Board of Trustees
Regular Board Meeting

April 12, 2018
1:30 p.m.

ATEC
Hardin Community Room

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

Big Bend Community College
District #18

Governing Board:

Chair Juanita Richards, Vice Chair Jon Lane,

Anna Franz, Stephen McFadden, and Thomas Stredwick

President Terry Leas

2018 Meeting Schedule

January 17, 2018
March 8, 2018
April 12, 2018
June 7, 2018
August 9, 2018
October 4, 2018
November 15, 2018
December 20, 2018

Spring 2017-18 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					

Month	Day	Event
April	12	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room
		ASB Grocery Store Bingo; Masto Conference Center; 7:30 p.m.
	17	TRIO Induction; Masto Conference Center; 6:30 p.m.
	18	Baseball vs. Blue Mountain CC; BBCC Field; 1:00 p.m
	21	Baseball vs. Yakima Valley College; BBCC Field; 1:00 p.m.
	24	ASB Trade in a T-shirt Tuesday; Activities Office; All Day
	28	Baseball vs. Spokane CC; BBCC Field; 1:00 p.m.
May	1	ASB Women's Empowerment Speaker Maggie Lewis; Masto Conference Center 1:00 p.m.
	2	ASB Student Recognition Night; Wallenstien Theater; 7:00 p.m.
	4	Softball vs. Yakima Valley College; BBCC Field; 2:00 p.m.
	5	Baseball vs. Treasure Valley College; BBCC Field; noon
		Softball vs. Yakima Valley College; BBCC Field; noon
	7	Phi Theta Kappa Induction; Masto Conference Center; 4:00 p.m.
	8	ASB Fiesta Lunchfest; Masto Conference Center; 10:30 - 1:00 p.m.
	9	Baseball vs. Wenatchee Valley College; BBCC Field; 1:00
	16	ASB ASB Balloon Artist & Face Painter; Peterson Gallery; 10:00 - 2:00 p.m.
	19	Cellarbration! for Education; Masto Conference Center;
	23	ASB/Writing Club Poet Derek Sheffield; ATEC Building; 2:30 p.m.
	31	Student vs. Faculty/Staff Softball Tournament; BBCC Softball Field; 5:30 p.m.
June	4	Family Surf 'n Slide Night; Moses Lake Surf 'n Slide Water Park; 6:00 – 8:30 p.m.
	7	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room
	15	Commencement; Moses Lake Lion's Field; 7:00 p.m.
	16	Nurses' Pinning; Wallenstien Theater

Big Bend Community College Foundation invites you to the Basin's 17th Annual premier wine dinner and auction.

Cellarbration! for Education
May 19, 2018
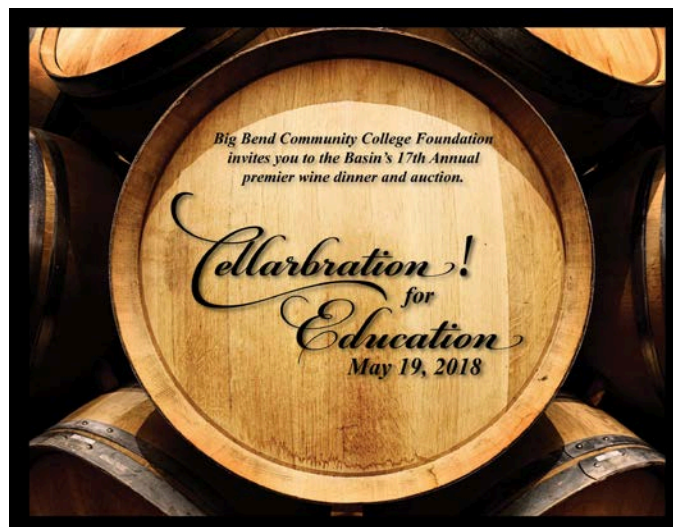
Big Bend Community College

Excerpt from December 14, 2017, Board Meeting Minutes, Board Self-Evaluation:
The Board of Trustees will continue to define the board evaluation process, establish periodic review of policies, and improve communication and support to the foundation board during this year.

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 19, E-2 Student Success is 2, E-3 Excellence in Teaching & Learning is 2, E-4 Community Engagement is 1, E-5 Integrity and Stewardships is 5, and E-6 Inclusion and Climate is 2.**

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

7662 Chanute Street Moses Lake, Washington 98837
Thursday, April 12, 2018, 1:30 p.m.
ATEC- Hardin Community Room

1. Call to Order/Roll Call
2. Pledge of Allegiance – Veteran Jim Leland
3. Introductions
    a. Phi Theta Kappa
    b. New Employees
4. Consent Agenda **(E-1)**
    a. Meeting Minutes March 8, 2018 **(Action)**
    b. President's Activity Update **(Information)**
    c. Accreditation **(Information)**
    d. Assessment **(Information)**
    e. Student Success **(Information)**
    f. Finance & Administration Report **(Information)**
    g. Human Resources Report **(Information)**
    h. Classified Staff Report **(Information)**
    i. Enrollment Report **(Information)**
    j. Safety & Security Report **(Information)**
    k. Public Correspondence **(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 President – Marisol Lozano
    b. Classified Staff Representative – Jordan Shipley
    c. Faculty Association President – Salah Abed
    d. VP Finance & Administration – Linda Schoonmaker
    e. VP Learning & Student Success – Dean Daneen Berry-Guerin
    f. VP Human Resources & Labor – Kim Garza
    g. Executive Director BBCC Foundation – LeAnne Parton
6. Cultural Humility Presentation – Dean Dawna Haynes **(E-6, Information)**
7. Strategic Plan – Dean Valerie Parton (**E-1, Mission**)
8. Executive Session Training – AAG Jason Brown **(E-1, Information)**
                    Executive Session
9. President's Evaluation Process – President Terry Leas **(E-1, Information)**
10. Board Policy Review for Information – President Terry Leas **(E-1, Information)**
11. Board Policy Review for Action – President Terry Leas **(E-1, Action)**
12. Exceptional Faculty Award Presentation – English Instructor Allison Palumbo **(E-3 Information)**
                    Break (if needed)
13. Board Chair Elections – President Terry Leas (**E-1, information**)
14. Assessment of Board Activity – Trustees **(E-1, Information)**
15. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
16. Miscellaneous – Chair Juanita Richards, President Leas **(E-1, Information)**
17. 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 or purchase; (c) to consider the minimum price at which real estate will be offered for sale or 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 or 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 or litigation or potential litigation.

NEXT MEETING: Thursday, June 7, 2018

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 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3: CONSENT AGENDA (for action)

      a. Board Meeting Minutes

BACKGROUND:

The minutes of the regular board meeting March 8, 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 its regular Board meeting March 8, 2018, 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.   **Pledge of Allegiance**
ASB Vice President and Veteran Ricardo Ruiz led the pledge of Allegiance.

3.   **Introductions**
Softball team members introduced themselves Hailey Huelsman from Pocatello, ID; Courtney Williams from Zillah, WA; Megan True from Zillah, WA; Hailey Sandoval from Lake Stevens, WA; Chance Barg from Silverdale, WA; Bailee Nickelson from Reno, NV; Ember Armstrong from Yamhill, OR; Dacia Hobbs from Tremonton, UT; Lynsey Valverde from Tremonton, UT; Aubree Barney from Salem, UT; Bailey Christensen from Toole, UT; Savannah Hughes from Teton, ID; and Taylor Ferguson from Pocatello, ID. Coach Michael Garoutte accompanied the athletes to the meeting.

Director of the NOA UAS (New Opportunities in Aviation Unmanned Aerial Systems) Grant Dr. Pat Ford introduced Byron Noel UAS operations coordinator. He comes to Big Bend from South Dakota State University with an extensive background in unmanned systems drones in South Africa, where he provided spatial data for mapping. He is using his background in Geographical Information System to help the UAS program gear up for a Geographical Information Systems offering. He also reported that the Raspberry Pi Jam event on campus served 300 attendees. Flight training begins spring quarter.

President Leas introduced ASB officers Ricardo Ruiz and Francisco Marmolejo. They accompanied him to Olympia and represented BBCC well talking with legislators. Francisco said going to Olympia was a wonderful opportunity to tell his story to legislators, and he shared how BBCC helped him grow as person and a leader. Ricardo said he learned a lot about lobbying while sharing his student experience and hopefully influencing the legislators to vote in favor of supporting higher education efforts.

Dr. Leas called attention to the agenda format that has been revised to make it more accessible to those with disabilities. We are slowly working on updating all forward-facing documents and the website to comply with state and federal accessibility requirements.

4.   Consent Agenda
a) Approval of Board Meeting Minutes December 14, 2017, and February 6, 2018 (A); b) President's Activity Update (I); c) Accreditation and Assessment (I); d) Student Success (I); e) Finance & Administration Update; (I); f) Human Resources Report (I); g) Classified Staff Report (I); h) Enrollment Report (I); i) Safety & Security Report (I); j) Public Correspondence (I).

<u>Motion 18-02</u>   Trustee Anna Franz moved to approve the consent agenda. Trustee Stephen McFadden seconded, and the motion passed.

5.   Remarks
There were no public remarks.
a.   ASB President Marisol Lozano announced it was International Women's Day and shared student news. ASB conducted their first survey of students to gauge interest in a recreation center and/or a student union building, along with services students would like to have in these buildings. There were 450 responses, and ASB is working through the process for the next step of students self-assessing for an additional building in the future.

March 9, ASB is sponsoring a leadership training opportunity for ASB leaders, club leaders, and residential advisors from residence life. The title of the etiquette training is "It's Not Just Lunch, It's Business."

Since the last Board of Trustees meeting, ASB sponsored an "Italianfest Lunchfest," with 155 in attendance. More than 120 students and staff attended movie night March 1 at Lee Theater in Ephrata. Earlier in the month, ASB featured Black History Month Speaker Dan Johnson who gave a fantastic presentation to more than 60 in attendance.

ASB's Monday morning coffee/hot chocolate cart activity has met with great success with an average of 70+ cups a week given to students and staff throughout the entire campus. The cups have printed labels advertising upcoming events. ASB officers will encourage the 2018-19 officers to offer the coffee/hot chocolate cart activity for the next Winter Quarter.

ASB will finish the quarter with a "Leggo My Eggo" Breakfastfest March 13, and the quarterly Library Campout is March 19 with free pizza and soda to those studying at night in the library.

ASB's Programming Director Reid Jackson will transfer to a university next quarter. Spring activities are already planned.

The Phi Theta Kappa Chapter provides concession fundraisers for Allied Arts events. M.E.Ch.A. sponsored a two-day Cesar Chavez Blood drive this week. Several clubs held fundraisers for Valentine's day – the Brazilian Jiu Jitsu Club,

M.E.Ch.A., and Lindy Hoppers. The Aviation Club is planning a club movie night to be held in the hanger, showing *Top Gun* next week.

b. Classified Staff STAR Representative Barbara Collins shared that Classified Staff have logged 121.5 training hours for January and December. February 13, 33 staff members attended President Leas' "Local and Global Issues" presentation. The BBCC Foundation provided light refreshments. Survey results will be compiled to direct future trainings. The "Understanding Jargon 1 & 2" by Dr. Humpherys helped staff members understand the All-Campus In-Service data gathering activities February 2.

The STAR Committee is looking for volunteers to serve as committee members for 2018-19. Training workshops for new leaders will be scheduled in September. Representative Collins shared that she is the Region D Coordinator of the Staff Training for Technical & Community Colleges (STTACC). The goal of STTACC is to share new and innovative ideas that provide leadership opportunities and training to all SBCTC classified staff.
The STAR Committee will begin planning the BBCC awards celebration honoring staff who attended the most workshops/training, longevity, and meritorious service.

