toward the needs of students from a variety of professional-technical programs as well as regional employers. The program will be designed to address management skills sought by employers in the primary sectors of the local economy. Based on feedback from 167 employers in the region, the college anticipates that the degree will contain courses on organizational communications, ethics, employee training and development, operations management, customer relations, leading change, management theory, organizational behavior, equity and diversity, project management, and human resources.

Program Outcomes

Based on input from regional employers, BBCC has developed the following program outcomes for the BAS degree in applied management:

- **Organizational Communication.** Communicate effectively with internal and external stakeholders using an appropriate channel for the situation.
- **Equity, Diversity, and Inclusion.** Apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives to achieve organizational goals.
- **Operations Management.** Identify the significance of and key decisions in the operations management function, and quality management/quality control methods.
- **Project Management.** Develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems through appropriate use of project management techniques.
- **Leading**. Demonstrate effective leadership, critical thinking, teamwork, and technical and information literacy competencies needed to make business-critical decisions to resolve interpersonal and organizational challenges that most often occur in the modern workplace.
- **Ethics**. Demonstrate integrity through ethical behavior and socially responsible decision making.
- **Human Resources**. Apply organizational behavior principles and human resources management practices to effectively develop, hire, and retain a skilled workforce.

Criteria 1: Relationship to institutional role, mission, and program priorities

The proposed Bachelor of Applied Science in Applied Management supports the BBCC role within the communities it serves and is central to the college's mission. As the only higher education entity located within the BBCC service district, the college plays a critical role in providing higher education services to the district's residents. BBCC works closely with local government, non-profit, public education, business, and industry representatives to develop and deliver educational programs and services that meet the economic, educational, and cultural needs of the adults living in communities throughout the college's service district.

In the post-recession economy, most jobs require some type of postsecondary education. BBCC has received employer feedback indicating that they have difficulty finding qualified applicants for managerial positions that often require bachelor degrees. Additionally, employers explain that the remoteness of Moses Lake makes it difficult to

- "Difficult finding qualified people period let alone managerial candidates."
- "Difficult to find candidates with the degree that also want to relocate to our area."

- Quotes from Survey

attract and keep qualified applicants from outside the area. There is a need to provide baccalaureate level education to local residents to meet local employment demand. For BBCC to respond to this demand is in keeping with its role as the higher education provider in the community.

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

The BBCC mission statement is divided into three core themes, which function as subsets of the mission and collectively encompass the mission statement. The first core theme of Student Success is described as follows: "Big Bend Community College provides access to opportunities, assists students in completion of their goals, and develops skills for lifelong learning." In order for BBCC to fulfill this element of its mission, the college is committed to providing students within its service district access to academic programs necessary for lifelong learning. Not only does this include non-credit training, high school equivalency programs, and associate degree programs, it also can include baccalaureate level programs.

The third BBCC core theme is Community Engagement, which is described as: "Big Bend Community College supports economic development, nurtures community partnerships, and acts as a responsible steward of common resources. Through this core theme, the college is committed to act in partnership with individuals and organizations within the community to offer educational programs and services that support economic development. Thus, if there is an economic development need for baccalaureate prepared employees, the college is committed to working to address the need.

The proposed BAS in Applied Management also supports BBCC strategic goals. In the BBCC 2017-2020 Strategic Plan, the college articulates a goal to increase three-year graduation and/or transfer rates. The gap between the transfer rates of students from historically underrepresented groups and Asian/White students indicates a compelling need for local baccalaureate education options.

Finally, the proposed BAS in Applied Management supports BBCC programmatic priorities. According to the BBCC Academic Master Plan, the college seeks to provide academic programming that meets local and statewide economic development needs. As stated above, offering a BAS in Applied Management meets local economic development needs. It also creates an educational pathway for students pursuing any of its associate of applied science degrees. Specifically, the BAS in Applied Management will support baccalaureate level education for graduates of BBCC Associate of Applied Science degrees in Business,

> **Note:** We are currently in the process of obtaining additional information from Agriculture, Criminal Justice, Early Childhood Education students to gain a better understanding of the demand for the BAS by graduates of these programs.

Accounting, Business Information Management, Aviation Commercial Pilot, Unmanned Aerial Systems, Computer Science, and degrees in trade/industry occupations.

