



Board of Trustees Special Meeting Study Session

**May 29, 2018
9:00 a.m.**

**ATEC
Hardin Community Room**

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

Board Special Meeting Study Session

Hardin Community Room

Tuesday, May 29, 2018, 9:00-1:00 p.m.

9:00 am	Arrive	
	Item #1: Strategic Planning Moderator/Presenter: Dr. Bryce Humpherys Outcome:	Reference Strategic Plan Mission Fulfillment Monitoring Report Dashboard
10:45	Break	
11:00	The Board will adjourn to an Executive Session to discuss items provided for in RCW 42.30.110 (1): (g) to evaluate the qualifications of an applicant for public employment <u>or</u> to review the performance of a public employee. Item #2: 2017-18 President's Evaluation Outcome: Evaluation statement for June 7, 2018, board meeting.	Reference (Page) Mission, Vision, Values, Core Themes Ends Statements Monitoring Report Summaries Policy Governance BP 1000 Leadership Competencies President's Activity Log June 8, 2017, Mtg Minutes Excerpt President's Evaluation Form 2016-17 President's Evaluation 11/14/17 .
12:00	Lunch in Masto Conference Center Rm B	
	Attendees: Trustees & Cabinet Members	



2017-2020 Strategic Plan



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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 *Mission*

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

E-2 *Student Success*

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

E-3 *Excellence in Teaching and Learning*

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 *Community Engagement*

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

E-5 *Integrity and Stewardship*

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

E-6 *Inclusion and Climate*

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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

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

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

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

1. Student-Ready Instructional & Operational Practices

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

2. Comprehensive Advising & Student Support

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

3. Employee Experience

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

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

Values & Lenses

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

Values

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

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

Lenses

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

Student-Ready Instructional & Operational Practices Priority

Background

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

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

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

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

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

^aAll students in 2016-17, excluding Running Start; retrieved from ODS on 12/13/17

^bAll degree/certificate-seeking students in 2016-17, excluding Running Start; retrieved from DW on 12/13/17

^cIPEDS 2016 data; cohorts include full-time, first-time degree/certificate-seeking students, excluding Running Start

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

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

Implementation Strategies

1. Targeted Marketing, Outreach and Recruitment

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

2. Expanding Evening and Online Courses and Services

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

3. Strengthen High School Relations and Expand Dual Credit Options

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

4. Expand and Improve Accelerated Learning Strategies

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

5. Develop Strategies to Serve Adult Students

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

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

6. Expand Opportunities for Student Engagement

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

[Evaluation Plan](#)

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

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

Comprehensive Advising & Student Support Priority

Background

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

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

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

Implementation Strategies

1. Areas of Interest

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

2. New Student Intake

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

3. Advising Process

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

4. Advising Maps

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

5. Annual Course Schedule

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

6. Comprehensive Supports

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

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

7. Technology

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

Evaluation plan

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

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

Employee Experience Priority

Background

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

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

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

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

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

Implementation Strategies

1. *Communication*

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

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

2. Culture & Voice

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

3. Training

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

4. Accountability

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

5. Physical Resources

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

6. Recruitment

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

7. Development

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

Evaluation Plan

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

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

BBCC will also use the following data elements:

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

Appendix A: President's Charge

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

Some of the ideas underlying this approach are:

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

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

Appendix B: External Influences

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

Economic Changes

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

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

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

BBCC should

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

Demographic Shifts

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

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

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

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

BBCC should

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

Public Policy

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

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

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

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

BBCC should

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

Private Sector Influences

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

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

BBCC should

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

Technology Advances

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

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

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

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

BBCC should

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

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

Appendix C: Internal Influences

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

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

Student Demographics

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

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

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

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

BBCC should

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

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

Programs and Services

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

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

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

BBCC should

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

Employee Turnover

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

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

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

BBCC should

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

Physical Infrastructure

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

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

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

BBCC should

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

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

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

Leadership and Vision

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

Summary

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

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

Themes from World Café

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

Data and Technology

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

Summary

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

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

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

Themes from World Café

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

Equity

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

Summary

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

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

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

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

The college has not identified useful equity measures.

Themes from World Café

- Create clear priorities, goals, and a vision of equity at BBCC

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

Teaching and Learning

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

Summary

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

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

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

Themes from World Café

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

Engagement and Communication

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

Summary

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

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

Themes from World Café

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

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

Strategy and Planning

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

Summary

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

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

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

Themes from World Café

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

Policies and Practices

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

Summary

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

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

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

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

Appendix F: Glossary of Terms

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

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

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

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

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

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

Student Success

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

Excellence in Teaching & Learning

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

Community Engagement

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

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

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

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

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

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

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

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

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

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

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

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

Task(s):

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

Accomplishments:

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

Work Group #2

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

Task(s):

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

Accomplishments:

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

redistribute advising loads amongst available advisors. Most of the recommendations were implemented.

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

Work Group #3

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

Task(s):

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

Accomplishments:

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

Work Group #4

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

Task(s):

- 5) Explore how to embed career exploration into the intake process.

Accomplishments:

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

Work Group #5

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

Task(s):

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

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

Accomplishments:

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

Work Group #6

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

Task(s):

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

Accomplishments:

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

General Accomplishments

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

Emerging Questions and Next Steps

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

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



2018 Monitoring Report on Mission Fulfillment



Presented to the BBCC Board of Trustees, June 7, 2018
Prepared by the Office of Institutional Research & Planning
Valerie Parton, Dean of Institutional Research & Planning
Starr Bernhardt, Research Analyst

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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Mission Fulfillment 2018: Introduction

In 2017-18, BBCC revised the Mission Fulfillment process so that the Board of Trustees and all faculty and staff reviewed and rated the college's progress on fulfilling its Mission through an evaluation of Core Theme Indicators. The feedback and ratings identified areas where the college should focus efforts and recommended ways the college can improve. The primary areas of focus were on student success and BBCC processes, increasing access to education and training, internal and external partnerships, and creating a more inclusive campus climate through intentional diversity, equity and inclusion work. Trustee and staff feedback is provided on the following pages.

After reviewing Board and staff feedback, Shared Governance Council proposed next steps for the following year. Cabinet refined the proposed next steps and adopted plans for the 2018-19 academic year to improve college performance on each Core Theme Objective and to help the college achieve its strategic goals.

The above process coincided with assessment of departmental, program and discipline work plans and budget requests for the 2018-19 academic year. Department staff evaluated their work plans and how their work contributed to the college's progress toward specific Core Theme Objectives.

Budget allocations for the next academic year will be based on these mission fulfillment and departmental evaluation processes.

Mission Fulfillment Feedback 2018: Board of Trustees

Summary of Core Theme Objective Feedback

Student Experience and Success

BBCC continues to strive toward increased student success, which is the true driver of everything we do. Continued focus and dedication of resources are needed to implement best practices in teaching and services that strategically improve student success, especially for students in historically underrepresented groups.

The overall student experience should be continually reviewed. Students' utilization of support services plays a key role in their success. Encouraging student engagement with peers and services could be an opportunity for growth.

Equity & Inclusion

BBCC is becoming more informed about equity and inclusion factors that impact our students and communities. There is an opportunity for improvement as it relates to incorporating an emphasis on equity, inclusion, and social justice. These terms need to be better defined, operationalized, and assessed on an ongoing basis.

Continuous Improvement

A continuous improvement model would benefit the entire college. In a rapidly changing technological world where students have diverse learning styles, we need to monitor and adjust how we teach as we evaluate the effectiveness of new methods. To ensure improved student success over time, BBCC must adapt our student services and remain nimble and alert to students' changing needs.

External Partnerships

Increase Industry Outreach

Educational programs, testing, and CBIS, make efforts to meet workforce needs; however, BBCC Board members expressed a desire to understand better BBCC's engagement with industry in terms of surveying employers, the level of industry participation in BBCC surveys, meeting identified employers' needs, and BBCC outreach to industry.

K12/University Partners

Transfer rates and high school participation in college in the high school and Running Start have improved. Establishing ongoing relationships with our partners needs to be a high priority to maintain rapport with new K-12 students, administrators, faculty, and staff.

Infrastructure

BBCC is fiscally sound and well managed as evidenced through clean audits. Green efforts and energy efficiencies have increased and hazardous materials are properly disposed. BBCC could benefit from a formalized ongoing sustainability report. Continued professional development is critical to the overall goal of increasing student success.

Other

Workforce facilities need improvement, which may also impact other ratings for relevance and quality of instruction. The BBCC Foundation is an asset to the college and provides tremendous benefits to students.

Mission Fulfillment Feedback 2018: Staff

Summary of Core Theme Objective Feedback

Nearly all faculty and staff provided feedback and observations on the Mission Fulfillment information and data that was provided at the February 2nd In-service. The following themes emerged from specific suggestions and observations. Responses often fell under more than one theme. Specific action items are bulleted under each theme below.