VP Linda Schoonmaker reported that the Viking Women's basketball team earned a spot in the NWAC Sweet Sixteen Championship Playoffs.

VP Schoonmaker shared that Executive Director of the Business Office, Char Rios, is a subject matter expert (SME) for ctcLink financial aid and accounting groups. VP Schoonmaker serves on the chart of accounts group, which they are beginning to redesign the chart of accounts.

March 7 the Workforce Education Center (WEC), formerly Professional Technical Education or PTEC project was posted, and the bid opening is scheduled April 3 at 1:05 p.m. in Masto.

VP Schoonmaker discussed building and parking options on campus. Specifically regarding the 129,000-square-foot WEC building, which is state-funded by a replacement project (76,000 sq ft) requiring other buildings to be demolished and local monies. The new AMT building will be placed where the automotive building is currently located. There were questions about leasing a portion of the area near the flight line. Lessees cannot encroach on the space near the flight line. VP Schoonmaker shared space options for donation-funded soccer fields, near the softball field or near the Vegas sign. Locating soccer fields near the Vegas sign provides a green space at the "front door" to campus, and there are existing water/sewer lines.

The current Facilities Master Plan shows an Allied Health building connected to the gym. A combined state and Certificate of Participation (COP) for building a recreation center could be a future option to replace the Allied Health building project.

BBCC may be compelled to be annexed by the City of Moses Lake as part of the new building project due to Urban Growth Area for the City. She spoke with the Port of Moses Lake about annexation; Port officials explained that BBCC water and sewer rates will go down but the fire district fee could rise considerably to $120,000 (based on current methodology). BBCC was not required to be annexed when ATEC was built; however, Sonico became part of the city when they built their new facility.

VP Schoonmaker said BBCC does not have empty space in the core area of campus. In the past year, the Rocky Ford transmission lines have been installed on some of the neighboring land near Highway 17, which could be purchased but has no utilities at this time, and could be more expensive to erect buildings. BBCC is currently landlocked. The process to sell land is cumbersome and complex. The land must go through a surplus process, and then state and federal agencies are invited to express interest followed by county, city and town governments. The Port of Moses Lake is interested in any property that BBCC might offer. Under current state law, BBCC may keep the proceeds from a land sale.

Leasing land may be limited to 20 years; BBCC may keep the income. Any actions taken with the land will include fees for appraisal, subdivision, etc., and the land must be offered to government entities first.

President Leas asked the trustees for direction on BBCC college property management. Trustee Stephen McFadden stated he would like to acquire additional property before selling or leasing property. Obtaining contiguous property with control of ingress and egress would facilitate future campus expansion. Trustee Anna Franz advised not to sell property and that purchasing adjacent parcels are good investment opportunities. Trustee McFadden reported it will be important to learn about the requirements about how much ground can have impervious surfaces before fees would come into effect. Trustee Thomas Stredwick echoed the statements by Trustees McFadden and Franz.

c. Faculty Association President Salah Abed shared faculty news. Criminal Justice/Psychology Instructor Dr. Ryann Leonard reported that students from the Criminal Justice classes recently met with the Grant County Sheriff's K-9 Officers, the Department of Fish and Wildlife, and US Customs and Border Protection to learn about job opportunities. A few students visited the MACC 911 dispatch center. These opportunities were made available due to partnerships and the Job & Career Fair.

Developmental English Instructor Dawnne Ernette reported that she, Math Instructor Brinn Harberts, and English Instructor Dr. Steve Close, offered accelerated English composition during winter quarter. Developmental English Instructor Zach Olson, Developmental English Instructor Dawnne Ernette, and

Social Sciences Instructor Dr. David Holliway will offer accelerated English composition learning communities during spring quarter.

Dr. Dennis Knepp, Philosophy Instructor, reported that he delivered a presentation on "Lessons from using 'Do You Think What You Think You Think?'" at the PLATO-WA Conference at Highline Community College. PLATO-WA is a group for logic and philosophy community college instructors in Washington State.

Librarian Libby Sullivan reported that the One-Book, One-College Salon event was successful and included about 50 student participants who interpreted the short story collection by Ted Chiang. eLearning Coordinator Zach Welhouse helped students create Zines, Librarian Libby Sullivan helped students craft collages, English Instructor Matt Sullivan helped students write short stories, and Chemistry Instructor Lindsay Groce guided students through thought-provoking math related to the stories.

Welding Instructor Shawn McDaniel reported that the AWS Welding club has been working with the airport to remove legacy blast protectors from the airfield. The club members planned to scrap the metal to fund field trips. People are purchasing the metal and proceeds are being deposited with the Foundation.

Chemistry Instructor Lindsay Groce and fifteen General Chemistry students volunteered at Grant Elementary School's Science Fair Thursday, February 8. They judged student projects and facilitated demonstrations.

English Instructor Matt Sullivan reported his Creative Writing students and Art Instructor Scott Hagel's Drawing II class are collaborating on a writing and illustration project. The Creative Writing students write fiction based on the Art students' illustrations, and the Art students are drawing based on fiction by the writing students. The collaborative projects will be posted in the Paul Hirai Fine Arts Gallery.

English Instructor Matt Sullivan was invited to teach a Creative Writing class at Wenatchee Valley College (WVC) and give a public reading from his book *Midnight at the Bright Ideas Bookstore.* The events were sponsored by the WVC English Department and the WVC Foundation. He also reported that the Writing Club posted their podcast recordings of the students' fiction and interviews to the website.

e. Dr. Bryce Humpherys introduced Career Services Coordinator Jody Bortz. She discussed the G.E.T. H.E.R.E. and Job & Career Fair events. She said the third G.E.T. H.E.R.E. event focused on career exploration and included 62 industry employers and BBCC programs for 800 high school and BBCC students to visit. The high schools are inquiring about additional Workforce Education events and career days.

f. The 25th Job and Career Fair brought 1,200 job seekers to campus to interact with 86 businesses, including Boeing and Microsoft. The event has grown; three years ago, there were only 45 businesses. This year 20 employers were turned away due to space limitations. The Ag Job Fair is scheduled on April 13 at the Moses Lake WorkSource office, and 27 employers will attend. April 20 a healthcare provider "meet and greet" will be held on campus. Board Chair Juanita Richards said she attended the Job & Career Fair and was impressed by the participation.

VP Humpherys reported that Chief Pilot John Marc Swedburg notified him that two of the three new airplanes will arrive on the flight line this afternoon. The students' lab fees have been saved through the years to fund the new planes.

VP Humpherys stated high-quality assessment work was accomplished at the All Staff In-Service on February 2. BBCC is on track with the annual planning timeline document. Cabinet members identified next steps for the institution and how that folds into the budget process.

VP Humpherys discussed the summary of trustee and staff feedback regarding mission fulfillment and the Institutional Capacity Assessment Tool (ICAT). Results were merged and reported on the common themes document to guide next steps. Trustee Thomas Stredwick noted that the themes center on communication and disseminating information. Trustee Stephen McFadden complimented the side-by-side comparison and increased level of engagement at the department and institutional levels.

VP Humpherys reported the enrollment report shows that our FTEs have declined. He is revising the quarterly enrollment reports format and will share a draft at the next meeting. We are trying to identify the holes to target outreach and recruitment, persistence, retention. Trustee McFadden stated that he just attended a Central Basin Healthcare meeting, which included Dr. Leas, and they both heard that more slots in the nursing program would help the community. Dr. Leas also shared the struggle of recruiting qualified nursing instructors.

Board chair Juanita Richards announced a five-minute break at 2:55 p.m. The meeting reconvened at 3:00 p.m. with no action taken.

g. VP Kim Garza provided news from Human Resources. The interviews for TRIO Academic Advisor have been completed, and the Outreach Coordinator posting will close next week. There was a failed search for the STEM Applied Math Specialist, and officials are determining next steps. There were two separations in January, one retirement in February, and two ~~more~~ resignations in March.

VP Garza reported the employee learning experience group will focus on the important issue of retaining staff. She also stated that in response to questions at the last meeting, she has included usage of the Employee Assistance Program in the consent agenda.

h. Executive Director of the Foundation Leanne Parton reported that Convergent interviewed 64 people while they were conducting a major-gifts feasibly study for the Foundation. Convergent will share their findings with the Foundation Board during a Skype presentation Thursday, March 15, at 2:00 p.m. She invited the trustees to join the Foundation Board for the presentation.

Executive Director Parton shared that she and staff member Jennifer Starr conducted 27 scholarship presentations at the Moses Lake High School on January 30, and went back Monday, March 5 to share more information. They also delivered two presentations to the students at CB Tech. Executive Director Parton presented scholarship information and worked with students in Mattawa January 31. The Scholarships deadline is next Monday, March 12. For the 2017-18 academic year, there were 423 applications started and 140 completed. For the 2018-19 academic year, there are 865 started and as of Monday, March 5, 128 completed.

Executive Director LeAnne Parton encouraged everyone to attend the Cellarbration! for Education gourmet dinner and auction is May 19 to support scholarships.

Trustee Stephen McFadden requested to receive the final Convergent report when available from LeAnne.

6. Exceptional Faculty Award (EFA) Presentation

Nursing Instructor Sherry Donovan shared news about her EFA-funded trip. She goes on annual mission trips to health fairs in Mexico accompanying a dentist, doctor, chiropractor, and other nurses. Atotonilco is home base, and they visit villages where there are no medical resources. Patients line up for hours to be seen. Instructor Sherry Donovan screens patients for diabetes and sent five people directly to the hospital in diabetic crisis. She worked with 558 patients.

7. Exceptional Faculty Award Recommendations

President Leas and VP Bryce Humpherys recommended EFAs for Dr. Jim Hamm, Richard Wynder, and Erik Borg as presented.

> Motion 18-03   Trustee Jon Lane moved to approve EFAs for Dr. Jim Hamm, Richard Wynder, and Erik Borg as presented. Trustee Thomas Stredwick seconded, and the motion passed.

Board chair Juanita Richards announced a 20-minute Executive Session at 3:22 p.m. to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee; VP Bryce Humpherys, and AAG Jason Brown were asked to attend the Executive Session. The meeting reconvened at 3:42 with no action taken.

8. Probationary Tenure

Motion 18-04   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 Sarah Bauer effective September 17, 2018. She further moved that the President notify Sarah Bauer as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 18-05   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 Sherry Donovan effective September 17, 2018. He further moved that the President notify Sherry Donovan as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Motion 18-06   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 Aaron Linthicum effective September 17, 2018. He further moved that the President notify Aaron Linthicum as soon as possible of this decision. Trustee Jon Lane seconded, and the motion carried.

Motion 18-07   Trustee Jon Lane 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 Lina Shehu Neel effective September 17, 2018. He further moved that the President notify Lina Shehu Neel as soon as possible of this decision. Trustee Anna Franz seconded, and the motion carried.

Motion 18-08   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 Zachary Olson effective September 17, 2018. She further moved that the President notify Zachary Olson as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 18-09   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 Terry Pyle effective September 17, 2018. He further moved that the President notify Terry Pyle as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Motion 18-10   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 Mariah Whitney effective September 17, 2018. He further moved that the President notify Mariah Whitney as soon as possible of this decision. Trustee Jon Lane seconded, and the motion carried.

Motion 18-11   Trustee Jon Lane 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 Ryan Duvall effective September 17, 2018. He further moved that the President notify Ryan Duvall as soon as possible of this decision. Trustee Anna Franz seconded, and the motion carried.

Motion 18-12   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 Allison Palumbo effective September 17, 2018. She further moved that the President notify Allison Palumbo as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 18-13   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 Jody Quitadamo effective September 17, 2018. He further moved that the President notify Jody Quitadamo as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Motion 18-14   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 Sean Twohy effective September 17, 2018. He further moved that the President notify Sean Twohy as soon as possible of this decision. Trustee Jon Lane seconded, and the motion carried.