Criteria 2: Support of the statewide strategic plans

The proposal to offer a baccalaureate degree in the region is clearly aligned with the Washington Student Achievement Council's (WSAC) *2019-2021 Strategic Action Plan* as well as the Washington State Board for Community and Technical College's (SBCTC) *Mission Study.* The WSAC *2019-2021 Strategic Action Plan* recommends actions designed to produce the educational attainment goals that all Washington adults will earn a high school diploma and 70% will hold a postsecondary credential. The *Strategic Action Plan* also identifies four strategic priorities (see p. 11):

1. <u>Close opportunity gaps</u>
   • Remove barriers for underserved students.
   • Support under-represented students.
2. <u>Support regional leaders</u>
   • Address regional workforce shortages.
   • Engage and support local communities.
3. <u>Reconnect adult learners</u>
   • Recruit and support adult learners.
   • Target outreach and support to former students with credits.
4. <u>Improve affordability for more pathways</u>
   • Provide multiple pathways to a wider variety of careers.
   • Address financial barriers associated with different pathways.

The State Board for Community and Technical College's (SBCTC) *Mission Study* has an overarching goal to "find more and better ways to reduce barriers and expand opportunities so more Washingtonians can

reach higher levels of education." To support achievement of this overarching goal, the *Mission Study* advances 10 aspirational goals (see pp. 6 - 9) which include the following:

- Serve more people, including groups who have been underserved in the past.
- Contribute more to the production of baccalaureate degrees.
- Promote the adoption of web-based and mobile technology tools for eLearning and online student services.

By offering a BAS degree in Applied Management, BBCC will respond to the WSAC *Strategic Action Plan* priorities and SBCTC *Mission Study* goals by:

- creating additional education pathways and career opportunities for underserved, under-represented, place-bound, and adult learners,
- identifying and addressing regional workforce shortages identified by local employers, and
- accelerating educational attainment through an accessible bachelor's degree that include e-learning and hybrid delivery options.

Importantly, the attainment of a baccalaureate degree can increase the earning power for the individual student and contribute to the growth of the local economy. Data from the ESD, shown in Table 5 below, indicates a considerable increase in earning for

Education Level	Hourly Average Wage	Annual Average Wage
Some college or no degree	$20.22	$42,008
Associate's degree	$22.29	$46,373
Bachelor's Degree	$25.82	$53,710

individuals in the North Central WDA who have obtained a bachelor's degree.

Table 5: Wages by Education Level

Students who pursue their studies to earn a bachelor's degree—especially those from underserved populations—can also serve as role models for their peers who may not envision themselves continuing their higher education past an associate's degree.

Criteria 3: Employer/community demand for graduates with baccalaureate level of education proposed in the program

Employment Demand Based on Labor Market Data

To capture current and projected demand for its proposed BAS in Applied Management, BBCC gathered information from the Washington State Employment Security Department (ESD), two employer surveys, and communications with employers and students. The ESD data and projections for the North Central Workforce Development Area (WDA) include Grant and Adams counties as well as Douglas, Okanogan,

and Chelan counties. The ESD estimates total annual managerial openings from 2021-2026 at 2,009 per year. The managerial positions most relevant to regional businesses account for 1,377 of these openings. Grant and Adams Counties contain 42% of the population within the North Central WDA; so if 42% of the managerial positions are in Grant and Adams counties, that translates to approximately 578 managerial openings per year. The relevant ESD data for the North Central WDA is provided in Table 6.

Table 6: North Central WDA Occupational Employment Projections, Selected Management Occupations, June 2018

