Board of Trustees
Regular Meeting

June 6, 2019
1:30 p.m.

ATEC
Hardin Community Room

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

Big Bend Community College District #18

Governing Board:

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

President Terry Leas

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

Board Goals

Continued involvement at the State and Federal Level.

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

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

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

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA
Regular Board Meeting
7662 Chanute Street Moses Lake, Washington 98837
Thursday, June 6, 2019, 1:30 p.m.
ATEC- Hardin Community Room

1. Call to Order/Roll Call
2. Pledge of Allegiance – Board Chair Jon Lane
3. Introductions
   New Employees
4. Consent Agenda **(E-1)**
   a. Meeting Minutes April 11 and April 22, 2019 **(Action)**
   b. President's Activity Update **(Information)**
   c. Accreditation **(Information)**
   d. Student Success **(Information)**
   e. Assessment **(Information)**
   f. Finance & Administration Report **(Information)**
   g. Human Resources Report **(Information)**
   h. Enrollment Report **(Information)**
   i. Classified Staff Report **(Information)**
   j. Safety & Security Report **(Information)**
   k. E-6 Inclusion and Climate **(Information)**
5. Remarks
   (Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E)
   a. ASB Public President – Cydney Schaapman
   b. Classified Staff Representative – Robin Arriaga
   c. Faculty Association President – Salah Abed
   d. VP Finance & Administration – Linda Schoonmaker
   e. VP Learning & Student Success – Dr. Bryce Humpherys
   f. VP Human Resources & Labor – Kim Garza
   g. Executive Director BBCC Foundation – LeAnne Parton
6. 2019 Mission Fulfillment Monitoring Report – President Terry Leas **(E-1, Action)**
7. Strategic Plan – President Terry Leas **(E-1, Information)**
8. 2019-20 Operating Budget – VP Linda Schoonmaker **(E-1, Action)**
9. Exceptional Faculty Award Requests – VP Bryce Humpherys **(E-3 Action)**
10. Offering Bachelor of Applied Science Degrees – VP Bryce Humpherys **(E-1, Action)**
11. Employee Recognition – President Terry Leas **(E-1, Action)**
    Executive Session – Break
12. President's Evaluation – Trustees **(E-1, Information/Action)**
13. Study Sessions – Chair Jon Lane **(E-1, Information/Action)**
14. Trustee Orientation and Onboarding – Chair John Lane **(E-1, Information/Action)**
15. Board Chair Election – Trustees **(E-1, Action)**
16. Assessment of Board Activity – Trustees **(E-1, Information)**
17. Next Regularly Scheduled Board Meeting – Trustees **(E-1, Information/Action)**
18. Miscellaneous – Trustees, President Leas **(E-1, Information/Action)**
19. Adjournment

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

NEXT MEETING: Thursday, August 8, 2019 (Tentative Retreat)

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

Summer 2019 Campus Events

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

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

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

June	6	Board Meeting; 1:30 p.m.; Hardin Community Rm
	6	ASB Sponsored Car Smashing Fundraiser; 9:00 – 2:00 p.m.; 1400/1800 Parking Lot
	12	HS21+ Graduation; 6:00 p.m.; Wallenstien Theater
	14	Commencement; 5:30 p.m.; Moses Lake Lions Field
	15	Nurses' Pinning Ceremony; 11:00 a.m.; Wallenstien Theater
July	1	Summer Instruction Begins
August	8	Board Meeting (Retreat)
August	9	Summer Instruction Ends
Sept	16	Back-to-School Breakfast/ 7:30 a.m.; Masto Conference Center
	23	Fall Quarter Begins

May 22, day one of the annual Solar Races & Energy Fair - a collaborative event that is coordinated by Grant County PUD, REC Silicon, Moses Lake School District, and Big Bend Community College. More than 1,300 fifth graders are expected to participate in the two-day event.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for action)

a.   Board Meeting Minutes

BACKGROUND:

The minutes of the board study session meeting on April 22, and the regular board meeting on April 11, 2019, are included for approval.

Prepared by the President's Office.

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

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held its regular Board meeting April 11, 2019, at 1:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1.   Call to Order

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

2.   Introductions
Board Chair Jon Lane announced that the meeting is being streamed live through MediaSite.

TRiO Upward Bound Academic Coordinator Sue Workman introduced Fatima Cortez and Elizabeth Guadarrama. They are Running Start students from the Royal City High School and two out of 500 students in the nation selected to receive the $20,000 Dell Scholars Scholarship. The scholarship includes a laptop, tutoring, books, and fees. Ms. Guadarrama said she is deciding which four-year university she will attend to study mathematics. Ms. Cortez plans to study journalism at WSU.

Director of Title V Grants Tammy Napiontek introduced BBCC alum Elijhah Bozin as the Title V Advising Resource Coordinator.

Athletic Director Mark Poth introduced two Women's Basketball Players and some of the wrestling athletes. AD Poth stated the average cumulative GPA of all the athletes was above 3.0, nine student athletes earned 4.0 GPAs, and 50% of the athletes are on the VP or President's lists. Women's basketball players Anna Yarbro from Moses Lake and Kayla Luke from Idaho introduced themselves as pre-nursing students. The Women's basketball team earned a 3.82 cumulative GPA and won 30 games to earn the Eastern Regional title and played in the final four championship game.

The Wrestling team was added last June and eleven of the student athletes only attended college to continue wrestling. Wrestlers Christian Knopp from Moses Lake, Beau Wiebe from Seattle, Jon Chamberlain from TX, Andrew Showman from Prosser, Jake Trask from AZ, Eduardo Rodriguez from Royal City, Jose Galindo from Royal City, Alex Garcia from Brewster, and Roman Porter from NV introduced themselves. Athletic Director Mark Poth reported that Maria Reyes of the women's wrestling team earned a national championship. Both wrestling teams performed very well.

Dr. Leas shared that ASB President Cydney Schaapman earned the WA President's Civic Leadership Award after being nominated by Director of Student Activities Kim Jackson for showing great leadership.

3. **Consent Agenda**
a) Approval of Board Meeting Minutes March 7 and March 14 (A); b) President's Update (I); c) Accreditation (I); d) Student Success Update (I); e) Assessment Update (I); f) Finance & Administration Report (I); g) Human Resources Report (I); h) Enrollment Report (I); i) Safety & Security Report (A); j) E-6 Inclusion & Climate.

Motion 19-22   Trustee Anna Franz approved the consent agenda. Trustee Juanita Richards seconded the motion, and the motion carried.

4. **Remarks**
a.   ASB President Cydney Schaapman shared ASB and club news. ASB hosted Bingo Night with the help of some Board of Trustees members and administrators. ASB also sponsored a pizza party for the baseball team in appreciation of their support.

ASB helped out at Viking Orientation during Spring break and has continued with distributing Monday morning treats this quarter. An ASB and Club Leadership Training is scheduled April 12 on the topic of mental health and suicide awareness and prevention. Tomorrow evening ASB is sponsoring a magician, at 7:00 p.m. in Wallenstien Theater.

Nursing Club students have been raising funds throughout the year to pay for their NCLEX review. Their final fundraiser is a silent auction on April 24.

b.   Classified Staff Representative Robin Arriaga was not available for the meeting.

d.   VP Linda Schoonmaker shared that the military is renting the DeVries Activity Center. Director of Facilities and Capital Projects James Sauceda has taken a new position away from BBCC, and Executive Director of the Business Office Char Rios is filling the position. The Workforce Education Center (WEC) Art Committee met yesterday with artist Brian Borrello who just returned from the Middle East to consider him as the project artist. BBCC is required to spend a certain percentage of the WEC funding–approximately $130,000–for art in or around the building.

Big Bend Technology is testing Zoom Video Conference for capturing the board meeting today. The former video conferencing technology, MediaSite, is expensive, requires an equipment upgrade, and does not provide accessible

closed captioning. We are the only college in WA State that live streams board meetings. Employees often view the board meetings from their desks.

VP Schoonmaker reported that she continues to work toward coordinating a federal grant review by the State Auditor's office; she is currently waiting to learn when OSA officials are available to come to campus. She also said that WEC tours are available on Tuesdays at 2:30 p.m. Trustees can let executive assistant Melinda Dourte know if they want to take the tour.

e.   VP Bryce Humpherys reported spring quarter has begun. The Title III STEM Grant may purchase software to support advising work.

f.   VP Kim Garza reported that she received notice from the Faculty Association to open contract negotiations. This activity begins in the spring and usually goes through the summer. Offers have been extended to math instructor candidates David Mayhugh and Johanna Doty-Fleming. Candidates for the Dean of Student Services position have been on campus this week; VP Garza is hoping the Dean will be selected by Monday, April 22. April is sexual assault awareness month and several activities are scheduled on campus including displays from New Hope Domestic Violence, a showing of *The Hunting Ground* movie, National Denim Day, Brazilian Jiu Jitsu's "walk a mile in her shoes" and a "red my lips" photo opportunity.

Trustee Jon Lane asked about equity and diversity in hiring. VP Kim Garza said she is working with Deans and Division Chairs to verify that the minimum qualifications are not barriers and working to ensure the screening committee scoring is fair. Screening committee members participated in bias training during fall quarter. VP Garza said some positions have more diverse applicant pools, and there are more applicants from underrepresented groups. The number of administrative exempt and classified employees from underrepresented groups has increased. Nursing and Aviation Instructor positions are particularly difficult to fill. Trustee Lane expressed his appreciation for the efforts to increase equity and diversity.

g.   Executive Director of the Foundation LeAnne Parton reported that secured pledges for the Building Tomorrow's Workforce Capital Campaign total $2,193,075. There have been 114 asks resulting in 51 pledges, a few undecideds and 26 no's. A few more grant applications have been submitted; Walmart will award an amount to be announced May 3. There are additional people or businesses to call on and more grants to write in 2019.

The Foundation received 211 scholarship applications this year. They have all been scored and awards will be completed soon. Microsoft doubled their scholarship from $30,000 to $60,000 for next year for the data center program. Dr. Leas and Executive Director Parton will visit the Grant County PUD on June 11.

Executive Director Parton stated Cellarbration! planning is gearing up for May 18, 2019.

The athletic auction was supported by the Foundation. They grossed nearly $37,000 with only food costs for expenses.

6. Academic Master Plan

Dr. Leas introduced the draft Academic Master Plan (AMP) as the key element of the college's strategic plan. The AMP drives facilities, technology, student support services and all other efforts. Dr. Humpherys shared that the AMP Committee is a standing committee that meets as needed and includes Deans, ASB representation, Division Chairs, and additional staff. Faculty and staff from each program are on the committee. Faculty provide feedback on the initial outline, meet again to discuss and then the draft AMP is shared with the campus community for feedback and focused discussion in faculty divisions. The final document will be shared with Cabinet by the end of the academic year.

Trustee Jon Lane asked about career pathways. VP Humpherys stated career pathways is a strategy to help students identify academic programs and not specifically referenced in enrollment management. Dr. Leas added that the AMP is a strategic document about program expansion and the principles and goals of enrollment management. Guided pathways is an operational tool to accomplish enrollment goals.

The AMP addresses the instructional aspects of the larger strategic plan which is broader in scope, similar to how the Facilities Master Plan addresses facilities. Teaching and learning are the heart of what BBCC provides.

VP Humpherys stated the current focus is preparing for the accreditation visit by the Northwest Commission on Colleges and Universities (NWCCU) in the fall of 2020. The new accreditation standards are less prescriptive than the current standards. Core themes are not prescribed under the new standards, and there is a less rigid structure. After the accreditation visit in October 2020, the NWCCU will notify BBCC of their findings in the spring. Beginning with the new accreditation cycle in 2021, BBCC will review the mission, core themes, objectives, strategic goals, and priorities focusing on simplifying. The process will include soliciting feedback from the campus and service district communities.

c. Faculty Association President Salah Abed shared faculty news. Early Childhood Education (ECE) Coordinator Jenny Nighswonger reported that the ECE program is partnering with the Moses Lake Public Library to facilitate literary-based, "make-and-take" projects with community children and their families. Each child will receive a complimentary book and pizza. Six ECE students are volunteering to help Kindergarten teachers and educational assistants assess children at Kindergarten Roundup at Garden Heights. Guest speakers from the Grant County Health District will present information to the Inclusive Education class.

Psychology/Criminal Justice Instructor Dr. Ryann Leonard shared that criminal justice will participate in several trainings with local law enforcement. The college is also partnering with the Police Citizen's Academy to provide local community members opportunities to learn more about law enforcement and its role within our communities.

Nursing Instructor Jennifer Reames Zilliox shared that the nursing faculty members have been working diligently on Standard 6 of their accreditation report to ensure it is ready to file in early 2020.

Automotive Technology Instructor Richard Wynder reported that a recent Big Bend graduate completed Tesla repair training and will work for Tesla in Bellevue.

Board Chair Jon Lane announced a five-minute break at 2:46. The meeting reconvened at 2:51 p.m.

7.   Bachelor of Applied Science

Dr. Leas stated the college wants to fulfill its mission in the service district and increase student enrollment. College enrollment typically drops when the employment rate is up. To counter that trend and provide a community need, BBCC is considering offering a Bachelor of Science (BAS) degree in Management to be offered online and evenings. This will meet the stated need of employers in the service district and accommodate many working adults. The BAS also serves as a transfer option for BBCC graduates. CWU does not offer a BAS in management. Research shows that occupations in demand in this area include education, nursing, and management. Education and nursing bachelor's degree have significant requirements for instructors which will be difficult to meet. The BAS in management can serve graduates from many different educational and career paths and allow place-bound students to continue their education.

The BAS development process includes submitting a statement of need to the SBCTC in July. The SBCTC will approve (or not) in October and then notify BBCC to move forward.

Trustee Thomas Stredwick asked about the performance of collocated four-year universities at BBCC. VP Humpherys stated universities have been located on the BBCC campus to serve cohorts and their enrollment numbers dwindled. CWU offers an Interdisciplinary Social Sciences degree and a more general technology degree on our campus. BBCC also has long-term relationships with school districts and local employers that the four-year universities do not.

Trustee Stephen McFadden reported he is hearing the same message from employers that BBCC surveys have provided: the need for managers in this area for existing and new industries and businesses. Some inquiring potential employers choose to locate their businesses elsewhere due to the low rate of educational attainment in our area.

Trustee Anna Franz asked about the tuition rate. VP Humpherys stated the tuition rate will be the same as the tuition rate at four-year schools. Dr. Leas stated there are over 100 Bachelors of Applied Science degrees being offered by community and technical colleges around the state. The final documents will be presented to the board during the June 6 meeting for review and possible approval.

8.   Athletic Program Update

Dr. Leas introduced an update of the athletic program enrollment strategies. He said college athletes must be full-time students, and BBCC's athletic program serves local students and students from around the state. Dr. Humpherys shared that the goals of the BBCC athletic program pilot model are to increase and preserve FTEs, establish a sustainable athletic budget, and fund facility repairs and upgrades–specifically the gym floor. The athletic programs increased their fundraising efforts and worked to retain their team members. He said that in October, the choice was to grow athletics or cut athletics and the growth model was implemented. They experimented with splitting a portion of the wrestling athletes' tuition to fund the team. VP Humpherys shared that there were 100 athletes enrolled in 2017-18 and 155 athletes enrolled in 2018-19. The addition of the wrestling team increased enrollment.

VP Humpherys shared the details of the 2018-19 athletics budget. The expenses from volleyball, men's and women's basketball, softball and baseball total $440,663. ASB fund revenue is $340,000 leaving a $109,663 deficit. The cost for a full wrestling team is $86,767. The tuition revenue from the full wrestling team is $114,038. The tuition revenue from full rosters above historical rosters is $24,091. Annual fundraising and gate receipts total $60,000 leaving a balance of $1,699. Aside from the tuition dollars, the FTEs are also a concern. BBCC is allotted a certain amount money for each FTE, and the FTE target is based on a rolling three-year average. BBCC is currently at 88% of the FTE target. Athletics boost enrollment which affects state-funded FTEs positively.

Trustee Anna Franz requested a breakdown of how non-athlete tuition funds different areas beyond the qualitative information shared today. She expressed concern that non-athletic students are subsidizing the campus at a higher rate than the athletic students. She asked for a comparison of how student athletes' and non-athletic students' tuition dollars are spread across the campus in order to ensure the financial benefit is equitable. VP Linda Schoonmaker stated that some BBCC programs have higher expenses than others and are subsidized by the lower cost academic courses. Trustee Thomas Stredwick stated some subsidies are okay and it is important for trustees not to get too deep into the weeds. He asked about the community benefits of different kinds of students and how BBCC meets the mission and ends statements. Trustee Stephen McFadden commented that VP Humpherys shared the wrestling team funding model pilot and today's presentation is a mid-cycle analysis.

When implementing enrollment strategies, tuition and FTEs are considered. VP Humpherys stated that today's presentation focuses on the tuition portion, and there has been a significant increase in students served and retention has increased. Having a full-

time athletic director working on fundraising and with the coaches and teams made a positive difference in the fundraising, team rosters, and retention in athletics.

VP Humpherys shared other potential athletic programs with low overhead such as track, cross country, and golf. Full rosters for track, cross country, track and wrestling could attract 169 FTEs, potentially $845,000 in preserved state-funded FTEs. The existing five sports of volleyball, men's and women's basketball, softball and baseball attract around 91 FTEs. Fundraising is essential for all athletic programs to be self-sustaining. Dr. Leas stated the data presented today is promising to preserve FTEs and build self-sustaining athletic programs.

9. Employee Focus Group Report

Board Chair Jon Lane shared that the Employee Focus Group Report will be addressed regularly per a new consent agenda item titled E-6 Inclusion and Climate. Dr. Leas shared that he has compiled a list of activities focused on addressing issues raised in the EFGR. The activities have raised his and the vice presidents' awareness resulting in changes and improved behaviors.

Trustee Stredwick stated it takes time for broken trust to be reestablished and asked how Dr. Leas will know when it is reestablished. How will the college move from implementing new strategies to making those new strategies the new normal? Dr. Leas responded that another survey may be necessary in the future to measure climate improvement and following through on suggestions he is discussing with staff is important to normalize the improved strategies. Trustee Lane said he is asking more questions at board meetings to stimulate more discussion. He asked Faculty Association President Salah Abed for the faculty perspective. Instructor Abed said that faculty members believe the issues are being taken seriously and want to see action and changes moving forward. The faculty members want to meet directly with board members. Trustee McFadden said the trustees' constituents include students, staff, faculty members, and community members and asked if meeting with faculty over coffee to listen and not solve problems would go against policy governance. President Leas said "no" but that it could. He compared faculty members going directly to board members to disgruntled students speaking directly to the President instead of communicating with their instructor. It is important to redirect the disgruntled person to speak directly with the person at the appropriate level, otherwise there may be breakdown in communication. As long as trustees were not expected to become involved in operational matters, the policy governance model will be preserved. Trustee Anna Franz stated two of the underlying themes were voice and communication, perhaps employees meeting with the president would improve engagement. Trustee Juanita Richards stated the trustees are taking the issues seriously and want to be engaged in the process. Trustee Jon Lane asked that the faculty members share more during their verbal board meeting reports.

10 Study Sessions

The trustees confirmed the board study session on April 22 to review trustee orientation and onboarding information.

11.   Assessment of Board Activity
Board Chair Jon Lane shared that he attended the JATP Welcoming Ceremony (E-1, E-4, E-5, E-6). He also met with Dr. Leas to plan the study session (E-1, E-2, E-3, E-4, E-5, E-6) and attended the board study session (E-1, E-2, E-3, E-4, E-5, E-6).

Trustee Stephen McFadden attended the *Building Tomorrow's Workforce* meeting with McCain Foods (E-1, E-2, E-3, E-4, E-5).
Trustee Anna Franz reported that she attended the JATP Welcoming Ceremony (E-1, E-4, E-5, E-6)

12.   Next Regular Meeting
The board confirmed the date of June 6, 2019, for the next board of trustees meeting.

13.   Miscellaneous
President Leas shared that New York Times bestselling author Erika Sanchez will read from her new book *I'm not your perfect Mexican daughter* May 8. He also announced that he and Trustee Anna Franz will attend the Spring ACT Conference in Walla Walla. Trustee Franz volunteered to take proxy votes for the trustees' business meeting at the conference.

Board Chair Jon Lane suggested adding the entire board to the miscellaneous agenda item rather than assigning it to only the president and board chair.

Board Chair Jon Lane shared that he has learned that veterans leading the flag salute may be inappropriate as military service people take an oath to the U.S. Constitution, not the flag. The U.S. Military Code states that "persons in uniform" should remain silent. The board chair or other trustee could lead the pledge. Trustee Lane wants to honor veterans when they are available. They could join for the flag salute; Jim Leland could send someone to be honored.

The meeting adjourned at 4:52 p.m.

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Jon Lane, Chair

ATTEST:

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Terrence Leas, Secretary

THE OFFICIAL MINUTES

The Big Bend Community College Board of Trustees held a Board Study Session April 22, 2019, at 1:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

      Call to Order

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

1.   Board Training

Trustee Thomas Stredwick reported that he developed the draft trustee onboarding and orientation document in response to board goals 2 and 3, which read 2. development of a timeline to receive meaningful, accurate, and reliable data to determine board effectiveness and 3. development of an on-boarding process for new trustees and others who are in leadership positions.

Trustee Stredwick led the discussion about the draft training schedule and encouraged the trustees to make suggestions. He and Trustee Lane learned about the trustee mentor idea during the ACCT conference. The trustees discussed that the board chair or the chair's designee could serve as new trustees' mentors. The board also discussed developing an online resource and a binder of information containing key pieces of information for each trustee.

The board discussed succession planning. A link to the Governor's Boards and Commissions webpage will be added to the Board Resources page. Anyone can apply to be a trustee and the president and trustees are encouraged to share board member openings with interested community members. The trustees discussed encouraging diversity on the board and sharing the time commitment involved.

The board discussed their policy governance, which is derived from the Carver Policy Governance model. They plan to review the Ends and the Executive Limitations and consider writing a new policy governance model. They will continue to use the modified Carver Policy Governance model until the new policy is written.

Trustee Thomas Stredwick will work with Dean Valerie Parton to compile a one or two page "quick facts at a glance" document. Trustee Anna Franz will search for a concise Robert's Rules of Order guide as a board resource.

The trustees stressed the importance of every new trustee intentionally touring the campus with a trustee mentor and the president.

Recommended readings for trustees include: *Blind Spot* and *Humble Inquiry.*

Core documents discussed by the board members for the trustee binder/online portal include: annual calendar, dashboard, emergency response and planning information, student success information, programs, clubs, student demographics, Foundation information, monitoring reports, Facilities Master Plan, and Workforce Education Plan. This is living resource and will be adjusted as needed.

Dr. Leas expressed his appreciation for the trustees' strategic conversation.

The meeting adjourned at 3:34 p.m.

Jon Lane, Chair

ATTEST:

Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

b.   President's Activity Update

BACKGROUND

Highlights of President Leas' activities from April 1, through May 24, 2019, follow.
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Prepared by the President's Office.

RECOMMENDATION:

None.

Date	Description								
4/1/19	Building Tomorrow's Workforce Campaign Meeting	X			X	X			
	Meet with student	X					X		
	Discuss Board Agenda	X							
	Dialogue with Dr. Leas				X		X		
	JATP Welcoming Ceremony & Dinner	X		X	X				
4/2/19	Cabinet Meeting	X	X			X			
	Exit Lunch				X		X		
	Grant County EDC Executive Director	X			X				
	Transforming STEM Pathways Director Rafael Villalobos	X				X			
	Title V Director Tammy Napiontek	X		X		X			
	Graduation Discussion	X		X					
	Wallenstien Theater Discussion	X	X	X	X				
	Executive Team Meeting with Vice Presidents	X							
	Rotary Lunch Meeting	X	X	X	X		X		
4/5/19	Shared Governance Council Meeting	X							
	WACTC Legislative Call	X			X	X	X		
	BBCC Athletic Auction & Dinner	X			X				
4/8/19	Interview Dean of Student Services Candidate	X	X	X					
	Executive Team Meeting with Vice Presidents	X							
4/9/19	Interview Dean of Student Services Candidate	X	X	X					
	Discuss TRiO Grants	X	X	X		X			
	Institutional Research Discussion	X	X	X					
	Dean of Institutional Research	X	X	X					

Date	Event							
	Valerie Parton							
	Personnel Evaluation	X					X	
4/10/19	Interview Dean of Student Services Candidate	X	X	X				
	Dean of Art & Sciences Kathleen Duvall	X		X				
	Executive Director of the Foundation LeAnne Parton	X					X	
4/11/19	Grant County EDC Executive Committee	X			X			
	Interview Dean of Student Services Candidate	X	X	X				
	Board of Trustees Meeting	X	X	X	X	X	X	
4/12/19	WACTC Legislative Call	X			X	X		
	VP & Dean Meeting	X	X	X				
4/15/19	Civil Rights Review Entrance Conference	X	X	X	X	X	X	
	Exit Lunch	X			X			
	Community Member	X			X			
	Building Tomorrow's Workforce Campaign Meeting	X			X	X		
	Personnel Evaluation	X					X	
	Discuss Board Study Session	X					X	
	Vice President Bryce Humpherys	X						
4/16/19	Cabinet Meeting	X	X				X	
	Michael Nash Training Discussion				X	X	X	
	Title V Director Tammy Napiontek	X		X			X	
	Transforming STEM Pathways Director Rafael Villalobos	X		X			X	
	Faculty Association President Salah Abed	X		X				X
	Rotary Scholarship Board Meeting	X			X	X	X	

4/17/19	Grant County EDC Meeting	X			X		
	Executive Team Meeting with Vice Presidents	X	X	X		X	X
	Rotary Lunch Meeting	X			X		
	Rotary Scholarship Interviews	X	X	X	X	X	X
	TRiO Upward Bound Student Induction	X	X		X		X
4/18/19	Rotary Scholarship Interviews	X	X	X	X	X	X
	Foundation Governing Board Meeting	X	X	X	X	X	
4/19/19	WA Campus Compact Meeting and Student Celebration	X	X	X	X		
4/22/19	Board of Trustees Study Session	X	X	X	X	X	
4/23/19	Director of Campus Safety & Security Kyle Foreman	X					X
	Student Characteristics Dashboard	X	X	X	X		
	Community Members	X			X		
	Childcare Tour & Update	X			X		X
	Vice President Bryce Humpherys	X	X	X		X	
4/24/19	Executive Team Meeting	X	X	X		X	X
	Rotary Lunch Meeting	X			X		
	Dean of Arts & Sciences Kathleen Duvall	X	X	X			
4/25/19	Samaritan Healthcare Strategy & Finance Committee Meeting	X			X	X	
4/25-26	WACTC Meetings	X			X	X	
4/26/19	Bourbon & Bowties Samaritan Healthcare Foundation	X			X		
4/29/19	WSU Tri-Cities Guided Pathways Transfer Pipeline, Tri-Cities Town Hall	X	X	X	X		
4/30/19	Dialogue with Dr. Leas (x2)	X			X	X	X
	Interview HS21+ Instructor	X		X			

Date	Event						
	Candidate						
5/1/19	Interview HS21+ Instructor Candidate	X					
	Student Recognition Night	X	X				
5/2/19	STAR Committee Chair/Rep Robin Arriaga and Carmen	X					
	Linda Seppa-Salisbury Phone Call	X					X
	TRiO Upward Bound College Signing Event	X	X				
5/3/19	All Campus In-Service	X					X
	Welcome ARFF Training Participants	X					X
5/6/19	ASB/Executive Team Lunch	X	X				X
	Achieving the Dream Coach Feedback	X					
	Grant County EDC Executive Director	X			X		
5/7/19	Mayor's Prayer Breakfast	X			X		
	Cabinet Meeting	X					
	Title V Director Tammy Napiontek	X				X	
	Interview Biology Candidate	X	X	X			
5/8/19	Executive Team Meeting	X	X	X		X	X
	Rotary Lunch Meeting	X			X		
	Interview Biology Candidate	X	X	X			
	Executive Director of the Foundation LeAnne Parton	X					
	Director of Communications Matt Killebrew	X	X	X	X	X	X
5/9/19	Grant County EDC Executive Committee	X			X		
	Welcome Workforce Education Commission	X	x	x	x		X

Date	Event						
	Personnel Discussion	X					
	Interview Biology Candidate	X	X	X		X	X
	Dialogue with Dr. Leas WPEA Meeting	X					X
	Personnel Discussion	X					
5/10/19	Shared Governance Council Meeting	X	X	X	X		X
	Executive Team Meeting	X	X	X		X	X
5/13/19	Building Tomorrow's Workforce Campaign Meeting	X				X	
5/14/19	Observe Class	X	X	X	X		X
	Phi Theta Kappa Induction	X	X	X			X
	Dinner with Visitors from Korea	X			X		X
5/15/19	Grant County EDC Meeting	X			X		
	Executive Team Meeting	X	X	X		X	X
	Interview Biology Candidate	X	X	X			
	Rotary Scholarship Banquet (Emcee)	X	X	X	X	X	X
5/16/19	Student Discussion	X					X
	From Gatekeeper to Guide: The Role that Faculty and staff Biases Play in the Student Learning Experience	X	X	X	X	X	X
5/20/19	Director of Communications Matt Killebrew	X	X	X	X	X	X
	Dean of IR Valerie Parton	X	X	X			
	WACTC Conference Call	X			X	X	
5/21/19	Cabinet	X				X	
	Transforming STEM Pathways Director Rafael Villalobos	X				X	
	Meet with Trustee	X	X	X	X	X	X
	Title V Director Tammy Napiontek	X		X		X	

		E-1	E-2	E-3	E-4	E-5	E-6
	Executive Director of the Foundation LeAnne Parton	X				X	
5/22/19	Executive Team Meeting	X	X	X		X	X
	Rotary Club Board Meeting	X			X		
	Rotary Lunch Meeting	X			X		
5/23-23/19	ACT Conference in Walla Walla	X	X	X	X	X	X

2018-19

End	This period	YTD (5/2019)
E-1 Mission	117	382
E-2 Student Success	52	73
E-3 Excellence Teaching/Learning	52	65
E-4 Community Engagement	56	147
E-5 Integrity & Stewardship	49	94
E-6 Inclusion & Climate	41	149

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

    c.   Accreditation

The planning process has begun for the Comprehensive Report and Evaluation in fall 2020.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

    d. Student Success

The Strategic Priorities Work Groups have identified and begun implementing several strategies to improve student success.