Motion 18-15   Trustee Jon Lane moved after having given reasonable consideration to the recommendation of the probationary tenure review committee, Dr. Leas, and Dr. Humpherys, to grant tenure to Michael Dzbenski effective September 17, 2018. He further moved that the President notify Michael Dzbenski as soon as possible of this decision. Trustee Anna Franz seconded, and the motion carried.

Motion 18-16   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 Dawnne Ernette effective September 17, 2018. She further moved that the President notify Dawnne Ernette as soon as possible of this decision. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 18-17   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 Jaime Garza effective September 17, 2018. He further moved that the President notify Jaime Garza as soon as possible of this decision. Trustee Stephen McFadden seconded, and the motion carried.

Trustee Jon Lane stated BBCC has outstanding instructors.

Trustee Thomas Stredwick asked about moving to an electronic process for reviewing probationary tenure information. VP Humpherys stated there was some exploration into electronic versions of probationary tenure information this year, and he will work with Human Resources to move it forward for next year.

9.   Board Policy for Information
The trustees reviewed the agenda regarding board policies 1010, 6500, 3019 and 8056 for action at the next meeting. Trustee Anna Franz stated BP1010 looks appropriate as it is written. BP 8056 is based on an RCW created in 1987, and there have been no changes.

10. Board Policy Review for Action

> Motion 18-18   Trustee Anna Franz moved to approve revisions to BP1004 as presented. Trustee Thomas Stredwick seconded, and the motion carried.

Board chair Juanita Richards called for a 5-minute break at 3:58 p.m. The meeting reconvened at 4:03 p.m. with no action taken.

11. Aha! Moments

VP Bryce Humpherys introduced Biology and Anatomy & Physiology Instructor Barb Jacobs to share her course-level assessment activity and Aviation Instructor Ben Altrogge to share program-level assessment activities.

Instructor Barbara Jacobs explained that due to thefts, her students could no longer access labs and skeleton models 24 hours a day, seven days a week. She was concerned that her students needed more access to the skeleton models to prepare for class. Her department purchased skeleton and muscle models for the STEM Center, which is open every day into the evenings. Next she gathered data to determine if access to the models affected student learning. She compared lab quizzes and exams between two quarters when students had access and did not have access. The lab quiz scores doubled. There was no change in the average test scores; however, the range of scores narrowed considerably in a higher range. Instructor Jacobs concluded that more access to the models had a positive impact on student learning. Next steps include sharing her life-size torso with the STEM Center during vacation time and budgeting for additional model purchases for the STEM Center.

Aviation Instructor Ben Altrogge shared that the aviation students' test results have been cataloged for years and show a 95% pass rate. After reviewing the data, Instructor Altrogge found that there was one question missed by over 50% of the class. He decided to add specific teaching for that question, which helped the students. This small change made a big difference. He will continue review the data to determine other instruction areas on which he can focus. Trustee Juanita Richards thanked the instructors for their continued diligence with doing what is best for students.

12. Assessment of Board Activity

Trustee Anna Franz reported that she attended the nursing accreditation lunch (E-1, E-2, E-3). She also contacted legislators about Running Start (E-1, E-2, E-5), reviewed the probationary tenure binders (E-1, E-3) and participated in the Foundation funding interviews (E-1, E-4, E-5).

Trustee Thomas Stredwick reported that he participated in the Convergent interview (E-2. E-3. E-4), and reviewed probationary tenure binders (E-3, E-5, E-6). He also taught a class at Wenatchee Valley College (E-1, E-4) and attended the nursing accreditation lunch (E-1, E-5).

Trustee Stephen McFadden reported that he reviewed probationary tenure binders (E-1, E-2, E-3, E-5, E-6), participated in the Foundation funding interview (E-1, E-2, E-4, E-5). He also attended the Workforce Board Committee meeting (E-2, E-4), attended the Columbia Basin Healthcare Sector Partnership (E-2, E-4), spoke with legislators in support of the Workforce Education Center (E-2), E-4) and other issues (E-1, E-2, E4).

Trustee Jon Lane reported that he attended the ACCT National Legislative Conference in WA, D.C. and learned more about the Pell Grant and the Carl Perkins ACT (E-1, E-2, E-3, E-4, E-5, E-6), the BBCC Job & Career Fair (E-1, E-2, E-4, E-5, E-6), and a softball game (E-2, E-4). He also participated in a WELA conference call (E-3, E-5, E-6), and a Moses Lake School Board meeting (E-4, E-5, E-6). Trustee Lane reviewed probationary tenure binders (E-1, E-2, E-3, E-4, E-5, E-6), attended the nursing accreditation lunch (E-1, E-2, E-3, E-4, E-5, E-6), and a basketball game (E-2, E-4). He also participated in the Foundation funding interview (E-1, E-2, E-3, E-4, E-5, E-6), contacted legislators (E-1, E-2, E-3, E-4, E-5, E-6), and completed the BBCC In-Service Mission Fulfillment worksheets (E-1, E-2, E-3, E-6). He will also judge at the American Legion Constitution contest this weekend.

Trustee Juanita Richards reported that she attended the Foundation meeting (E-1, E-2), attended a basketball game (E-2, E-6), met and talked on the phone with Dr. Leas (E-1). She also attended the nursing accreditation lunch (E-1, E-2, E-3, E-5), attended the audit exit conference (E-1, E-5), and reviewed probationary tenure binders (E-1, E-2, E-3, E-5, E-6).

13.   Next Regularly Scheduled Board Meeting
The next regularly scheduled board meeting is set for April 12. President Leas stated Moses Lake School District Superintendent Josh Meek called to discuss scheduling a joint board meeting with the Moses Lake School District directors. After discussion the trustees agreed that BBCC should host a social networking event for all school district directors in the service district.

14.   Miscellaneous
Presidents Leas reported that VP Humpherys will travel to South Korea and Japan with the Port of Moses Lake to promote BBCC and our aviation programs. Dr. Leas also reported that he was elected to serve as the Grant County Economic Development Council VP today.

Dr. Leas announced that the ACT awards criteria are included in the board packet.

> Motion 18-19   Trustee Anna Franz moved for the chair to act on behalf of the board with President Leas to complete ACT award nominations as appropriate. Trustee Jon Lane seconded, and the motion carried.

Lastly, Dr. Leas reported that he has oral surgery scheduled March 16, and he will be out of the office the week of March 19.

The meeting was adjourned at 4:46 p.m.

                                          _____

ATTEST: Chair Juanita Richards

_____

Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for information)

      b.   President's Activity Update

BACKGROUND

Highlights of President Leas' activities from February 23, through March 30, 2018, follow.
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Prepared by the President's Office.

RECOMMENDATION:

None.

2/26/18	Exit Meeting	Employee Feedback	E-5	BBCC	
	Board Agenda Review	Collaboration	E-1	BBCC	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
2/27/18	Central Basin Health Care Partnership Meeting	Community Engagement	E-4	Moses Lake	
	STEM Internal Monitoring Team	Integrity & Stewardship	E-5	BBCC	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
2/28/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Retirement Potluck	Inclusion & Climate	E-6	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	Rotary Club Auction & Banquet	Community Engagement	E-4	Moses Lake	
3/1/18	Student Introduction/ Nomination	Student Success	E-2	BBCC	
	BBCC Job & Career Fair	Mission	E-1		
	Employee Evaluation (x2)	Integrity & Stewardship	E-5	BBCC	
	Convergent Conference Call	Integrity & Stewardship	E-5	BBCC	
3/2/18	Shared Governance Council	Mission	E-1	BBCC	
	Safety & Security Training	Inclusion & Climate	E-6	BBCC	
3/5/18	Achieving the Dream (ATD) Coaches Meeting	Mission	E-1	BBCC	
	Samaritan Healthcare Discussion	Excellence in Teaching & Learning	E-3	BBCC	
	ATD Lunch	Mission	E-1	BBCC	
	High School Discussion	Mission	E-1	BBCC	
	Ethics Discussion	Integrity & Stewardship	E-5	BBCC	
	Grant Discussion	Mission	E-1	BBCC	
	ATD Dinner	Mission	E-1	BBCC	
3/6/18	Cabinet Meeting	Mission	E-1	BBCC	
	Grant/Adams Workforce				

	Development Meeting	Community Engagement	E-4	BBCC	
	Grant Discussion	Mission	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Ethics Discussion	Integrity & Stewardship	E-5	BBCC	
3/7/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
	Moses Lake School District Supt. Josh Meek	Community Engagement	E-4	BBCC	
3/8/18	Grant County EDC Executive Committee Meeting	Community Engagement	E-4	BBCC	
	German Flash Mob	Student Success	E-2	BBCC	
	Board of Trustees Meeting	Mission	E-1	BBCC	
3/9/18	Grant Discussion	Mission, Community Engagement	E-1, E-4	BBCC	
	Communication Discussion	Inclusion & Climate	E-6	BBCC	
	BBCC Booster Club Discussion	Mission	E-1	BBCC	
3/12/18	Lunch with Donors	Integrity & Stewardship	E-5	Moses Lake	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
3/13/18	Communication Discussion	Inclusion & Climate	E-6	BBCC	
	Business Office Feedback	Integrity & Stewardship	E-5	BBCC	
	Columbia Basin Herald Editorial Board	Community Engagement	E-4	Moses Lake	
	BBCC Choir Performance	Student Success	E-2	BBCC	
3/14/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
3/15/18	Civil Air Patrol Partnership	Mission	E-1	BBCC	
	Convergent Phone	Integrity & Stewardship	E-5	BBCC	

	Conference				
3/16-23/18	Leave				
3/26/18	Moses Lake School District Supt Josh Meek	Mission, Community Engagement	E-1, E-4	BBCC	
	Personnel Discussion	Inclusion & Climate	E-6	BBCC	
	JATP Welcome Dinner	Mission	E-1	BBCC	
3/27/18	13th District Democratic Representative Candidate Sylvia Hammond	Community Engagement	E-4	BBCC	
3/28/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Accessibility Discussion	Inclusion & Climate	E-6	BBCC	
	Personnel Discussion	Inclusion & Climate	E-6	BBCC	
3/29/18	Convergent Phone Conference	Integrity & Stewardship	E-5	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	E-1	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
3/30/18	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Cadet Conference Call	Mission	E-1	BBCC	
	CWU Administration	Community Engagement, Mission	E-4, E-a	BBCC	

End	This period	YTD
E-1 Mission	29	134
E-2 Student Success	3	14
E-3 Excellence Teaching/Learning	3	22
E-4 Community Engagement	11	56
E-5 Integrity & Stewardship	14	47
E-6 Inclusion & Climate	7	15

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for information)

c.   Accreditation

The purpose of accreditation is to assure educational quality, enhance institutional effectiveness, and foster continuous improvement of colleges and universities through and in-depth institutional self-assessment and critical peer review.

The Northwest Commission on Colleges and Universities held an Accreditation Liaison Officer (ALO) Workshop on March 5 and provided an overview of the following topics:

- Required Reports and expectations
- Substantive Change Process – this primarily impacts Big Bend Community College in the required documentation for new programs and length of time
- NWCCU Liaison

Required Reports and Expectations
In recent years, the Department of Education has required the regional accrediting bodies to place a greater emphasis on continuous improvement, assessment of student learning, and compliance standards and policies which is reflected in report expectations.

Substantive Change Process
The substantive change process is being modified beginning on July 1, 2018. This change requires a less-intensive notification process and lower fees when colleges offer new programs that are similar to current program offerings.

NWCCU Liaison
Valerie Martinez, has been assigned as Big Bend Community College's NWCCU liaison. All interaction with NWCCU is directly with Ms. Martinez.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3: CONSENT AGENDA (for information)

d. Assessment

College faculty and staff have provided input on the Core Theme Indicators adopted by the college for the 2018-19 academic year and proposed changes for the 2018-19 academic year. The updating of the indicators is part of our ongoing process of identifying meaningful data elements that can inform decisions about how to improve our work.