SOC code	Occupational title	Estimated Employment			Average Annual Growth Rate		Average Annual Openings		Average Hourly & Annual Wages	
		2016	2021	2026	2016-2021	2021-2026	2016-2021	2021-2026	Avg. Hourly	Annual
11-0000	**All Management Occupations**	**5,397**	**5,782**	**6,144**	**1.39%**	**1.22%**	**1,895**	**2,009**		
11-1021	General and Operations Managers	1,353	1,428	1,502	1.08%	1.02%	449	472	$55.38	$115,186
11-3011	Administrative Services Managers	132	141	150	1.33%	1.25%	37	40	$45.25	$94,141
11-3051	Industrial Production Managers	96	98	102	0.41%	0.80%	21	23	$50.50	$105,041
11-3061	Purchasing Managers	15	16	17	1.30%	1.22%	4	4		
11-3071	Transportation, Storage, & Distribution Managers	41	40	40	-0.49%	0.00%	11	11		
11-3121	Human Resources Managers	46	50	53	1.68%	1.17%	15	16	$49.97	$103,989
11-9013	Farmers, Ranchers, & Other Agricultural Managers	764	767	829	0.08%	1.57%	362	388		
11-9032	Education Administrators – Elementary & Secondary Schools	341	374	405	1.86%	1.61%	79	85		$97,050
11-9111	Medical & Health Services Mgrs	237	263	290	2.10%	1.97%	90	102	$57.45	$100,500
11-9151	Social & Community Services Mgrs	177	180	182	0.34%	0.22%	58	58	$28.19	$58,664
11-9199	Managers, All Others	509	553	581	1.67%	0.99%	170	178	$48.66	$101,224

Sources: Job Openings - Employment Security Department/WITS;   Average Wages - Employment Security Department/OES

Note that OES data is for the Eastern Washington Non-Metropolitan Area which includes Adams, Ferry, Garfield, Grant, Lincoln and Whitman counties. Data for some occupation codes were not available

The demand for managers is further underscored by the ESD's position posting data. The table below indicates that for the North Central WDA, there were 140 total postings and 34 new postings for managers in January 2019 alone, excluding advertising/promotions/public relations managers. This data aligns with information gathered on a survey conducted in January 2019, where regional employers who responded to the survey indicated current managerial openings within the BBCC service district at 130.

Table 7: Manager Job Postings in January 2019 for the North Central WDA

Category	Total Job Postings	New Job Postings
SOC 11 – Management Occupations	**140**	**34**
General and Operations Managers (111)	18	8
Operations Specialists (113)	27	11
All Other Management Occupations (119)	95	15

Employee Supply

With no baccalaureate institution within Grant or Adams counties, employers must look outside the area for bachelor's prepared individuals to fill managerial positions. The primary universities that serve the region are Central Washington University (CWU), Eastern Washington University (EWU), and Washington State University (WSU). While each offers bachelor's degrees in management, these universities are not producing enough graduates to meet the employment demands in the BBCC service district.

"There are few qualified candidates in our area, we often have to recruit on a regional or national level."
- Quote from Employer Survey

Based on data obtained from the National Student Clearinghouse, universities, Washington State Education Research and Data Center (ERDC), and BBCC student transfers, BBCC estimates that approximately 2% of the management bachelor's degree recipients from CWU, EWU, and WSU are from the BBCC service district. Thus, only 11 graduates of the existing bachelor degree programs in management are available to offset the 578 annual job openings estimated by the ESD (see Table 8). While it is likely that some of those positions can be filled by current employees, there still remains a serious personnel gap for employers, a gap they identified in the employer survey responses.

Table 8: Supply and Demand Analysis

	Degrees Awarded Statewide, 2017-18				Gap Analysis		
	CWU	EWU	WSU	Total	University Graduates from Grant & Adams Counties	Annual Position Openings	Annual Unmet Need
General Business Administration & Management	20	176	29	225			
Business Admin, Mgmt & Operations	112			112	**11**	**578**	**568**
Operations Management & Supervision			191	191			
Total Degrees Awarded Statewide				**528**			

Employer Demand

The unmet employment demand is further confirmed in two surveys of employers within the service district. There were 139 responses to the first survey, conducted in fall 2018, and 156 responses to the follow-up survey conducted in winter 2019. As shown in Table 9, approximately one-third of the 139 respondents to the fall 2018 survey indicated they would be recruiting both mid-level/supervisory and upper management personnel in the next 2 years and next 5 years.

Table 9: Projected Managerial Position Recruitment

Within the next 24 months		Within the next five years	
Indicating "Yes"	*Percent*	*Indicating "Yes"*	*Percent*
Mid-Management/Supervisory			
46	**33.1%**	**45**	**32.4%**
Upper Management			
15	**10.8%**	**33**	**23.7%**

Regional employers indicated a strong interest in either a general management degree (32.4%) or an operations management degree (38.8%). Additionally, 26.6% of the employers reported they had no preference for the type of management degree.