- Common evening start times for classes were adopted and will begin in fall 2019.
- Student Services staff supported the purchase of Starfish (case management software) to improve onboarding, advising, early academic warning, and completion practices.
- Pre-admissions workshops for potential students are currently being piloted.
- Staff members are currently exploring the development of an electronic New Student Orientation.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

e.   Assessment

The Mission Fulfillment process in 2018 raised questions on whether BBCC's Spring Student Survey captured students' experiences when they were still new to college and before some students dropped out.

The Data Committee subsequently developed a survey to address this concern that covered four topics:

- Student satisfaction
  - General experience
  - Experiences with services
  - Experiences with advising
- Class scheduling
- Climate
  - Diversity
  - Inclusion (in the classroom, in student services, on campus)
- Basic Needs

The results were shared at Shared Governance on May 10. Since this is the first time the survey has been given, it will serve as a baseline for subsequent surveys.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

2018 Fall Student Satisfaction Survey Summary

Institutional Research and Planning

March 28, 2019

1 Introduction

The 2018 Fall Student Satisfaction Survey provides data to members of the Big Bend Community College (BBCC) community so they can begin discussions about future actions the college could take. This survey gives an initial glimpse into how students feel at and about BBCC. The survey covers topics regarding students' direct or indirect contact with the college, which results in students forming opinions about those experiences. The college's mission is to provide lifelong learning through a commitment to student success, excellence in teaching and learning, and community engagement. The survey provides the opportunity to build upon, sustain, or correct some of these goals. You can find the survey questions on the BBCC portal under Institutional Research and Planning.

The data compiled does not focus on any specific student characteristics, but knowing that BBCC is a Hispanic Serving Institution (HSI) there is additional responsibility on the college to serve Latino students. The data collected has eliminated the possibility of identifying a student based on any single characteristic for confidentiality purposes and because of students' ability to identify with multiple characteristics.

2 Methodology

In drafting the survey, the college data committee provided recommendations on necessary components. The main objective of the survey was to offer students the opportunity to provide feedback regarding their experiences at BCCC while also indicating how it could be improved. The survey was given in the fall of 2018 to capture students' input while some were new to the college. The survey was divided into four broad topics: student satisfaction, class

scheduling, climate (diversity and inclusion), and basic needs. Additionally, demographic questions were included to determine whether there are systematic differences based on demographic characteristics.

On November 11, 2018, the survey was sent via the web, Survey Monkey, to workforce and transfer students who were registered for the Fall 2018 quarter. After 19 days, the survey yielded 491 respondents for a response rate of 25% (99% confidence level, 5% margin of error). Compared to previous surveys, the Fall 2018 survey had a response rate that is much higher. In distributing the survey, no specific sampling strategy was employed which leads it to be better suited for individual and institutional dialogue around potential targets of change. It is important to recognize that though the survey may not offer a direct course of action, it does offer the opportunity to gain insight into students' experiences at BBCC.

Table 1: Fall 2018 Quarter Population Distribution

Race/Ethnicity	Count	Percentage
White	1052	53%
Latinx	369	19%
Multi-Racial	275	14%
Unknown	118	6%
Other Race	113	6%
Asian	44	2%
African American	13	1%
American Indian	7	0%
Native Hawaiian or Other Pacific Islander	3	0%

Table 2: Fall Survey Sample Distribution

Race/Ethnicity	Count	Percentage
White	196	52%
Latinx	69	18%
Multi-Racial	54	14%
Unknown	25	7%
Other Race	20	5%
Asian	10	3%
African American	2	1%
American Indian	1	0%

Table 1 and Table 2 compares the breakdown of respondents' race/ethnicity for the survey sample to those students who were registered during the 2018 fall quarter. It should be noted that Table 1 will add up to more than 100% because students are able to select one or more races and/or ethnicities. Based on the distribution, it would be safe to say that the sample of respondents collected is similar to that of students registered for fall 2018.

The following sections give a brief discussion of what was being asked in each of the topic areas as well as highlighting some key findings.

3 Student Satisfaction

The student satisfaction portion of the survey asked respondents to describe their experiences regarding three areas: general experience, services, and advising. Questions ranged from specific questions that asked respondents to rate how helpful campus staff was to broader questions that asked whether respondents knew who to contact regarding questions about programs and services. All the questions used a Likert scale ranging from "Strongly agree" (1) to "Strongly disagree" (4). Figures in this summary report do not contain the "does not apply" choice because they were indistinguishable at times. However, if there were a large number of respondents who did

decide to choose "does not apply" it will be mentioned.

3.1 General Experiences

Figure 1 shows how students rated their general experiences at BBCC. In trying to understand Figure 1, the readers need to remember that negative responses (strongly disagree or disagree) are given a negative value while positive responses (strongly agree or agree) are given a positive value.

A common trend among the responses is that all were answered positively when combing "agree" and "strongly agree" responses. Among respondents, 49% reported that they strongly agreed in saying that campus staff was helpful, making it one of the highest rated statements. When adding the portion of respondents who choose "agree", the campus staff statement is the highest rated.

Figure 1: Describe your general experiences at BBCC
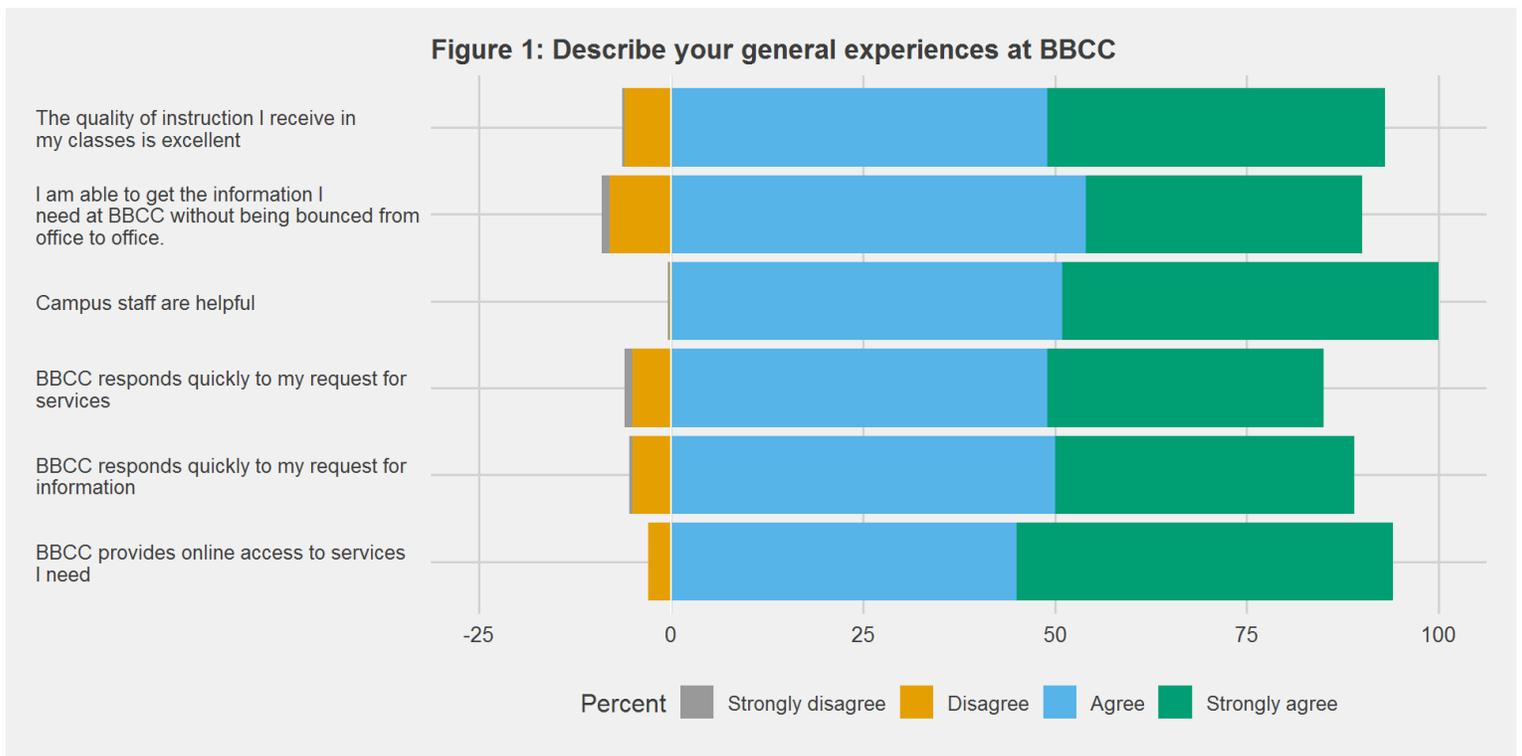
In addition to campus staff help being rated positively, less than 5% of respondents negatively rated BBCC's ability to provide online access to services that students need. Both BBCC's ability to quickly respond to information and service request are similar in percentage points. Even with a majority of the responses being positive, there is variation when considering each statement individually. Of the statements included in this section, the statement that asked respondents to rate their ability to get the information at BBCC without being bounced from office to office received the most negative responses. Figure 2 shows that about 5% of respondents disagreed or strongly disagreed with the statement.

Figure 2: Able to get information without being bounced around
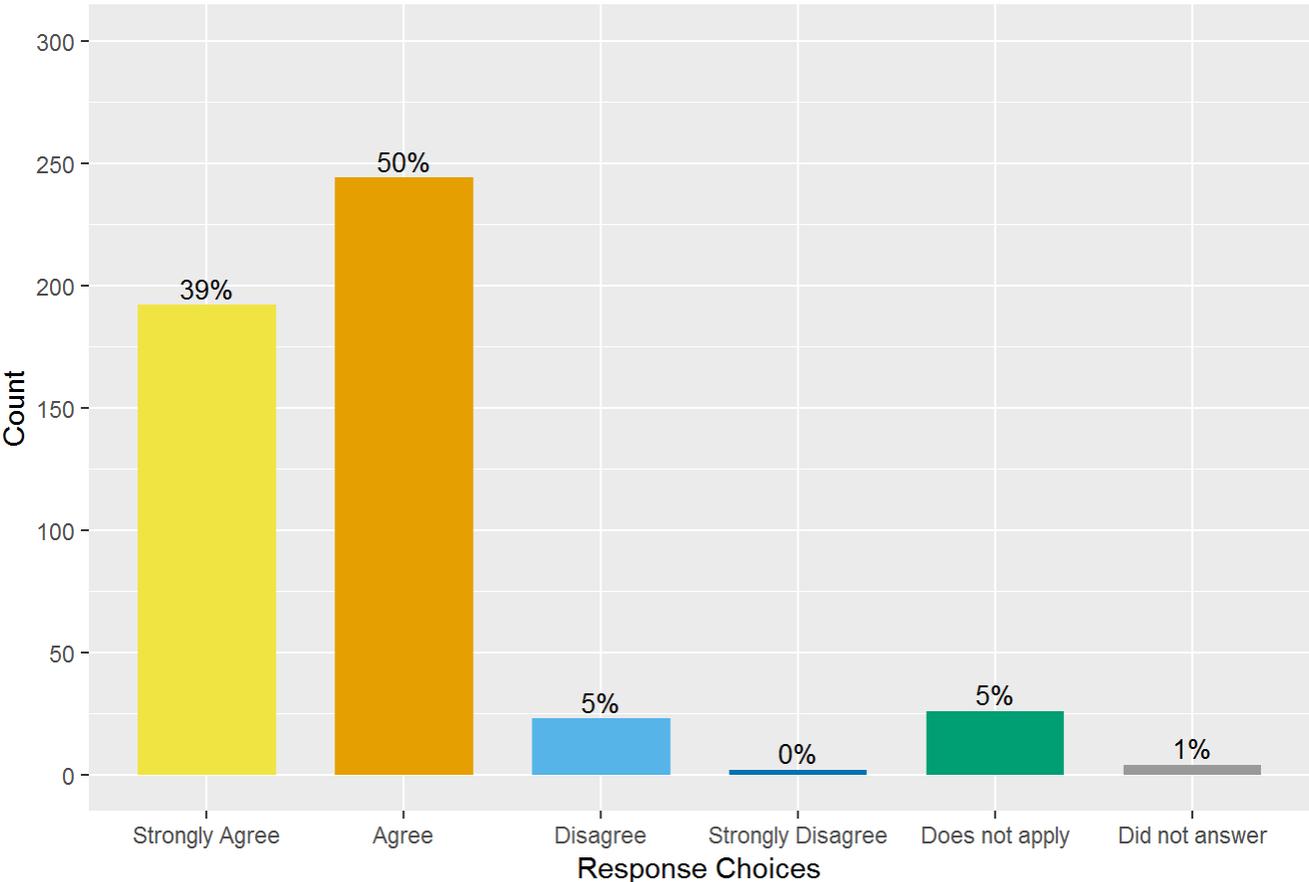
3.2 Experiences with services

When it came to indicating respondents' agreement with statements regarding services at BBCC, there are some mixed results. Figure 3 provides the distribution for each question within this section. It can be seen that the question asking students if they know about and how to participate in student activities received a fair amount of negative responses.

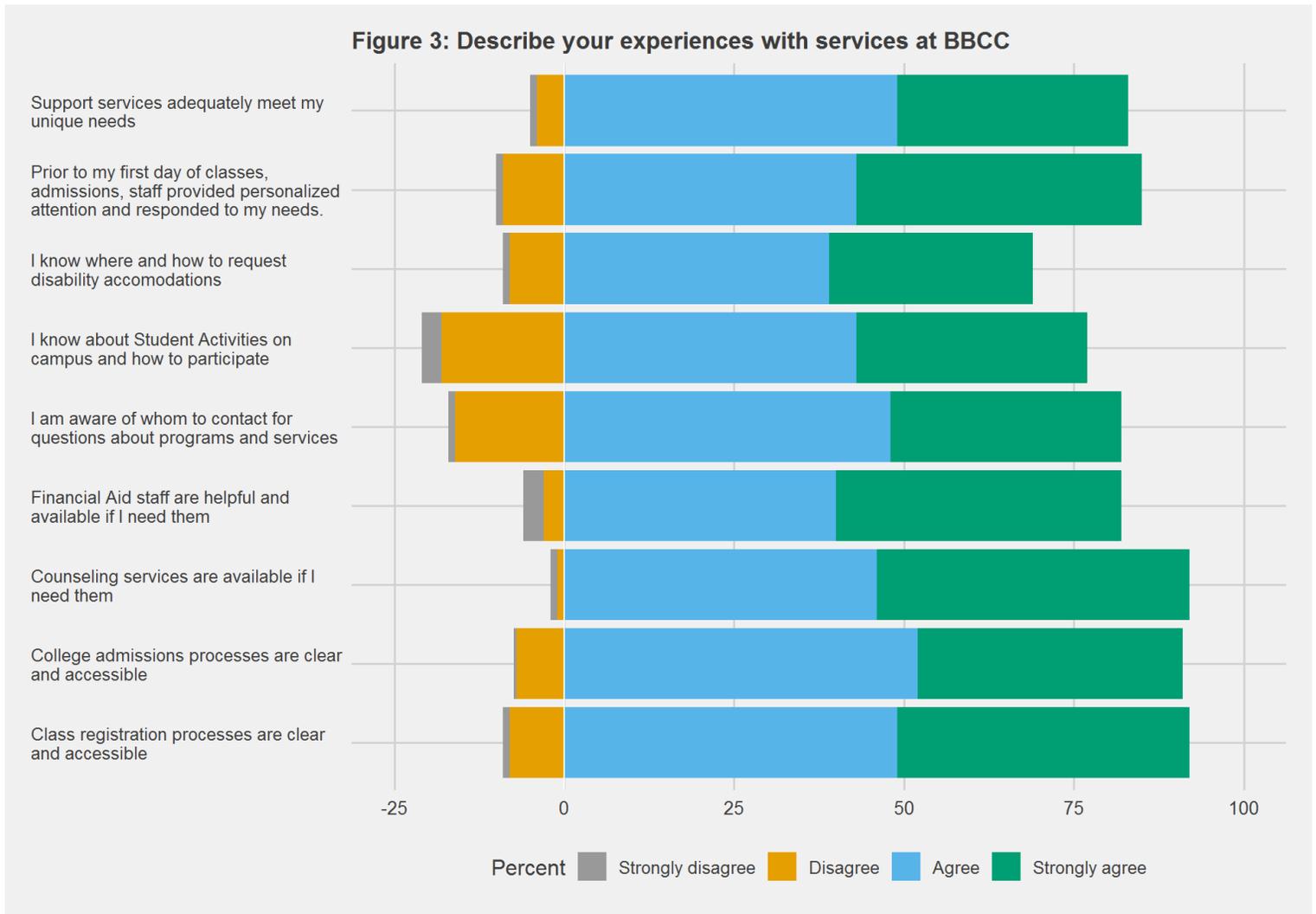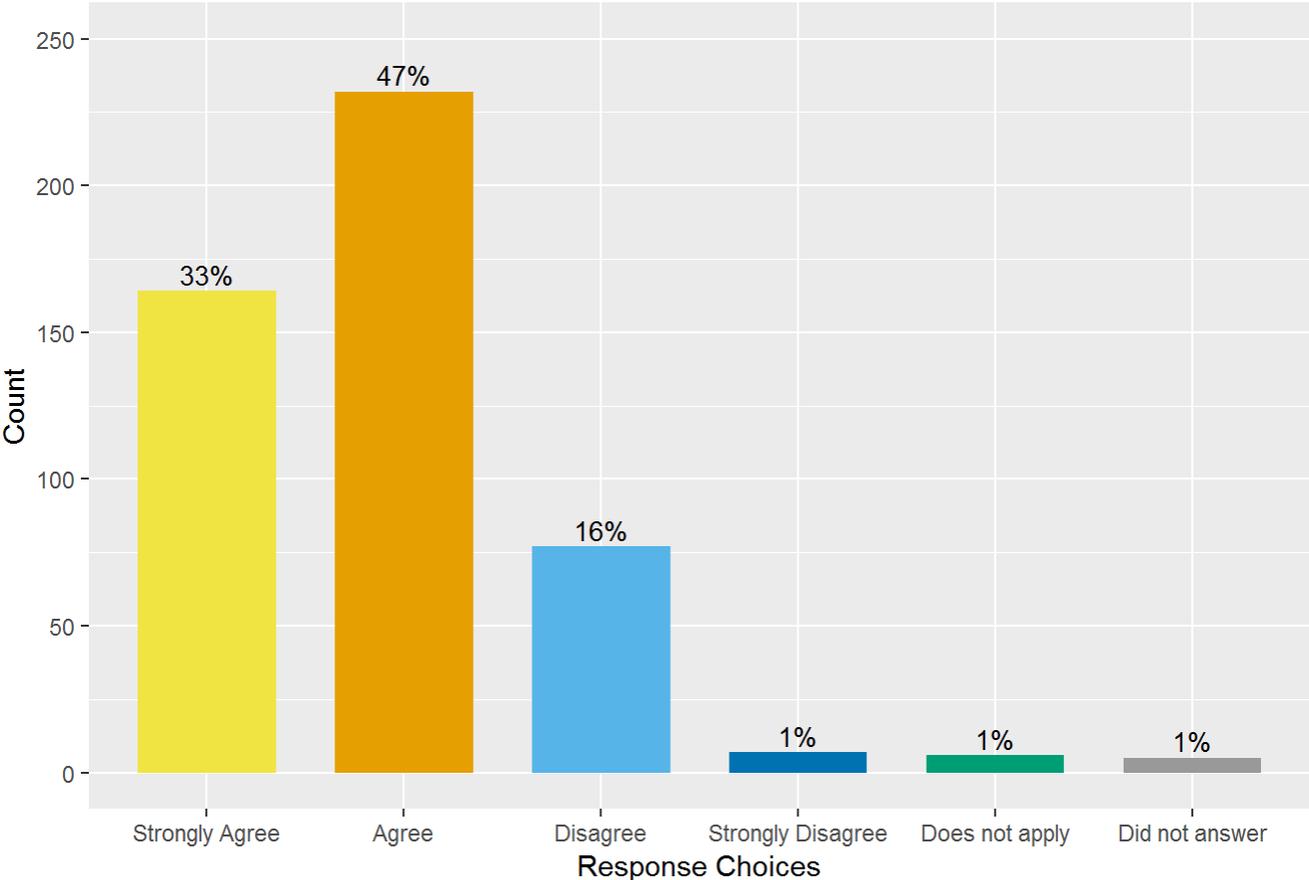Figure 3: Describe your experiences with services at BBCC

Figure 4 (below) provides a closer look at the distribution for the question about whether students know about student activities on campus and how to participate. Though no single response choice reaches a majority, there is at least an agreement among most students that they knew about student activities on campus and how to participate.

Figure 4: I know about student activities on campus and how to particpate
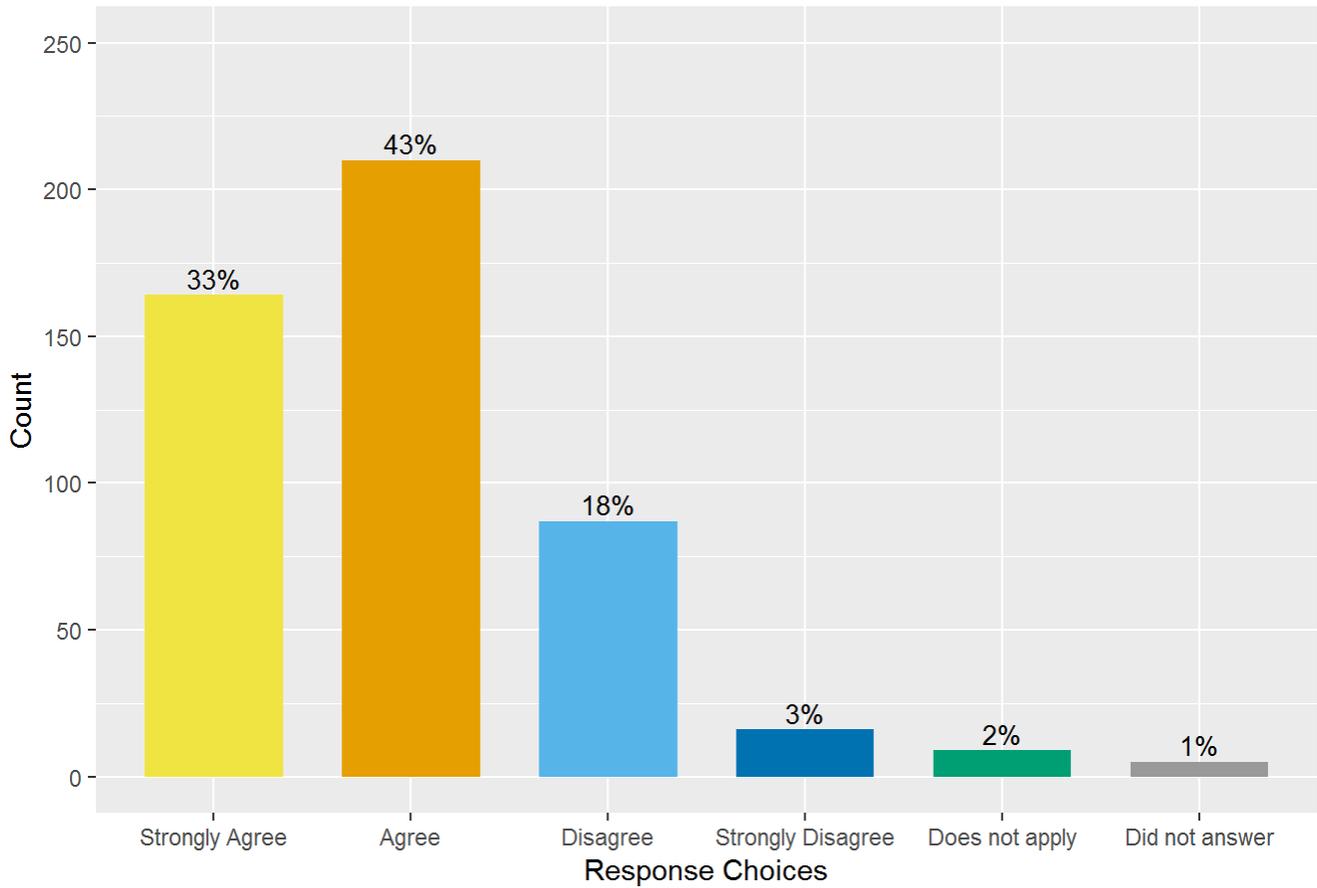
The question that asks respondents if they "are aware of whom to contact for questions about programs and services" received diverse results. The distribution for said question can be seen in Figure 5. Though a majority of respondents indicated that they at least agreed with the statement, 17% of respondents disagreed with the statement that they knew who to contact regarding questions about programs and services.
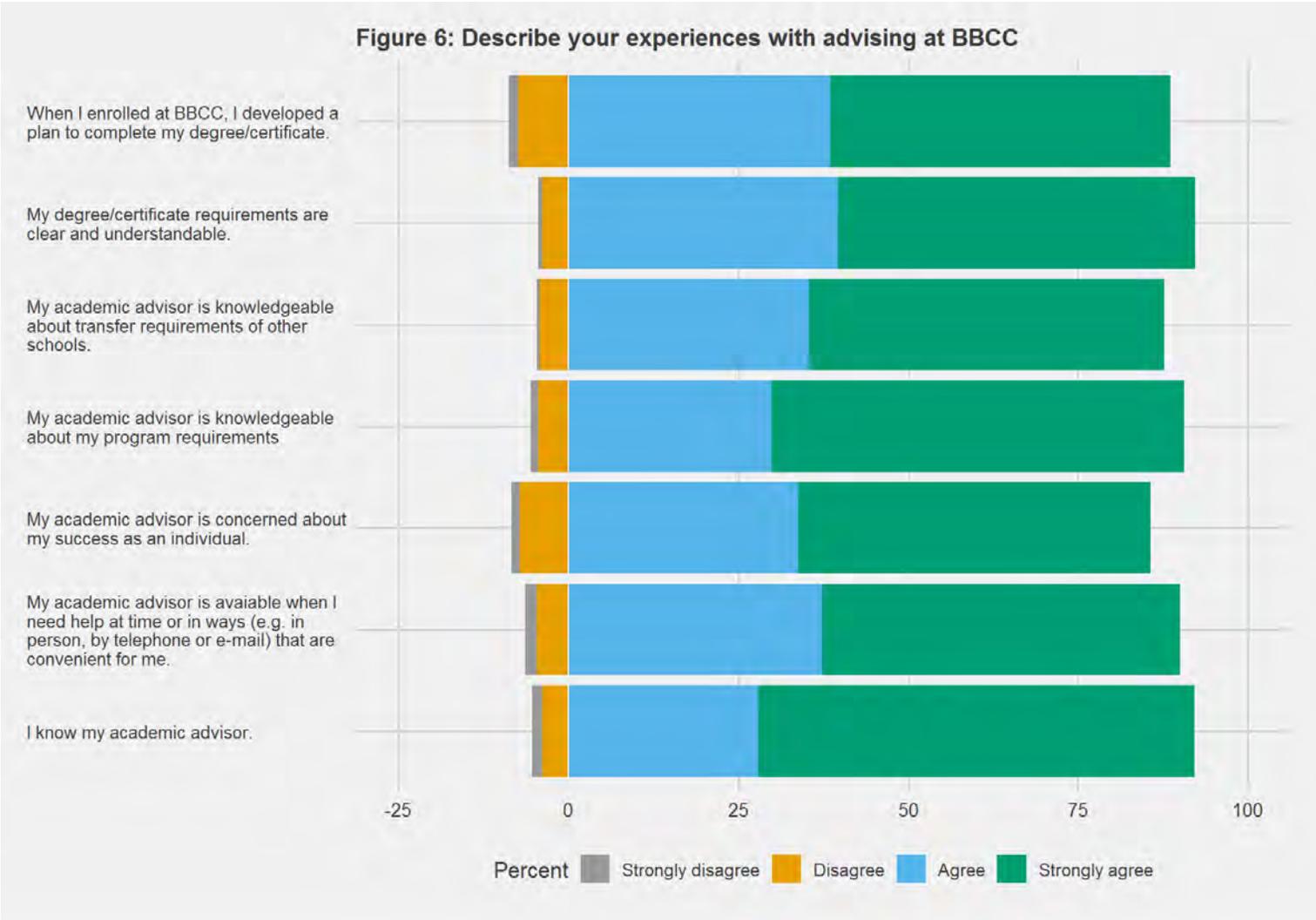
Figure 5: Aware of whom to contact for questions about programs and services

3.3 Experiences with advising

Advising has been a BBCC focus and is a BBCC strategic priority. The following results will help inform this work.