Access to Services that promote student success

Faculty and staff noted the achievement gap that exists between Asian and/or White students and students from Historically Underrepresented Groups (HUGs; Historically Underrepresented Groups include African American, Native American, Native Hawaiian/Pacific Islander, and Hispanic students). Although HUGs are accessing services, the achievement gap remains. Multiple strategies were suggested to increase success for all students and to close the achievement gaps.

- Identify high-risk students and provide intentional and intrusive support, especially for students in the Historically Underrepresented Group
- Ensure all ABE students have access to advising, including advising related to financial aid
- Offer equal access to services in different ways, times and formats
- Support students' transfer efforts to four-year colleges
- Provide access to more advising appointments and find alternative advisors in the summer
- Provide resource announcements through emails, printed materials, and on TV monitors
- Post faculty office hours so students can access their faculty advisors

Internal and External Communication

The need for external communication focused on creating an ongoing dialog with business and industry to meet their training needs and on enhancing BBCC's relationships with high schools to help students transition from high school to BBCC.

Internal communication centered around creating an avenue to share best practices on student success strategies, activities that promote diversity and equity, departmental innovations, and general awareness of campus activities.

External Communication

- Community Outreach & Partnerships
 - Improve communication with local industry, establish on-going industry tours
 - Enhance high school outreach, communication, and help students transition to BBCC
 - Increase recruitment for Work Force Programs
- Identify individual program "owners" and content experts to provide up-to-date information for marketing and web content
- Review contact information on promotional materials (phone number, fax, etc.) for accuracy

Internal Communication

- Develop an avenue to share creative and best practices across the campus
- Share information on proven tools that help students succeed
- Provide accurate course descriptions to inform students

- Improve communication between faculty and staff who aren't involved in daily student issues
- Communicate faculty activities that promote diversity and equity in the classroom
- Communicate class cancellations, etc. to Student Services and the Business Office

Campus Climate

While BBCC has initiated equity conversations, a consistently applied definition is needed to operationalize equity at BBCC. Many college staff members viewed campus climate as an area where the college can improve.

Staff and faculty felt that intentional professional development opportunities need to be available to all employees.

- Develop equity goals with specified benchmarks
- Provide equity training and require attendance
- Plan student activities and services with a lens on diversity, equity, and inclusion
- Establish curriculum that teaches diversity, inclusion, and social justice
- Look for ways to implement diversity and equity in hiring best practices to increase candidate pool diversity

Facilities, Equipment, and Efficiencies

Facilities, equipment, and lab facilities were rated markedly lower than other instructional components for both former Workforce and Transfer students, staff raised the need to reinvest in facilities and equipment. Improved facilities and equipment may also contribute to BBCC's ability to attract students.

Incorporate energy efficiencies throughout the campus by replacing old windows, installing energy-saving fixtures, reducing paper and plastic use, and recycling whenever possible.

Mission Fulfillment 2018: Core Theme Objectives – Ratings and Next Steps

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	BUDGET ALLOCATION
<u>E-1 Mission</u>	n/a	2.80	(see below)	All BBCC employees	
Student Success <u>E-2 Student Success</u>	1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students	2.53	Create an annual schedule with evening, weekend, and online classes in a 2-3 year class rotation; Update website content and navigation	Dean of Arts & Sciences; Dean of Transitional Studies; Dean of Workforce Education; Director of Communications	
	1.2 Use of services correlates with success, retention, and completion	3.20	Expand services to evening, weekend, and online students	VP for Finance & Administration; Dean of Arts & Sciences; Dean of Student Services; Dean of Transitional Studies; Executive Director of Business Services	
	1.3 Students are prepared to graduate and to transfer or to seek employment	2.38	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college, use of advising maps, comprehensive supports, student tracking, intake process) and gain student perspective	VP for Learning & Student Success; Dean of Arts & Sciences; Dean of Institutional Research & Planning; Dean of Student Services; Dean of Transitional Studies; Dean of Workforce Education; Director of Information Technology; Advisor Training Workgroup; Comprehensive Support Workgroup; New Student Experience Workgroup	

Mission Fulfillment 2018: Core Theme Objectives – Ratings and Next Steps

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	BUDGET ALLOCATION
Excellence in Teaching and Learning <u>E-3 Excellence in Teaching and Learning</u>	2.1 BBCC implements innovation and creativity in programs and services	3.21	Continue assessment activities	Cabinet	
	2.2 BBCC helps students attain high academic standards	3.11	Continue assessment activities	Cabinet	
	2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.82	Offer professional development on topics related to strategic priorities, including equity and use of data	Data Committee; Employee Experience Workgroup	
Community Engagement <u>E-4 Community Engagement</u> <u>E-5 Integrity and Stewardship</u> <u>E-6 Inclusion and Climate</u>	3.1 BBCC works with community and industry partners to support economic development	3.00	Improve communication with local businesses	BBCC President; Dean of Workforce Education; Executive Director of the BBCC Foundation; Director of Communications	
	3.2 BBCC works with K-12 and university partners to provide educational opportunities	2.67	Enhance high school outreach	Dean of Arts & Sciences; Dean of Student Services; Dean of Workforce Education; High School Relations Workgroup	
	3.3 BBCC practices responsible use of resources, including fiscal and natural resources	2.93	Improve internal communication	Cabinet; Employee Experience Workgroup	
	3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	2.64	Conduct environmental scan; Develop definition for equity and strategies to operationalize	Committee on Equity, Inclusion, & Diversity; Employee Experience Workgroup; Student Ready Workgroup	

Legend

Average Rating	Color Code	Description
4.1 – 5.0	Blue	Exceptional. Well above target. Use as a best practice.
3.1 – 4.0	Green	Good. At or just above target. Continue to support.
2.1 – 3.0	Yellow	Making progress. Between baseline and target. Keep improving.
1.0 – 2.0	Red	Not acceptable. Below baseline. Take immediate action.

2018-19 Indicator Dashboard

Ends Statements	Core Themes	Objectives	Indicators	Target	Score	Change from prior year
E-1 Mission			Summary Score for Mission:		2.80	↗
E-2 Student Success	Student Success	1.1 BBCC provides access to programs & services that meet the educational needs of our students & prospective students	1.1a Student satisfaction with services used	95%	95%	→
			1.1b <i>Total student FTE (Full-Time Equivalent)</i>	2100	2050	↘
			1.1c Employer survey responses			
			1.1d Foundation supporter feedback			
			1.1e Inventory of services (how & when offered)			
			Summary Score for Objective 1.1:		2.53	→
		1.2 Use of services correlates with success, retention, and completion	1.2a Course success rates based on use of services	80%		
			1.2b Retention based on use of services	51%		
			1.2c Completion based on use of services	20%		
			1.2d Student use of services			
			Summary Score for Objective 1.2:			
		1.3 Students are prepared to graduate & to transfer or to seek employment	1.3a <i>IPEDS graduation & transfer rates</i>	55%		
			1.3b New Transfer & Workforce student retention			
			• Fall-to-winter	X%		
			• Fall-to-spring	X%		
			• Fall-to-fall	X%		
			1.3c Basic Skills retention to 45 hours	X%		
			1.3d SAI progression & completion			
			• ABE transition to college	15%		
			• 1st 15 credits	30%		
			• 1st 30 credits	25%		
			• 1st 45 credits	20%		
			• Retention	35%		
			• Completion	16%		
			1.3e <i>Gap between A/W and HUG in course success rates in first quarter</i>	0%		
			1.3f Graduate employment			
			Summary Score for Objective 1.3:			
E-3 Excellence in Teaching & Learning	Excellence in Teaching & Learning	2.1 BBCC implements innovation & creativity in programs & services	2.1a Student engagement with others	90%		
			2.1b Student engagement in co-curricular activities	35%		
			2.1c Innovative strategies supporting strategic priorities	95%		
			• Students developed academic plan with help from college staff	90%		
			• Students satisfied with advising	95%		
			• Students earning ENGL 101 credit in accelerated English	X%		
			• Students from accelerated English class succeeding in ENGL 102	X%		
			2.1d Course level assessment			
			2.1e Department evaluation			
			Summary Score for Objective 2.1:			