These findings led to a follow-up survey conducted in winter quarter 2019 to gather more in-depth information about demand and potential curriculum topics. The 156 local employers who responded to the winter 2019 well represented the five primary economic sectors of the BBCC service district.

Table 10: Economic Sectors Represented by Survey Respondents

Economic Sector	Number	Percent
Agriculture	14	9.0
Government agency, public education, not-for-profit community service agency	62	39.7
Healthcare	14	9.0
Manufacturing and food processing	26	16.7
Business, retail, hospitality or other for-profit enterprise	40	25.6
Total	**156**	**100.0**

Of the 156 employers, 79% reported that they have current or future demand for managers. Thirty-two percent (32%) reported that they "currently have demand for managers with the knowledge, skills, and abilities" described in the survey, and 47% "expected to have demand in the near future." As can be seen in Table 11, employers who provided additional information about current or future managerial needs anticipated over 130 managerial openings now and over 300 in the next 3 years.

Table 11: Current & Projected Number of Managerial Openings

Number of Openings	Number of Responses – Current Openings	Number of Current Openings	Number of Responses - Projected Openings (next 3 Years)	Number of Projected Openings
1	39	*39*	32	*32*
2	15	*30*	34	*68*
3	6	*18*	16	*48*
4	1	*4*	6	*24*
5	1	*5*	1	*5*
6 or more	6	*36*	22	*132*
	Total Positions	*132*		*309*

While 38% of the employers also indicated that a bachelor's degree was required for these positions, 91% indicated that a bachelor's degree was preferred. In addition, nearly half of the employers also indicated that they had difficulty finding applicants with a bachelor's degree for these positions. Ninety-three percent (93%) of the employers indicated that it was very or somewhat likely that a bachelor's degree program offered at BBCC would help them find qualified applicants for these supervisory and managerial positions.

Employers clearly articulated the challenges with recruiting qualified management personnel:

- "hard to find in our small rural area"
- "We had one managerial opening in the past 18 months that we couldn't find a qualified candidate so we restructured and hired a supervisor at a lower level of education."
- "We tend to get more applicants that live out of area with degrees than we do locally. We would rather recruit locally than to have to move someone from out of the area to fill jobs."

Criteria 4: Applied baccalaureate program builds from existing professional and technical degree programs offered by the institution

According to the SBCTC, the applied bachelor's degree "provides another educational step for students who have completed workforce-specific professional-technical certificates and associate's degrees. These programs historically were considered terminal in that the technical coursework is not designed to transfer into a traditional university baccalaureate degree program."[2] The proposed BAS in Applied Management builds on existing BBCC professional and technical degree programs to address this gap and the fact that there are no baccalaureate granting institutions within 60 miles of BBCC or within its service district.

The creation of the BAS degree creates an educational pathway for students pursuing any of its associate of applied science degrees. Table 13 below described the Full-time Equivalency (FTE) and enrollments for the programs that would logically feed into the BAS-AM degree. As this table suggests, despite declining enrollments overall—experienced statewide and at the local level—several of these programs have remained strong over the past few years: Business and Accounting, Commercial Pilot, Computer Science, and Industrial Maintenance. These programs are primary targets for the proposed BAS-AM degree.

Of the 188 students surveyed as part of this assessment, all enrolled in these targeted programs, over three-quarters (75.4%) reported they would "probably" or "definitely" be interested in a BAS-AM if one were offered at BBCC.

Regional businesses have provided critical input to support curriculum development. In a winter 2019 survey, 156 employers rated a comprehensive list of business management topics to ascertain the topics that were considered most important to include in a program. Employers were also invited to add topics not on the list provided. Table 12 below presents the most important topics in descending order. Many of these topics are covered in existing associate-level courses. BBCC can build on those courses and faculty expertise to teach the topics in more depth and complexity in a BAS program.