During the May 4 Faculty In-service, the Assessment Committee will lead faculty in discussions about next steps in their assessment work based on the reports faculty submitted in February.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

Key Deliverables in the BBCC Annual Planning Process

August 2017	September 2017	October 2017	November 2017	December 2017	January 2018
☒ 8/16 Cabinet articulates foundational pieces of strategic plan. ☒ 8/16 Cabinet adopts Annual Planning Process for the 2017-18 year ☒ 8/29 IR & Vice Presidents develop updated Program Audit form (Renamed Annual Planning & Budgeting Worksheet) ☒ 8/25-9/8 Vice President of Learning & Student Success, Institutional Research and at 2-3 Cabinet members develop final draft of Core Theme Indicators	☒ 9/7 Departments submit finalized Department Indicator sheets ☒ 9/11 Executive Team updates the college community on assessment, planning and budgeting processes & corresponding responsibilities of all employees 9/11-15 Faculty ☒ a) Update Master Course Outlines ☒ c) Map Program Outcomes and Gen Ed Outcomes to their courses ☒ d) Determine their assessment schedule for the year ☒ e) Report any assessment work completed in 2016-17 ☒ 9/15 Cabinet Work plans submitted ☒ 9/26 Cabinet adopts Core Theme Indicators to be used for the 2017-18 year			☒ Cabinet adopts targets for Core Theme Indicators	☒ Institutional Research releases 2018 Monitoring Report Workbook

February 2018	March 2018	April 2018	May 2018	June 2018	July/August 2018
☒ Departments complete and submit Annual Planning & Budgeting Worksheets ☒ Winter In-service – Faculty complete & submit assessment reports and budget request	☒ Cabinet determines next steps for the college based on Monitoring Report and assigns a next step to each Cabinet member ☒ Assessment Committee reviews program & General Education assessment reports for broad themes. Makes institutional recommendations to Vice President of Learning & Student Success	☒ Cabinet members submit budget requests ☒ Shared Governance provides feedback on Mission Fulfillment and recommends changes to Core Theme Indicators for the following year ☐ Budget Taskforce/ Committee provides feedback on budget requests	☐ Spring In-service – Faculty submit assessment reports & annual accomplishments ☐ Assessment Committee reviews program & General Education assessment reports for broad themes. Makes institutional recommendations to Vice President of Learning & Student Success ☐ Departments submit annual accomplishments & goals for next year ☐ Strategic Priority Groups summarize work from the year and identify next steps for following year ☐ Vice President of Learning & Student Success prepares final draft of 2018-2020 Strategic Plan ☐ Cabinet makes mission fulfillment evaluation decision	☐ Executive Team makes final decisions on budget requests (if State allocation is known) ☐ IR disseminates final Monitoring Report Cabinet recommends for approval by the BOT, ☐ - Final monitoring report ☐ - Updated Strategic Plan Board of Trustees adopts ☐ - Budget for next year ☐ - Final Monitoring Report ☐ - Updated Strategic Plan ☐ Departments determine changes to department indicators for following year	☐ Cabinet members complete 2018-19 work plans

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3: CONSENT AGENDA (for information)

e. Student Success

Guided Pathways Training
On March 7, staff attended the state meeting on Guided Pathways Technology Tools, which included the following topics:

- Clarifying the need for software tools
  - Identify your college's goals for implementing technology to support the student service and instructional activities related to Guided Pathways initiatives.
  - Understand the considerations for determining needs, choosing, implementing and adopting technology solutions for Guided Pathways initiatives.
- Getting on the path to adoption
  - Understand the context within which technology tools need to survive and thrive in our Washington CTC ecosystem.
  - Examine elements of the technology and data ecosystem and gauge the readiness for technology adoption at their campus.
- Staying on the path and ensuring ongoing success - Lessons learned
  - Gain awareness of the experiences and challenges that have been encountered by other WA CTC's in applying on-boarding, advising, and progress monitoring technology to support Guided Pathways and be able to evaluate their relevance for their own campus.

On May 7, the state is offering a Guided Pathways Student Success Institute at Columbia Basin College in Pasco. Faculty are encouraged to attend to help the college continue BBCC's Guided Pathways efforts.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for information)

          f.   Finance & Administration Update

ctcLink Update: Common process development workshops are on a break—no new workshops on the schedule calendar. Big Bend is currently listed in the draft schedule for deployment in group 5 out of 6 groups. The tentative deployment timeline for this group is April 2020 for deployment (college-focused prep work leading up to this would begin October of 2019).

Facilities Master Plan: Continuing information gathering for the 'mini' update.

Ongoing Capital Projects:
Workforce Education Center (New Building): Construction Bid Opening April 11, 1:05 p.m. This event is open to the public.

Network Capacity and Data Center Virtualization (Minor Works Project 2017/2019 Biennium): 90% of the equipment has been received.

Replacement Elevator Bldg 1400: DES for scheduling.

Repair Access Routes: DES for scheduling.

Replace DX Chiller Bldg 1200: DES for scheduling.

History:
Network Capacity and Data Center Virtualization (Minor Works Project 2017/2019)
3/08/2018: Big Bend Technology (BBT) is replacing end of life data center virtualization hardware and improving network infrastructure capacity to deliver double the current capacity for wireless connections. Most of the technology components have been ordered.

Replacement Elevator Bldg 1400
03/08/2018: The elevator is original to the building and is beyond its useful life. It is necessary to provide access for all to the 2nd floor. We have filed the Public Works Request with DES to begin the process.

Repair Access Routes
3/08/2018: Various locations across campus have defective asphalt and concrete work impeding access for students. We have filed the Public Works Request with DES to begin the process.

Replace DX Chiller Bldg 1200
3/08/2018: At the end of its useful life and too costly for repairs. We have filed the Public Works Request with DES to begin the process.

Workforce Education Center (WEC) *formerly Professional Technical Education Center* **(New Building)**
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.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for action)

        g.   Human Resources

BACKGROUND:

Recruitment & Selection:

Jasmine Evangelista-Martinez accepted the position of TRiO SSS Academic Advisor. This is a full-time, admin/exempt position. This position replaces Rita Ramirez, who accepted a promotion to the Director of Financial Aid. Jasmine began work at BBCC on March 26.

Vanessa Pruneda accepted the position of Outreach Coordinator. This is a full-time, admin/exempt position. This position replaces Enedelia Nicholson, who left BBCC in December 2017. Vanessa began work at BBCC on April 2.

Tiffany Sukola accepted the position of Communications Coordinator. This is a full-time, admin/exempt position. This position replaces Jeremy Seda, who left BBCC in January 2018. Tiffany will begin work at BBCC on April 9.

The following searches are currently open:

- Nursing Instructor, non-tenured
- Biology Instructor
- Math Instructor
- Building & Grounds Supervisor
- Simulation Technology Coordinator
- Aviation Mechanic

Retention:

The turnover rate for the month of March was 1.042%. The 2018 YTD rate is 2.091%. The goal for 2018 is to have a turnover rate of 12% or less. This benchmark is a reduction from the previous goal of less than 19%.   BBCC experienced a turnover rate of 10.476% for 2017 and 11.871% for 2016.

There were no separations in March. The YTD reasons for separation include 2-Resignation/New Job, 1-Retirement, and 1-Resignation/Personal Reasons.

WAC 132R-175, Public Records

The college has submitted final changes to WAC 132R-175. These changes create alignment between BBCC's Public Records WAC and RCW 42.56, which was revised with the adoption of HB 1595 in 2017. Final approval by the trustees is tentatively scheduled for the meeting in June. The revisions will be published in the state register with a public hearing scheduled no sooner than 20 days after the revisions are published.

National Sexual Assault Awareness Month:

April is National Sexual Assault Awareness Month. The college will be hosting several events during the month to increase awareness of sexual assault and sexual abuse. Some of the activities for the month are highlighted below.

- Informational posts on Facebook.
- A statement of support from the college president.
- Clothesline Project display from New Hope.
- Red My Lips awareness campaign.

All faculty, staff, and trustees are encouraged to support the events during the month.

Let me know if you have any questions or need additional information.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for action)

h.   Classified Staff Report

BACKGROUND:

Current Membership as of April 1, 2018

Lead Roles:	Members at Large:
Barb Collins, Ex Officio	Heidi Bratsch
Barbi Johnson, Co-chair Lead	Cassandra Fry
Amber Jacobs, Marketing/Publicist	Julia Gamboa
	Lisa Johnson
	Jordan Shipley
	Abby Simonson (Campus Reporter for STTAC Chat)
	Taisa Timofeyev

2017-2018 TRAININGS:

Effective March 30, Alicia Wallace stepped down from her role as STAR Committee co-chair lead. Barbi Johnson will assume the lead role and Barbara Collins will assume the responsibilities of the co-chair assistant until the committee has time to meet and discuss other options for the remaining 2017-18 term.

As reported in March, the STAR Committee will increase their recruitment efforts for new members. We plan to meet with administrators and review the current Committee Mission Statement.

We appreciate administrator and supervisor support to classified staff for personal and professional development. As a leadership team we hope that trainings offered to personnel helps and encourages others to consider a leadership role on the STAR Committee.

Training hours in the month of February and any other unreported is 90 . See attached for details.

Prepared by Barbi Johnson, Co-Chair Assistant

RECOMMENDATIONS:

None.

Training Name/Type	Date	Participants	Hours
Unreported/January Screening Committee Preparation	1/22	Tony Ledbetter	3.0
Local & Global Issues w/ President Leas	2/13	Starr Bernhardt David Bomstad Amber Brown CarlaLouise Christian Cassandra Fry Kerri Furman Julia Gamboa Karen Girone Laura Goodall Lyubov Konovalchuk Karen Okerlund Yvonne Ponce Katie Ralph Synnova Ramirez Tana Richins Barbara Riegel Tina Roeder Jordan Shipley Abby Simonson Jennifer Starr Nancy Theis Esther Valdez Jonie Walker Angela Weber	36.0
All Campus In-Service	02/02	Honor Adkins Barbara Collins Stefyni Garber Karen Girone Laura Goodall	15.0
ctcLink Foundations & Prep for Process Mapping (Canvas)	02/05 to 2/09	Kerri Furman	15.0
PAN and Recertification (online)	02/07	Barbi Johnson	2.0
Black History Speaker (BBCC Campus)	2/06	Starr Bernhardt	1.5

Training Name/Type	Date	Participants	Hours
Research & Planning Commission Winter Meeting	2/08 to 2/09	Starr Bernhardt	12.0
Domicile & Residency through WSAC (webinar)	2/15	Cassandra Fry	1.0
US DOT Pipeline & Hazardous Materials Part 2 (online)	2/19	Kristine Sarles	2.0
AIA (LEAP Grant) Info Session Q&A (online)	2/20	Starr Bernhardt	1.0
F/A & Blood Borne Pathogens Injury Illness Prevention	2/27	David Bomstad	1.5
Grand Total Hours			90.0

Other

6 College Courses for her MBA	Dec-Feb	CarlaLouise Christian	

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3: CONSENT AGENDA (for information)

  i. Enrollment Report

BACKGROUND:

The Winter Quarter 2018 final enrollment report is included for your information. It includes information about attainment of our SBCTC enrollment target.

As of April 3, our Spring Quarter 2018 headcount is 1,923, down 3.6% compared to the same date in 2017. Total FTEs are at 1,555.2, down 3.2%. Our state reportable FTEs are down even more. This is partly a reflection of our Running Start student trends. Although the number of Running Start students is slightly down this year, their percentage of our total FTEs is up. Last year, Running Start students made up a total of 19% of our total FTEs. This quarter they make up over 23% of total FTEs. We have more full-time students, with many taking more than 15 credits.