2018-19 Indicator Dashboard

Ends Statements	Core Themes	Objectives	Indicators	Target	Score	Change from prior year		
E-3 Excellence in Teaching & Learning	Excellence in Teaching & Learning	2.2 BBCC helps students attain high academic standards	2.2a External certification rates	XX%				
			2.2b Course success rate	80%				
			2.2c Gen Ed assessment					
			2.2d Program assessment					
		Summary Score for Objective 2.2:						
		2.3 BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes	2.3a Employee evaluation of professional development	X				
			2.3b Employee generated professional development topics					
			2.3c Professional development offerings					
		Summary Score for Objective 2.3:						
E-4 Community Engagement	Community Engagement	3.1 BBCC works with community & industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services					
			3.1b Employer survey responses					
			3.1c Foundation supporter feedback					
			Summary Score for Objective 3.1:					
		3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Transfer rate based on National Clearinghouse data	45%				
			3.2b Percent of local high school grads attending BBCC					
			3.2c Running Start and College in the High School enrollments					
		Summary Score for Objective 3.2:						
		E-5 Integrity & Stewardship		3.3 BBCC practices responsible use of resources, including fiscal & natural resources	3.3a Clean financial audits	100%		
3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2	199.72 EUI							
3.3c Reduce plastic bag use 5% from 4962.8 lbs	4715 lbs							
3.3d Reduce custodial paper use 5% from 9280.74 lbs	8817 lbs							
3.3e Department evaluation – use of resources								
Summary Score for Objective 3.3:								
E-6 Inclusion & Climate				3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a Students report that their identity is accepted at BBCC	95%		
		3.4b Employee turnover rate	X%					
		3.4c BBCC provides an inclusive environment for community members	X%					
		3.4d Clery Campus Security Authorities (CSAs) receive annual training	100%					
		3.4e Number of safety reported incidents	X					
		3.4f Employee demographics compared to student demographics						
		3.4g Employee exit survey						
		3.4h Follow-up survey of new employees						
		Summary Score for Objective 3.4:						

Blue italics indicates strategic goal indicator

Color Code	Description
Blue	Exceptional. Well above target. Use as a best practice.
Green	Good. At or just above target. Continue to support.
Yellow	Making progress. Between baseline and target. Keep improving.
Red	Not acceptable. Below baseline. Take immediate action.

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.**

1000.1 ENDS**E-1 Mission Statement**

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

BBCC Goals

The College provides learning opportunities that include;

- Critical thinking and problem solving
- Computation
- Communication
- Workplace skills and values
- Awareness and sensitivity to cultural diversity
- Arts enrichment and cultural activities

BBCC Characteristics

Big Bend Community College maintains a working and learning environment with the following:

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

1000.2 EXECUTIVE LIMITATIONS

EL – 1 General Executive Constraint

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

EL – 2 Respect For Students

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

The President may not:

1. Use methods of collecting, reviewing, transmitting, or storing client information that fail to protect against improper access to the information elicited.
2. Fail to provide a grievance process, including access to the Board, to those students who believe that they have not been accorded a reasonable interpretation of rights established pursuant to this policy.
3. Operate without written procedures which clarify the rules for students.

EL – 3 Respect For Community Members

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

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

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

EL – 4 Respect For Employees

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

The President may not:

1. Operate without written personnel procedures which clarify personnel rules for staff, and provide for effective handling of grievances.
2. Discriminate against any staff member for expressing an ethical dissent within the framework of existing policy, process, and contracts.
3. Restrict the exercise of academic freedom.
4. Prevent non-academic employees (*) from the exercise of all rights provided to classified and exempt employees in AP4200 Communications/Grievance Procedure for Classified & Exempt Staff including an appeal to the Board.

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

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

EL – 5 Ethical Conduct

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

The President may not:

1. Change his or her own compensation and benefits.
2. Allow a conflict of interest or the appearance of a conflict of interest to exist in the approval of any college contract.
3. Promise or imply permanent or guaranteed employment in disregard of college hiring policies, procedures, and practice.

EL – 6 Asset Protection

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

The President may not:

1. Unnecessarily expose the college, its Board or staff, to claims of liability.
2. Fail to protect intellectual property, information and files from loss or significant damage.
3. Receive, process or disburse funds under controls, which are insufficient to meet the State Auditor's standards.
4. Fail to provide adequate protection against theft and casualty.
5. Fail to establish disaster/emergency management plans.

EL – 7 Financial Planning

Financial planning shall not deviate materially from Board Ends priorities.

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

EL – 8 Financial Condition And Activity

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

The President may not:

1. Expend more funds than have been received in the fiscal year
2. Allow an annual budget to be submitted for approval with dedicated contingencies of less than 2.5% of the total General Operating Budget and Operating Tuition Fund.
3. Fail to settle payroll and debts in a timely manner.
4. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
5. Acquire, encumber, or dispose of real property.

EL – 9 Communication And Support To The Board

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

The President may not:

1. Neglect to submit monitoring data required by the Board in a timely, accurate and understandable fashion, directly addressing provisions of the Board Policies being monitored.
2. Let the Board be unaware of relevant trends, anticipated adverse media coverage, material external and internal changes, particularly changes in the assumptions upon which any Board Policy has previously been established.
3. Fail to advise the Board if, in the President's opinion, the Board is not in compliance with its own policies on Governance Process and Board-Staff Linkage, particularly in the case of Board behavior, which is detrimental to the work relationship between the Board and the President.
4. Fail to provide a mechanism for official Board communications.
5. Fail to report in a timely manner an actual or anticipated noncompliance with any policy of the Board.

EL – 10 Emergency Executive Succession

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

1000.3 GOVERNANCE PROCESS

GP – 1 Governance Commitment

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

GP – 2 Governing Style

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

The board will:

1. Deliberate in many voices, but govern in one.
2. Be responsible for excellence in governing and an initiator of policy.
3. Direct, control and inspire the organization through the careful establishment of broad written policies reflecting the board's values and perspectives. The board's major policy focus will be on the intended long-term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.
4. Enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation for meetings, policy making principles, respect for roles, and ensuring the continuity of governance capability.
5. Monitor and discuss the board's process and performance periodically. Self-monitoring will include comparison of board activity and discipline to policies in the Governance Process and Board-Staff Linkage categories.
6. Continual board development will include, but not be limited to, orientation of new members in the board's governance process and periodic board discussion of process improvement.
7. Seek input from staff, students, alumni, employers and other community members on Board Policies.

GP – 3 Board Job Descriptions

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

1. The link between the organization and the constituents of community college district #18
2. Written governing policies which, at the broadest levels, address:
 - A. *Ends*: Organizational products, impacts, benefits, outcomes, recipients, and their relative worth (what good, for which needs, at what cost).
 - B. *Executive Limitations*: Constraints on executive authority which establish the prudence and ethics boundaries within which all executive activity and decisions must take place.
 - C. *Governance Process*: Specification of how the board conceives, carries out and monitors its own task.

- D. *Board-Staff Linkage*: How power is delegated and its proper use monitored, the President's role, authority and accountability.
- 3. The assurance of the President's performance (against policies in 2A and 2B).
- 4. A link between the Board and the College Foundation Board for maintaining communication and providing coordination between the two boards.

GP – 4 Chairperson's Role

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

- 1. The job result of the Chairperson is that the board behaves consistent with its own rules and those legitimately imposed upon it from outside the organization.
 - A. Meeting content will focus on those issues which, according to board policy, clearly belong to the board to decide or examine, not the President.
 - B. Deliberation will be fair, open, and thorough, but also efficient, timely, orderly, and kept to the point.
- 2. The authority of the Chairperson consists of making decisions that fall within the topics covered by board policies on Governance Process and Board-Staff Linkage, except where the board specifically delegates portions of this authority to others.
 - A. The Chairperson is empowered to chair board meetings with all the commonly accepted power of that position (e.g., ruling, recognizing, agenda-setting).
 - B. The Chairperson has no authority to make decisions about policies created by the board within Ends and Executive Limitations policy areas. Therefore, the Chair has no authority to supervise or direct the President.
 - C. The Chairperson may represent the board to outside parties in announcing board-stated positions and in stating Chair decisions and interpretations within the area delegated to him or her.
 - D. The Chairperson may delegate this authority, but remains accountable for its use.

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

GP – 5 Board Members Code Of Ethics

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

1. Members must represent unconflicted loyalty to the interests of the community. This accountability supercedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staff. It also supercedes the personal interest of any board member acting as a consumer of the organization's services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
 - B. When the board is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall absent herself or himself without comment from not only the vote, but also from the deliberation.
 - C. Board members must not use their positions to obtain employment in the organization for themselves, family members or close associates. Should a member desire employment, he or she must first resign.
 - D. Members will annually disclose their involvements with other organizations, with vendors, or any other associations which might produce a conflict.
3. Board members may not attempt to exercise individual authority over the organization except as explicitly set forth in board policies.
 - A. Members' interaction with the President or with staff must recognize the lack of authority vested in individuals except when explicitly board-authorized.
 - B. Members' interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board.

- C. Members will give no consequence or voice to individual judgments of President or staff performance.
- 4. Members will respect the confidentiality appropriate to issues of a sensitive nature.

GP – 6 Cost Of Governance

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

- 1. Board skills, methods, and supports will be sufficient to assure governing with excellence.
 - A. Training and retraining will be used liberally to orient new members and candidates for membership, as well as to maintain and increase existing member skills and understandings.
 - B. Outside monitoring assistance will be arranged so that the board can exercise confident control over organizational performance. This includes, but is not limited to, fiscal audit.
 - C. Outreach mechanisms will be used as needed to ensure the board's ability to listen to the viewpoints and values of the constituents of community college district #18.
- 2. Costs will be prudently incurred, though not at the expense of endangering the development and maintenance of superior capability.