Table 12: Most Important Program Topics Identified by Employers

Percent "Very Important"	Topic
76.8%	Organizational/Business Communication
77.1%	Ethics
72.1%	Employee Training & Development
70.1%	Operations Management
69.5%	Customer Relations
61.9%	Strategic Management – Leading Change
61.2%	Management Theory & Principles

[2] Washington State Board for Community & Technical Colleges. (2017). *Program growth and graduate employment outcomes of Washington's applied baccalaureate degrees*. SBCTC Research Report 17-4.

59.7%	Organizational Behavior/Psychology
59.4%	Equity & Diversity
58.4%	Project Management
53.2%	Human Resources & Labor Relations

Table 13: Headcount & FTE for Targeted Programs, 2013-14 through 2017-18

	2013-14		2014-15		2015-16		2016-17		2017-18	
	FTE	Enrollments	FTE	Enrollments	FTE	Enrollments	FTE	Enrollments	FTE	Enrollments
Accounting	25.66	57	25.78	36	26.2	46	29.33	54	24.16	38
Agriculture	4.73	15	9.07	26	5.89	21	7.78	32	6.09	29
Business	37.29	147	45.33	163	49.2	175	40.84	153	44.69	130
Business Information	56.37	155	37.72	137	32.93	120	34.74	114	30.67	91
Commercial Pilot	54.72	138	63.33	157	46.95	131	45.02	125	55.91	133
Computer Science	31.2	78	32.13	113	33.64	92	33.87	100	39.33	115
Industrial Maint	44.93	107	35.07	88	34.29	78	33.4	90	40.91	120
Auto	37.82	44	40.82	49	44.36	58	47.58	53	27.2	40
Welding	47.15	119	49.19	125	46.56	111	37.43	95	34.74	115
Nursing	55.23	77	43.47	70	47.62	83	47.91	78	39.38	62
Medical Assisting	50.27	176	43.03	180	37.97	130	37.24	124	29	105
ECE	34.01	121	38.46	95	42.6	113	59.55	164	43.09	146
Criminal Justice/ Homeland Security	22.44		27.56		31.22		28.36		34.73	

Criteria 5: Student demand for program within the region

Student demand for the BAS-AM degree has been identified through two student surveys: a survey of current students and a survey of former students.

> **Note:** The former student survey is still in progress. The results from that survey will be added as they become available.

There were 188 responses to the current student survey. Students were asked to respond to a variety of BAS-related questions. The majority of respondents—62%—were seeking an associate degree, 10% were seeking a certificate, and 27% were seeking both a degree and a certificate. A little over half the respondents were under 25 years of age (54%), while the remaining 46% were 25 years or older. A slight majority (57%) of the respondents were employed full or part time, 18% and 39%, respectively. Overall, 75.4% of all respondents reported they would probably or definitely be interested in a BAS-AM.

The respondents' programs of study were also clustered to include the following occupational sectors of priority interest: Aviation Sciences (Commercial Pilot and Unmanned Aerial Systems), Business (Business, Business Information System, and Accounting), Computer Science, and Trade/Industry occupations (Aviation Maintenance, Industrial Electrical Technology, Maintenance Mechanics Technology, and Welding). This subset includes 130 of the 188 responses or 70% of the total responses.

> **Note:** As noted above, we are currently in the process of obtaining additional information from Agriculture, Criminal Justice, Early Childhood Education students to gain a better understanding of the demand for the BAS in these programs and the course delivery preferences for these students.

Students were asked their level of interest in a BAS-AM degree if one were to be offered by BBCC. Table 14 below indicates that interest by occupational clusters. A clear majority of students enrolled in these associate degree programs have an interest in enrolling in a BAS-AM degree were it offered at BBCC.

Table 14: Percent of Students Reporting Probably or Definite Interest in BBCC BAS-AM

Occupational Cluster	Number of Responses	Probably Interested	Definitely Interested	Probably or Definitely Interested
Aviation Sciences	42	50.0%	40.5%	90.5%
Business	36	44.4%	38.9%	83.3%
Computer Science	19	42.1%	42.1%	84.2%
Trade/Industry	33	30.3%	48.5%	78.8%

When asked the importance of having a baccalaureate degree option at BBCC, students who were interested the degree indicated that BBCC BAS-AM appealed to them because they believed they would receive a quality education at BBCC (99%); the ability to earn a bachelor's degree while working (98%); the location is close to home (94%); being already familiar with the college (94%); and the ability to earn a bachelor's degree while being near family (90%).