Figure 6: Describe your experiences with advising at BBCC
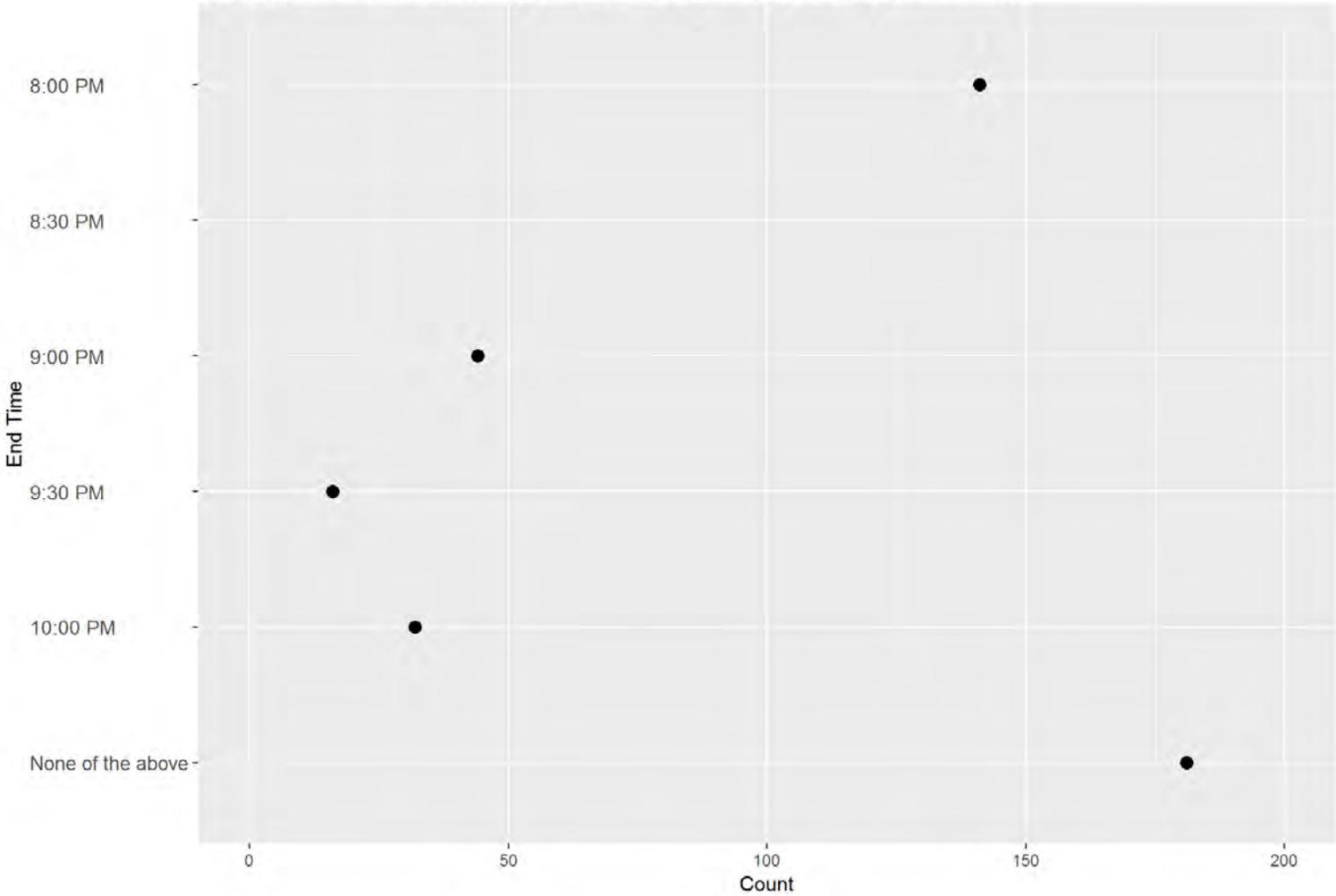
4 Class scheduling

To better serve students who can not attend traditional times (8am-4pm) of instruction, BBCC asked students to indicate what other times would fit their needs. The following questions are primarily focused on evening classes because of BBCC's unique relationship to non-traditional students and the workforce sector. The next two questions establish the most common times that respondents would like evening classes to start and end.

Figure 7: I could attend evening classes that start at (check all that apply):
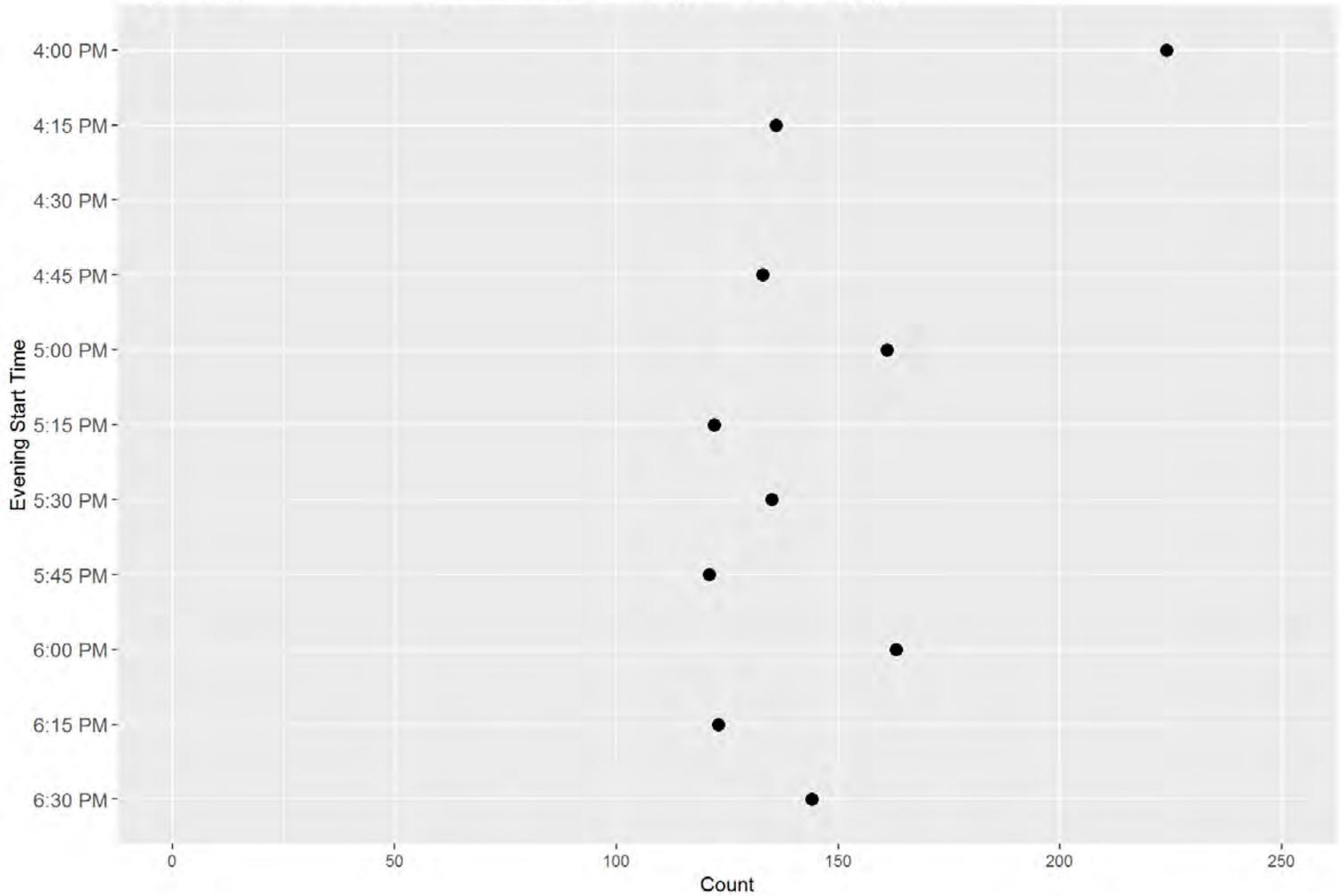
When looking at both dot charts it is important to remember that Figure 7 allowed respondents to choose more than one response while Figure 8 only allowed one response per respondent.

Figure 8: I could attend evening classes as long as they end by (choose one):

While the two previous charts (Figure 7 and Figure 8) look at specific times, Figure 9 sets out to describe whether there are particular scheduling options work best for respondents.

Figure 9: Which of the following class schedule options work for you? (check all that apply)
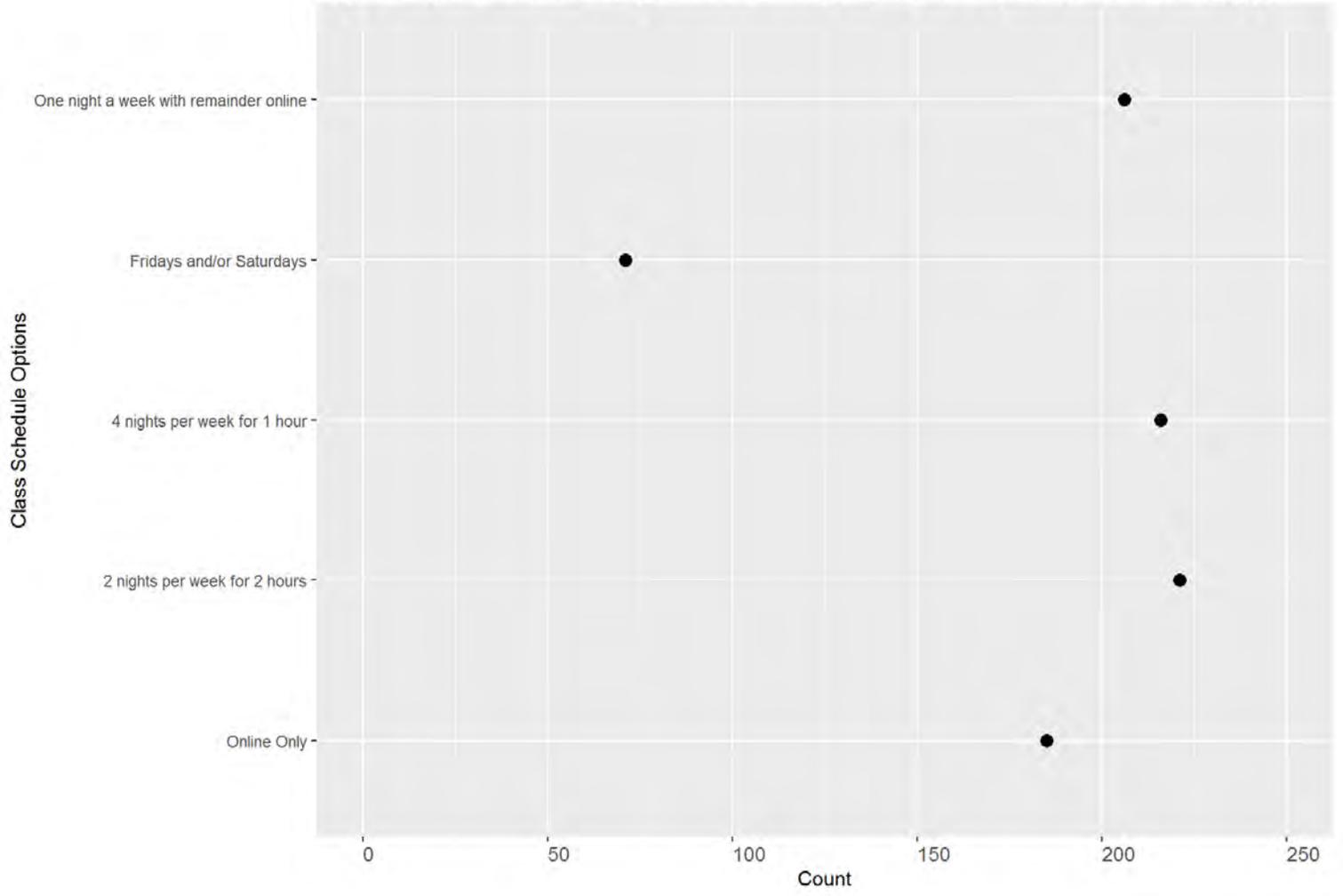
5 Climate

The following section details respondents' views regarding how they felt among their peers, instructors, and college staff. In addition to asking about each group, some of the questions are separated into whether students feel more or less inclined to speak out in the classroom, to student services, or on campus (in general).

5.1 Diversity

Figure 10: Indicate your assesment with the following statements when thinking about the classroom/learning environment
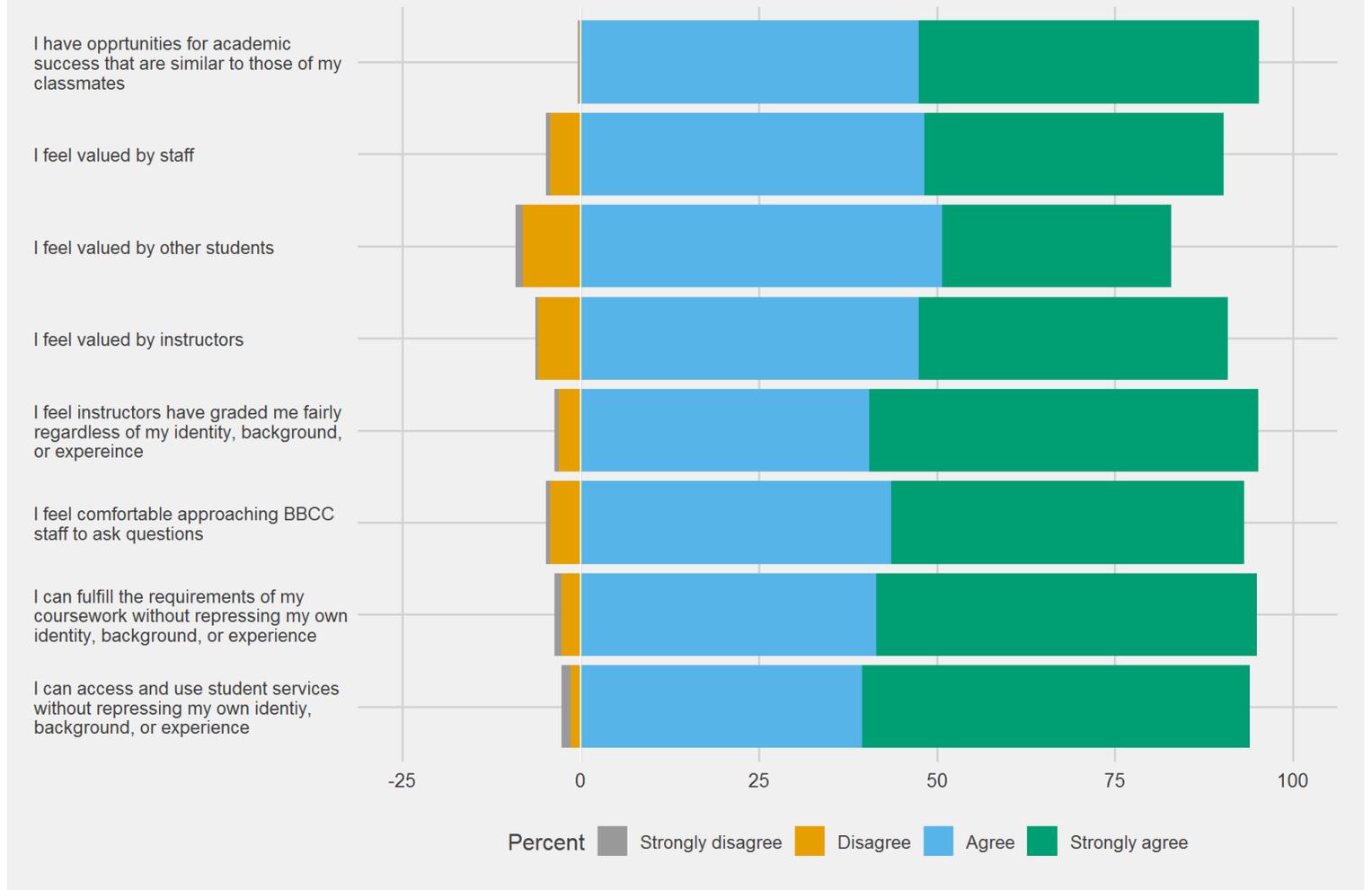
5.2 Inclusion

5.2.1 In the classroom

Figure 11: Please think about the classroom and indicate if you agree with the following statements

Based on my citizenship or national origin, I feel respected, safe, and I can express myself — 68%

Based on my age, I feel respected and I can express myself — 67%

Based on my political views, I feel respected and that I can express myself — 58%

Based on my religion, I feel respected and I can express myself — 61%

Based on my gender identity expression, I feel respected and I can express myself — 67%

Based on my race/ethnicity, I feel respected and I can express myself — 68%

Based on my sexual orientation, I feel respected and I can express myself — 66%

Percentage (%)

5.2.2 In student services

Figure 12: Please think about student services and indicate if you agree with the following statements
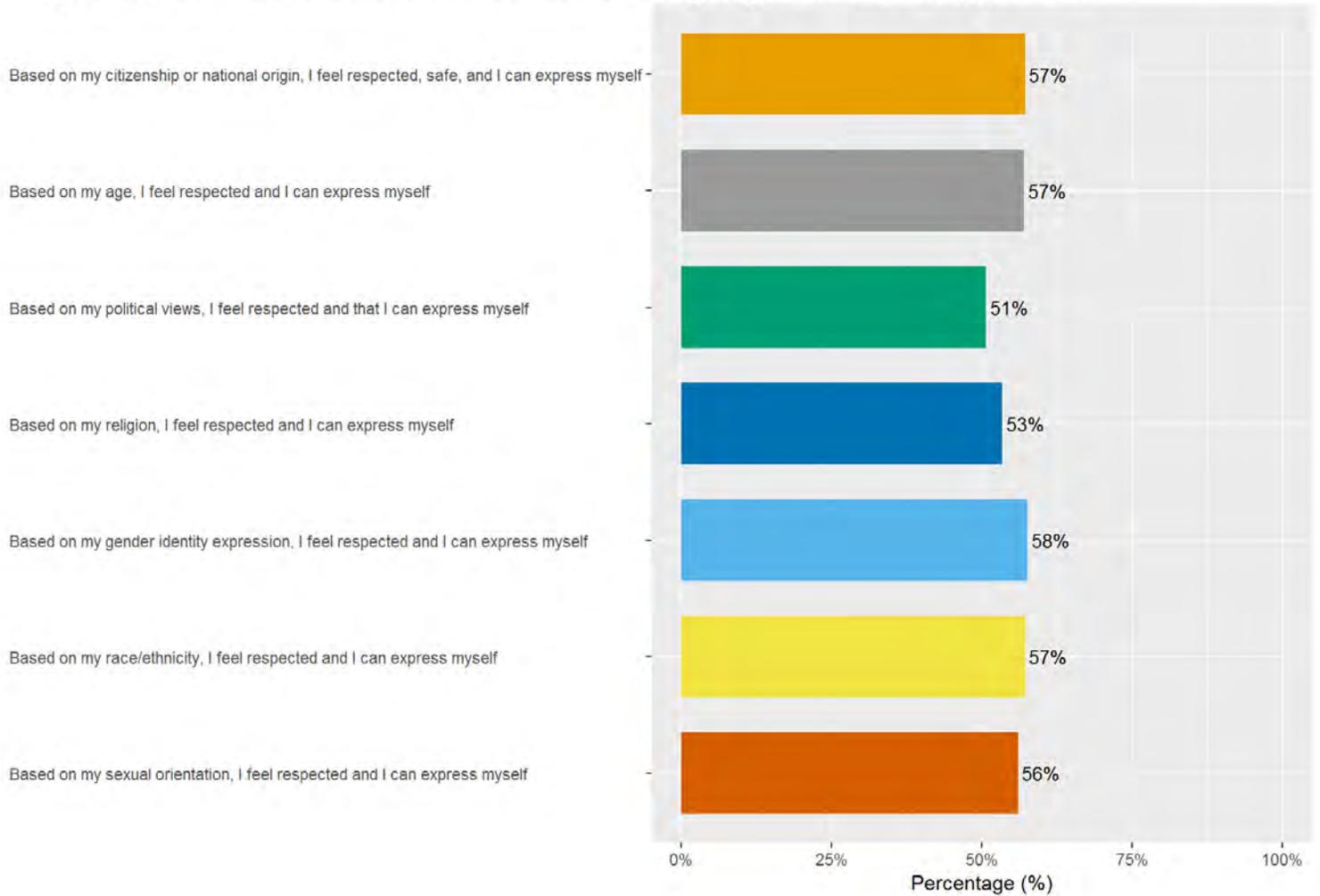
5.2.3 On campus, in general

Figure 13: Please think about being on campus in general and indicate if you agree with the following statements

Statement	Percentage
Based on my citizenship or national origin, I feel respected, safe, and I can express myself	86%
Based on my age, I feel respected and I can express myself	82%
Based on my political views, I feel respected and that I can express myself	76%
Based on my religion, I feel respected and I can express myself	79%
Based on my gender identity expression, I feel respected and I can express myself	85%
Based on my race/ethnicity, I feel respected and I can express myself	86%
Based on my sexual orientation, I feel respected and I can express myself	86%

6 Basic Needs

The following two visualizations show whether respondents' basic needs regarding housing accommodations and food insecurity are being met. Evidence has shown that as additional barriers mount, the ability to focus on learning and succeeding in education begins to diminish. This is especially the case when it comes to food insecurity. BBCC has taken measures to help students by providing a food pantry where students and staff may go for assistance.

Figure 14: In the last 30 days, were the following situations often true, sometimes true, or never true for you?
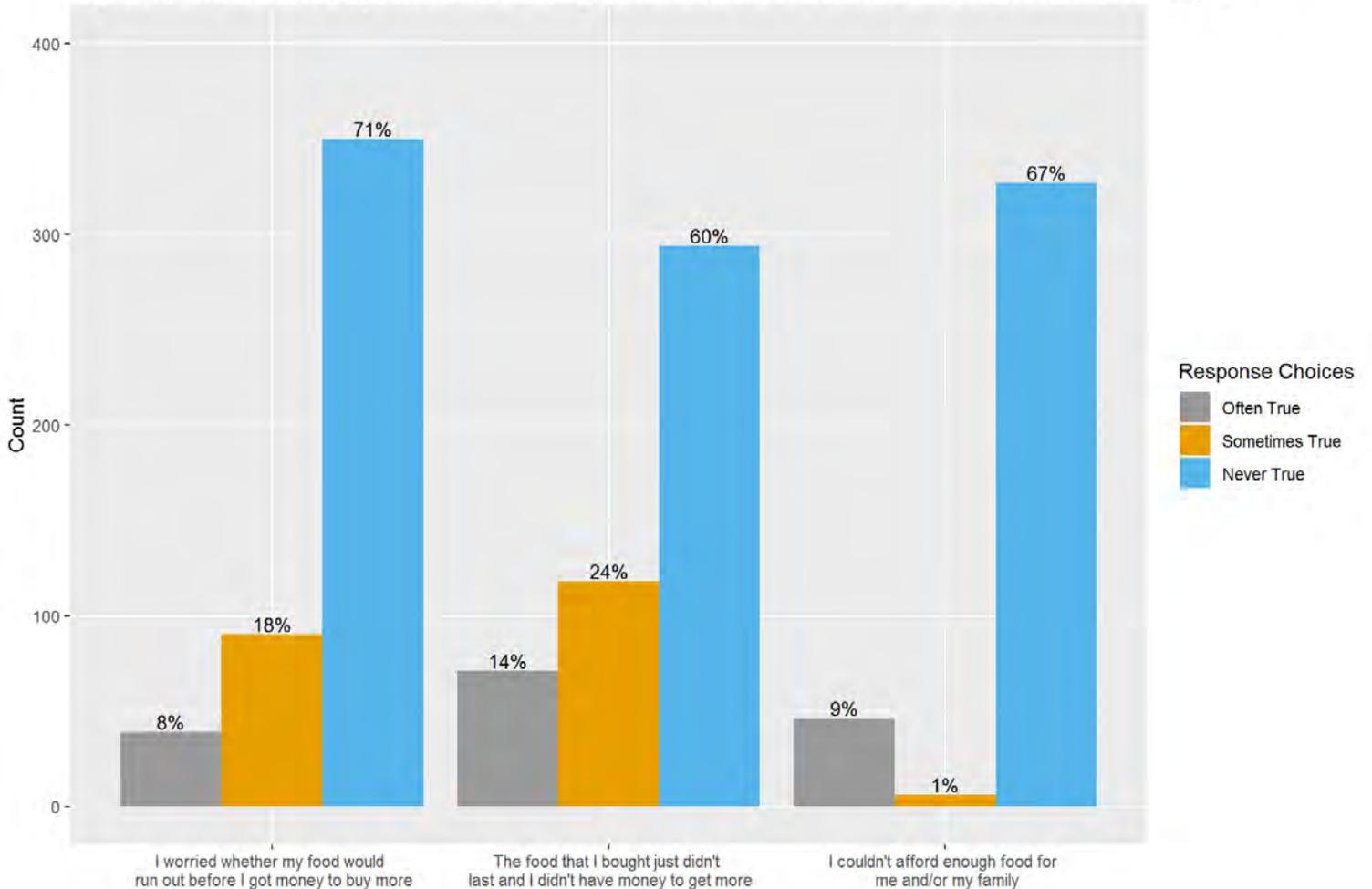
The following graphic describes the distribution of respondents housing situation during the Fall 2018 quarter. When reading the visual one should remember that these statements asked respondents to check all housing situations that fit them. For that reason, Figure 15 can be read as the percentage of respondents who said that statement met their current living accommodations. For example, 85.3% of respondents indicated that they lived "in a house, mobile home, camper, or apartment" during the fall quarter.

Figure 15: In the last 6 months, which of the following best describes your housing situation?
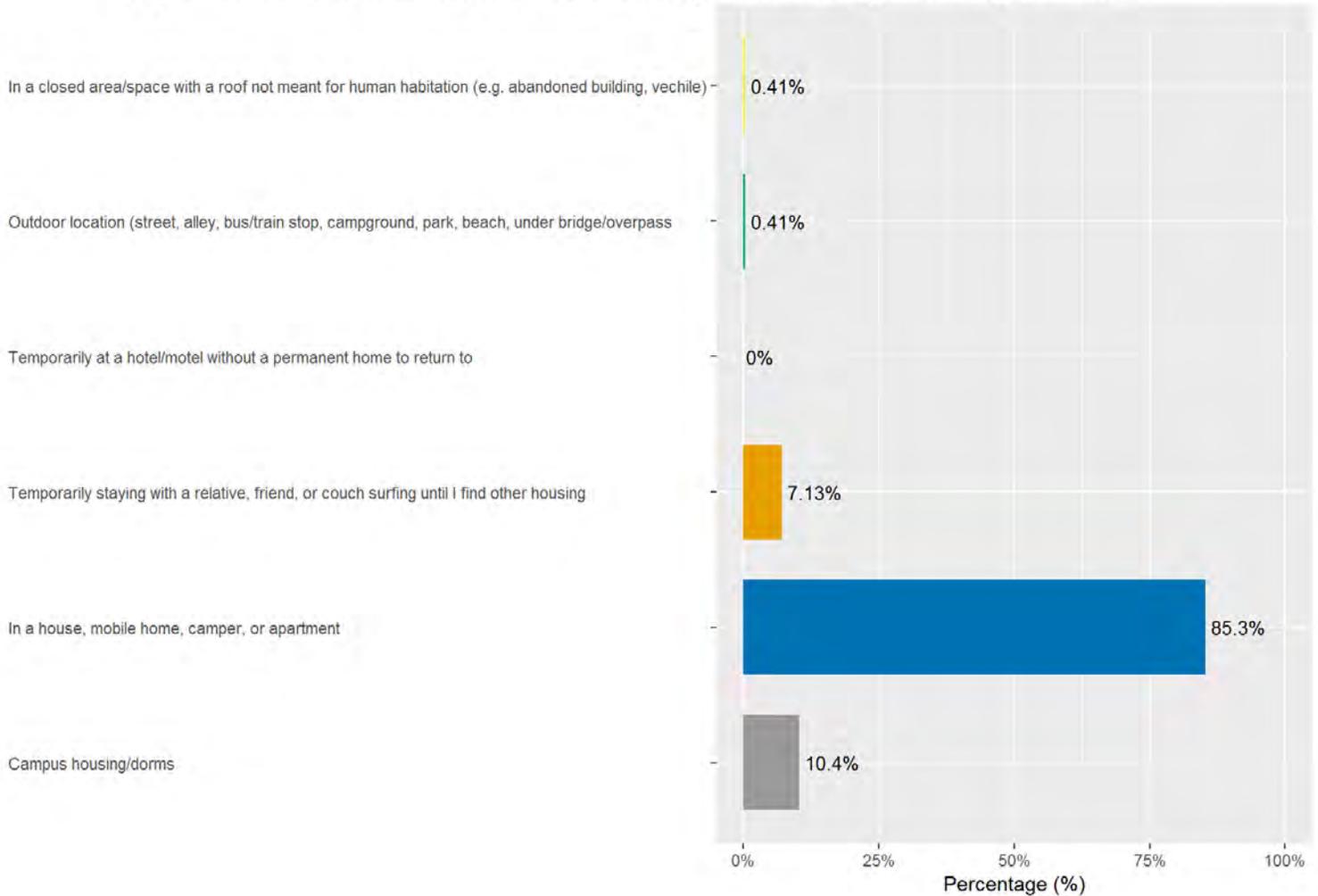
7 Demographics

Included in the survey are questions that ask students to self-identify their religions, sexual orientations, and gender identities. The purpose of adding these questions is two-fold. First, it attempts to reassure readers that the sample reflects students registered during the fall 2018 quarter. Second, it provides readers with a descriptive context when it comes to drawing conclusions. The visualizations are a distribution of the different responses that respondents choose. The numbers next to the bars display a count for each response while the x-axis provides the approximate percentage of total respondents. To protect students' identities, responses choices that yielded less than five responses were all grouped into the "other" category.