GP – 7 Naming Of Facilities

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

- 1. The Board will also approve the naming of buildings and facilities according to the wishes of a donor who has met the schedule of financial support for the various capital projects of the college. The schedule of naming opportunities will be set in Administrative Process AP1020 .
- 2. The Board may also approve the naming of buildings and facilities in order to honor those who have rendered extraordinary service to the college or who, by their personal or professional achievements have significantly enhanced the reputation of the college. Honorees for extraordinary service may not be current employees, and may include those who have given extraordinary service to the college in a service or volunteer capacity such that their contributions are widely recognized by the community and their peers.

GP – 8 By Laws Of Community College District #18

INTRODUCTION

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

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

OFFICES OF THE BOARD OF TRUSTEES

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

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

MEETINGS OF THE BOARD OF TRUSTEES

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

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

- B. Executive Sessions. The Board of Trustees may convene in executive session during a regular or special meeting to consider matters affecting national security; the selection of a site or the acquisition of real estate by lease or purchase of real estate, when publicity regarding such consideration would cause a likelihood of increased price; to consider the disposition of real estate by lease or sale, when publicity regarding such consideration would cause a likelihood of decreased price; the appointment, employment or dismissal of a public officer or employee; or to hear complaints or charges brought against such officer or employee; or to hear complaints or charges brought against such officer or employee by another public officer, person, or employee unless such officer or employee requests a public hearing. The Board of Trustees also may exclude from any such public meeting or executive session, during the examination of a witness on any such matter, any or all other witnesses in the matter being investigated by the Board of Trustees.
- C. Records of Board Action. All business transacted in official board meetings shall be recorded in minutes and filed for reference.
- D. Parliamentary Procedure. Three members of the Board of Trustees shall constitute a quorum and no action shall be taken by less than a majority of the board members.

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

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

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

OFFICERS OF THE BOARD

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

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

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

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

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

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

RESTRICTIONS OF INDIVIDUAL AUTHORITY

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

FISCAL YEAR OF THE BOARD OF TRUSTEES

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

SEAL AND NAME OF THE COLLEGE DISTRICT

The Board of Trustees shall maintain an official seal for the use upon any or all official documents of the board. The seal shall have inscribed upon it the name of the college which shall be:

BIG BEND COMMUNITY COLLEGE
DISTRICT NO. 18
STATE OF WASHINGTON

CHANGES TO BYLAWS OF THE BOARD OF TRUSTEES

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

DELEGATION OF RESPONSIBILITY

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

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

1000.4 BOARD-STAFF LINKAGE

BSL - 1 Chief Executive Role

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

BSL - 2 Delegation To The President

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

1. The board will direct the President to achieve specified results, for specific recipients, at a specified worth through the establishment of *Ends* policies. The board will limit the latitude the President may exercise in practices, methods, conduct and other “means” to the ends through establishment of *Executive Limitations* policies.
2. As long as the President uses any *reasonable interpretation* of the board’s *Ends* and *Executive Limitations* policies, the President is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.
3. The board may change its *Ends* and *Executive Limitations* policies, thereby shifting the boundary between board and President domains. By so doing, the board changes the latitude of choice given to the President.

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

4. Only decisions of the board acting as a body are binding upon the President.
 - A. Decisions or instructions of individual board members are not binding on the President except in rare instances when the board has specifically given prior authorization for such exercise of authority.
 - B. In the case of board members requesting information or assistance without board authorization, the President can refuse such requests that require – in his/her judgment – a material amount of staff time or funds or is disruptive.

BSL – 3 President's Job Description

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

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

1. Organizational accomplishment of the provisions of board policies on *Ends*.
2. Organization operation within the boundaries of prudence and ethics established in board policies on *Executive Limitations*.

BSL – 4 Evaluating Presidential Performance

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

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

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

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

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

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Dean of IR Valerie Parton	Program Support	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	BBCC	
6/28/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Student Complaint	Student Success	BBCC	
	Director of Communications Matt Killebrew	Collaboration	BBCC	
6/29/17	Personnel Discussion	Collaboration	BBCC	
	Board Self-Evaluation Prep	Collaboration	BBCC	
	Shared Governance Council	Collaboration		
	Trustee Mike Villarreal Goodbye BBQ	Celebration	BBCC	
6/30/17	Columbia Basin Sector Partnership	Community Engagement	BBCC	
7/3/17	UAS Grant Director Dr. Pat Ford	Grant Support	BBCC	
	Aviation Discussion	Program Support	BBCC	
	Board Self-Evaluation Process Meeting	Planning	BBCC	Trustee Juanita Richards Trustee Stephen McFadden
7/5/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
7/6/17	Moses Lake Realtors Meeting Presentation	Community Engagement	Moses Lake	
	Executive Director of the Foundation LeAnne Parton	Collaboration	BBCC	
7/10/17	Meet Columbia Basin Herald Editor Lynne Lynch	Community Engagement	Moses Lake	
	3 rd Quarter Quincy	Community Engagement	Quincy	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Leadership Roundtable Meeting			
7/11/17	Interim Title V Grant Director Tim Fuhrman	Collaboration	BBCC	
	Meet Potential Trustee	College Support	Moses Lake	
	UAS IMT Meeting	Program Support	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	STEM Mitsubishi Event Meeting with Moses Lake SD Superintendent Josh Meek	Collaboration	BBCC	
	Director of Communications Matt Killebrew	Collaboration	BBCC	
7/12/17	Discuss Candidates	Collaboration	BBCC	
	Adams County Industry Council	Community Engagement	Othello	
7/18/17	Cabinet Meeting	Collaboration, Guidance	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	BBCC	
	PAHP IMT Meeting	Program Support	BBCC	
7/19-21	WACTC Retreat	System Support	Everett	
7/22-26	ATD Financial Security Field Convening	Presentation/Panel Member	WA, D.C.	
7/27/17	Interim Title V Grant Director Tim Fuhrman	Collaboration	BBCC	
	Aviation Update	Collaboration	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Director of Transforming STEM Pathways Grant			

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Heidi Summers	Collaboration	BBCC	
7/28/17	Mascot Discussion	Collaboration	BBCC	
	Transformational College Presentation	Guidance	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
7/31/17	Employee Evaluation	Supervision	BBCC	
	Transforming Lives Meeting	Planning	BBCC	
	CBIS Strategies	Planning	BBCC	
8/01/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Review Draft Agenda with Board Chair	Governance	Moses Lake	Juanita Richards
	Employee Evaluation	Supervision	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	BBCC	
	Employee Evaluation	Supervision	BBCC	
8/02/17	Update Human Resource Management Commission	System Support	Spokane	
8/03-04/17	CTC Leadership Development Conference	Professional Development	Spokane	
8/07/17	Jeanne Clery Survey	Inclusion & Climate	BBCC	
	Joe Rogers Trail Update	Community Engagement	BBCC	
	Meet Title V Director Candidate	Feedback	BBCC	
	Transformational College Discussion	New Employee Orientation	BBCC	
	Meet Flight Instructor Candidate	Feedback	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Meet Director of Title V PAHP Candidate	Feedback	BBCC	
8/08/17	Interim Title V Grant Director Tim Fuhrman	Collaboration	BBCC	
	Mass Casualty Incident Training	Inclusion & Climate Community Engagement	BBCC	
	Transformational College Discussion	New Employee Orientation	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
8/09/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Director of Communications Matt Killebrew	Collaboration	BBCC	
	Rotary Backpack Stuffing Project	Community Engagement	Moses Lake	
8/10/17	Employee Evaluation	Supervision	BBCC	
	Board of Trustees Meeting	Governance	BBCC	
8/11/17	Meeting with CEID	Inclusion & Climate	BBCC	
	Review Grant Proposal	Collaboration	BBCC	
8/14/17	Meet ABE/ESL Instructor Candidate (x4)	Feedback	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Port of Moses Lake Director	Community Engagement	BBCC	
8/15/17	Shared Governance Council Meeting	Collaboration	BBCC	
	Phi Theta Kappa Officers	Student Success	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	BBCC	
	AWB Executives	Community Engagement	Moses Lake	
8/16/17	Cabinet Strategic Planning Retreat	Collaboration & Strategic Planning	Moses Lake	
8/17/17	Meet Potential Trustees	Governance	Ephrata	
	Meet Interim Biology Instructor Candidate	Feedback	BBCC	
8/18/17	Workforce Education Discussion	Collaboration	BBCC	
	Volleyball Games	Student Success	BBCC	
8/24/17	Samaritan Healthcare Strategy & Finance Committee	Community Engagement	Moses Lake	
	Chamber of Commerce			