The survey also asked students to identify their program delivery preferences. While 36% of the respondents indicated a preference for face-to-face classes, there was a stronger interest in online courses (42%) and hybrid courses (41%); that is, a combination of face-to-face and online delivery.

Based on current enrollments presented in Table 12 and student interest described above, BBCC anticipates enrollments in the BAS-AM to initially number 20 and grow to 45 by the third year of implementation.

Table 15: BAS-AM Enrollment Projections

Academic Year	Projected Annual Enrollments (Unduplicated Headcount)
2021-22	20
2022-23	40
2023-24	45
2024-25	45
2025-26	45

Criteria 6: Efforts to maximize state resources to serve place-bound students

BBCC's proposed BAS-AM will provide a significant opportunity for professional-technical associate degree recipients who have limited options to transfer to traditional bachelor's degree programs. This is especially important for place-bound, underserved students in BBCC's service district since there is no four-year institution within 60 miles. Thus, students have the opportunity to earn an affordable bachelor's degree focused on the knowledge and skills sought by local employers while avoiding the cost of earning a degree far from home. For example, HUG students are not transferring at the same rate as Asian and white students for a variety of economic, cultural and familial reasons. These students are less likely to leave the community and would benefit from local baccalaureate opportunities. As noted above, students were exceedingly interested in a BAS-AM degree offered by BBCC because it would allow them to get a quality education while remaining close to work and family.

The program will benefit the state and maximize its resources by:

- Increasing the total number of bachelor's degree recipients in the state, assisting the state to reach its baccalaureate completion targets as well as fill critical, emerging workforce shortages.

- Providing opportunities for place-bound students by offering many of these courses in an online and/or hybrid format. BBCC is also exploring the feasibility of off-site delivery at certain communities within the service district.
- Offering working adult students online or hybrid classes that will contribute to efficient use of resources and classroom space.
- Developing agreements with other Eastern Washington colleges and universities to provide current and future students with the greatest amount of options and flexibility possible.

While both EWU and WSU both offer baccalaureate degrees in management, CWU's degree in Information Technology and Administrative Management is most closely aligned in terms of purpose and delivery with BBCC's proposed BAS-AM degree. However, the program has a greater focus on information technology management. Additionally, for students who prefer some face-to-face or hybrid courses—as nearly half of the students surveyed indicated—having the option to do at least some courses locally is an important consideration. The similarities between the two programs also may open up opportunities for admission into master's degree programs at CWU. There may be similar opportunities for continuing to a master's degree with EWU, WSU, or Western Governor's University (WGU) as well. Other potential collaborations include the BAS in Healthcare Administration offered at

Note: Conversations with potential partners and collaborators are on-going. We expect to be able develop course substitution and/or course-sharing agreements with a variety of two- and four-year institutions to provide students in our region multiple options and the greatest flexibility for completing a BAS in Management degree. The results of these conversations will be added to the Statement of Need in the near future as agreements are reached.

Columbia Basin College. This could be especially advantageous for students in BBCC's healthcare programs. BBCC has also discussed the potential for collaborating on course development and/or delivery with Yakima Valley College.

On the winter 2019 employer survey, 45% of the employers indicated that at least four of their employees would benefit from the opportunities afforded them by a BAS-AM at BBCC. Twenty percent (20%) of the employers indicated that 10 or more of the employees would benefit. Importantly, employers also expected that a significant number of their employees would participate in the program. Indeed, as can be seen in Table 16 below, over 200 employees would do so, helping to reduce the identified employment gap.

Table 16: Number of Employees Expected to Participate in BAS-AM Program

Number	Number of Responses	Total Expected to Participate
1	39	39
2	25	50
3	10	30

4	7	28
5	12	60
6	2	12
7	1	7
10 or more	7	70 or more

Data Sources

Demographics

https://www.census.gov/quickfacts/grantcountywashington

https://www.census.gov/quickfacts/adamscountywashington

https://www.census.gov/quickfacts/lincolncountywashington

https://www.census.gov/quickfacts/wa

Employment Data

https://esd.wa.gov/labormarketinfo/

https://esd.wa.gov/labormarketinfo/monthly-employment-report

https://esd.wa.gov/labormarketinfo/grant

Degrees Awarded

https://nces.ed.gov/collegenavigator

SBCTC Planning Documents

https://www.sbctc.edu/resources/documents/about/agency/initiatives-projects/sbctc-mission-study.pdf

https://wsac.wa.gov/sites/default/files/2019-21.12.17.SAP.pdf

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #8:   Athletic Program Update (for information)

BACKGROUND:

VP Humpherys will share an update of the athletic program.