7.1 Religious Identity

Figure 16: What is your religious identity? (Check all that apply)
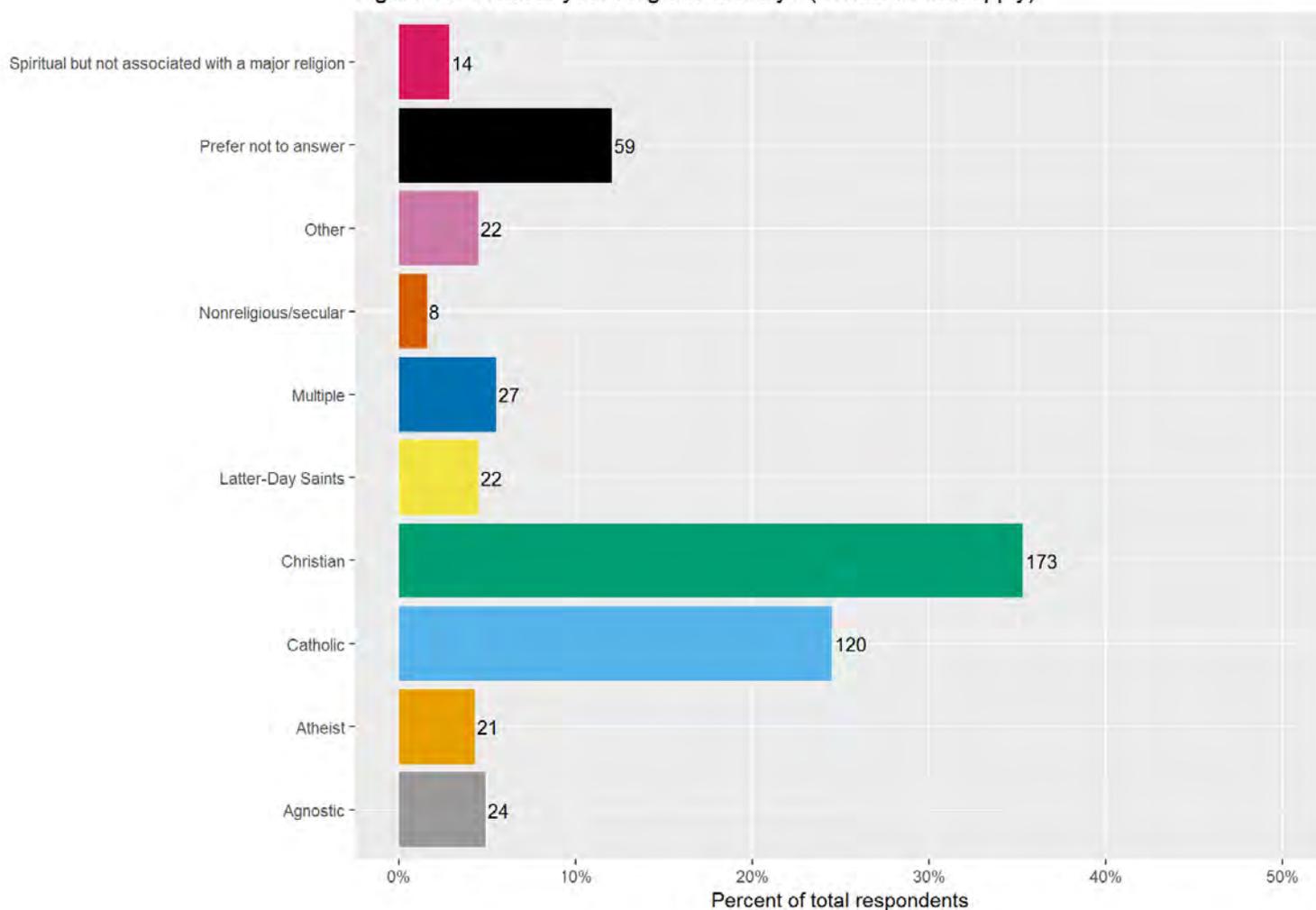
7.2 Sexual Orientation

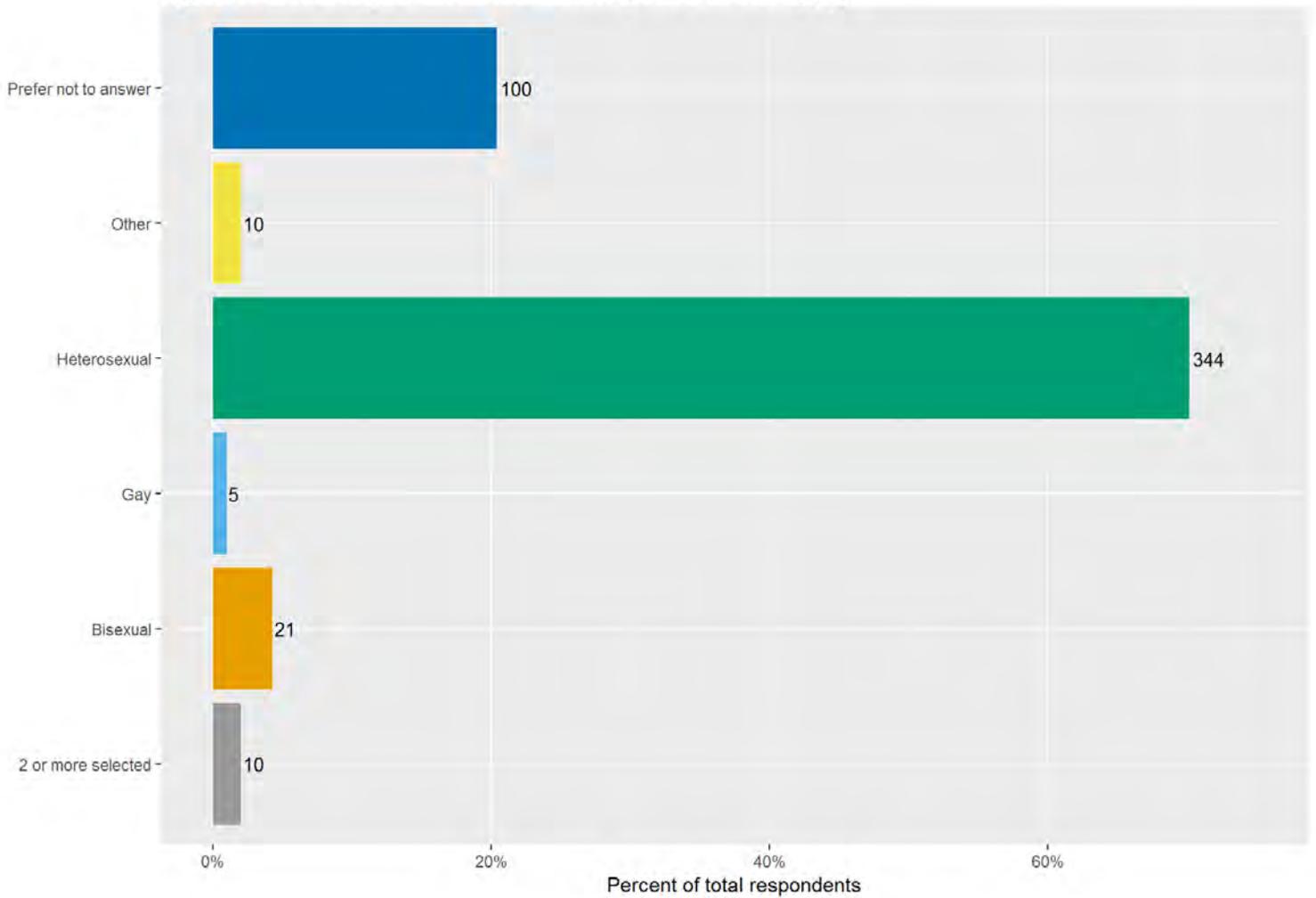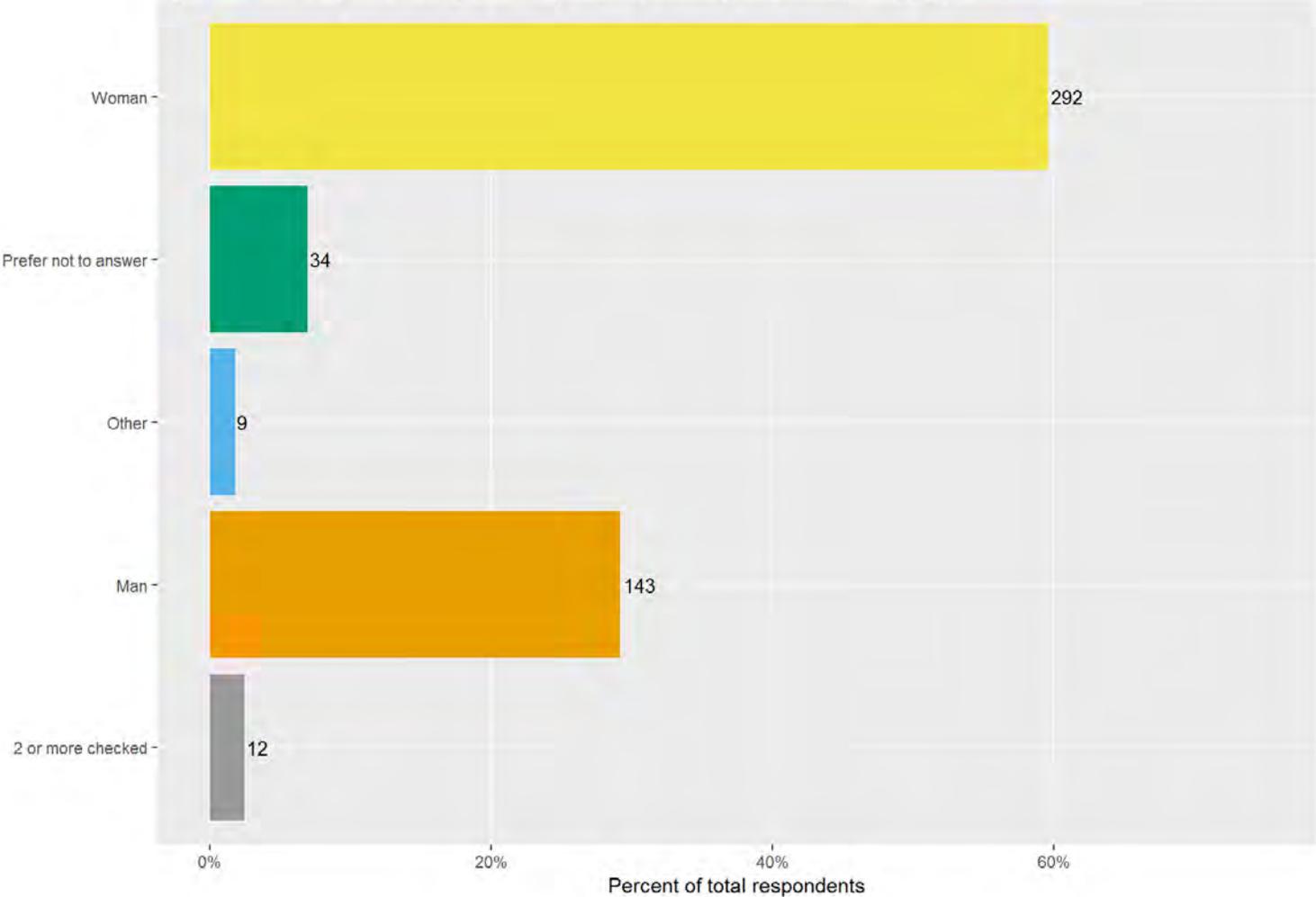Figure 17: What is your sexual orientation? (Check all that apply)

7.3 Gender Identity

Figure 18: What gender do you mostly identify with? (Check all that apply)

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

f.   Finance & Administration Update

ctcLink Update: Continuing attendance at Common Process Workshops (CPW) as they are scheduled. Big Bend Community College is a member of Deployment Group 5 (DG5). As of the last reporting period we are at 15% completion of the Initiation Schedule and are on track for our Peer Review in October to be formally accepted and given the GO for Implementation. The ctcLink BBCC Project Team will meet twice a month to discuss progress and tasks as defined by the SBCTC project leads. Pillar Leads have been identified. Budget for this project for the last four years has been set at $160,000 and is at the same level for 2019-20.

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

Ongoing Capital Projects:
Workforce Education Center (New Building): Remains on Schedule. While still pouring cement on the east side, the west side is getting some drywall, mudding, and even painting.

Various Storefronts Bldgs 1100, 1300, 1500, 2000, 4200, 5000, 6000: Completed.

UAV/ UAS Remodel project: Cement poured at outdoor-netted facility and seating installed. Punch list items only.

Fire Road Access Repair: Contractors on site next week. Parking area will be closed for several days while repaired. Campus notified**.**

History:

UAV/ UAS Remodel project:
4/3/2019: Contractors are on site at the 4100 building.
3/14/2019: New date for substantial completion moved to June 5, 2019 due to weather related issues. (trenching and concrete).
1/31/2019: Continuing to work with DES on a resolution with the contractor performance for this project.
12/20/2018: Working with DES, as the contractor is not performing timely.
11/15/2018: Pre-construction meeting 11/2/18. Countertops ordered. Concrete crews expected onsite week of 19th or 26th. Expected completion date of mid-December.
10/15/2018: Waiting on NTP; will have 120 calendar days from NTP date to complete classroom remodel and upgraded electrical.

Various Storefronts Bldgs 1100,1300,1500,2000,4200,5000,6000
4/3/2019: Identified a few more items for the punch list to be completed by end of April.
3/14/2019: Continued work through the final punch list-down to final 5% value of contract.
1/31/2019: Working through the final punch list.

12/20/2018: We are approximately 50% complete. Expected completion by mid to end of January, depending on punch list.

11/15/2018: Sub mobilized yesterday and has started the first building (1500). Expected completion of mid-December.

10/15/2018: Storefronts have been ordered; currently verifying door hardware. Estimated 2 weeks before work commences.

8/9/2018: NTP 7/31/2018 estimated completion 9/25/2018.

Fire Road Access Repair

4/3/2019: Area to the east of Bldg 2000 and to the East of the 1400/1200 parking lot is to be repaired due to tree roots and decay of the asphalt. Engineering survey completed, will go out for bid soon.

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

4/3/2019: Remains on Schedule. Rapidly taking shape. Roof decking on in some places. Storefronts going in.

3/14/2019: Construction site closed for the week of Feb 11th for weather related issues. Still on the original completion date as days were built into the construction schedule for such weather related events.

1/31/2019: The building continues to grow with rooms taking shape!

12/20/2018: On schedule. Structure taking shape now, and you can see the "bones" of the building.

11/15/2018: Project on schedule. More structural steel erected; Cement and Cement Masonry Unit (CMU) walls are being erected; most ground floor slabs poured; visible progress reflected every day!

10/15/2018: Project on schedule. One cement interior wall poured, another being prepared for pour; a few pieces of structural steel erected; some slabs poured this week. Exciting to watch!

8/9/2018: Permitted. Footings and some stem walls being poured. Mechanical and Electrical contractors on site now. Day 84 out of 480 and On Schedule.

6/7/2018: Notice to Proceed issued May 18, 2018—total project is to meet 'substantial completion' in 650 days. We are waiting for the Grant Co permit, but fence is up and both Lydig Construction and Apollo have construction trailers on site. Construction cost is approximately $300 per sq ft.

4/12/2018: Construction Bid Opening April 11, 1:05pm.

3/08/2018: Building plans are currently under review at the Grant County Planning Department and water/sewer connections are under review with the City of Moses Lake. The BBCC Foundation has been working with a consulting company on a feasibility study for raising funds for the project.

01/17/2018: The architects are preparing the plan package for submission to the Planning Department of Grant County for their review.

Prepared by VP Schoonmaker.
RECOMMENDATION: None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3: CONSENT AGENDA (for information)

g. Human Resources & Labor

BACKGROUND:

Recruitment & Selection:

David Mayhugh and Johanna Doty-Fleming each accepted a full-time, tenure-track Math Instructor position. They will replace Barbara Whitney and Mike Cerna, respectively. David and Johanna will begin their new positions in September 2019.

Eric Fleming accepted a one-year, interim appointment as a full-time Math Instructor. This position replaces Brinn Harberts, who will leave Big Bend at the end of the academic year.

Christy Baggett accepted the position of STEM Lab Coordinator. This is a full-time, admin/exempt position replacing Veronica Guadarrama. Christy will begin work on June 1, 2019.

Astrid Chen accepted the position of Program Assistant in Workforce Education Services. This is a full-time, classified staff position replacing Mackenzie Schoessler. Astrid started work on May 1, 2019.

Jennifer Castro-Velasquez accepted the position of Program Coordinator. This is a new, full-time classified staff position responsible to coordinate the Open Doors program. Jennifer started work on May 16, 2019.

Elise Warren accepted the position of Program Specialist 2 in the Financial Aid Office. This is a full-time, classified staff position replacing Cassandra Fry. Elise will begin work at Big Bend on June 3, 2019.

André Guzman accepted the position of Dean of Student Services. This is a full-time, admin/exempt position replacing Dr. Dawna Haynes. This position has been temporarily filled by Linda Fossen. André will return to Big Bend on July 1, 2019.

Jessica Yund accepted the HS21+ Instructor position. This is a full-time, tenure-track position replacing Lina Shehu-Neel. Jessica will begin her new position in September 2019.

Theresa Calip accepted the Biology Instructor position. This is a full-time, tenure-track position replacing Barbara Jacobs who is retiring in June. Theresa will begin her new position in September 2019.

The following searches are currently in process:

- Director of Health Education Programs
- Librarian
- English Instructor (sabbatical replacement)
- Industrial Systems Technology Instructor
- Education and Early Childhood Instructor
- Agriculture Program Coordinator
- Science Lab Coordinator
- Athletic Director
- Program Assistant – Bonaudi Library
- Program Assistant – M & O
- Program Assistant – Student Administrative Support Services
- Alumni & Development Coordinator – BBCC Foundation

Retention:

There was one separation in April due to a resignation. The monthly turnover rate for April was 0.541%. There were no separations in the month of May.

The 2019 YTD turnover rate is 1.608%. Total separations include 3-Resignation/New Job. The goal for 2019 is to have a turnover rate of 12% or less.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3: CONSENT AGENDA (for information)

h. Enrollment Report

BACKGROUND:

The final enrollment report for winter quarter (included for your review) shows that total headcount in winter 2019 was up 3% from total headcount in winter 2018. Total FTEs also increased 3% and state-funded FTEs decreased 2% during this time. Increases were seen in on-campus day classes this winter. Running Start headcount continues to increase (a 9% increase from last winter). Occupational state-funded FTEs increased, whereas Academic state-funded FTEs decreased from last year.

As of May 28, 2019, spring headcount (2,698) was 9.7% higher than at this time last spring. Spring total FTEs (1801.5) were 2.4% higher and state-funded FTEs (1306.3) were 6.4% lower than this time last year. May 28, 2019, is the last day students can withdraw from classes, and instruction ends for the quarter on June 11, 2019.

The tuition amount budgeted for 2018-2019 is $4,000,000. As of April 30, 2019, we have collected $3,816,860 or 95.4% of the budgeted amount. As of April 30, 2018, we had collected $3,887,177 or 97.2%.

TUITION COLLECTION REPORT

	2018-19	2017-18
Annual Budget	$ 4,000,000	$ 4,000,000
Total Collections as of April 30	$ 3,816,860	$ 3,887,177
As a % of annual budget	95.4%	97.2%
Left to collect to meet budget target	$ 183,140	$ 112,823

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

WINTER FINAL ENROLLMENT REPORT

HEADCOUNTS

	WINTER 2019	% Change	WINTER 2018	WINTER 2017	WINTER 2016	WINTER 2015	WINTER 2014	WINTER 2013	WINTER 2012	WINTER 2011
ETHNIC ORIGIN										
Amer. Indian/Alaska Ntv	24	26%	19	26	27	26	33	27	38	31
Asian/Pacific Islander	59	0%	59	47	55	38	47	36	25	36
Black/African American	21	-30%	30	37	36	40	34	33	44	46
Hispanic	916	4%	882	995	980	927	893	939	963	1,057
White	1,133	-2%	1,162	1,267	1,382	1,261	1,372	1,269	1,243	1,502
Other/Unknown	436	23%	355	244	327	233	149	139	153	39
SEX										
Female	1,379	3%	1,345	1,399	1,450	1,316	1,312	1,353	1,397	1,619
Male	1,209	4%	1,161	1,215	1,350	1,204	1,211	1,083	1,051	1,082
Not Coded	1	0%	1	2	7	5	5	7	18	10
STUDENT STATUS										
Full-time (12 or more crs)	1,698	29%	1,315	1,399	1,454	1,415	1,468	1,443	1,518	1,592
Part-time (less than 12 crs)	891	-25%	1,192	1,217	1,353	1,110	1,060	1,000	948	1,119
Percent full-time	65.6		52.5	53.5	51.8	56.0	58.1	59.0	62.4	58.7
BY TIME/LOCATION										
On-Campus Day	1,882	6%	1,768	1,883	1,997	1,962	1,886	1,866	1,952	2,028
On-Campus Evening	198	-4%	206	193	199	188	130	167	132	181
Off-Campus Day	314	-7%	337	329	373	152	318	155	193	286
Off-Campus Evening	195	-1%	196	211	238	223	194	255	189	216
TOTAL HEADCOUNT	**2,589**	**3%**	**2,507**	**2,616**	**2,807**	**2,525**	**2,528**	**2,443**	**2,466**	**2,711**
Running Start	429	9%	393	414	361	296	213	170	170	157
International	3	-50%	6	10	12	9	7	2	4	5

WINTER FINAL ENROLLMENT REPORT

FTES

	WINTER 2019	% Change	WINTER 2018	WINTER 2017	WINTER 2016	WINTER 2015	WINTER 2014	WINTER 2013	WINTER 2012	WINTER 2011
STATE-FUNDED FTEs										
ABE/ESL	198.5	1%	196.5	190.1	242.3	191.5	172.1	221.9	199.5	219.3
Academic	769.1	-9%	845.4	859	917.7	874.4	921.3	908.1	973.4	971.9
Occupational	506.1	8%	468.2	504.2	508.9	554.0	589.8	592.9	585.2	600.8
TOTAL STATE FTEs	**1473.7**	**-2%**	**1510.1**	**1553.3**	**1669.0**	**1619.9**	**1683.2**	**1723.0**	**1758.1**	**1792.0**
OTHER FTEs										
Community Service	1.0		0	1.6	2.1	2.5	2.9	3.5	9.8	17.0
International Contract Stu	0		0	0	0	0	0	0	0	0
Contract Funded	73.64		0	2.4	38.5	10.9	3.5	8.5	6.5	113.3
Running Start	403.9	7%	377.7	390.1	341.8	274.7	202.3	159.1	151.1	141.3
Other (Employ., Sr. Cit.)	6.4	-4%	6.7	10.4	15.0	13.4	17.2	11.3	13.7	14.0
GRAND TOTAL FTEs	**1,958.5**	**3%**	**1,894.5**	**1,957.8**	**2,066.4**	**1,921.4**	**1,909.1**	**1,905.4**	**1,939.2**	**2,077.6**

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)

      i.   Classified Staff Report

BACKGROUND:

The STAR Committee met on April 24, 2019, to brainstorm and determine steps moving forward that encompass solution-based processes. The committee concluded the most important issue is communication. Better communication is at the forefront of most of the committees on campus at this current time. Committee members have volunteered to complete initial tasks. The STAR Committee is working on the primary goals of the committee and will be ready to start implementing some changes fall quarter.

Carmen Ramirez, Program Assistant-WES, and Robin Arriaga, Human Resource Consultant, were invited to meet with Dr. Leas, President, on May 2, 2019, to discuss classified staff perspectives. This was an open two-way discussion. We plan to meet on a regular basis. Carmen and Robin also attended the Shared Governance meeting on May 10, 2019. Other interested STAR Committee members will rotate attendance at Shared Governance.

The STAR Committee recommended two classified staff members to Dr. Leas, President for the Presidential Award for Meritorious Service this year; Kathy Aldrich, Program Assistant-Library and Nancy Theis, Program Assistant-Maintenance & Operations. Both Kathy and Nancy are retiring after 45 years of service each to Big Bend Community College. We congratulate them each for such an amazing accomplishment! The nominations for both were outstanding. I thank Barbara Collins for her well-written comprehensive nominations submitted.

We have more openings on the STAR Committee. Anyone who is interested should contact Robin Arriaga, Chair.

We welcome any suggestions, solutions to issues, or other comments that classified staff have moving forward.

Classified staff continue to log hours for training including webinars, conferences, and professional development. We have a few classified staff pursuing higher educational degrees.

Prepared by Robin Arriaga.

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3:   CONSENT AGENDA (for information)\

j.   Safety & Security Update

March 2019

Department mandated performance and deliverables listed first.

CLERY COMPLIANCE OFFICER
1. Primary Prevention and Awareness Program
    a. No new trainings completed in April 2019.
2. Ongoing Prevention and Awareness Program
    a. BBCC promoted April as Sexual Assault Awareness Month.

ENVIRONMENTAL HEALTH AND SAFETY & HAZARDOUS MATERIALS MANAGEMENT
1. Bloodborne Pathogens Plan
    a. Draft submitted to Linda Schoonmaker for review.
2. Hazardous and Universal Waste Management Plan
    a. Draft submitted to Linda Schoonmaker for review.
3. Accident Prevention Plan
    a. Draft of update submitted to Linda Schoonmaker for review.
4. Chemical Hygiene Plan
    a. Mostly complete, but progress stalled due to resignation of Science Lab Technician. Hoping the replacement lab tech will have Chemical Hygiene Officer training and experience.

EMERGENCY MANAGEMENT
1. Emergency Drills and Exercises
    a. Director Foreman assisted the Columbia Basin Job Corps with the planning delivery of an active shooter response exercise 04/18/2019.
2. Emergency Operations Plan
    a. Due to stalled progress on its completion while managed by the ad-hoc Emergency Planning Committee, the EOP revisions have returned to the oversight of Campus Safety.

CARE TEAM
    No new information

SITE SECURITY
    No new information

Prepared by Director of Safety & Security Kyle Foreman,

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #3: CONSENT AGENDA (for information)

k. E-6 Inclusion and Climate

Inclusion & Climate Ends Statement: "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."

Math Instructor and Faculty Association President Salah Abed used results from the fall student survey (included in the Assessment Consent Agenda Item) in his statistics class. "The students split into groups and discussed the data, then we found confidence intervals based on the data as presented. They had some really great discussion about them!" At the end, Instructor Abed asked them informally how BBCC could use the data. Feedback below:

"The class was especially interested in the charts about students having housing and food troubles. One student suggested a dorm or allocated dorm space just for students who are facing homelessness. Others suggested working on advertising services such as the food pantries and New Hope.

The students also pointed out that this data doesn't always accommodate for special cases or unique situations, which led to an interesting discussion on how qualitative and quantitative data have their respective uses.

Some students made it clear that they didn't know about these surveys or about several of the services mentioned therein. It sounds like some extra investment in outreach could pay dividends! They also paid a lot of attention to the inclusion statistics, but they didn't suggest any action based on those. They also don't seem to realize the breadth of services that our counselors offer. They seemed interested when I told them what all our counselors do."