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Consultants	Community Engagement	BBCC	
	Birthday Lunch	Employee Celebration	Moses Lake	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	BBCC	
8/25/17	Meet Rep Tom Dent UAS Program	Program Support	BBCC	
	Interim Title V Grant Director Tim Fuhrman	Collaboration	BBCC	
8/28/17	Director of Communications Matt Killebrew	Collaboration	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	STEM Grant IMT	Collaboration	BBCC	
8/29/17	WAC Public Hearings	Transparency	BBCC	
	Senator Murray's Rural Focused Listening Tour	Community Engagement	Port of Benton	
	Meet Recruitment Coordinator/Softball Coach Candidate	Feedback	BBCC	
8/30/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	WACTC Conference Call	System Support	BBCC	
	Review Deans' Academy Experience	Employee Support	BBCC	
	Discuss TRIO Candidates	Feedback	BBCC	
8/31/17	Phone Interview with Recruitment Coordinator Candidate	Feedback	BBCC	
	Bilingual Educator Initiative Meeting	Student Success	BBCC	
	Community Member Discussion	Community Engagement	BBCC	
	Discuss TRIO Candidates	Feedback	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Donation Discussion	Integrity & Stewardship	BBCC	
	Phi Theta Kappa Officers	Student Success	BBCC	
9/06/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Welcome Nursing Students	Student Success	BBCC	
	Volleyball Game	Student Success	BBCC	
9/07/17	Central Basin Healthcare Partnership Launch	Community Engagement	Moses Lake	
	Title V Team Meeting	Program Support	BBCC	
	Nancy Warner (Initiative for Rural Innovation & Stewardship) Tour	Community Engagement	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Volleyball Games	Student Success	BBCC	
9/08/17	Shared Governance Council	Collaboration	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	BBCC	
9/11/17	Back to School Breakfast In-Service	Excellence in Teaching & Learning	BBCC	
9/12/17	One Stop Partner Meeting	Community Engagement	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	BBCC	
	Adjunct Faculty In-Service Welcome	Excellence in Teaching & Learning	BBCC	
9/13/17	Employment Security Dept Meeting	Community Engagement	Port of Moses Lake	
	Transforming Lives Meeting	Student Success	BBCC	
9/14/17	Vision Statement Discussion	Collaboration	BBCC	
	Job Corps Luncheon	Community Engagement	BBCC	
	Director of Communications			

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
	Matt Killebrew	Collaboration	BBCC	
9/15/17	Clery CSA Training	Inclusion & Climate	BBCC	
	I Fiber News Video	College Promotion	BBCC	
	Branding Updates	Collaboration	BBCC	
9/18/17	Visit with Faculty/Staff	Collaboration	BBCC	
	Mitsubishi STEM Meeting	Pre-Planning	BBCC	
9/19/17	One-Stop Shop Discussion	Community Engagement	BBCC	
	AeroTECH CEO Lee Human	Community Engagement	BBCC	
	Financial Aid Recertification	Integrity & Stewardship	BBCC	
	Rotary Scholarship Foundation Board Meeting	Community Engagement	Moses Lake	
9/20/17	Grant Co EDC Meeting	Community Engagement	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	BBCC	
9/21/17	Samaritan Healthcare Strategy & Finance Committee Meeting	Community Engagement	BBCC	
9/23/17	Hall of Fame Recognition Dinner	Student Success Community Engagement	BBCC	
9/25/17	Self-Evaluation	Governance	BBCC	
9/26/17	Cabinet Meeting	Governance	BBCC	
	Dean of IR Valerie Parton	Program Support	BBCC	
	Transforming Lives Meeting	Student Success	BBCC	
	Welcome Athletes Event	Student Success	BBCC	
9/27/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Moses Lake Rotary Luncheon	Community Engagement	Moses Lake	
	Board Agenda Review	Preparation	BBCC	
	Director of Communications Matt Killebrew	Collaboration	BBCC	
	Volleyball Games	Student Success	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Location	Comments
9/28/17	Naming Opportunities	Integrity & Stewardship	BBCC	
	Americorps Update	Program Support	BBCC	
9/29/17	AeroTEC CEO Lee Human	Collaboration	BBCC	
	Funeral	Employee Support	Ephrata	
10/02/17	WACTC Member Phone Call	System Support	BBCC	
	Tobacco Free Discussion	Inclusion & Climate	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	BBCC	
10/03/17	Board Agenda Review	Governance	Moses Lake	Board Chair Juanita Richards
	Rotary Board Meeting, District Governor	Community Engagement	Moses Lake	
10/04/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	BBCC	
	Tobacco Task Force	Inclusion & Climate	BBCC	
10/05-06/17	WACTC Meetings	System Support	Wenatchee Valley College	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
10/9/17	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Grant Co EDC Executive Director Brant Mayo & Grant Co PUD Chuck Allen	Workforce Education Planning & Tour Community Engagement	E-4	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration		BBCC	
	Quincy Valley Leadership Meeting	Community Engagement	E-4	Quincy	
10/10/17	Attend JATP Closing Ceremony	Student Success	E-2	Seattle	
10/11/17	SBCTC Advocacy Task Force	Mission	E-1	Seattle	
10/12/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Exit Lunch	Feedback	E-5		
10/13/17	Meet Title V Director Candidate (x2)	Feedback	E-5	BBCC	
10/16/17	Transforming Lives Meeting	Student Success	E-2	BBCC	
	Board of Trustees Meeting	Mission	E-1	BBCC	
10/17/17	Cabinet	Student Success	E-2	BBCC	
	Fundraising Meeting	Student Success	E-2	BBCC	
10/18/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Board Meeting Rotary Lunch	Community Engagement	E-4	Moses Lake	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration			
10/19/17	New Employee Orientation	Excellence in Teaching & Learning	E-3	BBCC	
	Foundation Executive Committee & Board Meeting/Dinner	Integrity & Stewardship	E-5	BBCC	
10/23/17	Discuss DACA Statement	Student Success	E-2	BBCC	
	UAS Grant Director Dr. Pat	Grant Support	E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Ford				
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Title III HSI-STEM Eval Site Visit Interview	Integrity & Stewardship	E-5	BBCC	
	WACTC Capital Discussion	Integrity & Stewardship	E-5	BBCC	
	Association of WA Businesses Reception	Community Engagement	E-4	BBCC	
10/24/17	Association of WA Businesses Conference	Community Engagement	E-4	BBCC	
10/25/17	42 nd District Rep Luanne Van Werven Tour	Community Engagement	E-4	BBCC	
	Exit Visit	Integrity & Stewardship	E-5	BBCC	
	Airport Access, Port of Moses Lake	Community Engagement	E-5	BBCC	
10/26/17	Strategy & Finance Committee	Community Engagement	E-5	BBCC	
	WA Student Achievement Council Executive Director Michael Meotti Visit	Community Engagement	E-5	BBCC	
	Delbert Lamb Dedication Luncheon	Integrity & Stewardship	E-5	BBCC	
10/27/17	Strategic Planning Board Retreat	Mission	E-1	Moses Lake	
10/30/17	Health Care Sector Partnership Discussion	Community Engagement	E-4	Phone	
	WA State Senate Majority Coalition Caucus Counsel Saundra Richartz Tour	Community Engagement	E-4	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	E-1	BBCC	
10/31/17	Central Basin WorkSource Infrastructure Discussion	Integrity & Stewardship	E-5	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Dean of IR Valerie Parton	Program Support			
	Phi Theta Kappa Induction	Excellence in Teaching & Learning	E-3	BBCC	
11/01/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Review 11/14/17 Board Meeting Agenda	Mission	E-1	BBCC	Board Chair Juanita Richards
	Central Basin WorkSource Infrastructure Discussion	Integrity & Stewardship	E-5	BBCC	
11/02/17	Trustee Orientation	Mission	E-1	BBCC	Thomas Stredwick
	Sonico Tour	Community Engagement	E-4	BBCC	
	Moses Lake School District Asst Supt Dr. Carole Meyer	Community Engagement	E-4	BBCC	
11/03/17	Shared Governance Council	Mission	E-1	BBCC	
	President's Cup Presentation @ Volleyball Game	Excellence in Teaching & Learning	E-3	BBCC	

End	This period	YTD
E-1 Mission	13	13
E-2 Student Success	5	5
E-3 Excellence Teaching/Learning	3	3
E-4 Community Engagement	10	10
E-5 Integrity & Stewardship	12	12
E-6 Inclusion & Climate		