The tuition amount budgeted for 2017-2018 is $4,000,000. As of February 28, 2018, we have collected $2,881,468 or 72.0% of the budgeted amount. As of February 28, 2017, we had collected $3,014,594 or 71.8%.

TUITION COLLECTION REPORT

	2017-18	2016-17
Annual Budget	$ 4,000,000	$ 4,200,000
Total Collections as of Feb 28, 2018	$ 2,881,468	$ 3,014,594
As a % of annual budget	72%	71.8%
Left to collect to meet budget target	$ 1,118,532	$ 1,185,406

Prepared by Registrar Ruth Coffin and Executive Director of Business Services Charlene Rios.

Winter HEADCOUNTS

	2018	% Change	2017	2016	2015	2014	2013
ETHNIC ORIGIN							
Amer. Indian/Alaska Ntv	19	-26.9%	26	27	26	33	27
Asian/Pacific Islander	59	25.5%	47	55	38	47	36
African American	30	-18.9%	37	36	40	34	33
Hispanic	882	-11.4%	995	980	927	893	939
White	1,162	-8.3%	1,267	1,382	1,261	1,372	1,269
Other/Unknown	355	45.5%	244	327	233	149	139
SEX							
Female	1,345	-3.9%	1,399	1,450	1,316	1,312	1,353
Male	1,161	-4.4%	1,215	1,350	1,204	1,211	1,083
Not Coded	1		2	7	5	5	7
STUDENT STATUS							
Full-time (12 or more crs)	1,315	-6.0%	1,399	1,454	1,415	1,468	1,443
Part-time (less than 12 crs)	1,192	-2.1%	1,217	1,353	1,110	1,060	1,000
Percent full-time	52.5		53.5	51.8	56.0	58.1	59.0
BY TIME/LOCATION							
On-Campus Day	1,768	-6.1%	1,883	1,997	1,962	1,886	1,866
On-Campus Evening	206	6.7%	193	199	188	130	167
Off-Campus Day	337	2.4%	329	373	152	318	155
Off-Campus Evening	196	-7.1%	211	238	223	194	255
Running Start	393	-5.1%	414	361	296	213	170
International	6	-40.0%	10	12	9	7	2
TOTAL HEADCOUNT	**2,507**	**-4.2%**	**2,616**	**2,807**	**2,525**	**2,528**	**2,443**

Winter FTES

	2018	% Change	2017	2016	2015	2014	2013
STATE FUNDED							
ABE/ESL	196.5	3.4%	190.1	242.3	191.5	172.1	221.9
Academic	845.4	-1.6%	859	917.7	874.4	921.3	908.1
Occupational	468.2	-7.1%	504.2	508.9	554.0	589.8	592.9
TOTAL STATE FTES	**1510.1**	**-2.8%**	**1553.3**	**1669.0**	**1619.9**	**1683.2**	**1723.0**
OTHER FTES							
Community Service	*all FTEs*		1.6	2.1	2.5	2.9	3.5
International Students	*state*		0	0	0	0	0
Contract Funded	*reportable*		2.4	38.5	10.9	3.5	8.5
Running Start	377.7	-3.2%	390.1	341.8	274.7	202.3	159.1
Other (Employ., Sr. Cit.)	6.7	-35.6%	10.4	15.0	13.4	17.2	11.3
GRAND TOTAL FTES	**1,894.5**	**-3.2%**	**1,957.8**	**2,066.4**	**1,921.4**	**1,909.1**	**1,905.4**

2017/18

Summer 2017

Headcount	695
Total FTEs	323.5
State FTEs	318.5

Fall 2018

Headcount	2377
Total FTEs	1925.6
State FTEs	1534.6

SBCTC Enrollment Target Achievement			
STATE FTE TOTALS FOR SUMMER, FALL, WINTER OF EACH ACADEMIC YEAR			
2017/18	**2016/17**	**2015/16**	**2014/15**
Qtrly FTES 3363.2	3599.2	3670.2	3525
*Annual FTEs 1121.1	1199.7	1223.4	1175
Target 1754	1748	1725	1727
% of target 63.91%	68.60%	70.90%	68.04%

*Annual FTEs are calculated by dividing quarterly FTE totals by 3

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #3:   CONSENT AGENDA (for information)

       j.   Safety & Security Update

Campus Safety Report for March 2018

Miles on Campus Patrol   **1,093**

Hours in Vehicle   181.6

Hazardous Materials in Inventory   1,398

Report Number	Report Date	Report Incident Types	Location
18-BC-038	03/02/18	STUDENT CONDUCT VIOLATION 132R-04-057 : (10) ALCOHOL/DRUG/TOBACCO : (B) MARIJUANA STUDENT CONDUCT VIOLATION 132R-04-057 : (10) ALCOHOL/DRUG/TOBACCO : (A) ALCOHOL	BLDG 6000 : INTERIOR
18-BC-040	03/04/18	MOTOR VEHICLE COLLISION - NON INJ	BLDG 1600 : PARKING
18-BC-041	03/01/18	MEDICAL EMERGENCY : EMPLOYEE INJURY/ILLNESS	BLDG 1400 : INTERIOR
18-BC-042	03/06/18	ILLICIT DRUG USE EVIDENCE W/O SUSPECT	BLDG 7700 : INTERIOR
18-BC-043	03/07/18	CLERY OFFENSES : CRIMINAL OFFENSES : STALKING STUDENT CONDUCT VIOLATION 132R-04-057 : (13) SEXUAL MISCONDUCT : (C) SEXUAL VIOLENCE : (V) STALKING	BLDG 2000 : INTERIOR
18-BC-044	03/11/18	STUDENT CONDUCT VIOLATION 132R-04-057 : (10) ALCOHOL/DRUG/TOBACCO : (B) MARIJUANA	BLDG 6000
18-BC-045	03/12/18	STUDENT CONDUCT VIOLATION 132R-04-057 : (7) FAILURE TO COMPLY W/OFFICER/EMPLOYEE STUDENT CONDUCT VIOLATION 132R-04-057 : (18) SAFETY VIOLATIONS	BLDG 1900 : PARKING
18-BC-046	03/12/18	ILLICIT DRUG USE EVIDENCE W/O SUSPECT	BLDG 1200 : INTERIOR

Accreditation

Campus Safety is working on two categories of safety-specific requirements outlined by the Northwest Commission on College and Universities (NWCCU). The requirements and the estimated progress toward completion is listed here:

NWCCU STANDARD TWO - RESOURCES AND CAPACITY REQUIRED EVIDENCE OF COMPLIANCE		
Standard	**Description**	**% Complete**
NWCCU 2.D.2	Policies/procedures that explain provisions for ensuring the safety and security of students including the reporting of crime statistics	**25**
NWCCU 2.G.2	Policies/procedures for the use, storage, and disposal of hazardous waste	**35**

Campus Safety recently became aware of NWCCU 2.D.2 regarding policies and procedures for the safety and security of students. Campus Safety is now working with Student Services and Residence Halls to complete the required policies and procedures. Currently about 25% complete.

Directly impacting NWCCU 2.G.2 regarding hazardous waste is our compliance with state workplace safety laws and standards related to hazardous materials, including science labs. That work is currently about 35% complete. In order to improve compliance with NWCCU 2.G.2, Big Bend Community College must make efforts to comply with WAC 296-828 Hazardous Chemicals in Laboratories. The standard and estimated progress is listed here:

WAC 296-828-100 LAB		
BUILDING 1200 (SCIENCE) WORKPLACE SAFETY COMPLIANCE INITIATIVE		
COMPLIANCE STANDARD	**TASK**	**EST. PERCENT OF TASK COMPLETED**
WAC 296-828-20005	DEVELOP CHEMICAL HYGIENE PLAN	**1**
WAC 296-828-20020, 296-901	CREATE INVENTORY OF STORED CHEMICALS (MSDSOnline)	100
WAC 296-800	IDENTIFY/ASSESS HAZARDS	95
WAC 296-800-11035, 296-800-14020	DOCUMENT AND ENFORCE SAFETY PRACTICES	**10**

Although two major steps have already been completed (all chemicals added into computer inventory, and a hazard assessment), Campus Safety Is working with stakeholders to identify who will be the Chemical Hygiene Officer for the labs, complete a Chemical Hygiene Plan, and document and enforce safety practices through the development of a Lab Safety Manual.

Partnerships and Community Engagement

- Campus Safety, partnered with the Grant County Sheriff's Emergency Management Division, will deliver two incident command training classes on campus. These classes are for emergency responders and college staff whose duties would require them to effectively manage major emergencies and crises. One class will be in April, the second in May.

- Five on-campus active shooter awareness presentations were delivered from the end of February through the beginning of March. A presentation for the STEM Center staff is scheduled for April 13.

- Director Foreman has been invited to address the staff at Moses Lake office of the state employment security department regarding how to handle threats and risks in their workplace.

- Director Foreman was invited by the Moses Lake High School to participate in a safety task force assessing safety and security risks at the high school. One meeting assessing physical security issues was complete in March. A future meeting to address policies and procedures is TBA.

- Director Foreman was invited to assist the Columbia Basin Job Corps develop an active shooter training exercise to be conducted in May.

- Director Foreman was invited by Samaritan Healthcare to provide input on how to conduct an active shooter exercise at Pioneer Medical Center, date TBD.

- At the March meeting of the SBCTC's Safety, Security and Emergency Management Council, Director Foreman was selected along with two other community college safety directors to participate in a Mass Shooting Workgroup with the Washington Association of Sheriffs and Police Chiefs. The group will report to the state recommendations on mass shooting prevention, with a completion date of December 18, 2018.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #6:   Cultural Humility (information)

BACKGROUND:

A group of Big Bend faculty and staff attended the National Association of Student Personnel Administrators (NASPA) Multicultural Institute in December 2017. In a brief review of the group's experience at the Multicultural Institute, the audience can expect to share in the learning the group received, highlighting current information on best practice related to creating institutions characterized by inclusivity; exploring their own identities and the implications thereof; defining a commitment to equity, diversity, and inclusion (EDI) work in a higher education context; and identifying practical steps we as leaders can take to advance EDI, including embracing cultural humility.

.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #7:   Strategic Plan (information)

BACKGROUND:

VP Bryce Humpherys will provide an update on the development of the 2017-20 Strategic Plan, which is following this page of the packet.

The first steps in creating the plan began with a Cabinet retreat in August 2017. At the retreat, Cabinet discussed current institutional priorities and trends affecting the college. From that discussion our current priorities of Student Ready Practices, Comprehensive Advising and Employee Experience emerged. The draft strategic plan articulates our strategic goals and priorities for the next two years as well as some of the background information that led to the identification of the priorities.

The plan also captures the work of our Strategic Priorities Committee, currently comprised of seven work groups each engaged in activities related to the strategic priorities. You will notice that the draft plan still has two incomplete sections for the Student Ready Practices and Employee Experience priorities. Two work groups of the Strategic Priorities Committee are currently fleshing out those sections and should have them completed within the next month.

Thank you to all who contributed to the plan by joining a work group, attending relevant meetings, taking the ICAT survey or interpreting the ICAT results during the World Café activity.

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RECOMMENDATION:
None.

Big Bend Community College (BBCC) 2018-2020 Strategic Plan

BBCC Strategic Goals and Strategic Priorities

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

1. Reduce the performance and completion gaps between A/W (Asian/White) and HUG (Historically Underrepresented Group) students in all areas of persistence, progression and completion.
2. Increase three-year graduation and/or transfer rates from 51% in 2018 to 55% in 2020.
3. Increase annual Full-Time Student Equivalent (FTE) enrollment from an average of 2,043 in 2018 to 2,100 in 2020.