Instructor Abed shared that he was extremely proud of the students and their discussions, which resulted in a lot of the same conclusions as the Shared Governance staff.

President Leas' inclusion and climate activities are noted in the President's Activity Update Consent Agenda Item.

Prepared by.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #6:   2019 Mission Fulfillment Monitoring Report (action)

BACKGROUND:

The 2019 Mission Fulfillment Monitoring Report was discussed during the April 11, 2019 meeting, and the report is presented here for approval

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RECOMMENDATION:
President Leas and VP Bryce Humpherys recommend the trustees approve the 201819 Mission Fulfillment Monitoring Report.

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Report 2019

June 6, 2019
Prepared by Institutional Research and Planning

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.

BBCC Core Themes
Student Success
Excellence in Teaching and Learning
Community Engagement

Contents

Mission Fulfillment 2019: Introduction

The Mission Fulfillment process continued in the same manner as it did in 2017-18 where 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 recommend how the college can improve.

This year, staff also provided feedback on which indicators provided the most valuable data/information about each objective.   This information along with feedback from Shared Governance Council, allowed Cabinet to select indicators for the 2019-20 Mission Fulfillment Process that better inform college progress on mission fulfillment. 2019-20 Core Theme Indicators Dashboard

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.

The table below displays the BBCC Planning timeline.

BBCC Planning Timeline 2018-19

	January	February	March	April	May	June
Institutional Self-Evaluation	Institutional Research & Planning sends Mission Fulfillment Workbook to all staff	Staff provide feedback on college progress and suggest actions	Institutional Research & Planning sends Campus Feedback Summary to all staff	Cabinet adopts next steps		The Mission Fulfillment Report is presented to the Board
Budget Process		Departments submit budget requests	Budget Review Task Force meets and prioritizes requests	Budget Review Task Force sends priorities to the President	The President makes funding decisions	The Board reviews and approves the 2019-20 budget
Planning Process		Staff provide feedback on current indicators	Institutional Research & Planning sends Campus Feedback Summary to all staff	Shared Governance Council provides feedback on indicators for 2019-20	Cabinet adopts indicators for 2019-20	

Mission Fulfillment 2018-19, Campus Feedback Summary

Core Theme: Student Success – BBCC provides access to programs and services that meet the needs of our service district.		
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
- Services satisfaction overall is good, with the exception of residence halls and food service (Speculated that Financial Aid and Tutoring may be down slightly due to staff turnover) - Disability Services showed increased satisfaction - Local employers need more skilled workforce graduates	- Market BBCC services - Increase workforce program marketing to businesses - Increase faculty awareness of services - Allocate additional residence halls funding to increase satisfaction - Fill positions more quickly - Align workforce programs with regional economic needs - Support CBIS to provide training to smaller companies	1.1a Student satisfaction with services used 1.1b Total student FTE (Full-Time Equivalent) 1.1c Employer Survey responses *Other data requested:* - Students' feedback on their job placement - Focus Groups on student needs - Get ABE student voice in data
1.2 Use of services correlates with success, retention, and completion		
- Students are not doing well in pre-college English or math, but also aren't using the STEM or Writing Center. Is that because they are in the working in the classroom (flipped class, where work is done in the class)? - Persistence, retention, and completion are issues and math continues to be a barrier for many students - There is a decline in use of services, do students know where to access services? - There has been high turnover in positions that support students	- Advertise services and have staff and faculty encourage students to use them - Pre-college classes should tour the campus and resources - Provide more tutoring resources for Pre-college math - Improve residence halls network access	1.2a Course success rates based on use of services 1.2d Student use of services 1.2b Retention based on use of services 1.2c Completion based on use of services Tied for 3rd place 1.2b/1.2c *Other data requested:* - Explore ways to accurately track Stem and Writing Centers' use - Collect data on Career Center - Survey Pre-college students to see what they need

1.3 Students are prepared to graduate and to transfer or to seek employment		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
• Graduation and transfer rates have stagnated • The achievement gap between AW and HUG student groups has narrowed but that is partially due to the decline in AW students, although students who do not report race/ethnicity have lower achievement rates • Retention may be down due to the favorable economy	• Market night and online classes to working students • Make CSS 100 mandatory for all students, make it a 5-credit class • Improve communication, advising, financial aid services over the summer • Target communication for students in spring of their first year to fall of their second year • Design opportunities for ABE students to see themselves as college students through campus engagement, whether in pre-college or training courses	1.3a IPEDS graduation & transfer rates 1.3b New Transfer & Workforce student retention 1.3d SAI progression & completion *Other data requested:* • Collect data on non-returning students • Add information on students who leave for employment • Ask former students if they are working in an area related to their program? • Disaggregate data by Intent • Remove certificate earners from retention

Core Theme: *Excellence in Teaching and Learning* – BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth.

2.1 BBCC implements innovation and creativity in programs and services		
• Student use of advising and satisfaction is improving • The faculty advising model makes sense because students are engaged with their instructors • Accelerated learning is helping students progress • Encouraging HUG involvement in co-curricular activities has increased their participation –new clubs, new athletic programs and relocation of ASB offices to a centralized location may also increase participation	• Continue advising work, offer advising trainings to maintain consistent advising, expand advising maps, develop a process/procedure to collect students' advising plans • Engage students by having instructors relay information, use students' personal emails, incorporate activities that target non-traditional students, consider developing a gaming club or e-sports • Develop and advertise accelerated courses/pathways • Improve training for front-line staff • Provide time and resources for assessment work • Reduce time to fill BBCC positions	2.1b Student engagement in co-curricular activities 2.1c Innovative strategies supporting strategic priorities (add accelerated math) 2.1e Department evaluation

2.2 BBCC helps students attain high academic standards		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
• Course success rates have gone up, night course success rates raise overall success rates, Running Start students' higher academic preparedness may be a factor, Regular and Substantive Interaction Requirements between instructors and students will improve online course success rates • AW and HUG gap is still present in course success rates • External certification rates seem good overall	• Promote night classes • Expand and support training for online instruction • Increase intentional assessment and closing the loop to increase student learning, provide time for cross-disciplinary norming and Gen Ed discussion • Examine what causes the course success gap between AW and HUG student groups • Align workforce curriculum with industry standards	2.2a External certification rates 2.2b Course success rates 2.2c Gen Ed assessment *Other data requested:* • Find a way to consistently measure certificates across programs • Don't drop students from classes if they are waiting on financial aid • Ask failing students why they are not succeeding • Include withdrawals as a separate category on course success rates • Separate Running Start Student Course success from Non-Running Start Students
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes		
• Trainings have increased participant perception of knowledge • There are opportunities for on-campus training but this could be increased – most trainings were geared toward the employee experience • Some employees said they had professional development opportunities but others felt like their training had to be justified, workloads were too demanding to take it, personal time had to be used for training, and that faculty had professional development incentives but staff did not	• Offer training for Student Ready Practices and Comprehensive Advising • Provide leadership training for new department leaders • Provide training incentives for staff, not just faculty • Offer webinars away from standard work space to eliminate interruptions • Provide time for staff to implement what they learned • Focus trainings on one or two areas at a time	2.3a Employee responses indicate likelihood of changing practices as a result of training 2.3b Employees' training participation rates 2.3c Professional development offerings related to strategic goals and priorities *Other data requested:* • Need to show off campus professional development activities • Add in knowledge before and after training • Look at the number who were invited to the training, then how many attended

Core Theme: *Community Engagement* – BBCC supports econlomic development nurtures community and industry partnerships, and acts as a responsible steward of resources.		
3.1 BBCC works with community and industry partners to support economic development		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
- It is concerning that so many organizations don't know what programs BBCC offers to support economic development - A substantial number of community members do not believe the region a skilled workforce available - BBCC has aligned the economic sectors with services (testing, training, programs) effectively - The testing center plays a big role in serving industry	- Focus on marketing to help business understand BBCC's programs, trainings, and testing services - Have community partners be our ambassadors - Support workforce programs outreach - Update website - Focus on internships and apprenticeships - Have a Viking Day were everyone wears BBCC gear - Increase the number of people responsible for community connections, events	3.1a Alignment of economic sectors with BBCC services 3.1b Employer survey responses 3.1c Foundation supporter feedback *Other data requested:* - Need Career Services data - Learn why some employers are reluctant to work with us - Track students' employment - Survey workers to know what prevents them from participating in training or taking classes
3.2 BBCC works with K-12 & university partners to provide educational opportunities		
- Running Start enrollment is leveling off while College in the High School is increasing - Transfer data shows a significant drop and an even greater drop for HUG student group - There is a relationship with the proximity to BBCC and student enrollment - Relationships with high schools seem to be improving	- Target Othello, Mattawa, and Quincy and small schools for enrollment, offer classes in their respective communities - Increase collaboration with reluctant high school administrators and counselors - Market the new WEC building programs - Train outreach staff on current programs - Discuss transfer opportunities during new student intake process to help students develop long-term vision and goals - Create transfer opportunities for place-bound students - Increase funding through SAI points - Balance Running Start and non-traditional student enrollment in classes - Provide support, and higher pay for teachers who lead College in the High School classes	3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school grads attending BBCC 3.2c Running Start and College in the High School enrollments *Other data requested:* - Provide Running Start transfer data - Gather data about activities with transfer colleges and correlate it to transfer - Gather data on Running Start students who graduate from high school and BBCC

3.3 BBCC practices responsible use of resources, including fiscal and natural resources		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
• Financial audits are good over the years • Energy usage is down	• Reduce energy use • Consider buying a higher quality of paper to reduce consumption • Track recycling and make it a college priority, have recycling contests between buildings • Create an energy project list	3.3a Clean financial audits 3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2 3.3c Reduce plastic bag use 5% from 4962.8 lbs 3.3d Reduce custodial paper use 5% from 9280.74 lbs (3.3a/3.3d tied for 3rd place) *Other data requested:* • Use data for the entire campus, not just Maintenance and Operations • Track recycling • Include a narrative explaining the data
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community		
Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
• Students appear to feel safe to be themselves and express their opinions in the classroom • Diversity of candidate pools increased; bias training is helping the hiring process • Employee turnover is an issue • Safety awareness and reporting has improved; Title IX and drug incidents have increased	• Improve the employee experience, the environmental scan was a great start, now the college needs an action plan to address survey results; analyze why and where turnover is occurring and address the issues; decrease gap between faulty and administration competing interests; increase pay • Onboarding and orientation needs to be a college priority, provide additional training for department leads • Address communication to create a more cohesive community • Security needs to be accessible on evenings and weekends; locate security in the 1400 building; increased security awareness may be impacting higher reporting; create an awareness campaign of stalking, update bathroom posters	3.4a BBCC provides a classroom environment where students feel safe to express their opinions 3.4b Full-time employee turnover rate 3.4e Diversity of candidate pool (gender, race/ethnicity) 3.4g New employees follow-up survey (3.4a/3.4e tied for 3rd) *Other data requested:* • Summarize the President's exit interview data • Increase exit interviews participation, include part-time employees • Provide historic data, if available • Compare turnover rates to outside industries • Make sure all employees get the survey

Conclusions based on information or data available	Actions the college should consider taking	Most useful Indicators
		General: • Include number of respondents or students in every chart. • Include background information on methodology, the reason the charts appear as they are • Educate students that reporting race/ethnicity is not held against them

Annual Next Steps

End Statements & Core Themes		Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date
E1 - Mission							2.95			
E-2 - Student Success	1.1	BBCC provides access to programs & services that meet the educational needs of our students & prospective students	Student-Ready Practices, Advising	Increase FTE	Evening, weekend, online classes in an annual schedule with 2-3 year class rotation, website content & navigation updates	A Welcome Center was created in the Administration building and is staffed by students providing information to students and guests. The Marketing and Outreach Work Group developed a marketing plan with objectives focused on BBCC's efforts. Demographics and messaging for each workforce program as well as BBCC messaging was identified. BBCC is beginning website updates. BBCC started a wrestling program.	3.13	Continue with efforts to offer evening & online classes and services, build annual schedule, market the college, improve advising & case management system	Instructional deans and faculty, Director of Communications, Student Services Dean and staff, Strategic Priorities Committee workgroups	Part-time faculty funds for evening classes, UAS grant funds for website update, CiHS and Perkins funds for outreach & marketing, STEM grant funds for Starfish software
	1.2	Use of services correlates with success, retention, and completion	Student-Ready Practices, Advising	Close the GAP, Increase Completion, Increase FTE	Evening, weekend, online services	The Evening and Online Work Group identified issues in the evening schedule and proposed a two-year schedule for the Direct Transfer Degree. Common evening start times were adopted and will begin in fall 2019. Services were recommended for evening and online students. The Testing Center was moved to the Administration building to improve the flow of services. Student Services supported the purchase of Starfish (case management software) to improve onboarding, advising, early academic warning, and completion practices.	2.33	Continue with efforts to offer evening & online classes and services, improve transition of BEdA students into credit-bearing college classes, improve advising and case management system	Instructional deans and faculty, Dean of Transitional studies and faculty and staff, Student Services Dean and staff, Strategic Priorities Committee workgroups	Part-time faculty funds for evening classes, BEdA funds and funds managed by WES to support transition of BEdA students into college, STEM grant funds for Starfish software

End Statements & Core Themes		Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date
E-2 - Student Success	1.3	Students are prepared to graduate & to transfer or to seek employment	Student-Ready Practices, Advising	Close the GAP, Increase Completions	Guided Pathways work (accelerated learning, transition from ABE into college, use of advising maps, comprehensive supports, student tracking, intake process) gain student perspective	BBCC began using advising maps. The Advising and Student Experience Group identified what new students need to know in their first quarter, developed a New Student Information Guide, and made improvements to the "Getting Started" webpage. Pre-admissions workshops are currently being piloted. A new Fall Student Survey was developed and administered in fall 2018 to capture students' initial experience, gather baseline data on inclusion and diversity, evening scheduling preferences, and basic students needs.	2.83	Continue with efforts to improve advising including summer advising, updates to CSS 100, improve transition of BEdA students to college, advisor training, academic advising, case management, implementation of software to support advising including tracking students and their advising information	Instructional and Student Services deans and faculty and staff, Strategic Priorities Committee workgroups, STEM Grant Director	Sustain advising coordinator position after conclusion of PAHP grant, BEdA funds and funds managed by WES to support transition of BEdA students into college, UAS grant funds for new student orientation and website updates, STEM grant funds for Starfish software
E-3 Excellence in Teaching & Learning	2.1	BBCC implements innovation & creativity in programs & services	Student-Ready Practices	Close the GAP, Increase FTE	Continue with assessment activities	BBCC faculty and staff demonstrated a continuous cycle of improvement on student learning outcomes and achievement which satisfied the NWCCU recommendation and removed the private sanction. Faculty shared the results of their ESCALA training with their peers. BBCC continued Accelerated English pilots.	2.83	Investigate esports, promote accelerated learning options and areas of interest, support time and resources for faculty and staff to conduct assessment, offer evening & online classes and services	Director of Student Activities, Instructional deans and faculty, Student Services Dean and faculty and staff, Vice President of Learning & Student Success, Strategic Priorities Committee workgroups	Allocate assessment time at In-service, part-time faculty funds for evening classes
	2.2	BBCC helps students attain high academic standards	Student-Ready Practices	Close the GAP, Increase Completion	Continue with assessment activities	BBCC faculty and staff demonstrated a continuous cycle of improvement on student learning outcomes and achievement. Based on the report submitted in fall 2018, NWCC determined that BBCC fulfilled the recommendation to develop an effective, regular, and comprehensive system of assessment that documents student achievement of identified course, program and degree learning outcomes. The private sanction based on this recommendation was also removed.	3.00	Support time and resources for faculty and staff to conduct assessment, offer evening & online classes and services, support training for online instruction, improve workforce program connections with industry	Vice President of Learning & Student Success, Instructional deans and faculty, Student Services Dean and faculty and staff, President	Allocate assessment time at In-service, part-time faculty funds for evening classes

End Statements & Core Themes		Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date
E-3 Excellence in Teaching & Learning	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	Offer professional development on topics related to strategic priorities including use of data and equity	BBCC provided many on-campus professional development opportunities focused on Diversity/Equity/Inclusion, Leadership, Student/Employee experience and Policies and Procedures. All topics were identified in Employee Training Evaluation Surveys.	2.50	Provide academic and case management advisor training, support leadership development training	Instructional and Student Services deans and faculty and staff, Strategic Priorities Committee workgroups, STEM Grant Director, Vice President of Human Resources, Cabinet	STEM grant funds for Starfish software, sustain advising coordinator position after conclusion of PAHP grant
E-4 Community Engagement	3.1	BBCC works with community & industry partners to support economic development	Student-Ready Practices	Increase FTE	Improve communication with local businesses	BBCC's President and BBCC's Foundation Executive Director raised $2,340,575 towards the goal of $3.75 million to build the Workforce Education Center (WEC). In total, 121 organizations and individuals have been invited to participate. CBIS delivered training to 924 participants in workforce training, community education, and personal enrichment courses including Job Skills Grants (JSP) through the SBCTC. Work-Based Learning and Post Secondary Exploration were provided to Moses Lake, Ephrata, Warden, and Quincy High Schools (201 students).	2.83	Improve marketing efforts including updates to the website, support outreach for workforce programs	Director of Communications, Dean of Student Services and faculty and staff, Dean of Workforce Education and faculty and staff	UAS grant funds for website update, CiHS and Perkins funds for outreach and marketing

End Statements & Core Themes		Objective	Priorities	Goals	Next Steps for 2018-19	Actions Taken in 2018-19	2019 MF Score	Next Steps for 2019-20	Responsible Parties	Resource Allocation to Date
E-4 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 Completions	Enhance high school outreach	The High School Relations Work Group was tasked to develop general DTA advising maps for Running Start students from each of our area high schools showing how courses required for HS graduation requirements fit into the DTA-AAS degree; Counseling Center staff completed these maps. English and math placement agreements were developed with more area high schools. We worked on the acceptance letters for distribution to area HS seniors, and are studying past RS student success data to evaluate RS entrance requirements. We are piloting a senior advising and registration session for CiHS seniors. The Outreach Department organized and/or attended 45 recruitment events.	3.00	Conduct targeted outreach to specific communities, strengthen relationships with local high schools, strengthen transfer advising practices	Instructional and Student Services deans and faculty and staff	CiHS and Perkins funds for outreach and marketing, sustain advising coordinator position after conclusion of PAHP grant
E-5 Integrity & Stewardship	3.3	BBCC practices responsible use of resources, including fiscal & natural resources	Student-Ready Practices, Employee Experience	Close the GAP, Increase FTE, Increase Completion	Improve internal communication	Business Office works hard to ensure no accounts are overspent, purchases over $5,000 are approved by leadership, and accounting records meet or exceed requirements for federal and state regulations—resulting in clean audits. M&O has taken steps to be more efficient in staff time for trash collection by instituting lean processes and in extending the life of paper rolls by completing depleting one roll when multiple rolls are in use in the same room.	4.17	Sustain conservation and ethical stewardship efforts	Director of Facilities, Vice President of Finance & Administration	Operating budget funds
E-6 Inclusion & Climate	3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	Employee Experience, Student-Ready Practices	Close the Gap	Conduct environmental scan, Develop definition for equity and strategies to operationalize	The Employee Experience Work Group (EEWG) worked with the Committee for Equity, Inclusion, and Diversity (CEID) in coordinating the employee focus group sessions that were conducted in October 2018. The EEWG also worked closely with CEID to develop definitions of diversity, equity, and inclusion that were approved by the Shared Governance Council on May 10, 2019.	2.88	Develop and implement action plans based on the campus climate report with a focus on communication, accountability, and community.	Cabinet, all employees	Operating budget funds

Color Code	Description	Rating Scale
Blue	Exceptional. Above target. Use as a best practice.	**4.1 - 5.0 – Significant success**: Made substantial progress; completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
Green	Good. At or approaching target. Continue to support.	**3.1 - 4.0 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve
Yellow	Making progress. Above baseline. Keep improving.	**2.1 - 3.0 – Approaching success**: Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
Red	Not acceptable. Below baseline. Take immediate action.	**1.0 - 2.0 – Limited progress toward success**: While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.

2019-20 Core Theme Indicators Dashboard

Core Themes & Ends Statements		Objectives	Summary Score	Indicators	Baseline	Target	Rating Scale* Red	Yellow	Green	Blue
E-1 Mission										
Student Success E-2 Student Success	1.1	BBCC provides access to programs & services that meet the educational needs of our students & prospective students		1.1a Student satisfaction with services used	n/a	95%	<85%	85-92%	93-95%	>95%
				1.1b Total student FTE (Full-Time Equivalent)		2100	<2043	2043-2082	2083-2100	>2100
				1.1c Enrollment by modality						
				1.1c Employer survey responses						
				1.1d Foundation supporter feedback						
				1.1e Inventory of services (how & when offered)						
	1.2	Use of services correlates with success, retention, and completion		1.2a Course success rates based on use of services	n/a	80%	<71%	71-77%	78-80%	>80%
				1.2b Retention based on use of services		51%	<46%	46-49%	50-51%	>51%
				1.2c Completion based on use of services		20%	<13%	13-18%	19-20%	>20%
				1.2d Student use of services						
	1.3	Students are prepared to graduate & to transfer or to seek employment		*1.3a IPEDS graduation & transfer rates*		*55%*	<45%	45-52%	53-55%	>55%
				1.3b New Transfer & Workforce student retention						
				• Fall-to-winter		85%	<74%	74-79%	80-85%	>85%
				• Fall-to-spring		75%	<65%	65-72%	73-75%	>75%
				• Fall-to-fall		60%	<48%	48-56%	57-60%	>60%
				1.3c Basic Skills retention to 45 hours		75%	<65%	65-72%	73-75%	>75%
				1.3d SAI progression & completion						
				• ABE transition to college		15%	<9%	9-13%	14-15%	>15%
				• 1st 15 credits		30%	<22%	22-28%	29-30%	>30%
				• 1st 30 credits		25%	<17%	17-23%	24-25%	>25%
				• 1st 45 credits		20%	<12%	12-18%	19-20%	>20%
				• Retention		35%	<28%	28-33%	34-35%	>35%
				• Completion		16%	<10%	10-14%	15-16%	>16%
				1.3e Gap between A/W and HUG in course success rates in first quarter		*0%*				
				1.3f Graduate employment						
				1.3f Former student survey responses about employment						

Core Themes & Ends Statements		Objectives	Summary Score & Change from prior year	Indicators	Baseline	Target	Rating Scale*			
							Red	Yellow	Green	Blue
Excellence in Teaching & LearningE-3 Excellence in Teaching & Learning	2.1	BBCC implements innovation & creativity in programs & services		2.1a Student engagement with others	n/a	90%	<80%	80-87%	88-90%	>90%
				2.1a Student engagement in co-curricular activities	n/a	35%	<26%	26-32%	33-35%	>35%
				2.1b Innovative strategies supporting strategic priorities						
				*Students developed academic plan with help from college staff	n/a	90%	<71%	71-84%	85-90%	>90%
				*Students satisfied with advising	n/a	95%	<90%	90-93%	94-95%	>95%
				*Students earning ENGL 101 credit in accelerated English						
				*Students from accelerated English class succeeding in ENGL 102 & ENGL 235						
				2.1c Course level assessment						
				2.1d Department evaluation						
	2.2	BBCC helps students attain high academic standards		2.2a External certification rates	n/a	80%	<71%	71-77%	78-80%	>80%
				2.2b Course success rate		80%	<76%	76-78%	79-80%	>80%
				2.2c Gen Ed assessment						
				2.2d Program assessment						
	2.3	BBCC supports professional development for faculty & staff in order to improve student engagement & outcomes		2.3a Employee responses indicate likelihood of changing practices as a result of training	n/a	8 out of 10 rating	<6	7	8	>8
				2.3b Employees' training participation rates						
				2.3c Professional development offerings related to strategic goals and priorities						
Community EngagementE-4 Community Engagement	3.1	BBCC works with community & industry partners to support economic development		3.1a Alignment of economic sectors with BBCC services						
				3.1b Employer survey responses						
				3.1c Foundation supporter feedback						
	3.2	BBCC works with K-12 & university partners to provide educational opportunities		3.2a Transfer rate based on National Clearinghouse data		45%	<36%	36-42%	43-45%	>45%
				3.2b Percent of local high school grads attending BBCC						
				3.2c HS Dual Credit enrollment broken out by Race/Ethnicity						
E-5 Integrity & Stewardship	3.3	BBCC practices responsible use of resources, including fiscal & natural resources		3.3a Clean financial audits		100%	<100%		100%	n/a
				3.3b Reduce energy use intensity 5% from 210.235 EUI kBtu/ft2		199.72 EUI kBtu/ft2	>210.235	210.235-202.875	202.874-199.72	<199.72
				3.3c Clean Clery Audits						
				3.3c Reduce plastic bag use 5% from 4962.8 lbs		4715 lbs	>4962.8	4962.8-4789.3	4789.2-4715	<4715
				3.3d Reduce custodial paper use 5% from 9280.74 lbs		8817 lbs	>9280.74	9280.74-8956.12	8956.11-8817	<8817

E-6 Inclusion & Climate	3.4	BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community							
				3.4a BBCC provides a classroom environment where students feel safe to express their opinions	n/a	95%	n/a	0-92%	93-97%	>97%
				3.4b Full-time employee turnover rate	n/a	≤12%	>19%	19-14%	13-12%	<12%
				3.4c Clery Campus Security Authorities (CSAs) receive annual training		100%	<75%	75-93%	94-100%	n/a
				3.4d Number of safety reported incidents						
				3.4e Diversity of candidate pool (gender, race/ethnicity)						
				3.4f Employee exit survey - BBCC is recommended as a good place to work?						
				3.4g New employees follow-up survey						
				3.4h Community members indicate BBCC provided a respectful and collaborative environment						

Key

Color Code	Description	Rating Scale
Blue	Exceptional. Above target. Use as a best practice.	**4.1 - 5.0 – Significant success**: Made substantial progress, completed or exceeded expectations; indicates systematic implementation; required resources have been allocated; results are sustainable.
Green	Good. At or approaching target. Continue to support.	**3.1 - 4.0 – Considerable success:** Current efforts have improved over the last assessment; continue current practices with on-going monitoring and efforts to continuously improve
Yellow	Making progress. Above baseline. Keep improving.	**2.1 - 3.0 – Approaching success**: Achievement/implementation in progress; improvement efforts are on-going; there are concerted efforts to use available resources effectively.
Red	Not acceptable. Below baseline. Take immediate action.	**1.0 - 2.0 – Limited progress toward success**: While efforts were made, progress is delayed or limited. Assessments indicate progress, but there is limited movement toward success. Resource allocation and implementation are a priority at this time; the need for improvement is recognized.

Blue italics indicates strategic goal indicator

*70% of difference between baseline and target for the range between yellow and green is yellow, 30% of upper end is green

Red = proposed Indicator for 2019-20

strikethrough means this was information not gathered annually or staff did not find the information useful to evaluate the objective

Shading indicates the information is descriptive or targets/trends have not been established

Big Bend
COMMUNITY COLLEGE

Mission Fulfillment Workbook 2019

January 16, 2019

Prepared by the Office of Institutional Research and Planning
(Final report to be presented to the BBCC Board of Trustees at the June 2019 Board Meeting)

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

Table of Contents – Each item below is a hyperlink that will take you to the corresponding section in the report.

Contents

Introduction

The following report contains institutional information and data intended to help inform the college's annual planning and budgeting process. The report will also be used to determine if the college is fulfilling its mission. This information allows the Board of Trustees, faculty, and staff to assess how well the college is meeting each objective under the three Core Themes of Student Success, Excellence in Teaching and Learning, and Community Engagement. When you review this information, consider what conclusions you can draw and how these conclusions may influence your work or the direction of the college.

Overview of the data and information

The indicators were reviewed in 2017 and updated to provide more meaning. Following the report in 2018, some indicators were dropped and some added to provide a better understanding of how the college is meeting that aspect of the mission.

Where possible, baselines were established based on a three-year rolling average (2009-10, 2010-11, and 2011-12) which is consistent with practices at the State Board. These years were selected to compare progress since our last comprehensive accreditation evaluation in 2012. Additionally, targets were adopted for many indicators showing the level of performance the college wants to reach by 2020, when the college will experience its next comprehensive accreditation evaluation. Also following State Board practices, students were grouped by race/ethnicity into one of two groups: A/W (Asian and/or white) and HUG (Historically Underrepresented Groups – African American, Native American, Native Hawaiian/Pacific Islander and Hispanic). This student grouping allows the college to determine if there are achievement gaps between Asian and/or white students versus Historically Underrepresented Groups (students who have historically not progressed at the same levels) and make changes to improve student success and close achievement gaps.

Mission Fulfillment Outline

Big Bend Community College, 2017-2018

Core Theme **Student Success**: BBCC provides access to programs and services that meet the needs of our service district.