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
11/6/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	WACTC Conference Call	Systems Support	E-5	BBCC	
11/7/17	North Central Workforce Development Board Mtg	Community Engagement	E-4	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
11/8-12	Education Law Association Conference	Professional Development	E-1	San Diego, CA	
11/13/17	Exit Lunch	Feedback	E-5	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	E-1	BBCC	
11/14/17	Quincy Superintendent John Boyd	Collaboration	E-4	BBCC	
	Board of Trustees Meeting	Mission	E-1	BBCC	
11/15/17	Grant Co. EDC Meeting	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
11/16/17	Title V Meeting	Grant Support	E-3	BBCC	
11/17/17	NC Workforce Dev Board Retreat	Community Engagement	E-4	BBCC	
11/20/17	AAG Consultation	Collaboration	E-5	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	NWCCU Survey Conversation	Collaboration	E-1	BBCC	
11/21/17	Cabinet Meeting	Student Success	E-2	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
11/22/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Trustee Phone Call	Collaboration	E-1	BBCC	
11/27/17	Transforming Lives Meeting	Planning	E-2	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
11/28/17	WA State Auditor's Entrance Conference	Integrity & Stewardship	E-5	BBCC	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
	NC Workforce Development Meeting	Community Engagement	E-1	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	VP Bryce Humpherys	Collaboration	E-1	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Grant Support	E-3	BBCC	
11/29/17	Trustee Tour	Orientation	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
11/30-12/1	WACTC Meetings	System Support	E-1	Bellingham	

End	This period	YTD
E-1 Mission	19	32
E-2 Student Success	2	7
E-3 Excellence Teaching/Learning	6	9
E-4 Community Engagement	6	16
E-5 Integrity & Stewardship	4	16
E-6 Inclusion & Climate		

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
12/5/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
12/6/17	Review Board Agenda	Collaboration	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
12/7/17	Moses Lake School District Review	Community Engagement	E-4	Moses Lake	
	Grant Co EDC Celebrate Grant County Banquet	Community Engagement	E-4	BBCC	
12/8/17	Met with Community Member (Martin Luther King, Jr. Presentation)	Community Engagement	E-4	BBCC	
	Webinar	Professional Development	E-1	BBCC	
12/11/17	IRIS Presentation Discussion	Community Engagement	E-4	BBCC	
	Title V Partnership for Advancing Health Professionals (PAHP) Grant Evaluation Site Visit Interview	Integrity & Stewardship	E-5	BBCC	
12/12/17	Samaritan Hospital Strategy & Finance Committee	Community Engagement	E-4	BBCC	
	Know Be4 IT Security	Professional Development	E-1	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	PAHP Internal Monitoring Team	Integrity & Stewardship	E-5	BBCC	
	Faculty Association Discussion	Excellence in Teaching & Learning	E-3	BBCC	
	Director of Transforming		E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	STEM Pathways Grant Heidi Summers	Collaboration			
	Ethics Report	Integrity & Stewardship	E-5	BBCC	
12/14/17	Meet with Financial Aid Director Candidate	Mission	E-1	BBCC	
	New Opportunities in Aviation (NOA UAS) Grant External Evaluator	Integrity & Stewardship	E-5	BBCC	
	Aviation Report Review	Mission	E-1		
	Transforming Lives Event Planning	Mission	E-1		
	Board of Trustees Meeting	Mission	E-1	BBCC	
12/15/17	Aviation Meeting	Mission	E-1	Moses Lake	
	Holiday Potluck	Inclusion & Climate	E-6	BBCC	
12/18/17	Long-Term Advocacy Task Force Meeting	Mission	E-1	WebEx	
	Translation Services	Inclusion & Climate	E-6	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
12/19/17	Cabinet Meeting	Student Success	E-2	BBCC	
	IRIS Discussion	Community Engagement	E-4	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	Convergent Case for Support Discussion	Mission	E-1	BBCC	
	Rotary Scholarship Foundation Board	Community Engagement	E-4	BBCC	
12/20/17	Grant Co EDC Meeting	Community Engagement	E-4	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
12/27/17	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Program Preparation	Community Engagement	E-4	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
1/3/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
1/4/18	Ethics Report	Integrity & Stewardship	E-5	BBCC	
	Transforming Lives Event Preparation	Mission	E-1	BBCC	
	WA Student Achievement Council Discussion	Mission	E-1	Wenatchee	
	Transforming Lives Event	Mission	E-1	BBCC	
1/5/18	Shared Governance Council Meeting	Mission	E-1	BBCC	
	Transforming Lives Debrief Meeting	Mission	E-1	BBCC	

End	This period	YTD
E-1 Mission	26	58
E-2 Student Success	0	7
E-3 Excellence Teaching/Learning	3	12
E-4 Community Engagement	12	28
E-5 Integrity & Stewardship	5	21
E-6 Inclusion & Climate	2	2

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
1/8/18	Long-Term Strategic Advocacy Task Force	Mission	E-1	Phone	
	Review Board Agenda	Collaboration	E-1	BBCC	
	Local & Global Issues Sessions (2)	Information Sharing	E-6	BBCC	
	Quincy Valley Leadership Meeting	Community Engagement	E-4	Quincy	
1/9/18	Legislative Visit Planning	Mission	E-1	BBCC	
	Presidents' Alliance on Higher Education & Immigration Discussion	Information Sharing	E-6	Phone	
	Review Board Agenda	Collaboration	E-1	Moses Lake	
	Risk Assessment Survey Training	Integrity & Stewardship	E-5	BBCC	
	Enrollment Discussion	Mission	E-1	BBCC	
1/10/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
1/11/18	Port of Moses Lake	Collaboration	E-1	Port of Moses Lake	
	Discuss Commencement Speaking with Judge Estudillo	Mission	E-1	Phone	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
	Sexuality and Gender Acceptance (SAGA) Club Discussion	Inclusion & Climate	E-6	BBCC	
	Editorial Board Discussion	Mission	E-1	BBCC	
	Director of Transforming STEM Pathways Grant		E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Heidi Summers	Collaboration			
1/12/18	Legislative Contact, Senator Warnick	Mission	E-1	Phone	
	Editorial Board Discussion	Mission	E-1	BBCC	
	WACTC Legislative Meeting	Mission	E-1	Phone	
1/16/18	Cabinet Meeting	Student Success	E-2	BBCC	
	Columbia Basin Herald Publisher Caralyn Bess Tour of Campus	Community Engagement	E-4	BBCC	
1/17/18	Grant County EDC Meeting	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Board of Trustees Meeting	Mission	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
1/18/18	Screening Committee Preparation Training	Inclusion & Climate	E-6	BBCC	
1/22-24/18	ACT Conference WACTC Meetings	Mission	E-1	BBCC	
1/25/18	Samaritan Strategy & Finance Committee	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Prospectus Review	Integrity & Stewardship	E-5	BBCC	
1/26/18	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Director of Transforming STEM Pathways Grant Heidi Summers	Collaboration	E-1	BBCC	
	WACTC Legislative Meeting	Mission	E-1	Phone	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
1/29/18	Audit Exit	Integrity & Stewardship	E-5	BBCC	
	Tour with Blake Baldwin, Governor's Eastern/Central Regional Representative	Meeting Preparation	E-1	BBCC	
	SBCTC	Meeting Preparation	E-1	BBCC	
	ASB Officers	Discuss Legislative Visits	E-1	BBCC	
	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
1/30/18	Governor's Visit Preparation	Mission	E-1	BBCC	
	Military Transitions for Flight Programs	Aviation	E-2	BBCC	
	Prospectus Review	Integrity & Stewardship	E-5	BBCC	
	Property Discussion (2)	Integrity & Stewardship	E-5	BBCC	
1/31/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
2/1/18	Property Discussion (2)	Integrity & Stewardship	E-5	BBCC	
	Quincy Rotary (Speaker)	Community Engagement	E-4	BBCC	
	Grant County EDC Board Retreat	Community Engagement	E-4	BBCC	
2/2/18	Faculty In-Service	Mission	E-1	BBCC	
2/5/18	WorkSource One Stop Operator Introduction	Community Engagement	E-4	BBCC	
	Dean's Academy Project	Excellence in Teaching & Learning	E-3	BBCC	
	Port of Moses Lake	Workforce Education/Community Engagement	E-4	BBCC	
	Property Discussion	Integrity & Stewardship	E-5	BBCC	
2/6/18	ACEN Accreditation Meeting	Excellence in Teaching & Learning	E-3	BBCC	
	Enrollment Discussion	Mission	E-1	BBCC	
	NWCCU Training Discussion	Mission	E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	ACEN Accreditation Evaluators Lunch with President and Trustees	Mission	E-1	BBCC	
	Cabinet Meeting	Student Success	E-2	BBCC	
2/7/18	Long Term Strategic Advocacy Task Force	Mission	E-1	Phone	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	ACEN Site Review	Mission	E-1	BBCC	
	Achieving the Dream Survey	Mission	E-1	BBCC	
2/8/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Port of Ephrata Manager, Mike Wren	Community Engagement	E-4	BBCC	
	ASB Officers	Legislative Visits	E-1	BBCC	
	Probationary Tenure Binder Review	Excellence in Teaching & Learning	E-3	BBCC	
2/9/18	Shared Governance Council Meeting	Mission	E-1	BBCC	
	Donor Lunch	Integrity & Stewardship	E-5	Moses Lake	
2/12/18	Nursing Assessment	Student Success	E-2	BBCC	
	Probationary Tenure Binder Review	Excellence in Teaching & Learning	E-3	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
	Convergent Dinner	Integrity & Stewardship	E-5	BBCC	
2/13/18	Local & Global Issues Session (2)	Inclusion & Climate	E-6	BBCC	
	Employee Evaluation	Integrity & Stewardship	E-5	BBCC	
2/14/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
2/15-16/18	WACTC Meetings	System Support	E-1	Olympia	
2/20/18	Legislative Visits with ASB	Mission	E-1	Olympia	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Officers; Rep Manweller, Rep Mike Steele, Senator Mark Schoesler, Rep Cary Condotta, Sen Judy Warnick, Rep Mary Dye, Rep Tom Dent, Rep Joe Schmick				
2/21/18	Grant County EDC Annual Meeting	Community Engagement	E-4	BBCC	
	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Aviation/Military Transition Discussion	Mission	E-1	BBCC	
	Employee Evaluation (2)	Integrity & Stewardship	E-5	BBCC	
2/22/18	Samaritan Healthcare Strategy & Finance Committee Meeting	Community Engagement	E-4	Moses Lake	
2/23/18	Tour Quincy High School	Community Engagement	E-4	Quincy	
	WACTC Legislative Meeting	Mission	E-1	Phone	