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

1. ### Student-Ready Instructional & Operational Practices
   BBCC seeks to meet the educational needs of our increasingly diverse student population, which includes first-generation college students, parents, adults with work and life experience, employed adults, immigrants, academically under-prepared students, place-bound students, veterans, students with disabilities, formerly incarcerated individuals, students with diverse ethnicities, and students with differing gender identities. BBCC is committed to using academic programming, instructional strategies, support services, technology, physical facilities, and co-curricular activities in appropriate, targeted, and innovative ways to meet the needs of our diverse student population.

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

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

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

Values & Lenses

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

Values

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

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

Lenses

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

Student-Ready Practices

Background

Implementation Strategies

Evaluation Plan

Comprehensive Advising & Student Support Priority

Background
The Challenge
BBCC students come from increasingly diverse backgrounds with many who are first-generation college students, financially disadvantaged, and academically under-prepared with placement in developmental math and/or English. These conditions put students at risk of completing a program of study. As shown in the table below, these characteristics are more prevalent among BBCC's Historically Under-represented Groups (HUG) than Asian and/or White (A/W) students. (HUG group contains African American, Native American, Native Hawaiian/Pacific Islander, and Hispanic students.)

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

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

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

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

Implementation Strategies
1. Areas of Interest
A task force of faculty and staff grouped all BBCC academic programs into Areas of Interest, or meta-majors, in an effort to help new students select a program of study. The college will use the Areas of Interest framework to inform decisions about outreach, course catalog, and web page design; the new student intake and orientation process, advisor assignments, accelerated English and math instruction,

advising practices for undecided students, contextualized instruction, the delivery of support services; the development of internships, externships, and co-curricular offerings.

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

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

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

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

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

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

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

Evaluation plan

BBCC will use data from the following Core Theme Indicators to help evaluate its efforts:
- 1.1a, 1.3a&b, 1.3e, 3.2a Student progression, completion & transfer
- 1.1b Student satisfaction with advising service
- 1.2b Retention & completion based on use of services
- 1.2c Use of advising
- 2.1a Spring Enrollment Survey responses related to advising
- 3.4b Spring Enrollment Survey responses related to inclusion

BBCC will also use the following data elements:
- Quarter-to-quarter and fall-to-fall persistence

Employee Experience

Background

Implementation Strategies

Evaluation Plan

Appendix A: President's Vision

The BBCC Trustees delegate authority to the college President to lead the college in implementing the college's mission. In an effort to fulfill the Board's End Statements and fulfill the college mission, BBCC's president, Dr. Terrence Leas, has articulated a vision for BBCC to become a transformational and student-ready college. BBCC has summarized its beliefs of how it strives to be a transformational and student-ready college in the following statements.

1. BBCC meets students where they are.

BBCC believes all students can succeed academically when "Taught Appropriately," "Adequately Supported," and "Given the Right Opportunities." The college strives to provide each student who walks through its doors the education and supports needed to succeed. The college takes an integrated approach where everyone recognizes they all are responsible for student learning and the success of the individual is interdependent with the success of others.

2. BBCC establishes reciprocal partnerships with other organizations.

BBCC understands that it must actively partner with other organizations in order to meet fully its aspirations to serve students. The college seeks to leverage partnerships in a way that is mutually beneficial to all partners and focuses on the success of students. BBCC believes that as it works with others to transform students' lives through education, communities will also transform over time.

3. BBCC creates value, success, and longevity through initiative, innovation, and improvement.

The college seeks continually to improve in its efforts to help students succeed and is never satisfied with the status quo. BBCC also believes that in order to best serve its students, the college also must provide a positive workplace for its employees. The college seeks to make employees feel welcome, valued, and supported; empower all employees to contribute to students' success; implement an organizational structure that supports and facilitates employees' success; and enhance the purpose, potential, and passion in employees' work lives.

4. Current and future student needs inform BBCC institutional decisions and direction.

BBCC believes in meeting students where they are and helping them develop their potential. The college seeks to leave behind a Traditional College model where students are seen to have inherent deficits in knowledge, skills, and other shortcomings that need to be "fixed" by specialists in narrowly defined divisions, departments, and services, each of which is designed to address student deficits. Instead, the college seeks a more integrated approach that requires the college to adapt itself to be ready for the students it serves.

5. BBCC develops and supports programs and practices that promote equity, diversity, and inclusion and demonstrates accountability

BBCC is committed to offering equitable opportunities to all students and treating all students with respect and dignity. The college seeks to exchange "silos of excellence" within specific departments for full-scale implementation of excellence, thereby providing quality services that can benefit all students.

Appendix B: External Factors

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

Economic Changes

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

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

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

BBCC should

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

Demographic Shifts

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

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

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

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

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

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

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

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

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

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

Private Sector Influences

With declining public investment in higher education, there are opportunities for other entities to provide financial support to higher education. Large private foundations are stepping in to fill the funding void and using their funds to spur institutional changes within colleges and universities. The funds are often used as leverage to influence the foci of higher education institutions. Funders want to see specific activities and specific populations served with their funds, so it commits the higher education institutions to focus in certain areas. Simply put, the money is not free.

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

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

Technology Advances

Technology advances are happening quickly and have huge implications for how people live their lives and do their work. We communicate with friends across the country and around the globe using social media. We meet with colleagues in different time zones using video conferencing. We are accustomed to having information and entertainment just a click away. We have gone paperless with receiving and paying bills—who writes checks anymore?

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

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

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

BBCC should

- Implement eLearning instructional strategies and infrastructure for face-to-face, hybrid and online courses. This approach must include professional development for faculty.
- Explore how to leverage technology to provide a comprehensive array of services to its students
- Proactively reach out to potential students of all ages and locations within its service district utilizing technology such as social media
- Teach students, especially older ones, how to use technology

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

Appendix C: Internal Factors

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

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

Student Demographics

BBCC has an annual student headcount of around 4,000 and annual FTE (Full-Time Equivalent) enrollment of approximately 2,100. BBCC's student body is 57% female and 43% male; 44% Hispanic and 49% White/Caucasian; 7% students with disabilities and a median age of 22. Single parents with children comprise 14% of the student body, and 19% come from a two-parent household. Fifteen percent of BBCC students work full time and 32% work part time. BBCC's students are slightly younger and slightly more diverse than Washington state averages for community college students. The population of Running Start students has increased significantly in the past few years. Most students who come to BBCC intend to transfer (55%), while approximately 32% are pursuing a program of study in workforce education, and 13% are enrolled in adult education courses. BBCC's graduation rate is 37%, well above the national average for community colleges at 20%.

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

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

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

BBCC should

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

- Devise and implement strategies to help students with low math and English placement succeed academically and complete their programs of study

Programs and Services

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

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

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

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

Employee Turnover

Traditionally, BBCC had been a place where many employees stayed for a significant duration of their careers. During the height of the Great Recession, Big Bend saw few retirements, as many waited for the economy to recover. However, employee turnover has increased significantly in the past several years, much of it as a result of baby boomers retiring. BBCC has 192 full-time employee positions and in the past five years, 50% of those positions are now filled with new employees. The retirement of long-time employees has resulted in a significant loss of institutional memory. The significant employee turnover has also produced cultural stress and change. In the process of hiring new employees, the college has made strides in diversifying its workforce to more closely mirror student demographics. However, most changes have been among mid-level staff positions while the fewest gains in diversification have been among our faculty.

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

BBCC should

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

Physical Infrastructure

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

Rapid advances in technology require BBCC to strive continually to improve its technology infrastructure. This effort has been complicated by aging facilities and scarce funding. The increased use of technology to deliver services and instruction to students has increased technology demands. In some cases, the college leveraged federal grant funds to purchase computers, laptops and other computer technology to facilitate the delivery of services to students. As the application of technology has mushroomed across campus and existing technology has aged, the college has struggled to keep technology current and implement a sustainable replacement plan.

BBCC should

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

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

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

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

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

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

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

Data and Technology

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

Summary

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

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

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

Themes from World Café

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

Equity

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

Summary

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

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

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

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

The college has not identified useful equity measures.

Themes from World Café
- Create clear priorities, goals, and a vision of equity at BBCC
- Improve communication about equity and diversity
- Provide opportunities for intentional training for employees at all levels
- Broaden engagement and support of all employees to support buy-in
- Expand services to all students and increase advertising of services

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

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

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

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

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

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

Summary

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

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

Themes from World Café

- Increase BBCC's presence in the community
- Establish a culture of internal information-sharing following training and professional development activities
- Improve access to information for employees (e.g. share documents, monthly/quarterly newsletter, acronym "cheat sheet", help desk or desk aid for employees when helping students)
- Improve communication with and services to students (e.g. improve advising, more advisors, increase hours/access, simplify navigation on website, inform students about "what creates student success", student user-friendly orientation)

Strategy and Planning

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

Summary

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

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

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

Themes from World Café

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

Policies and Practices

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

Summary

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

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

Themes from World Café

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

Appendix E: Alignment of Terms

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

Appendix F: Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

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

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

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

Work Group #2

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

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

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

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

Work Group #3

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

<u>Task</u>
4) Select a career exploration tool for the college.
   ❖ WOIS vs. Career Coach – which should we use?

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

Work Group #4

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

<u>Task</u>
5) Explore how to embed career exploration into the intake process.

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

Work Group #5

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

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

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

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

Work Group #6
Membership: Dawna Haynes (point of contact), Diana Villafana, Dawnne Ernette, Terry Kinzel, Heidi Summers, Tyler Wallace

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

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

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

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

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

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #8:   Executive Session Training (information)

BACKGROUND:

AAG Jason Brown will share information about conducting an Executive Session per RCW 42.30.110(1).

Prepared by the President's Office.

RECOMMENDATION:
None.

EXECUTIVE SESSION SCRIPT

1.   *Before going into executive session, the Board Chair will announce:*

   ✓ **The Board will convene in executive session under RCW 42.30.110(1) for the following purposes:**

The sections listed below which are applicable for the specific meeting should be checked prior to the executive session. The Board Chair will then announce the marked sections.

   _____ (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 publicly bid contracts;

   _____ (f) To receive and evaluate complaints or charges brought against a public officer or employee[1];

   _____ (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; and

   _____ (i) To discuss with legal counsel representing the agency matters relating to agency enforcement actions or, litigation <u>or</u> potential litigation.

   _____ Under RCW 42.30.140 (4)(a) To plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress.

   ✓ **Executive session will last for approximately _____minutes/hours.**

   ✓ **No final action will be taken during this executive session.**

2.   *If the executive session runs later than announced time, the Board chair will need to step out of the Executive Session and announce:*

   ✓ **Executive session will be extended to _____a.m./p.m.**

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[1] Upon the request of such officer or employee, a public hearing or a meeting open to the public shall be conducted upon such complaint or charge.

3. *<u>At the conclusion of the executive session, the door to the meeting room should be opened and the Board chair will announce:</u>*

    ✓ **The executive session under RCW 42.30.110 ended at _____a.m./p.m.**

    ✓ **The regular (or special) meeting is reconvened at _____a.m./p.m.**

    ✓ **No final action was taken by the Board during executive session.**

EXECUTIVE SESSION ATTENDEES: (*List the Attendees below)*

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #9:   President's Evaluation Process (information/action)

BACKGROUND:

RCW 28B.50.140 gives Trustees authority to employ the college president, determine the president's duties, and set the compensation for the president.

The responsibility to evaluate the degree to which the president is successful in achieving the goals and objectives outlined in the college's strategic plan also rests with the Trustees.

The policy governance model provides that a board's chief evaluative interest is whether the organization achieves the board's ends and operates within the board's executive limitations. Further, the board holds the President/CEO personally accountable for that organizational performance. Under this model, organization performance, and by extension, presidential performance is disclosed by a monitoring system that provides the board with ongoing, applicable data.