Objectives	Indicators
1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students	1.1a Student satisfaction with services used 1.1b Total student FTE (Full-Time Equivalent) 1.1c Employer survey responses 1.1d Foundation supporter feedback 1.1e Inventory of services (how & when offered)
1.2 Use of services correlates with success, retention, and completion	1.2a Course success rates based on use of services 1.2b Retention based on use of services 1.2c Completion based on use of services 1.2d Students use of services
1.3 Students are prepared to graduate and to transfer or to seek employment	1.3a IPEDS graduation & transfer rates 1.3b New Transfer & Workforce student retention - Fall-to-winter - Fall-to-spring - Fall-to-fall 1.3c Basic Skills retention to 45 hours 1.3d SAI progression & completion - ABE transition to college 1st 15 credits 1st 30 credits 1st 45 credits - Retention - Completion 1.3e Gap between A/W and HUG in course success rate in first quarter 1.3f Graduate employment

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

Objectives	Indicators
2.1 BBCC implements innovation and creativity in programs and services	2.1a Student engagement with others 2.1b Student engagement in co-curricular activities 2.1c Innovative strategies supporting strategic priorities • Students developed academic plan with help from college staff • Students satisfied with advising • Students earning ENGL 101 credit in accelerated English • Students from accelerated English class succeeding in ENGL 102 & ENGL 235 2.1d Course level assessment 2.1e Department evaluation
2.2 BBCC helps students attain high academic standards	2.2a External certification rates 2.2b Course success rate 2.2c General Education (Gen Ed) assessment 2.2d Program assessment
2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.3a Employee responses indicate likelihood of changing practices as a result of training 2.3b Employees' training participation rates 2.3c Professional development offerings related to strategic goals and priorities

Core Theme **Community Engagement**: BBCC supports economic development nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objectives	Indicators
3.1 BBCC works with community and industry partners to support economic development	3.1a Alignment of economic sectors with BBCC services 3.1b Employer survey responses 3.1c Foundation supporter feedback
3.2 BBCC works with K-12 & university partners to provide educational opportunities	3.2a Transfer rate based on National Clearinghouse data 3.2b Percent of local high school graduates attending BBCC 3.2c Running Start and College in the High School enrollments
3.3 BBCC practices responsible use of resources, including fiscal and natural resources	3.3a Clean financial audits 3.3b Reduce energy use intensity 3.3c Reduce plastic bag use 3.3d Reduce custodial paper use
3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	3.4a BBCC provides a classroom environment where students feel safe to express their opinions 3.4b Full-time employee turnover rate 3.4c Clery Campus Security Authorities (CSAs) receive annual training 3.4d Number of safety reported incidents 3.4e Diversity of candidate pool (gender, race/ethnicity) 3.4f Employee exit survey – BBCC is recommended as a good place to work? 3.4g New employees follow-up survey 3.4h Community members indicate BBCC provided a respectful and collaborative environment

Core Theme: Student Success – BBCC provides access to programs and services that meet the needs of our service district

Objective 1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and services. In 2018, 450 students responded (15.5% response rate). With a margin of error of 5% and a confidence level of 95%, the results can be seen as being reflective of the entire student population. The results of the 2018 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

Indicator 1.1a Student satisfaction with services used

Student Services

Satisfaction[a] with Services Used

Target by 2020: 95%

Legend:
- A/W (2018)
- HUG (2018)
- A/W (2017)
- HUG (2017)

Service	A/W (2018)	HUG (2018)	A/W (2017)	HUG (2017)
Student Services TOTAL	94%	95%	96%	96%
Admissions/Registration	94%	96%	95%	96%
Advising	94%	94%	94%	96%
Career Services	93%	95%	98%	95%
Counseling	94%	95%	96%	96%
Disability Support Services	100%	90%	100%	85%
Financial Aid	88%	92%	96%	96%
Food Pantry	97%	97%	96%	95%
TRiO	97%	98%	95%	96%
Veterans' Services	100%	94%	96%	96%
Workforce Education	96%	100%	97%	98%

No differences between A/W and HUG groups are statistically significant using Chi-square test, p < .05.
[a]**Satisfaction** defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)
A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Instructional Support

Satisfaction[a] with Services Used
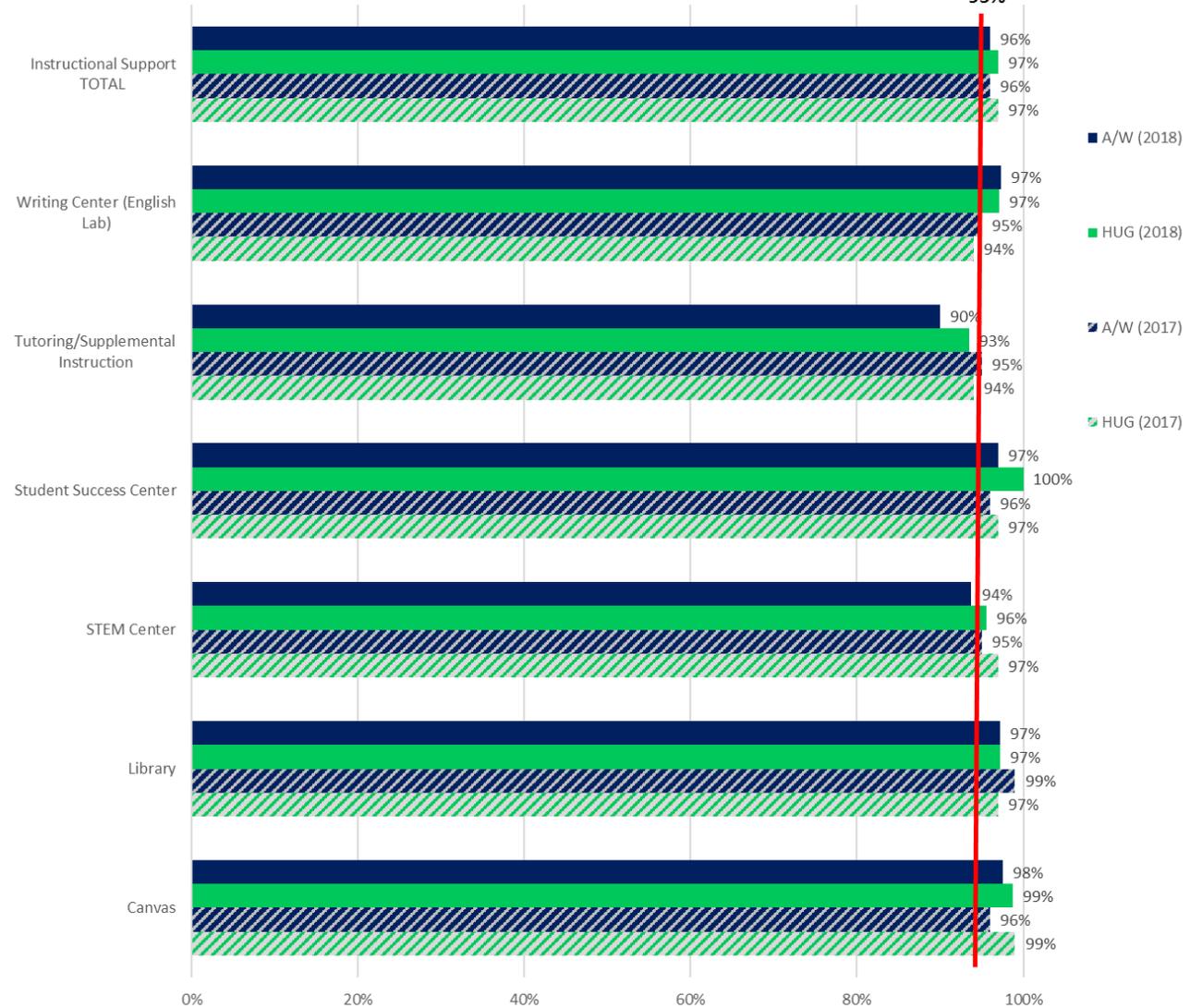
Target by 2020: 95%

Instructional Support TOTAL
- 96%
- 97%
- 96%
- 97%

Writing Center (English Lab)
- 97%
- 97%
- 95%
- 94%

Tutoring/Supplemental Instruction
- 90%
- 93%
- 95%
- 94%

Student Success Center
- 97%
- 100%
- 96%
- 97%

STEM Center
- 94%
- 96%
- 95%
- 97%

Library
- 97%
- 97%
- 99%
- 97%

Canvas
- 98%
- 99%
- 96%
- 99%

Legend:
- ■ A/W (2018)
- ■ HUG (2018)
- ▨ A/W (2017)
- ▨ HUG (2017)

(x-axis: 0%, 20%, 40%, 60%, 80%, 100%)

No differences between A/W and HUG groups are statistically significant using Chi-square test, p < .05.
[a]**Satisfaction** defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)
A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Administrative Support

Satisfaction[a] with Services Used

Target by 2020: 95%

Legend:
- A/W (2018)
- HUG (2018)
- A/W (2017)
- HUG (2017)

Administrative Support TOTAL*
- 91%
- 95%
- 92%
- 94%

Security
- 94%
- 100%
- 97%
- 97%

Dorms
- 77%
- 86%
- 72%
- 84%

Cafeteria/Lunchroom*
- 81%
- 93%
- 87%
- 85%

Business Office*
- 95%
- 99%
- 95%
- 97%

Bookstore
- 95%
- 94%
- 94%
- 95%

Big Bend Website
- 91%
- 94%
- 91%
- 98%
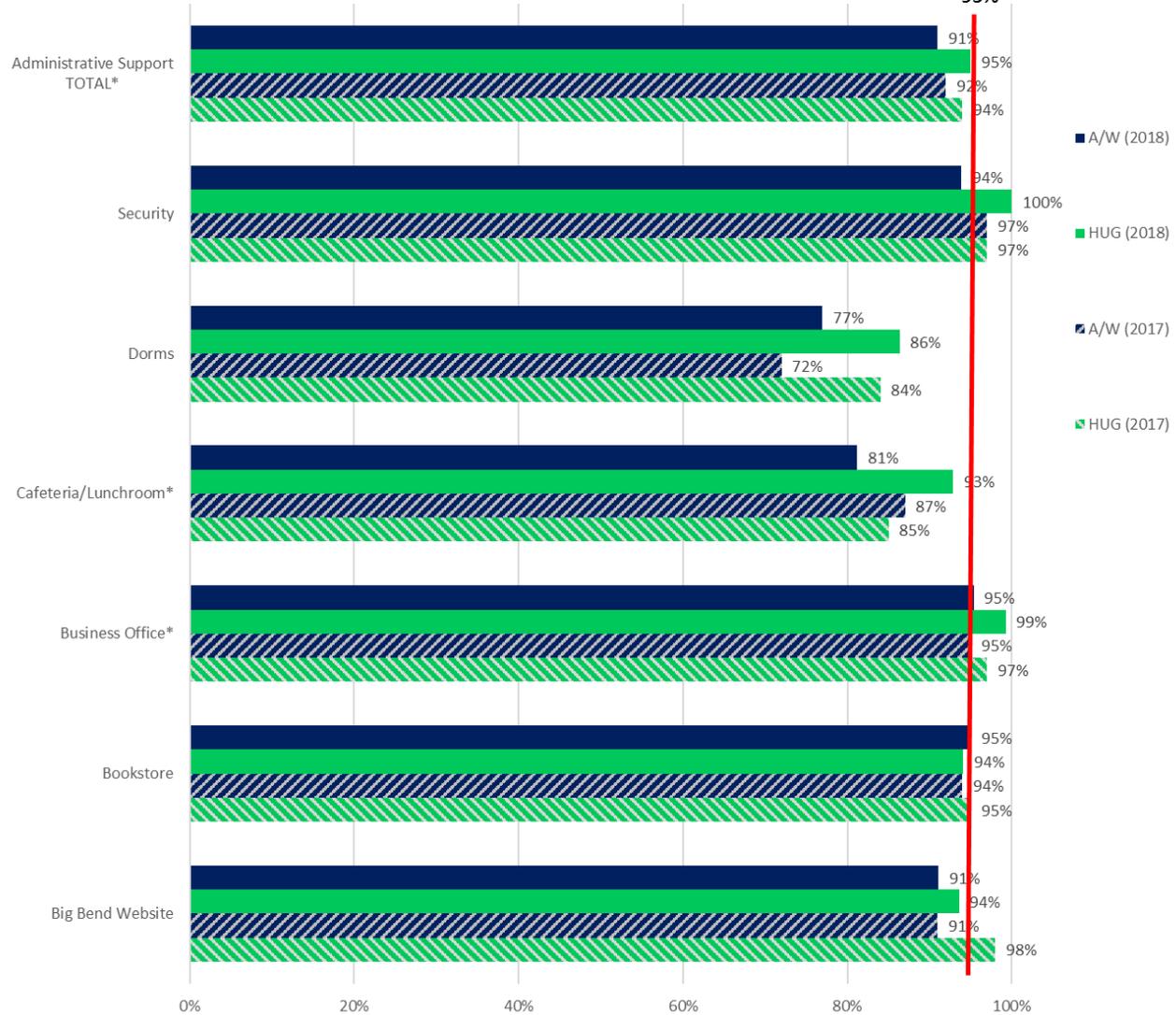
The difference betwee A/W and HUG groups is only statistically significant in 2017 using Chi-square test, p < .05.
[a]**Satisfaction** defined as *Very Satisfied* (5) to *Satisfied* (3) on a 5-point scale ranging from *Very Satisfied* (5) to *Very Dissatisfied* (1)
A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.1b Total student FTE (Full-Time Equivalent)

A complete breakdown of FTEs by division and program or discipline is available in Appendix A.

Annualized Total FTE by Program Area

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Academic-Transfer	861.8	908.6	1003.5	1087.0	1111.3	1063.7
Workforce Education	621.7	622.4	609.5	602.0	597.8	550.2
Pre-college Math and English	235.1	241.9	198.3	173.2	157.0	147.0
ABE/ESL/HSC/OPD	181.0	166.9	168.1	223.8	198.2	185.4
Overall Total FTE	**1899.6**	**1939.8**	**1979.3**	**2086.0**	**2064.3**	**1946.2**
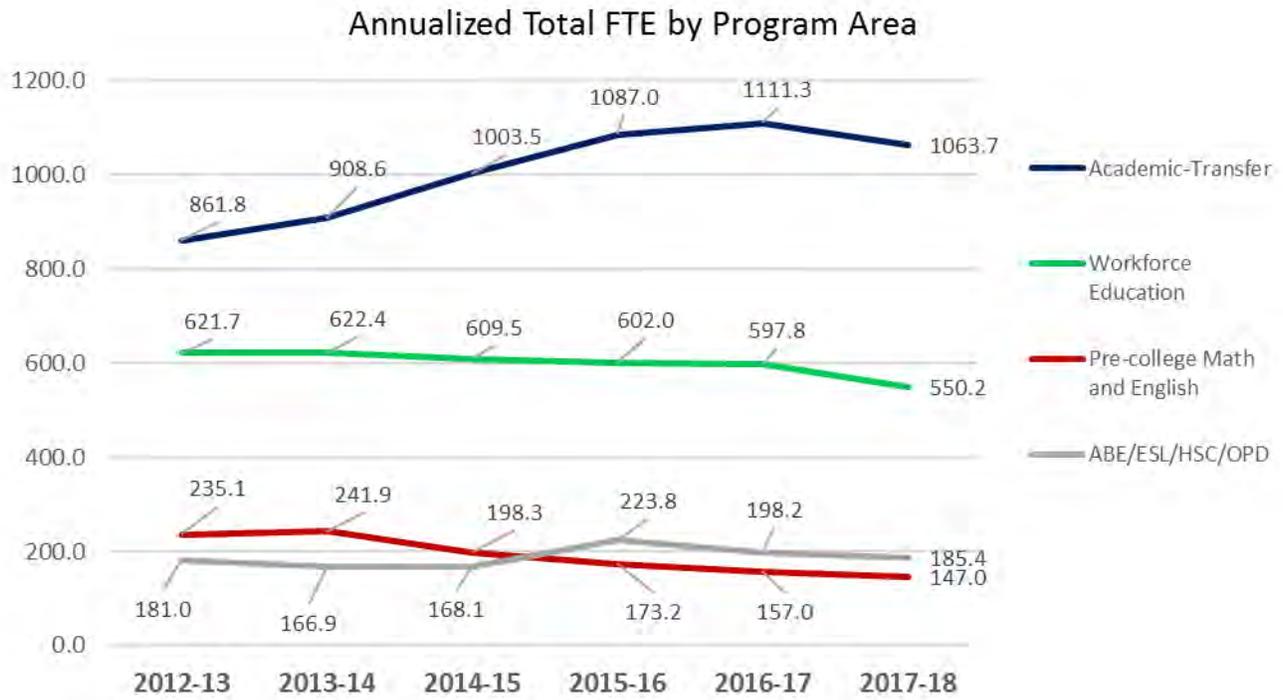
Indicator 1.1c Employer survey responses

The Employer Survey was an online survey sent to individuals who have been involved with hiring events, job fairs, or other area work-related events. In fall 2018, 147 completed the survey, (42% response rate) for a 90% confidence level and a 5% margin of error.   This Employer Survey response rate is the highest the college has ever experienced.

1.1c To what extent does BBCC offer academic programs needed by the regional economy?

Response	Percentage
Very much	20%
Quite a bit	38%
Somewhat	10%
Not at all	3%
I don't know	29%
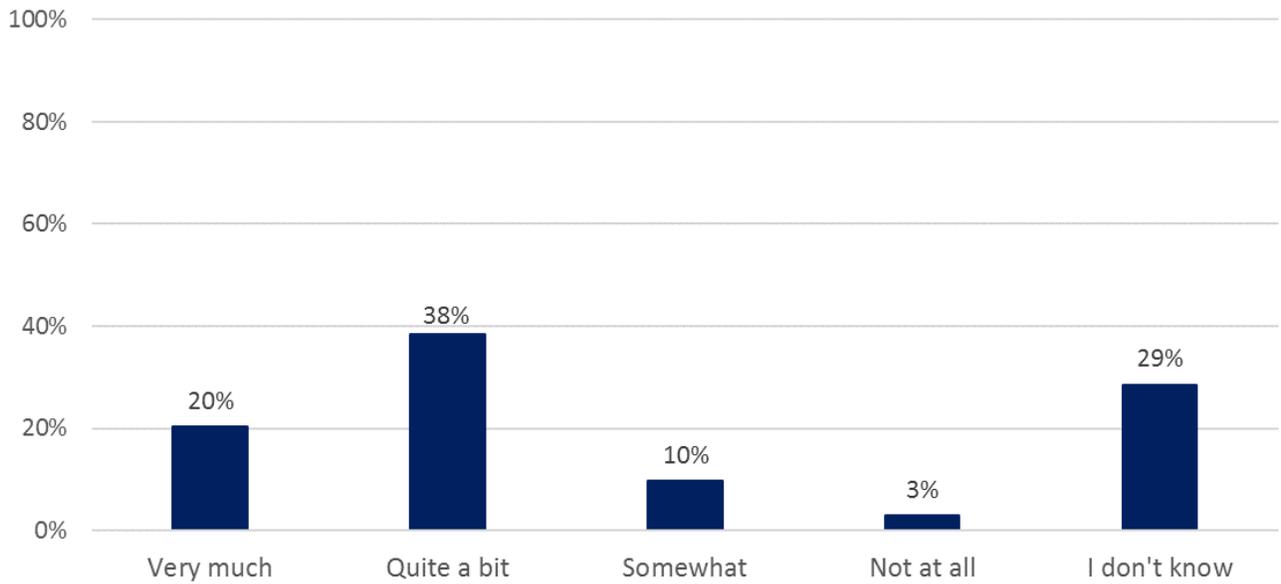
Indicator 1.1d Foundation supporter feedback

To assess the feasibility of the WEC project, BBCC contracted the help of Convergent Nonprofit Solutions to ask individuals and companies from within the district about their perceptions of BBCC. Interviews for the survey were conducted February 2018 and resulted in 63 meetings, interviewing 66 individuals.

How would you characterize the availability of a skilled workforce in the region?

How do you rate the effectiveness of the BBCC workforce training programs on a scale of 1-10? (1 = Not very effective, 10 = Very effective)
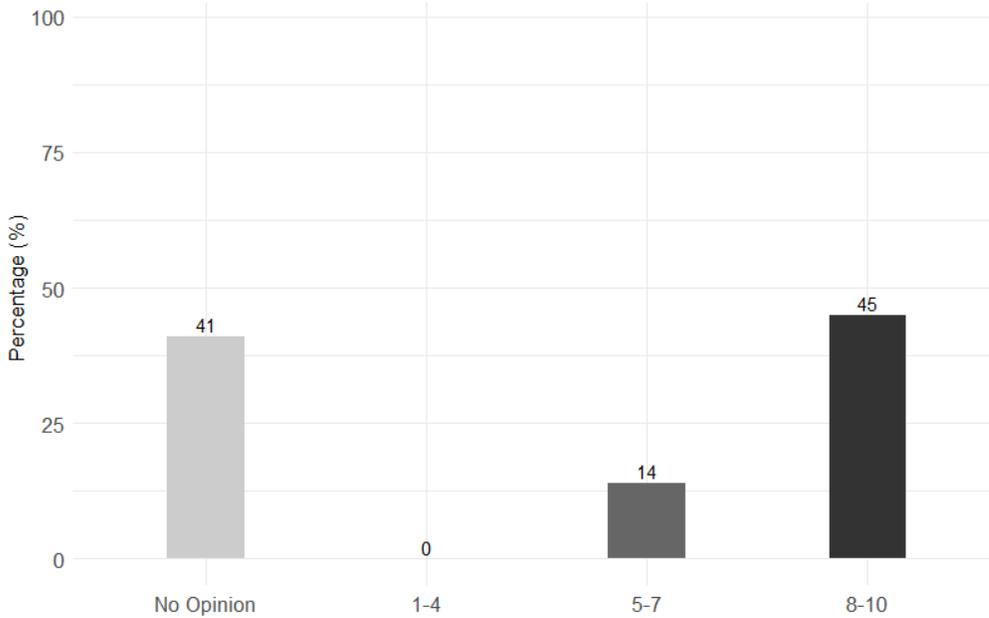
Indicator 1.1e Inventory of services (how & when offered)

BBCC Inventory of Services, when offered outside of BBCC's typical working hours

	Service	Office/Departments	Distance*	Evening**	Off site***
New Student Intake	Placement	Testing Center			
	Admission	SASS - Admissions/Registration	X		
	Registration	SASS - Admissions/Registration	X		
	Financial Aid	SASS - FA, WES, Veterans Services	X		
	Cashiering	Business Office	X		
	Student ID	Library		X	
	Bookstore	Bookstore	X		
Continued Enrollment	Academic Advising	SASS, faculty, advisors	X		
	Disability Support	SASS - DSS			
	Counseling	SASS - Counseling			
	Security	Security		X	
	Scholarships	Foundation, TRiO SSS	X		X
	Mentoring (navigation, support, guidance)	SASS - Advising, SSC, TRiO SSS, WES, Athletics	X	X	X
Foundational Skills	Goal setting	SSC,			
	Academic planning	SASS, faculty, advisors			
	Financial literacy	SASS - FA, WES	X		X
	Time management	SSC			
	FAFSA	SASS - FA, WES	X		X
	High School Dual Enroll.	Outreach & Recruitment, Instructional deans			
Academic Support	STEM Tutoring	STEM Center, TRiO SSS		X	
	Supplemental Inst.	STEM Center, TRiO SSS			
	Writing tutoring	Writing Center			
	etutoring	Library	X		
	Laptop checkout	Library, STEM Center		X	
	Textbook checkout	Library, TRiO SSS		X	
	Other Tutoring	SSC/Testing		X	X
	Study room	TRiO SSS, SSC, Library		X	
	Computer lab	STEM Center, Library, SSC		X	
	Make-up testing	Testing Center			
	Canvas support	elearning/Library		X	
	Library services	Library		X	

	Service	Office/Departments	Distance*	Evening**	Off site***
Completion	Graduation application	SASS - Counseling & advising & registration, TRiO SSS	X		
	Transfer assistance	SASS - Counseling & advising, TRiO SSS			
	Resume & interviewing	Career Services			
	Job search	Career Services	X		
	Career exploration	Career Services	X		
Basic Needs	Housing	Residence Halls		X	
	Food	WES-Food Pantry		X	
	Transportation (bus pass)	WES, Foundation			
	Emergency Support	SASS - Counseling, Security		x	
	Childcare	Childcare Center			
	Student Employment	SASS - FA	X		
	Exercise	Clubs, Gym			
Student Engagement	Student Activities	ASB, Clubs, Athletics		X	
	Peer support	Veterans Serv, Clubs, Athletics, SSC		X	

*Distrance can include online, by phone, etc.

** Evening on-campus

*** Physical site off-campus

Key: SASS, Student Administrative Support Services; FA, Financial Aid; WES, SSC, Student Success Center; TRiO SSS, TRiO Student Support Services; Workforce Education Services

Objective 1.2 Use of services correlates with success, retention, and completion

Indicator 1.2a Course success rates based on use of services

Course success rates of students using the Writing or STEM Center 2017-18

Target by 2020: 80%

	A/W	HUG	not reported race/ethnicity
STEM Center - College-level Math & Science Success	82%, 620	77%, 552	84%, 64
STEM Center - Pre-college Math Success*	72%, 131	67%, 3	67%, 138
Writing Center - College-level English Success	83%, 100	85%, 101	83%, 6
Writing Center - Pre-college level English Success	91%, 11	73%, 52	67%, 3
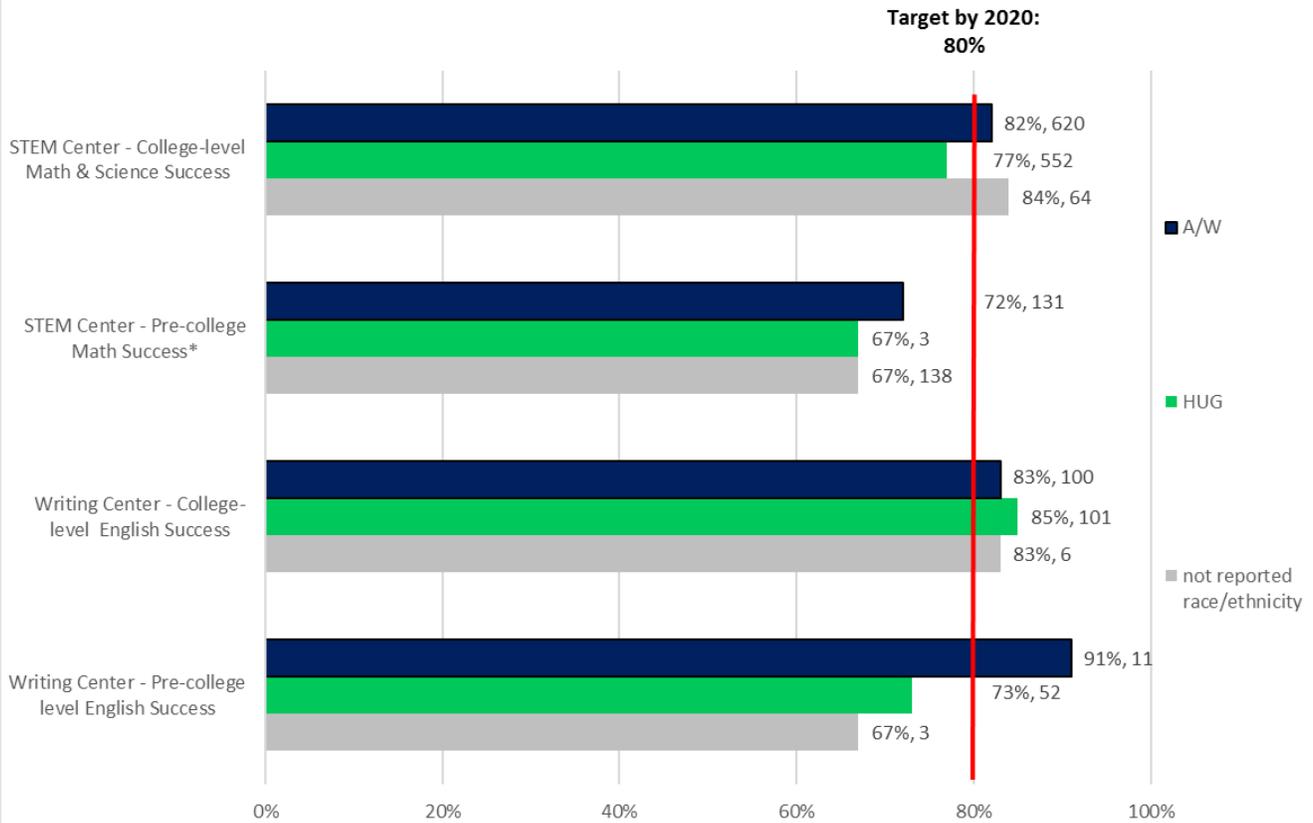
*The chi-square statistic is 5.0246. The p-value is .02499. This result is significant at $p < .05$.

BBCC's overall pre-college English course success rate was 62%.
BBCC's overall college-level English course success rate was 73%.
BBCC's overall pre-college math course success rate was 64%.
BBCC's overall math/science college-level course success rate was 73%.