End	This period	YTD
E-1 Mission	47	105
E-2 Student Success	4	11
E-3 Excellence Teaching/Learning	7	19
E-4 Community Engagement	17	45
E-5 Integrity & Stewardship	12	33
E-6 Inclusion & Climate	6	8

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
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				

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	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	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	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

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
4/02/18	Personnel Meeting	Inclusion & Climate	E-6	BBCC	
4/03/18	Cabinet Meeting	Mission	E-1	BBCC	
	Review Board Agenda	Mission	E-1	Moses Lake	Trustee Juanita Richards
	Personnel Meeting	Inclusion & Climate	E-6	BBCC	
4/04/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
4/06/18	Shared Governance Council	Mission	E-1	BBCC	
	UAS Grant Director Dr. Pat Ford	Grant Support	E-3	BBCC	
4/09/18	Director of PAHP Grant Roy Salcedo	Grant Support	E-3	BBCC	
	Personnel Meeting	Inclusion & Climate	E-6	BBCC	
4/10/18	Grant County CHI Meeting	Community Engagement	E-4	Moses Lake	
	Marketing Webinar	Community Engagement	E-4	Moses Lake	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
4/11/18	Welcome AUVSI Assoc of Unmanned Vehicle System International Conference	Community Engagement	E-4	Moses Lake	
	Meet Employment Candidate	Excellence in Teaching & Learning	E-3	BBCC	
4/12/18	Grant County EDC Executive Committee Meeting	Community Engagement	E-4	Moses Lake	
	Columbia Basin Cancer Foundation Feasibility Study	Community Engagement	E-4	Moses Lake	
	WEC Bid Opening Meeting	Integrity & Stewardship	E-5	BBCC	
	Board of Trustees	Mission	E-1	BBCC	
4/13/18	HB3009 Meeting with Rep Dent	Integrity & Stewardship	E-5	BBCC	
	New Airplane tour with Rep Dent & Senator Warnick	Community Engagement	E-4	Moses Lake	
	Exit Lunch	Mission	E-1	Moses Lake	
	Budget Process Meeting	Integrity & Stewardship	E-5	BBCC	
4/16/18	Meet Employment Candidate (x2)	Excellence in Teaching & Learning	E-3	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Discussion	Mission	E-1	Moses Lake	
4/17/18	Cabinet Meeting	Mission	E-1	BBCC	
	Columbia Basin Herald Editorial Board	Community Engagement	E-4	Moses Lake	
	Personnel Meeting	Inclusion & Climate	E-6	BBCC	
	TRIO Upward Bound Event	Mission	E-1	Moses Lake	
4/18/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
4/19/18	Samaritan Healthcare Strategy & Finance Committee Meeting	Community Engagement	E-4	Moses Lake	
	Welcome Continuing Education Conference	Community Engagement	E-4	BBCC	
	Personnel Meeting	Mission	E-1	BBCC	
	A Vision for Equity: Campus-Based Strategies for Committing to Equity and Inclusive Excellence	Inclusion & Climate	E-6	BBCC	
	Foundation Meeting (x2)	Integrity & Stewardship	E-5	BBCC	
4/20/18	5/29 Board Study Session Planning	Mission	E-1	BBCC	
	JATP Family Style Luncheon	Inclusion & Climate	E-6	BBCC	
	Sonico Open House	Community Engagement	E-4	BBCC	
4/23/18	Computer Science Student Internships	Mission	E-1	BBCC	
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	WACTC Capital Budget Webinar	System Support	E-1	BBCC	
	Meet Employment Candidate	Excellence in Teaching & Learning	E-3	BBCC	
4/24/18	ctcLink Conference Call	Mission	E-1	BBCC	
	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	Meet Employment Candidate	Excellence in Teaching & Learning	E-3	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	STEM Transforming Pathways Internal Monitoring Team	Integrity & Stewardship	E-5	BBCC	
4/25/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
	UAS/NOA Transforming Pathways Internal Monitoring Team	Integrity & Stewardship	E-5	BBCC	
4/26-27/18	WACTC Meetings	System Support	E-1	BBCC	
4/30/18	Discussion	Inclusion & Climate	E-6	BBCC	
	WEC Groundbreaking Planning	Mission	E-1	BBCC	
	Dashboard Discussion	Mission	E-1	BBCC	
5/01/18	Mayor's Breakfast	Community Engagement	E-4	BBCC	
	Cabinet Meeting	Mission	E-1	BBCC	
	WSSDA Meeting & Dinner	Community Engagement	E-4	Moses Lake	
5/02/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Employee Support Meeting	Inclusion & Climate	E-6	BBCC	
	Student Recognition Night	Excellence in Teaching & Learning	E-3	BBCC	
5/03/18	Board Study Session Planning	Mission	E-1	BBCC	
	Colors of Social Justice Activism Presentation	Inclusion & Climate	E-6	BBCC	
	TRIO Upward Bound Signing Day Celebration	Mission	E-1	BBCC	
5/04/18	Faculty In-Service	Excellence in Teaching & Learning	E-3	BBCC	
	Community Project Plan Proposal	Community Engagement	E-4	Moses Lake	
5/07/18	Director of Communications Matt Killebrew	Collaboration	E-1	BBCC	
	SSS Update	Mission	E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
	Dean of IR Valerie Parton	Program Support	E-1	BBCC	
	Phi Theta Kappa Induction	Excellence in Teaching & Learning	E-3	BBCC	
5/08/18	Port of Moses Lake Taxiway	Community Engagement	E-4	Moses Lake	
	Personnel Meeting	Mission	E-1	BBCC	
	PAHP Internal Monitoring Team	Integrity & Stewardship	E-5	BBCC	
	Civil Air Patrol meeting	Mission	E-1	BBCC	
	IST Advisory Meeting	Excellence in Teaching & Learning	E-3	BBCC	
5/9/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Travel to ACT Conference				
5/10-11/18	ACT Conference	Mission	E-1	Vancouver	
5/14/18	Long-term Strategic Advocacy Task Force WebEx	Mission	E-1	BBCC	
	Lab Fees Discussion	Integrity & Stewardship	E-5	BBCC	
	Boys & Girls Club Campaign	Community Engagement	E-4	Moses Lake	
	Cabinet Discussion	Mission	E-1	BBCC	
	Mitsubishi Aircraft Support	Community Engagement	E-4	Moses Lake	
5/15/18	Cabinet Meeting	Mission	E-1	BBCC	
	Personnel	Inclusion & Climate	E-6	BBCC	
	Workforce Education Center Groundbreaking	Mission	E-1	BBCC	
5/16/18	Grant County EDC (x2)	Community Engagement	E-4	Moses Lake	
	Threat Assessment Team/CARE Team	Inclusion & Climate	E-6	BBCC	
	Rotary Scholarship Meeting	Community Engagement	E-4	Moses Lake	
5/17/18	Welcome Governor's Poverty Reduction Task Force	Community Engagement	E-4	Moses Lake	
	Exit Lunch	Inclusion & Climate	E-6	BBCC	
5/18/18	Welcome ARFF Training	Inclusion & Climate	E-6	BBCC	
	Dissertation Study	Community Engagement	E-4	Moses Lake	
	Boys & Girls Club Tour	Community Engagement	E-4	Moses Lake	
5/19/18	Cellarbration for Education!	Mission	E-1	BBCC	