The evaluation is to be completed annually and covers the period of July 1 through June 30. At the December 2017 Trustees Meeting, the trustees agreed that the evaluation of the college president should occur in June as noted in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance.

The evaluation will review and document presidential performance in the following broad areas of presidential responsibility:

1. Assessment of how well the institution is fulfilling its mission.
2. Attainment of or progress toward achieving institutional goals and objectives.
3. Participation and leadership in system-level goals and activities.

The evaluation tool, developed by a sub-committee of the Board of Trustees and approved at the June 8, 2017, regular Board meeting, is included to help focus the review process. The evaluation form includes the Ends Statements and evaluative information.

Trustees may also use the following documents in their evaluation of the president:

1. Annual internal reports including: Mission Fulfillment, Excellence in Teaching & Learning, Community Engagement, and Budget Presentations.

2. Feedback from college stakeholder groups (faculty, staff, students, foundation), community members, system-level stakeholders, and trustees.

3. The president's annual work plan summary.

4. The president's self-assessment.

5. BBCC Leadership Competencies

The process for evaluating presidential performance is documented in BP 1000, Policy Governance By-Laws, section 1000.4, Board Staff Linkage, subsection BSL-4, Monitoring Presidential Performance. A copy of the policy is included in the board packet.

E-1 Mission

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

	Exceeds Expectations	Meets Expectations	Needs Improvement
Creates an organizational culture that is needed to carry out the mission, vision, and organizational goals and objectives.			
Works to empower those within the college to achieve goals and objectives and develop their potential, and support them in their efforts to accomplish agreed-upon changes.			
Effectively articulates and communicates the vision and goals for the district.			

Achievements

Areas of Improvement

Other Comments

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.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Promotes student learning and student-centered operations as fundamental to the college mission.			
Provides leadership in formally and informally assessing the community to determine educational needs.			

Achievements

Areas of Improvement

Other Comments

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.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Promotes professional development activities and promotional opportunities for faculty, staff, and administrators.			
Provides leadership in the development of innovative curriculums to meet changing community needs.			
Facilitates the design, organization, and development of an institutional strategic plan designed to achieve the college's mission.			
Promotes awareness of new, innovative practices and programs.			
Encourages suggestions for improvement and demonstrates a willingness to take risks in attempting new and innovative practices and programs.			

Achievements

Areas of Improvement

Other Comments

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.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Keeps the Board informed regarding monitoring data, relevant trends, media coverage, and Board compliance with its own policies, while acting as counsel to the Board [EL-9]			
Maintains an effective relationship with the media in order to make the public aware of the college, its programs, and activities.			
Maintains an effective relationship with local public school systems and other higher education institutions to promote coordination and cooperation.			
Maintains an effective relationship with local businesses, economic development councils, and chambers of commerce to promote effective program development and growth within the college			
Maintains an active advocacy role in promoting the needs of the college and its mission.			
Is active in community activities and organizations to gain visibility for the college and become aware of and sensitive to community needs.			

Achievements

Areas of Improvement

Other Comments

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.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Maintains high standards of ethics, honesty, and integrity in all personal and professional matters and acts in accordance with the Governance Process Policies [EL-1] [EL-5]			
Avoids exposing the college to unnecessary risk or inadequately maintained assets [EL-6]			
Provides leadership for the development of a sound budget that is based on informed projections of revenues and expenditures [EL-7] [EL-8]			
Provides leadership for and support appropriate strategies for attracting funds to the college.			
Encourages and promotes comprehensive and long-range planning processes and the implementation of plans.			

Achievements

Areas of Improvement

Other Comments

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.

	Exceeds Expectations	Meets Expectations	Needs Improvement
Encourages respect for all constituencies and gives fair consideration to the issues impacting each group. [EL-2] [EL-3] [EL-4]			
Provides leadership for developing and executing sound personnel procedures and practices [EL-4]			
Supports and promotes diversity in hiring and promotion of staff, services to students, and all college activities.			

Achievements

Areas of Improvement

Other Comments

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

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

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

3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and president domains. By so doing, the board changes the latitude of choice given to the president. But so long as any particular delegation is in place, the board and its members will respect and support the President's choices.

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

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

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

BSL – 3 President's Job Description

As the board's official link to the operating organization, the organizational performance as a total will be a significant factor in the evaluation of the president's performance.

Consequently, the board will review the president's job contributions primarily in two areas:

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

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

BSL – 4 Monitoring Presidential Performance

Monitoring executive performance is synonymous with monitoring organizational performance against board policies on *Ends* and *Executive Limitations.*

1. The purpose of monitoring is simply to determine the degree to which board policies are being fulfilled. Information which does not do this will not be considered to be monitoring. Monitoring will be as automatic as possible, using a minimum of board time so that meetings can be used to create the future rather than to review the past.

2. A given policy may be monitored in one or more of three ways:

   A. Internal report: Disclosure of compliance information to the board from the president, or his/her designee.

   B. External report: Discovery of compliance information by a disinterested, external auditor, inspector or judge who is selected by and reports directly to the board. Such reports must assess executive performance only against policies of the board, not those of the external party unless the board has previously indicated that party's opinion to be the standard.

   C. Direct board inspection: Discovery of compliance information by a board member or the board as a whole. This is a board inspection of documents, activities or circumstances directed by the board which allows a "prudent person" test of policy compliance.

3. Upon the choice of the board any policy can be monitored by any method at any time. For regular monitoring, however, each *Ends* and *Executive Limitations* policy will be classified by the board according to frequency and method.

   A. Annual internal reports for policies on:
      EL-2 Respect for Students
      EL-3 Respect for Community Members
      EL-4 Respect for Employees

EL-7   Financial Planning
EL-9   Communication and Support to the Board
EL-10 Emergency Executive Succession

B.   Annual external reports or direct board inspection for policies on:
EL-1   General Executive Constraint
EL-6   Asset Protection
EL-8   Financial Condition and Activity

C.   Quarterly internal reports on actual budget

D.   Annual internal reports for all *Ends* policies contained in:
Academic Master Plan reports
     Mission Fulfillment
     Excellence in Teaching & Learning
     Community Engagement
     Budget Presentations

4.   Each June the board will conduct a formal evaluation of the president. This evaluation will focus on the monitoring data on *Ends* and *Executive Limitations* policies provided during the intervening year. However, the board's evaluation may also include pre-determined criteria based on the board's expectations of the president's performance so long as such criteria have been specified one year in advance of the evaluation.

A.   A tool to be used in the evaluation of the president is a focus group of community leaders from across the college district, to discuss college accomplishment of board End's statements. Prior to the conduct of the focus group the board will discuss and select any specific questions they wish introduced to the focus group dialogue directly related to the president's job description and/or Executive Limitations in addition to those based on the End's statements.

B.   The board will discuss the Academic Master Plan report results, Executive Limitations information and focus group conversations with the president in executive session.

C.   The results of the evaluation will be reported in open meeting with any necessary action to occur at that open meeting.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #10: Board Policy for Information (information)

BACKGROUND:

The trustees expressed desire to review their board policies during the board retreat in October. The board reviews board policies for consideration at one meeting and then for action at the subsequent meeting. This is the first reading for the following policies.

BP6115 Policy Prohibiting Discrimination, Harassment, Sexual Harassment, and Sexual Misconduct (10/30/14). VP Kim Garza reviewed and revised the current BP and incorporated the AAG's feedback.

BP8100 Grants and Contracts (11/26/84). VP Linda Schoonmaker reviewed and revised BP8100 and the AAG approved the changes.

BP2320 Vocational/Technical Program Advisory Committees (6/28/93). VP Bryce Humpherys and Dean Daneen Berry-Guerin reviewed and revised BP2320 and the AAG approved the changes.

Prepared by the President's Office.

RECOMMENDATION:
President Leas recommends the board discuss the policies listed.

BP6115   POLICY PROHIBITING DISCRIMINATION,   HARASSMENT SEXUAL HARASSMENT AND SEXUAL MISCONDUCT

6115.1   PURPOSE

The goal of Big Bend Community College is to provide a work and academic environment free from conduct or behaviors that constitute discrimination, harassment, sexual harassment, and sexual misconduct. Discrimination, harassment, sexual harassment, and sexual misconduct destroy mutual respect and a trusting environment.

This policy applies to all students, faculty, staff, trustees, contractors, visitors, or others having an association with the College while on campus, on properties leased or used by BBCC for any college activities, and/or while conducting BBCC business off-campus such as business trips, field trips, athletic events, student activities, and internships, and/or using college resources off-campus.

This policy will be interpreted in the context of academic freedom in the educational environment. The culture of BBCC is founded in the principles of free inquiry and free expression, the education of a diverse and changing student body, and service to the public. The intent of this policy is not meant to inhibit free speech or the free exchange of ideas, but to ensure freedom of speech and the free exchange of ideas by reaffirming the value of all people.

6115.2   PROHIBITED PRACTICES

This policy prohibits discrimination on the basis of a protected status that is so severe, pervasive, persistent, and objectively offensive that it effectively bars the victim from the benefit of an educational or work opportunity or benefit. Protected status includes, but is not limited to, race, sex, sexual orientation, gender identity/expression, religion, age, color, creed, national or ethnic origin, the presence of any physical, mental or sensory disability, use of a trained guide dog or service animal by a person with a disability, marital status, pregnancy status or families with children, a mother breastfeeding her child, AIDS/HIV or hepatitis C, genetic information and/or protected veteran or military status status as a veteran, or any other legally protected classification. Confirmed violations of this policy may lead to disciplinary action, up to and including termination or expulsion.

Sexual harassment and sexual misconduct are other forms of discrimination that are prohibited. Sexual misconduct includes, but is not limited to, intimate partner/domestic violence, non-consensual sexual intercourse, non-consensual sexual contact, sexual assault, stalking, and dating violence. Sexual harassment may include encompasses unwelcome sexual advances, unwelcome requests for sexual favors or requests for sexual favors in exchange for some benefit, sexual assault, offensive remarks about a person's gender, and/or unwelcome

verbal or physical conduct of a sexual nature by a male or female, of the same or differing sex. Confirmed violations of this policy may lead to disciplinary action, up to and including termination or expulsion.

The Vice President of Human Resources and Labor shall develop and implement an internal complaint procedure for filing a complaint of discrimination or harassment. BBCC will implement a supporting educational program that makes the policy and complaint procedure generally known. Complaints will be investigated in a timely manner and appropriate action will be taken when violations of policy are confirmed.

Refer to AP 6115 for the process to report discrimination, harassment, and sexual harassment.

This policy is based on: Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act, 29 CFR Part 1635, Regulations under the Genetic Information Nondiscrimination Act of 2008, Vietnam Era Veteran's Readjustment Assistance Act, American with Disabilities Act, the Civil Rights Act of 1991, Washington State Laws on Discrimination, Chapter 49.60 RCW, Collective Bargaining Agreements, The Campus SAVE Act, Violence Against Women Act, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

In accordance with RCW 28B.10.528 and Board of Trustees Resolution 2016-1, ~~RCW 28B.50.140~~ the board of trustees delegates to the president of Big Bend Community College all powers and duties and all expressed or implied authority to carry out the administration and operation of Big Bend Community College, except the authority to hire the college president and the authority to grant tenure. ~~authorizes t~~The College President ~~or his/her designees of a community college~~ has delegated authority to obligate and execute applications for and acceptance of any grant or contract between the institution and another ~~agency~~entity. ~~No other person is authorized to enter into such agreements unless approval has been granted by the Board of Trustees.~~

BP2320 ~~VOCATIONAL/TECHNICAL~~ **WORKFORCE** **PROGRAM ADVISORY COMMITTEES**

2320.1   Today's rapidly changing society and workplace requires that ~~vocational/technical~~workforce programs within our schools work closely with the communities they serve to provide high quality, state-of-the-art training. Advisory committees are critical for several reasons:

1. They are the most efficient and effective way for public ~~vocational~~ workforce education programs to meet the economic needs of the community. Lacking such committees, schools would operate without critical business, industry, and labor input.