A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2b SAI retention points based on use of STEM Center, Student Success Center, and Writing Center

The Student Achievement Initiative (SAI) is Washington State's Community and Technical College Performance-based funding system. The primary objective is to incentivize a focus on student outcomes by attaching a portion of the state allocation to measures of performance. These performance measures represent key points in a students' educational path and exclude dual-enrollment students. For the 2018-19 year, SAI funding accounted for 9.3% of BBCC's state allocation.

A retention point is awarded when a student reaches at least one achievement level during the current year and was enrolled in the previous year. The college can be awarded points for students' progress over multiple years. This chart represents *all* enrolled students in a given year including those who were not enrolled in the previous year; therefore, the college can only earn points for this achievement level for some of our students.

Since students who use one service are likely to also use the other centers and because the SAI retention point is not specific to any one course or service, the *combined* effect of the STEM Center, Student Success Center, and Writing Center are provided for this indicator.

**Percent of students who used a student service center
and earned the SAI retention point**

	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	36%	38%	41%	42%	41%
HUG	38%	40%	41%	42%	41%
Ethnicity not reported	30%	26%	29%	26%	30%
Overall	37%	38%	40%	41%	40%

Percent of students who used a student service center[a] and earned the SAI Retention Point
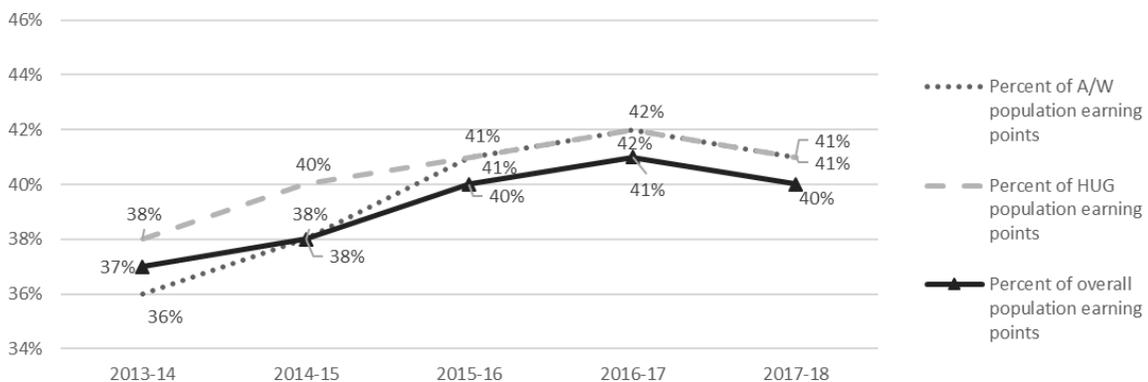
[a]Students used at least one of the following: STEM Center, Student Success Center, Writing Center at least one

A/W = Asian or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2c SAI completion points based on use of STEM Center, Student Success Center, and Writing Center

The college is awarded a point when a student earns a certificate or degree. Only awards earned during the academic year are counted. Additional points are earned when current or previous basic skills students reach this achievement level. This chart represents *all* enrolled students in a given year including those who are not near completion; therefore, the college can only earn points for this achievement level for some of our students.

**Percent of students who used a student service center
and earned the SAI completion point in the same year**

	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	17%	15%	18%	21%	19%
HUG	12%	12%	16%	18%	17%
Ethnicity not reported	17%	13%	17%	23%	18%
Overall	14%	14%	17%	20%	18%

Percent of students who used a student service center[a] and earned the SAI Completion Point
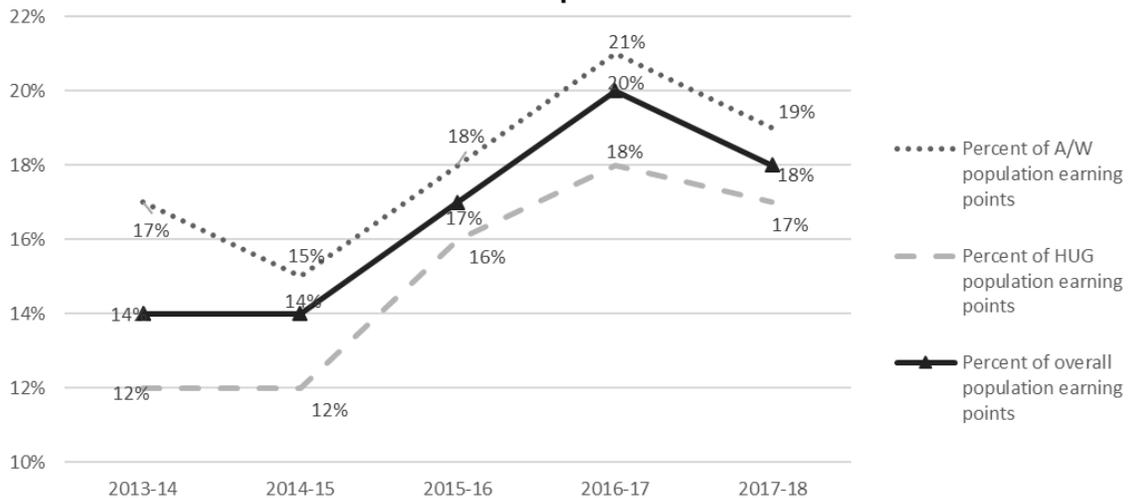
*Difference between A/W and HUG groups is <u>only</u> significant for 2013-14 when using Chi-sqaure test
[a]Students used at least one of the following: STEM Center, Student Success Center, Writing Center at least one
A/W = Asian or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific

Indicator 1.2d Students use of services

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and service. In 2018, 450 students responded (15.5% response rate). With a margin of error of 5% and a confidence level of 95%, the results can be seen as being reflective of the entire student population. The results of the 2018 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

Indicator 1.2d Students use of services (student services areas)

The following chart represents students who reported having used student services areas one or more times a quarter in 2018.

Student Services

Use** of Services

Service	A/W (2017)	HUG (2017)	A/W (2018)	HUG (2018)
Admissions/Registration*	97%	95%	98%	90%
Advising	90%	89%	92%	89%
Career Services*	28%	51%	30%	51%
Counseling	60%	63%	58%	59%
Disability Support Services	7%	13%	10%	12%
Financial Aid*	51%	78%	59%	70%
Food Pantry*	13%	23%	7%	18%
TRiO*	20%	46%	12%	31%
Veterans' Services	4%	9%	4%	4%
Workforce Education	18%	40%	18%	27%
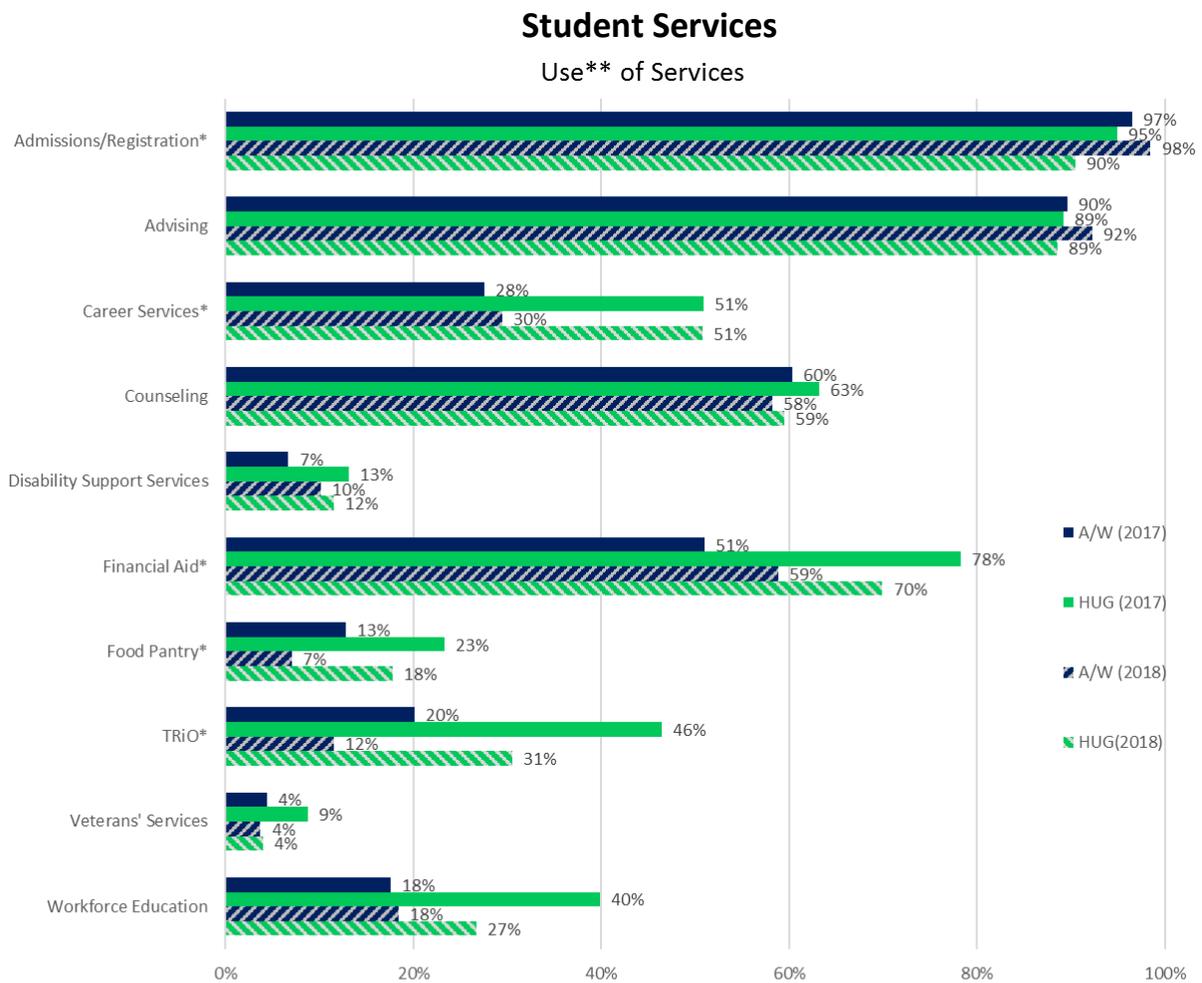
*Difference is statistically significant in 2017 and 2018 using chi-square test, p < .05

**Student used the service one or more times a quarter

A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2d Students use of services (instructional support)

The following chart represents students who reported having used administrative support areas one or more times a quarter in 2018

Instructional Support

Use** of Services

Canvas: 99%, 100%, 99%, 100%
Library*: 83%, 91%, 90%, 92%
STEM Center: 64%, 65%, 61%, 59%
Student Success Center*: 45%, 70%, 33%, 48%
Tutoring/Supplemental Instruction: 32%, 43%, 25%, 27%
Writing Center (English Lab): 37%, 49%, 33%, 40%

Legend:
- A/W (2017)
- HUG (2017)
- A/W (2018)
- HUG(2018)

*Difference is statistically significant for Student Success Center in 2017 and 2018 while Library is only significant in 2017 using chi-square test, p < .05

**Student used the service one or more times a quarter

A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.2d Students use of services (administrative support)

The following chart represents students who reported having used administrative support areas one or more times a quarter in 2018.

Administrative Support
Use** of Services
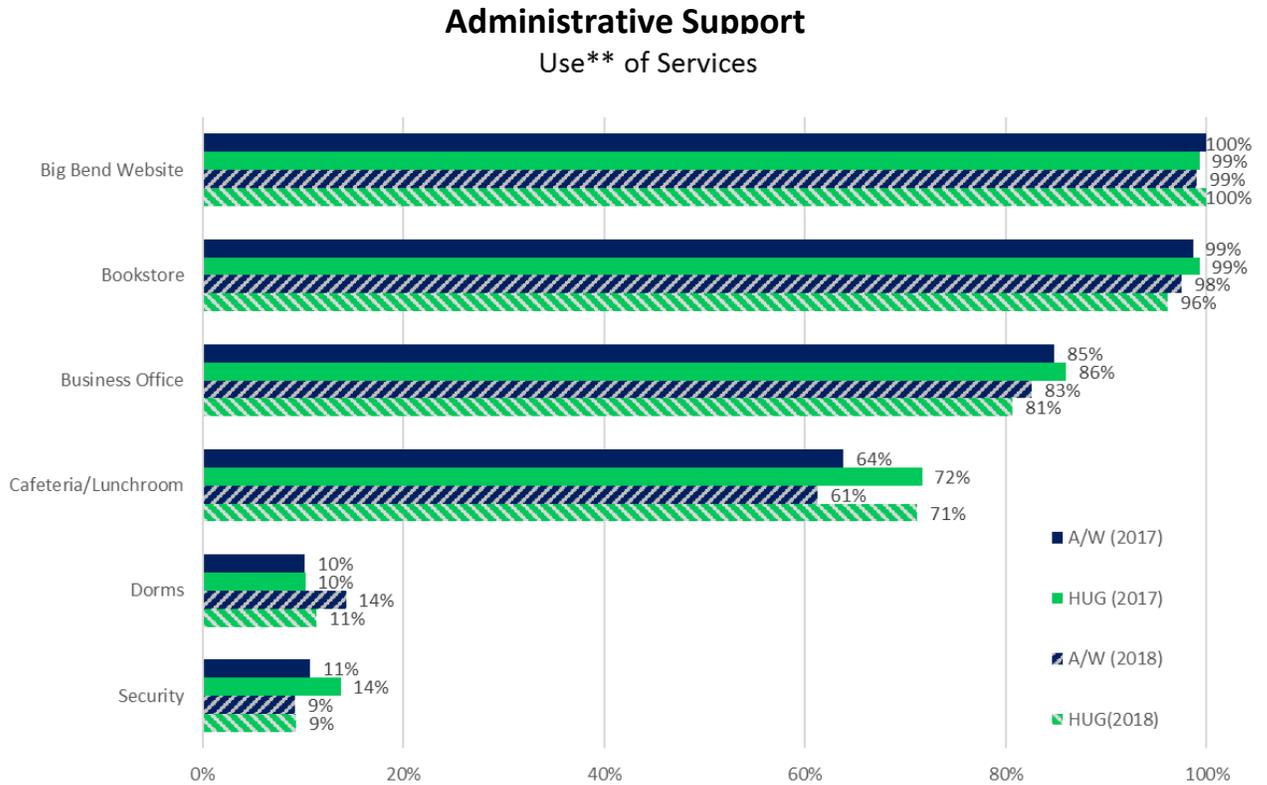
*No differences were significant using chi-square test, p < .05

**Student used the service one or more times a quarter

A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Objective 1.3 Students are prepared to graduate and to transfer or to seek employment

Indicator 1.3a IPEDS graduation & transfer rates

The Integrated Postsecondary Education Data System (IPEDS) is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES) within the U.S. Department of Education. IPEDS cohorts are fall cohorts consisting of full-time, first-time degree/certificate-seeking students who are tracked for three years (i.e. 150% of normal time to completion) after initial enrollment. For example, a student in the 2013 cohort (full-time, first-time, degree-seeking student in fall 2013) will be tracked until spring 2016 graduation (enrolled in academic years: 2013-14, 2014-15, and 2015-16). These cohorts do not include Running Start students.

	All combined		A/W		HUG	
	Graduated*	Transferred only**	Graduated*	Transferred only**	Graduated*	Transferred only**
2009-2012	33%	16%	37%	19%	28%	11%
2010-2013	33%	14%	36%	17%	30%	11%
2011-2014	32%	17%	37%	17%	26%	18%
2012-2015	36%	17%	44%	22%	26%	12%
2013-2016	37%	14%	42%	18%	30%	9%
2014-2017	36%	14%	37%	15%	33%	13%

*Students who graduated may also have transferred.
**Student did not receive a credential prior to transferring.
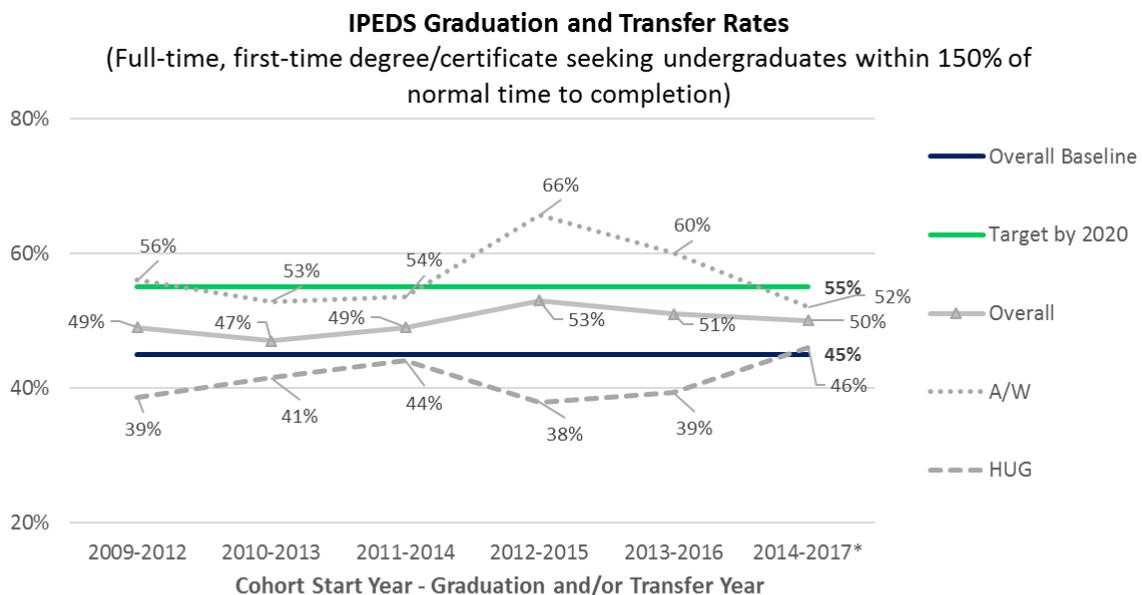
IPEDS Graduation and Transfer Rates
(Full-time, first-time degree/certificate seeking undergraduates within 150% of normal time to completion)

*The difference between A/W and HUG groups is not statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3b New Transfer & Workforce student retention (fall-to-winter)

Fall to Winter Retention - Transfer and Workforce Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	86%	82%	85%	83%	83%	89%
HUG	76%	71%	76%	76%	80%	87%
Ethnicity not reported	40%	41%	34%	49%	39%	43%
Overall	79%	75%	76%	76%	76%	81%

Fall to Winter Retention – Transfer and Workforce Students

Overall may be lower than A/W and HUG due to the group of students who did not provide race/ethnicity information

Overall Baseline

Target by 2020

Percent of overall population retaining

Percent of A/W population retaining

Percent of HUG population retaining

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3b New Transfer & Workforce student retention (fall-to-spring)

Fall to Spring Retention - Transfer and Workforce Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	79%	81%	78%	77%	76%	80%
HUG	68%	58%	69%	64%	68%	78%
Ethnicity not reported	40%	66%	57%	36%	34%	33%
Overall	72%	70%	72%	66%	67%	72%

Fall to Spring Retention – Transfer and Workforce Students

Overall may be lower than A/W and HUG due to the group of students who did not provide race/ethnicity information

Legend:
- Overall Baseline
- Target by 2020
- Percent of overall population retaining
- Percent of A/W population retaining
- Percent of HUG population retaining

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.
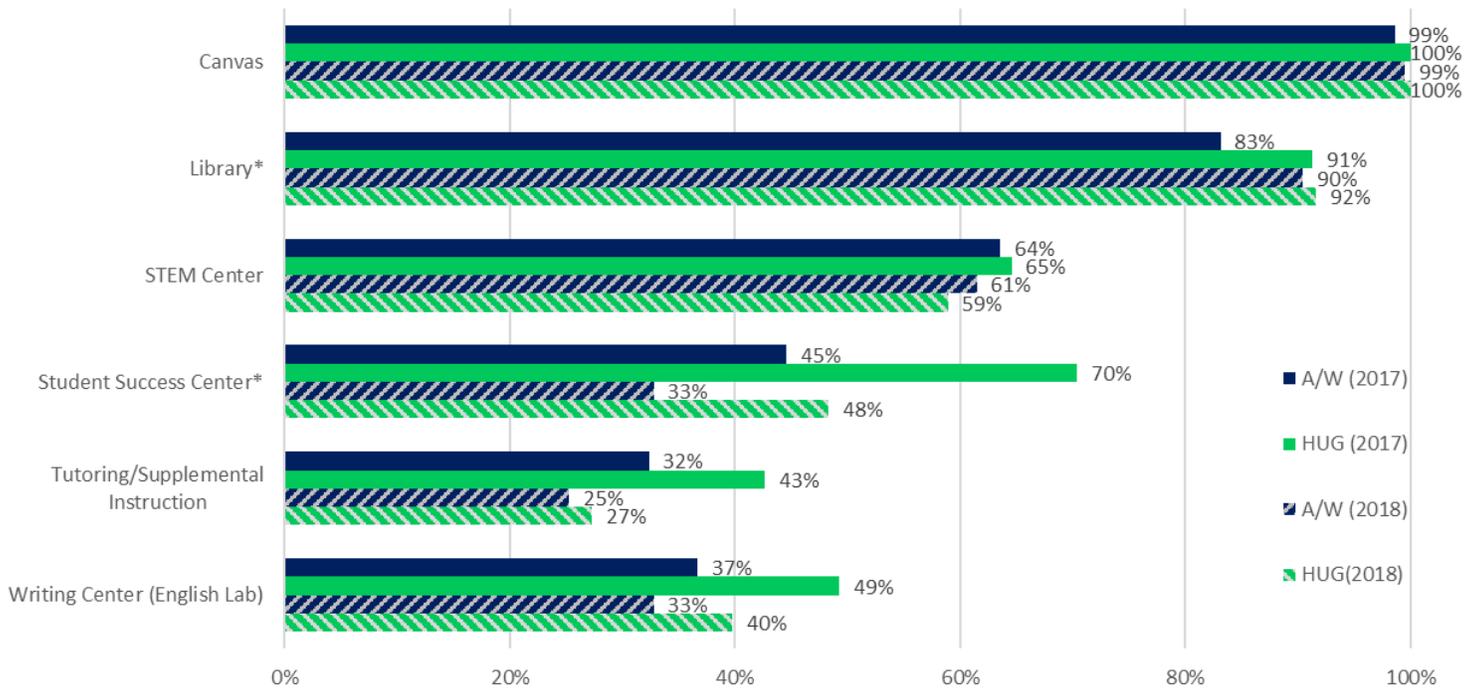
A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3b New Transfer & Workforce student retention (fall-to-fall)

Fall to Fall Retention - Transfer and Workforce Students

	2012-13	2013-14	2014-15	2015-16	2016-17
A/W	65%	63%	63%	59%	59%
HUG	49%	47%	51%	49%	56%
Ethnicity not reported	40%	69%	26%	25%	23%
Overall	58%	57%	54%	50%	53%

*Fall 2017 to Fall 2018 data is not available from the State Board at this time.

Fall to Fall Retention – Transfer and Workforce Students
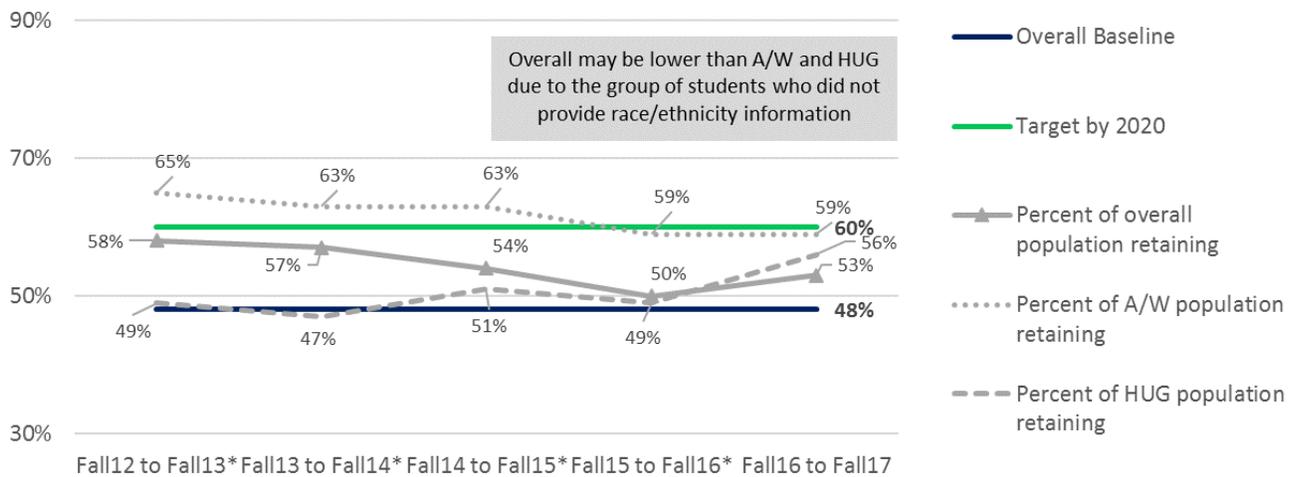
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3c Basic Skills retention to 45 hours

Basic Skills instructors take daily student attendance and track instructional contact hours. Students who persist in the program at least 45 hours are more likely to progress academically then those who do not.

Basic Skills Retention to 45 Hours
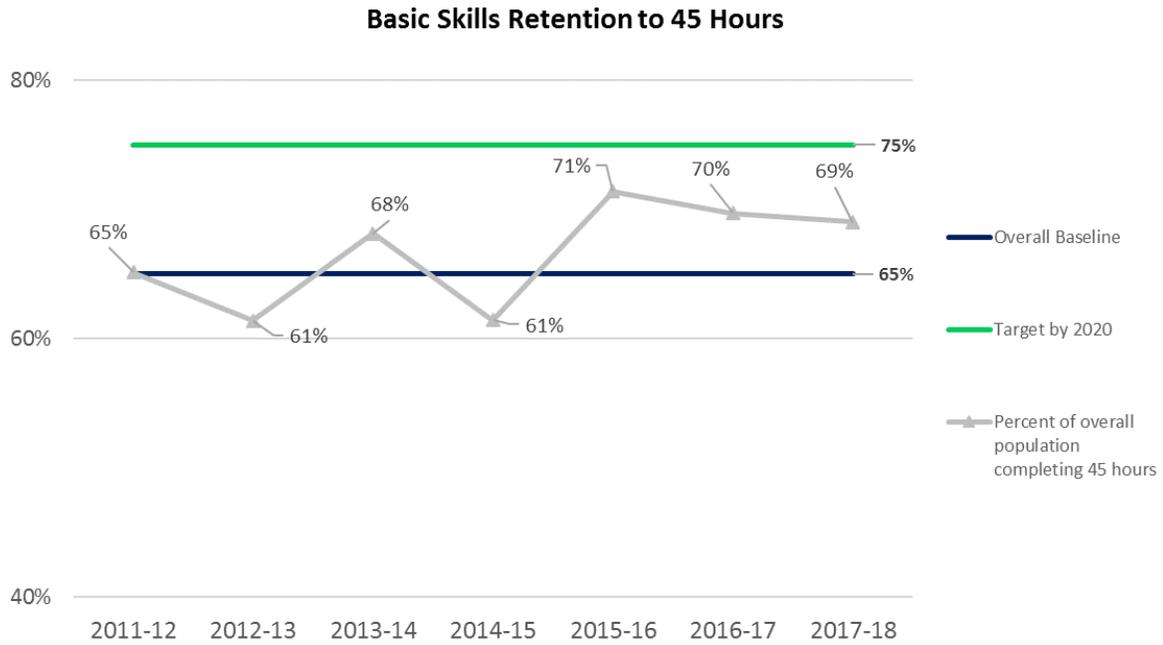
Indicator 1.3d Student Achievement Initiative (SAI) progression & completion

The Student Achievement Initiative (SAI) is the performance funding system for Washington State's system of community and technical colleges.

Colleges receive points, with funding attached, when students reach key academic momentum points, such as finishing college-level math, completing the first year of college, and earning a certificate or degree. Rigorous data analysis shows that students who achieve these momentum points are much more likely to earn a certificate or degree.