Prepared by VP Bryce Humpherys.

RECOMMENDATION:
None.

BBCC ATHLETICS UPDATE

April 11, 2019 Board of Trustees Meeting

OBJECTIVES FOR ATHLETICS

- Increase and preserve FTE through recruitment and retention
- Establish a financially stable budget for BBCC athletics
- Fund facility repairs and upgrades

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4/3/2019

ATHLETICS HELPS BBCC FULFILL ITS MISSION

- Stable, full-time enrollment

- High retention, academic performance, completion

- Increases BBCC's visibility within local communities

BBCC ATHLETICS GROWTH STRATEGY

- Build on athletic program strengths – academic success, community service, degree completion

- Increase fundraising

- Recruit full team rosters

- Retain full team rosters

- Add new athletic teams (2018-19 Wrestling)

- Split a portion of retained student athlete tuition with the athletic department

STUDENT ATHLETES YEAR TO DATE

Athletes per Quarter				
	Summer	Fall	Winter	Spring
2017-18	6	93	92	77
2018-19	15	133	115	

- 2017-18 Total Athletes: 100

- 2018-19 Total Athletes (to date): 141

Roster Retention		
	Fall - Winter	Fall - Spring
2017-18	99%	78%
2018-19	90%	

REVENUE YEAR TO DATE

Athletic Department Revenue from Wrestling Student Athletes	
Fall 2018	$13,174
Winter 2019	$12,596
Spring 2019	
Total	

Gross Fundraising & Gate Receipts				
	2015-16	2016-17	2017-18	2018-19
Fundraising	$47,2721	$39,792	$90,153	$97,283
Gate Receipts	$8,441	$9,535	$8,375	$10,649
Total	$56,162	$49,327	$98,528	$107,932

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MOVING FORWARD

- Continue to focus on full rosters

- Continue with fundraising efforts

- Increase tuition support

- Fund full-time Athletic Director

- Per sport cost and revenue analysis

INCREASE AND PRESERVE FTE

FTE Generation Potential	
	Annual FTEs
Wrestling	57
Track	76
Cross Country	18
Golf	18
Total	169

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FINANCIALLY STABLE BUDGET FOR ATHLETICS

Addressing the Athletic Department Budget Shortfall	
BBCC Athletics Costs (first 5 sports)	$449,663
ASB Fund Revenue	$340,000
Deficit	$109,663
Cost of Wrestling with Full Rosters	$86,767
Total Deficit	$196,430
Wrestling Tuition Revenue with Full Rosters	$114,038
Tuition Revenue from Full Rosters above Historical Roster Size	$24,091
Annual Fundraising & Gate Receipts	$60,000
Total	$1,699

FUND FACILITY REPAIRS AND UPGRADES

- Gym floor - $250,000 - 445,000

- Additional revenue needed

- Track could generate revenue above operating costs
  - Annual Operating Cost $141,920
  - Annual Tuition Revenue $213,059

OUTSTANDING QUESTIONS

- Staffing

- Sustaining full roster recruitment & retention

- Increase tuition support

- Revenue generation for facility upgrades

- Additional growth

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BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #9:   Employee Focus Group Report (information/action)

BACKGROUND:

The trustees will discuss the Employee Focus Group Report.

Prepared by the President's Office.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #10:   Study Sessions (information/action)

BACKGROUND:

During the study session held October 15, the trustees discussed the possibility of holding study sessions regularly for discussion and training. A study session to discuss the Employee Focus Group Report was held March 7. The trustees will continue their discussion on study-session topics and potential dates.

During the March 14 board meeting a study session to discuss trustee onboarding, orientation, and cyclical training calendar was set on April 22. The board may consider rescheduling the date or the topic.

Prepared by the President's Office.