2. Schools are public property and committees comprise one of the productive ways in which the public can influence the educational process.

3. Advisory committees offer one of the best tools for ensuring the ~~vocational~~ workforce education programs reflect the knowledge, ~~attitudes~~skills, and ~~skills~~ abilities needed by employees in their respective occupations.

The primary purpose for advisory committees is to promote greater cooperation between ~~vocational/technical~~workforce education and the private sector in preparing individuals for employment, promoting quality ~~vocational/technical~~workforce education, and making the ~~vocational/technical~~workforce education delivery system more responsive to the labor market. ~~Vocational/technical~~Workforce advisory committees have three major roles. They are to advise, assist, and provide support and advocacy for quality ~~vocational/technical~~workforce education.

Advisory committees are recommending bodies and do not have any administrative authority. They are not intended to usurp the prerogatives of the Board of Trustees or to interfere with management of ~~vocational~~ workforce programs by the administration of the college. The Board of Trustees will make annual appointments of committee members to all advisory committees, based on the recommendation of the President.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #11:   Board Policy for Action (action)

BACKGROUND:

The trustees expressed a desire to review their board policies during the board retreat in October. The board reviews board policies for consideration at one meeting and then for action at the subsequent meeting. This is the second reading for the following policies.

BP1010 Goals & Outcomes (4/11/00)
>   During the March 8, 2018, board meeting the trustees agreed that BP1010 is appropriate.

BP6500 Substance Abuse Policy and Goal Statement (6/22/87)
>   BP6500 was reviewed by VP Kim Garza. BP3019 is an updated policy which covers everything contained in BP6500. President Leas and VP Garza recommend the board consider eliminating outdated and duplicative BP6500.

BP3019 Drug Free/Alcohol Free Work Place (1/25/13)
>   Included as reference for BP6500 recommendation.

BP8056 Business Competition Policy (9/28/87)
>   BP8056 was reviewed by VP Linda Schoonmaker. President Leas and VP Schoonmaker recommend no changes be made.

Prepared by the President's Office.

RECOMMENDATION:
President Leas recommends the board discuss and take action on the policies listed.

BP1010   <u>BOARD OF TRUSTEES – GOALS & OUTCOMES</u>   **BP1010**

1010.1 Board of Trustees Goals and Outcomes

The Board sets annual goals and outcomes consistent with the college mission. Some goals will be ongoing. The Board also establishes processes to monitor their efforts and assess the outcomes of each goal as affected by the Board.

BP6500 <u>**BBCC SUBSTANCE ABUSE POLICY AND GOAL STATEMENT**</u> **BP6500**

6500.1   Big Bend Community College recognizes its responsibility to take an active role with regard to substance abuse education within the college "family" as well as the broader Columbia Basin community. Alcohol and chemical abuse has a devastating impact on the personal and academic growth of all afflicted individuals.

6501.2   The Drug Free Schools and Communities Act of 1986 states:

The use of drugs and the abuse of alcohol by students constitutes a grave threat to their physical and mental well-being and significantly impedes the learning process.

The tragic consequences of drug use and alcohol abuse by students are felt not only by students and their families, but also by their communities and the nation, which can ill afford to lose their skills, talents and vitality.

Drug abuse education and prevention programs are essential components of a comprehensive strategy to reduce the demand or the use of drugs throughout the nation.

Prompt action by our nation's schools, families and communities can bring us significantly closer to the goal of a drug-free generation and a drug-free society.

Schools and local organizations in communities have special responsibilities to work together to combat the scourge of drug use and alcohol abuse.

6500.3   In concurrence with the recommendations of the Drug Free Schools and Communities Act of 1986, the Big Bend Community College Board of Trustees affirms its commitment to provide a drug free campus learning environment. Further, we endorse and support the college in assuming its role as a drug education and referral agency for the community as a whole. Prevention and intervention resources will be made available to staff, students and district residents through the college counseling center, instructional offerings, associated student body activities and college staff development programs.

(See also BP3019)

BP3019   <u>**DRUG FREE/ALCOHOL FREE WORK PLACE**</u>   **BP3019**

The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, including alcohol, in all facilities, grounds, events or activities directly or indirectly under the control of Big Bend Community College is not tolerated and, pursuant to this policy, is prohibited.

Big Bend Community College complies with the Federal Drug-Free Workplace Act of 1988, Drug-Free Schools and Communities Act of 1989, and the US Department of Transportation regulations implementing the Federal Omnibus Transportation Employee Testing Act of 1991.

Employees or students engaging in prohibited activities shall be subject to disciplinary action, up to and including, suspension, termination or expulsion.

See also AP 3019 Drug Free/Alcohol Free Workplace

BP8056   <u>BUSINESS COMPETITION POLICY</u>   **BP8056**

INTRODUCTION

The primary mission of Big Bend Community College is the creation and dissemination of knowledge. In carrying out this mission, it is often necessary for the College and its departments to provide goods and services for fees which enhance, promote, or support its teaching and public service functions. At the same time, the college must be mindful that when it provides goods and services for fees, it may be competing with local private businesses.

This policy has been developed to define the legitimate purposes under which sales of goods and services for fees may be approved, and to establish a mechanism to review such sales.

POLICY

Big Bend Community College may engage in the direct sale of goods and services to individuals, groups, or external agencies for fees <u>only</u> when those services or goods are directly and substantially related to the educational mission of the College. Charges for goods and services shall be determined taking into account their full cost, including College overhead, as well as the competitive price of such items in the local community.

EXCLUSIONS

Recognizing that the central mission of the College is providing instruction and public service, this policy shall not apply to charges for instruction in its regular, extension, evening, or continuing education programs; services provided in the practicum aspects of its instructional programs; services for fees in its extracurricular or residential life programs, including residence halls, food services, athletic and recreational programs, and the performing arts programs.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #12:   Exceptional Faculty Award Presentation (for information)

BACKGROUND:

English Instructor Allison Palumbo was awarded an Exceptional Faculty Award during the November 14, 2017, board meeting. She will share her experience attending the Popular Culture Association (PCA)/American Culture Association (ACA) conference in Indianapolis, IN.

Prepared by the President's Office.

RECOMMENDATION:

None.

I attended the 2018 National Popular Culture Association (PCA) / American Culture Association (ACA) conference in Indianapolis, IN from Tuesday, March 27th to Saturday, March 31st.

I presented a paper at for the panel Gender and Media Studies VI: Gender Issues in Film on Thursday, March 29, 2018 - 9:45am to 11:15am. The title of my presentation is "'Love is a Battlefield:' Feminist Romance and the Romaction Hybrid." I will give a brief version of this lecture at the board meeting on April 12th.

The PCA is one of the most important conferences in my field, related to my own research and scholarship, where I analyze pop culture artifacts like film and television programs. Attending the conference allowed me to:

- Present my topic to a field of my peers and get their feedback on my ideas.
- Speak with publishers related to my field about my manuscript project. I received two requests for my manuscript, one from Palgrave/McMillan and the other from McFarland.
- Network with my peers to cultivate mentorships and collegial opportunities to share scholarship and teaching strategies for bringing popular culture into the classroom.
- Attend panels and presentations about a variety of fields to learn more about pop culture study and gain ideas for analysis projects students can complete.

As I've noted, I did encounter opportunities to develop my own teaching strategies, primarily for my literature-based courses. I regularly attend local conferences that address pedagogy in the composition classroom as part of my professional development, but I rarely have an opportunity at the local level to discuss literature and analysis pedagogy with others in my field, which is why non-comp conferences are so important.

For example, I saw a presentation on the development of the Disney Princess character and a presentation given by a precocious undergrad who analyzed Beyoncé's art/music/film project *Lemondade* that gave me some excellent examples of projects I would like my students to do in my Women's Literature class. Since it's a class that doesn't have pre-requisites for writing and reading instruction, I need to create flexible projects that will allow them to showcase their learning in a rigorous but equitable way, as they all have different levels of previous composition education. Also, I want projects that get them excited about doing the learning, and in my experience, including pop culture elements always helps them make the education feel more relevant to their interests.

Even in my 102 class, which focuses on composition and lit, I got some great ideas for the visual analysis lesson I always do at the end of the quarter. The basis of the lesson is that they can learn to be active "readers" of film, television, and other visual texts, using the skills they develop in my class to make literature more meaning-full (as I call it). Since I always teach with an eye to equity, diversity, and inclusion and to helping them see how power shapes their lives, I like to attend lectures on those topics. There was a panel on gender and trauma in comic books that provided some useful vocabulary for understanding the experiences of excluded or marginalized audiences in terms of victimization and empowerment, which a number of my students experience and need encouragement to explore in the classroom. Also, I attended a panel on representations of black women in film, and one of the presenters on the movie *Girls Trip* gave a thorough introduction to stereotypes of black women and also female friendship that will help, again, in my Women's

Literature class when we talk about intersectional experiences of oppression, celebration, and inclusion.

Since the English department is developing a new introductory gen-ed course for studying storytelling across texts, which can include elements of popular culture, all of the panels I attended gave me good ideas for theme-based approaches to the course that would allow me to research more broadly within my field and create classes that would appeal to varied students in our continuing efforts to engage them in Humanities education.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #13:   Board Chair Elections (for information)

BACKGROUND:

This item is included for consideration this meeting and will be included for action at the June 7 meeting effective July 1, 2018.

Per Policy Governance 1000.3 Governance Process 8 By Laws

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

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

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

The board may choose to follow the board matrix below effective the first meeting of the 2018-19 fiscal year, which is currently scheduled on August 9, 2018.

Trustee	17/18	18/19	19/20	20/21	21/22
Richards	C				VC
Lane	VC	C			
McFadden		VC	C		
Franz			VC	C	
Stredwick				VC	C

Prepared by the President's Office.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #14:   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.

RECOMMENDATION:
None.

Trustee Activity Report

Core Themes	Mission	Student Success	Excellence in Teaching & Learning	Community Engagement		
Activity (Briefly describe and check which End(s) your activity supported)	**E-1 Mission** Deliver lifelong learning	**E-2 Student Success** Provide access, assist completion, develop skills	**E-3 Excellence in Teaching & Learning** Support innovation, creativity, high academic standards; professional development	**E-4 Community Engagement** Support economic development	**E-5 Integrity & Stewardship** Responsible, prudent resource management	**E-6 Inclusion & Climate** Welcoming to all
1.						
2.						
3.						
4.						
5.						

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #15:   Next Regular Meeting (information)

BACKGROUND:

The next regularly scheduled board meeting is scheduled on Thursday, June 7, 2018.

Prepared by the President's Office.

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

BIG BEND COMMUNITY COLLEGE

Date: 4/12/18

ITEM #16: Miscellaneous (information)

BACKGROUND:

President Leas and Chair Juanita Richards may discuss miscellaneous topics.

Representative Tom Dent and Senator Judy Warnick will join President Leas for a tour of the new airplanes Friday, April 13.

TRIO Induction is scheduled on Tuesday, April 17 at 6:30 p.m. in the Masto Conference Center. Superior Court Judge Estudillo as well as high school principals from the BBCC service district will attend.

Our neighbors, Sonico, are hosting an Open House Friday, April 20 and trustees are invited to attend.

The ACT Conference will be held May 10-11, in Vancouver, WA. Dr. Leas, and Trustees Lane and Richards plan to attend.

BBCC's 17th Annual Cellarbration! for Education premier wine dinner and auction will be held May 19.

Prepared by the President's Office.

RECOMMENDATION:
None.