President's Activity Log Highlights

Date	Activity	Purpose of meeting	Ends	Location	Comments
5/21/18	JATP Closing Picnic	Mission	E-1	BBCC	
	Personnel	Inclusion & Climate	E-6	BBCC	
5/22/18	WEC Building Grant Meeting with Lauzier Foundation	Mission	E-1	BBCC	
5/23/18	Executive Team meeting with Vice Presidents	Information Sharing & Coordination	E-1	BBCC	
	Rotary Lunch Meeting	Community Engagement	E-4	Moses Lake	
	Executive Director of the Foundation LeAnne Parton	Collaboration	E-1	BBCC	
5/24/18	Samaritan Healthcare Strategy & Finance Committee Meeting	Community Engagement	E-4	Moses Lake	
	Welcome MSSDA				
	Adams Neilson Groundbreaking event	Community Engagement	E-4	Moses Lake	
	Deliver Commencement Address at Job Corps	Community Engagement	E-4	Moses Lake	
5/25/18	Grant County EDC Discussion	Community Engagement	E-4	Moses Lake	

End	This period	YTD
E-1 Mission	42	176
E-2 Student Success	0	14
E-3 Excellence Teaching/Learning	10	32
E-4 Community Engagement	29	85
E-5 Integrity & Stewardship	7	54
E-6 Inclusion & Climate	107	25

Excerpt from June 8, 2017 Board Meeting Minutes

10. President's Evaluation Process

A formal process is necessary to complete the president's evaluation. The trustees discussed using the form created by Trustee Anna Franz for the president's 2016-17 evaluation at the board retreat. Additional items may be added to the president's 2017-18 evaluation process at the retreat. The information discussed at the retreat will be acted on at the subsequent board meeting.

Motion 17-34

Trustee Jon Lane moved to approve using the president's evaluation form as presented for the president's 2016-17 evaluation. Trustee Stephen McFadden seconded, and the motion carried.

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

BBCC LEADERSHIP COMPETENCIES

ADMINISTRATIVE - Works efficiently, establishes short and long-term plans, manages execution of responsibility (including structure, staff, and budgets), provides direction, and develops systems and processes.

COMMUNICATION - Speaks clearly and delivers effective presentations, fosters open communication, actively listens to others, and prepares professional written communications.

INTERPERSONAL – Builds collaborative relationships, values diversity, displays respect for differences, addresses and manages conflict, fosters teamwork, puts people at ease, and displays compassion and sensitivity.

CONTINUOUS IMPROVEMENT - Champions change by inspiring a shared vision, challenges the way things have always been done, open-minded, strives to implement best practice, creative and innovative, leads courageously, and takes risks.

MOTIVATION – Displays initiative, drives for results, shows work commitment, conveys a sense of urgency, and aspires to excellence.

ORGANIZATION KNOWLEDGE - Knows the business and organizational issues, uses financial/quantitative data, and increases efficiency and effectiveness through the incorporation of technology.

ORGANIZATION STRATEGY - Recognizes “big picture” implications, influences others, promotes corporate citizenship, manages resources to ensure continued growth, displays organizational and financial savvy, focused on customer service, and demonstrates a commitment to quality.

SELF-MANAGEMENT - Acts with integrity, is self-aware, composed, develops oneself, demonstrates adaptability to a changing work environment, is trustworthy, and balances personal life and work.

DECISION MAKING - Innovates, analyzes multiple perspectives of an issue, uses sound and objective judgment to make timely, appropriate and balanced decisions, thinks strategically, and includes others in the decision-making process.

OWNERSHIP/ACCOUNTABILITY – Understands policies, regulations and performance expectations, follows ethical practices, inspires commitment, holds self and others accountable, follows through on commitments, and confronts issues directly.

DEVELOPMENT – Invests in employees, committed to personal and professional development for all, coaches and develops others, and recognizes and celebrates the achievements of others.

10. President's Evaluation

President Leas' 2016-17 evaluation was completed and submitted by the board as follows.

"The Board of Trustees is satisfied with the overall performance of the college and with President Leas during this past year. Upon the review of the previous year, the Board finds that the College has met the end statements established by Board policy. Dr. Leas has continued to strive towards cultivating positive relationships with students, employees, community leaders, business and industry leaders, elected officials, members of the Washington State Community and Technical Colleges, institutional officials, and donors. Dr. Leas strives to strengthen the college and its inclusive culture, while working to ensure every new and existing program and process keeps student success at the forefront. Dr. Leas possesses a leadership style that fosters a healthy environment of collaboration and inclusion.

During Dr. Leas' fifth year at the college it is evident that he has made progress in deepening a culture of inclusion and collaboration. Dr. Leas encourages others to utilize their strengths, overcome their challenges, and to communicate and collaborate with others by fostering a positive and inclusive climate at the college. The Board recognizes Dr. Leas' commitment to engage everyone in the development of best practices and processes that will serve to expand educational opportunities at Big Bend. His leadership style incorporates active listening skills and promotes an environment of trust and mutual respect.

We can all agree the success of Big Bend's current and future students depends on our continued focus on strengthening our programs, expanding innovative concepts, and fostering a culture and environment welcoming to all.

The Board of Trustees recognizes several successful accomplishments this past year:

- Earning Achieving the Dream (ATD) Leader College designation under Dr. Leas' leadership. Leader Colleges embody ATD's goal to help colleges build the institutional capacity that creates a student-focused culture and strong outcomes for all students.*
- Grant recognition for Big Bend Community College's Opportunity Grant (OG) acknowledging that over the past five years that Big Bend had an average 83.6% retention rate with OG students.*
- Grant recognition for Big Bend Community College Early Achievers Grant that Big Bend was one on only two colleges that both exceeded their FTE targets last year and had persistence rates about 90%. Big Bend's FTE target for this past year was a 7, and we are currently at 10.*
- Addition of the new Committee on Equity, Inclusion, and Diversity (CEID), formerly known as the ad-hoc Multicultural Development Team. CEID is now*

among our college's permanent committee structure to continue to strengthen inclusivity on our campus.

The Board also recognizes and encourages Dr. Leas' efforts towards community involvement. Dr. Leas has continued to place a focus on his involvement with the community and serving as an ambassador of the college with his participation in several community groups such as serving on the Samaritan healthcare Strategic Planning & Finance Committee, Rotary, Grant County Economic Development board, Adams County Industry Council, CTC statewide focus group, and Chair for the WACTC Capital Committee, and North Central Washington Workforce Development Council for Grant & Adams counties.

The Board of Trustees expects that the findings from the NWCCU evaluation that led to the "Notice of Concern" will be corrected in the suggested timelines from the NWCCU. The Board acknowledges and supports the plan developed by Dr. Leas' cabinet to meet those timelines and expects that procedures will be in place to secure successful accreditation reviews into the future.

As Dr. Leas enters his sixth year at Big Bend, the Board encourages and supports Dr. Leas in maintaining the positive contributions to the institution highlighted above while focusing on leading the college through the many challenges it faces. The Board is setting high expectations in the areas of transparency, advocacy, and communication, but has full faith that Dr. Leas will rise to the challenge.

In order to support the forward growth and stability of Big Bend, the Board requests that Dr. Leas strengthen the level of transparency in developing and implementing changes to structures, programs, and future planning. The Board encourages Dr. Leas to establish, articulate, and lead an effort to examine Big Bend's professional/technical programs, identify potential areas for growth, and develop a plan to ensure that these programs are sustainable. This effort will include the creation of a plan to address the growing need for professional trades in the region and state. Any future plan should include how to best maximize campus facilities, especially the new Professional/Technical Education Center.

Vital to this future planning effort is the need to continue to strengthen advocacy for Big Bend. The Board requests that Dr. Leas continue and intensify his interaction with our legislative representatives to support the completion of the Professional Technical Education Center through the state capital process. Additionally, Big Bend has been presented with an opportunity to replenish and maintain its aviation fleet which will ensure an active and quality aviation education program for many years to come. However, this opportunity must be fully supported through coordinated efforts with Big Bend representatives and our partners at Central Washington University. In addition to supporting these legislative efforts, the Board expects Dr. Leas to develop a plan to market Big Bend to our community and ensure access to all members by delivering a message that there is a place for everyone at Big Bend.

Finally, the Board encourages Dr. Leas to continue to strengthen communication with the Board of Trustees to establish a structure of continued contact, transparency, and guidance between the Board and the President's Office to ensure coordinated support of the College.

With appreciation, the Board of Trustees congratulates our President, Dr. Terrence Leas, on his fifth successful year of leading Big Bend Community College."

Motion 17-49

Trustee Stephen McFadden moved to approve the president's evaluation. Trustee Jon Lane seconded and the motion passed.

The trustees thanked President Leas for his exceptional service to the college and highlighted several achievements and placed a focus on goals to achieve. Trustee Jon Lane also complimented Dr. Leas on his involvement at the state level and commented that Dr. Leas' colleagues respect him.