RECOMMENDATION:

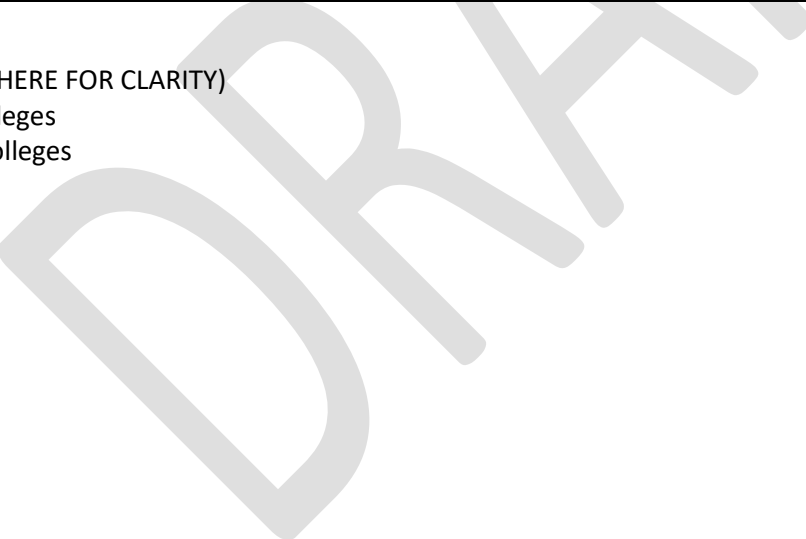| Area of Focus	Supporting documents, tools, resources	Who will train	How to train	Duration	1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
				When to train →							Recurring training Yes= For all trustees annually, No: Only include in onboarding	
1. Introductions (meet and greet)		Trustee 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	X	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

January	February	March	April	May	June
☐ IR Releases Monitoring Report Workbook to staff ☐ 1/21 ACT Transforming Lives Event ☐ 1/22 ACT Conference ☐ 1/31 Board of Trustees Meeting	☐ Review Probationary/Tenure Information ☐ 2/10-13 ACCT Legislative Summit, WA D.C. ☐ Study Session	☐ Study Session (E-6) ☐ 3/14 Board of Trustees Meeting Probationary/Tenure Candidates	☐ 4/11 Board of Trustees Meeting ☐ 4/22 Board of Trustees Study Session	☐ 5/23-24 ACT Conference ☐ Study Session	☐ 6/6 Board of Trustees Meeting Action on Emeritus Status Action on President's Evaluation/Renew Contract Action on Board Chair Election Action Approve Budget for next year Action Final Monitoring Report Action Updated Strategic Plan ☐Celebration Luncheon ☐6/12 HS21/GED Graduation ☐6/14 Graduation

July	August	September	October	November	December
☐ Study Session	☐ 8/8 Board of Trustees Meeting	☐Back to School Breakfast ☐ Study Session	☐ 10/10 Board of Trustees Meeting Action on Proprietary Budgets Board Self-Evaluation ☐ ACCT Leadership Congress, San Francisco	☐ 11/14 Board of Trustees Meeting Action on board calendar for next year ☐ ACT Conference ☐ ACT Legislative Action Committee Meeting	☐ Holiday Potluck ☐ Study Session

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #11: Assessment of Board Activity (for information)

Northwest Commission on Colleges and Universities Standard 2.A Governance

BACKGROUND:

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

Board Goals
1. 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.)

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #12: Next Regular Meeting (information)

BACKGROUND:

The next scheduled board meeting is scheduled on Thursday, June 6, 2019.

Prepared by the President's Office.

RECOMMENDATION:
President Leas requests that the Board confirm the date of the upcoming meeting.

BIG BEND COMMUNITY COLLEGE

Date: 4/11/19

ITEM #13:   Miscellaneous (information/action)

BACKGROUND:

President Leas and Chair Jon Lane may discuss miscellaneous topics.

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

Upcoming Trustee Events:

President Leas and Trustee Anna Franz will attend the **ACT Spring Conference, May 23-24, 2019**, at the Marcus Whitman Hotel and Conference Center, 6 W Rose Street, Walla Walla, WA 99362.

Prepared by the President's Office.

RECOMMENDATION:
None.