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (ABE transition to college)

Percent of ABE population earning SAI points - ABE to college transition					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	12%	5%	4%	27%	5%
HUG	13%	9%	13%	8%	10%
Ethnicity not reported	3%	9%	5%	8%	8%
Overall	11%	8%	8%	13%	8%
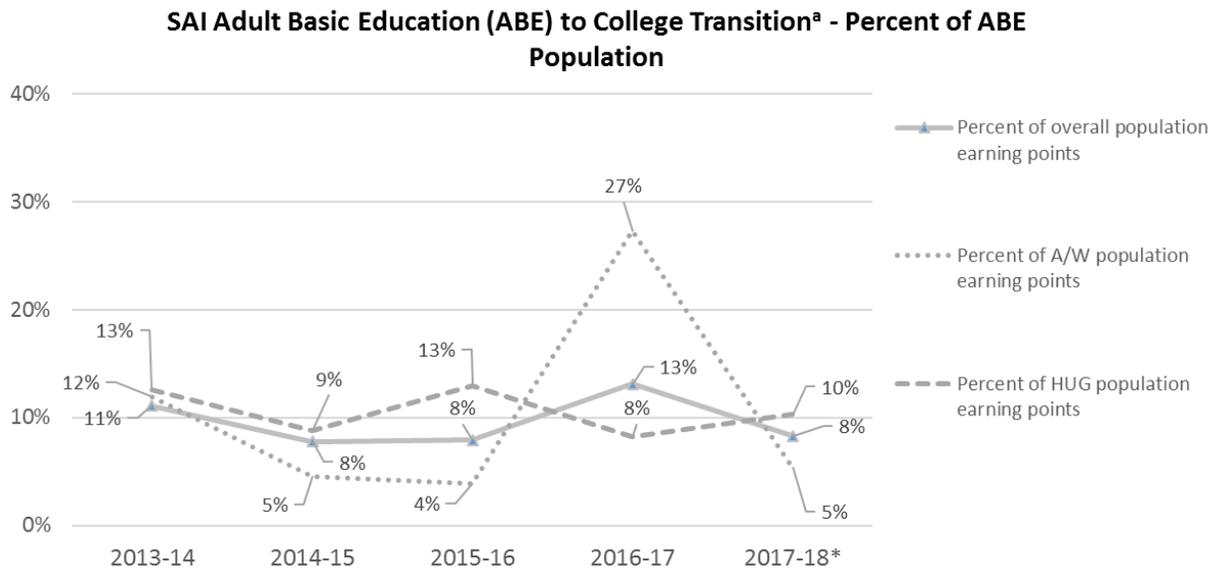
SAI Adult Basic Education (ABE) to College Transition[a] - Percent of ABE Population

*The difference between A/W and HUG groups is not statistically significant using Chi-square test, p < .05.

[a]Student coded as workforce or transfer in the current year *and* was formerly a basic skills student

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (first 15 college-level points)

Percent of population earning SAI points - 1st 15 college-level credits					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	27%	27%	26%	26%	28%
HUG	18%	20%	20%	22%	22%
Ethnicity not reported	11%	10%	6%	7%	4%
Overall	22%	27%	21%	21%	21%
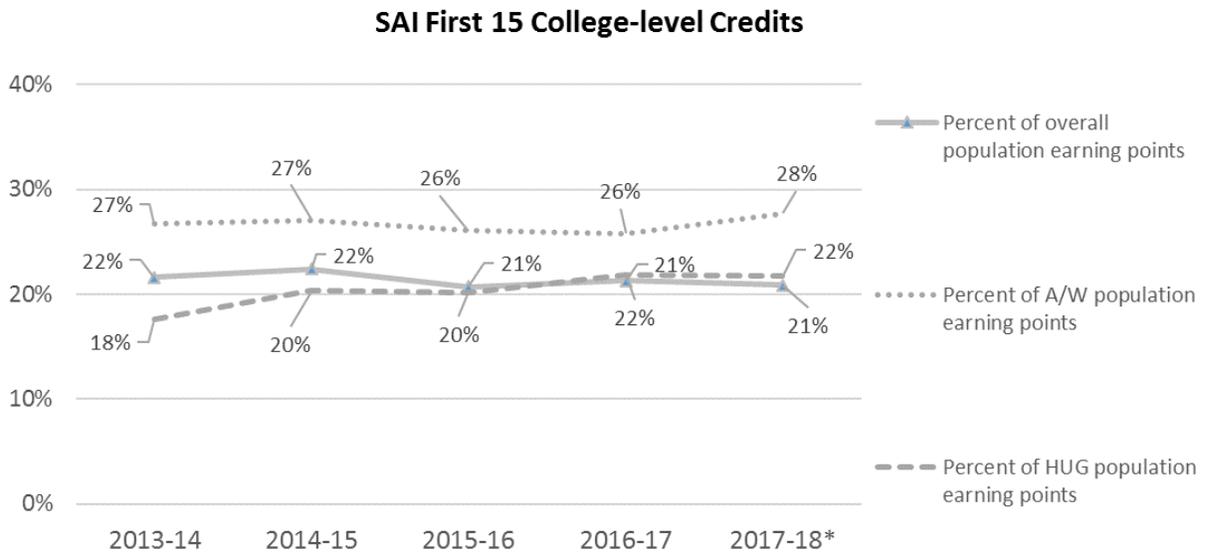
SAI First 15 College-level Credits

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.
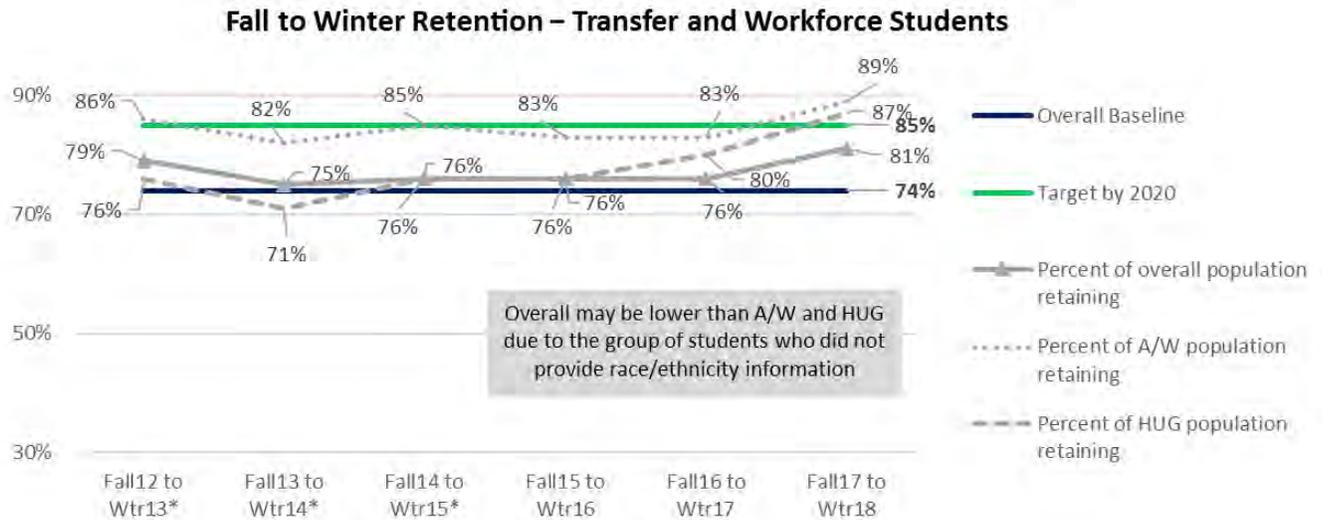
A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (first 30 college-level points)

Percent of population earning SAI points - 1st 30 college-level credits					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	22%	22%	24%	22%	23%
HUG	15%	19%	19%	21%	19%
Ethnicity not reported	9%	7%	6%	4%	3%
Overall	17%	18%	19%	18%	17%

SAI First 30 College-level Credits

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
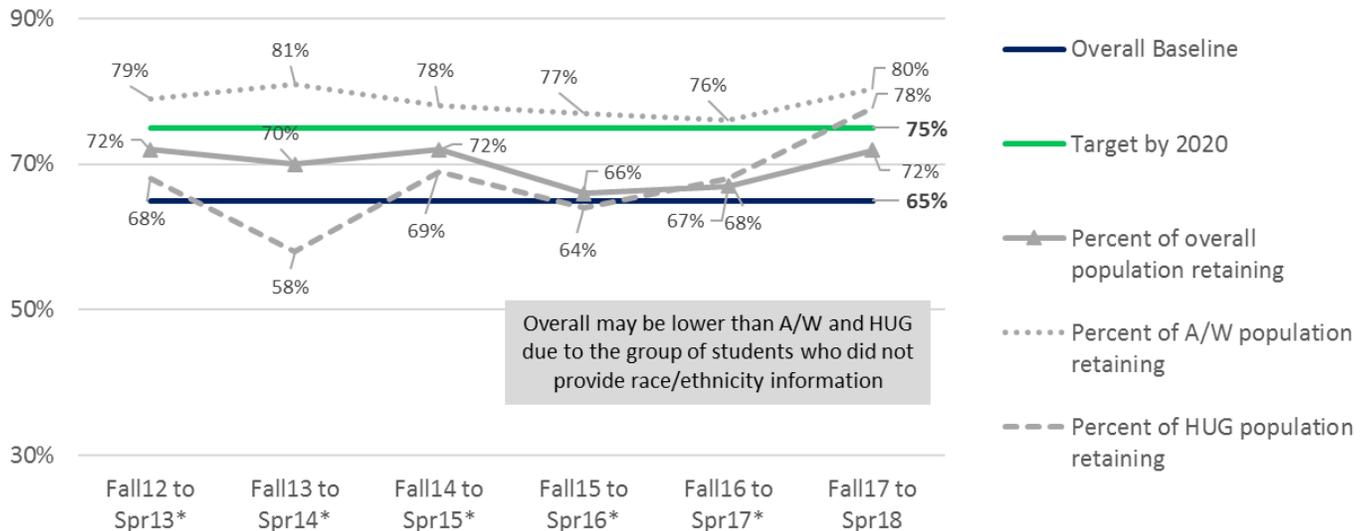HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (first 45 college-level points)

Percent of population earning SAI points - 1st 45 college-level credits					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	16%	17%	19%	17%	19%
HUG	11%	12%	15%	15%	16%
Ethnicity not reported	6%	5%	4%	4%	2%
Overall	13%	13%	15%	14%	14%
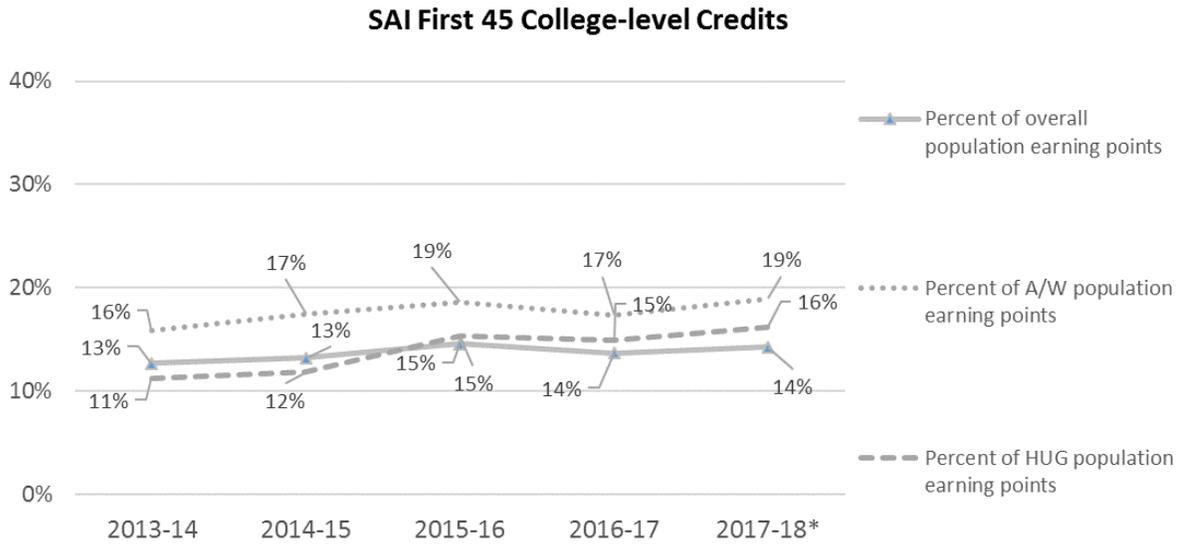
SAI First 45 College-level Credits

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (retention points)

| Percent of population earning SAI points - Retention point					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	27%	28%	27%	26%	25%
HUG	28%	27%	28%	30%	30%
Ethnicity not reported	8%	6%	5%	7%	8%
Overall	25%	24%	23%	24%	22%
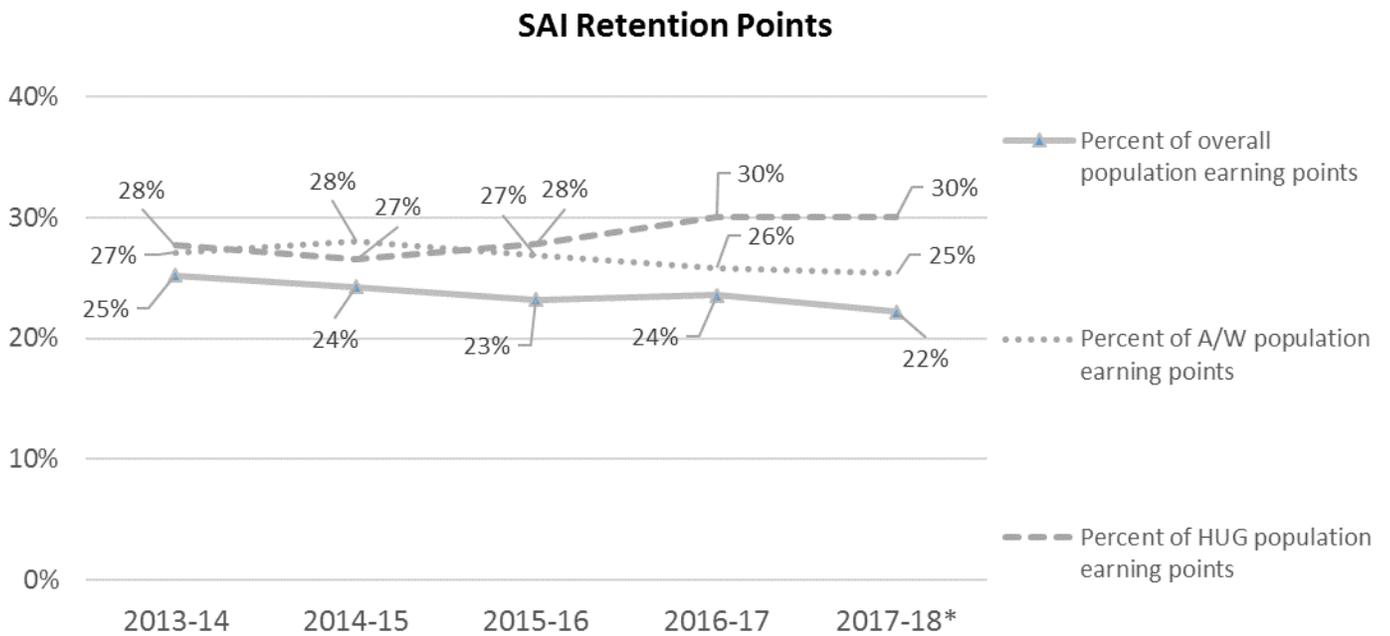
SAI Retention Points

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3d Student Achievement Initiative (SAI) progression & completion (completion)

Percent of population earning SAI points - Completion point					
	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	18%	16%	17%	17%	16%
HUG	12%	10%	12%	14%	15%
Ethnicity not reported	5%	3%	3%	4%	3%
Overall	14%	12%	13%	13%	12%

SAI Completion Points

*The difference between A/W and HUG groups is *not* statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3e Gap between A/W and HUG in course success rate in first quarter

First quarter success rates are a major indicator of future student progress and success.

New Students' Course Success Rates in the First Quarter

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	81%	81%	80%	80%	79%	83%
HUG	72%	78%	75%	81%	74%	72%
Ethnicity not reported	78%	73%	77%	84%	80%	74%
Overall	78%	80%	78%	80%	77%	79%

New Students' Course Success Rates in the First Quarter
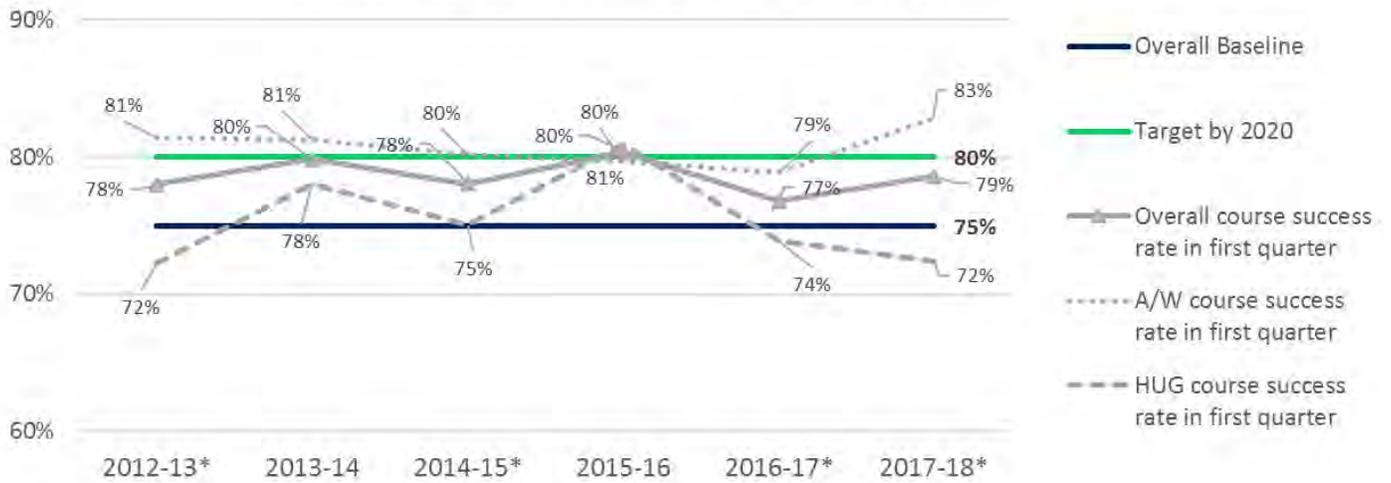
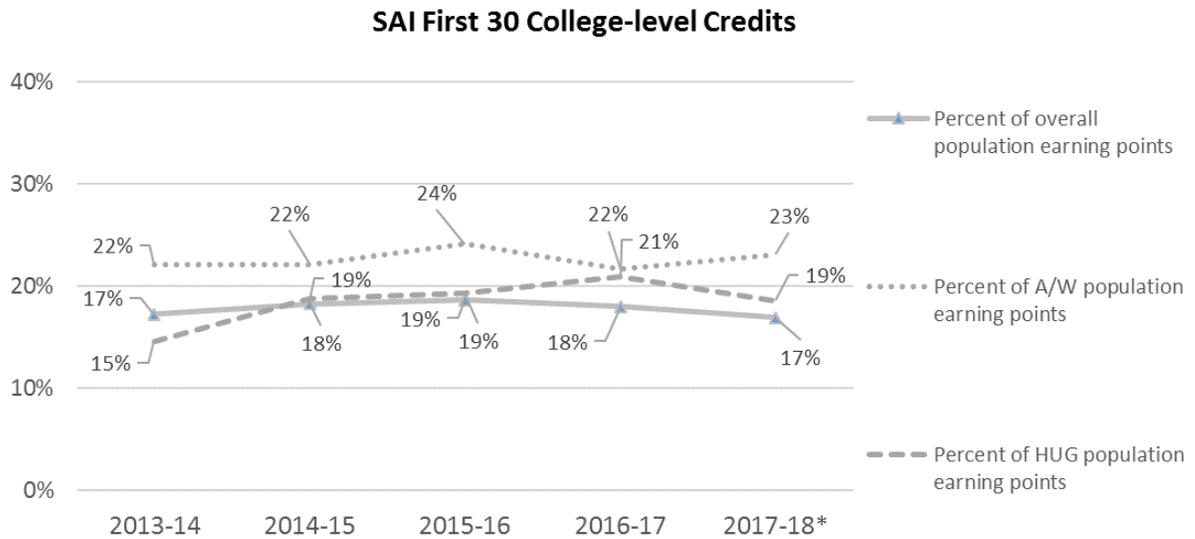*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 1.3f Graduate employment

WORKFORCE STUDENTS' EMPLOYMENT- STUDENTS WHO COMPLETED 45 CREDITS WITH A 2.0 GPA, OR RECEIVED A CERTIFICATE OR DEGREE AND LEFT BBC IN 2015-16, 2014-15, 2013-14

WORKFORCE STUDENTS' EMPLOYMENT - STUDENTS WHO COMPLETED 45 CREDITS WITH A 2.0 GPA, OR RECEIVED A CERTIFICATE OR DEGREE AND LEFT BBCC IN 2015-16, 2014-15, 2013-14			
Program	**Attainment Level**	**TOTAL**	**Percent Employed in WA or OR in the 3rd Quarter After they left BBCC**
Accounting Technician	Degree	15	73%
Accounting Technician	45+ Credits and 2.0 GPA	8	50%
Associate Degree Nursing	Degree	52	90%
Automotive Technology	Degree	21	71%
Automotive Technology	Certificate	17	59%
Automotive Technology	45+ Credits and 2.0 GPA	11	64%
Aviation Maintenance Technology	Degree	13	77%
Aviation Maintenance Technology	Certificate	22	77%
Aviation Maintenance Technology	45+ Credits and 2.0 GPA	24	46%
Business Information Technology	Degree	12	83%
Business Information Technology	Certificate	14	86%
Business Information Technology	45+ Credits and 2.0 GPA	27	63%
Commercial Driver's License	Certificate	92	83%
Commercial Pilot	Degree	20	65%
Commercial Pilot	45+ Credits and 2.0 GPA	34	59%
Early Childhood Education	Degree	32	78%
Early Childhood Education	Certificate	23	30%
Early Childhood Education	45+ Credits and 2.0 GPA	7	86%
Helicopter Pilot	Degree	8	50%

WORKFORCE STUDENTS' EMPLOYMENT - STUDENTS WHO COMPLETED 45 CREDITS WITH A 2.0 GPA, OR RECEIVED A CERTIFICATE OR DEGREE AND LEFT BBCC IN 2015-16, 2014-15, 2013-14

Program	Attainment Level	TOTAL	Percent Employed in WA or OR in the 3rd Quarter After they left BBCC
Industrial Systems Technology - Emphasis Industrial Electrical	Degree	21	62%
Industrial Systems Technology - Emphasis Industrial Electrical	45+ Credits and 2.0 GPA	9	78%
Industrial Systems Technology - Maintenance Mechanics Technology	Degree	16	81%
Industrial Systems Technology - Maintenance Mechanics Technology	45+ Credits and 2.0 GPA	9	78%
Medical Assistant	Degree	52	96%
Medical Assistant	45+ Credits and 2.0 GPA	11	55%
Nursing Assistant	Certificate	72	68%
Practical Nursing	Certificate	6	100%
Systems Admin/CISCO Networking	Degree	11	91%
Systems Admin/CISCO Networking	45+ Credits and 2.0 GPA	5	60%
Welding Technology	Degree	15	93%
Welding Technology	Certificate	5	80%
Welding Technology	45+ Credits and 2.0 GPA	30	80%
ALL WORKFORCE STUDENTS	Degree	292	82%
ALL WORKFORCE STUDENTS	Certificate	262	71%
ALL WORKFORCE STUDENTS	45+ Credits and 2.0 GPA	185	64%

Program Degrees, Certifications, 45+Credits and 2.0 GPA are not reported in groups of less than five to protect students' identity but are included in the summary of all workforce students

Core Theme: Excellence in Teaching and Learning – BBCC supports innovation, variety, and creativity; maintains high academic and industry standards; and supports professional development for continued growth

Objective 2.1 **BBCC implements innovation and creativity in programs and services**

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and service. In 2018, 450 students responded (15.5% response rate). With a margin of error of 5% and a confidence level of 95%, the results can be seen as being reflective of the entire student population. The results of the 2018 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

Indicator 2.1a Student engagement with others
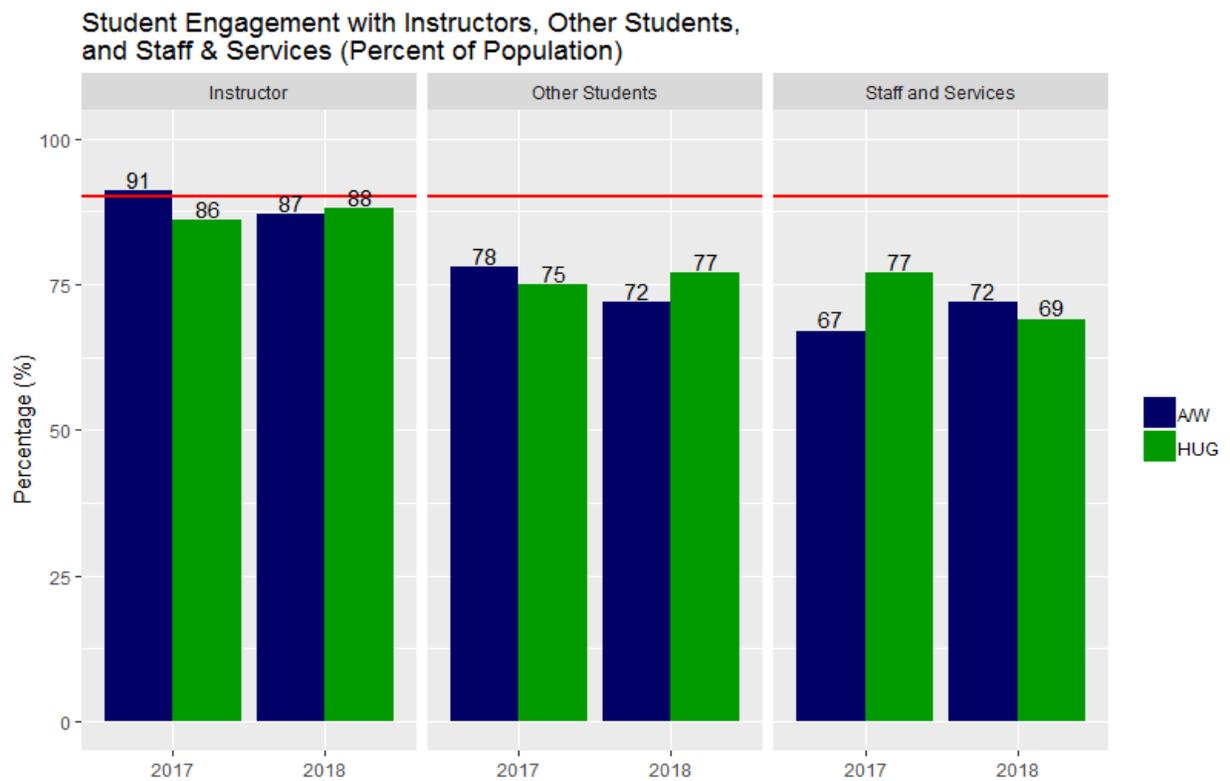
Student Engagement with Instructors, Other Students, and Staff & Services (Percent of Population)

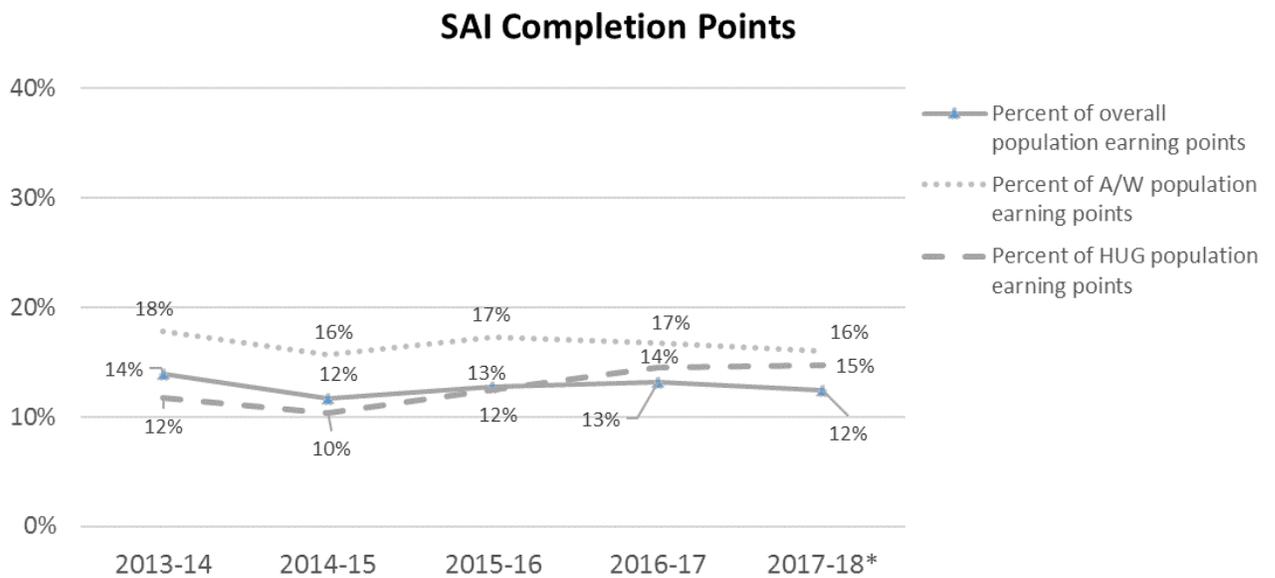The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1b Student engagement in co-curricular activities

Student Involvement wtih Co-curricular Activities
(Percent of Population)
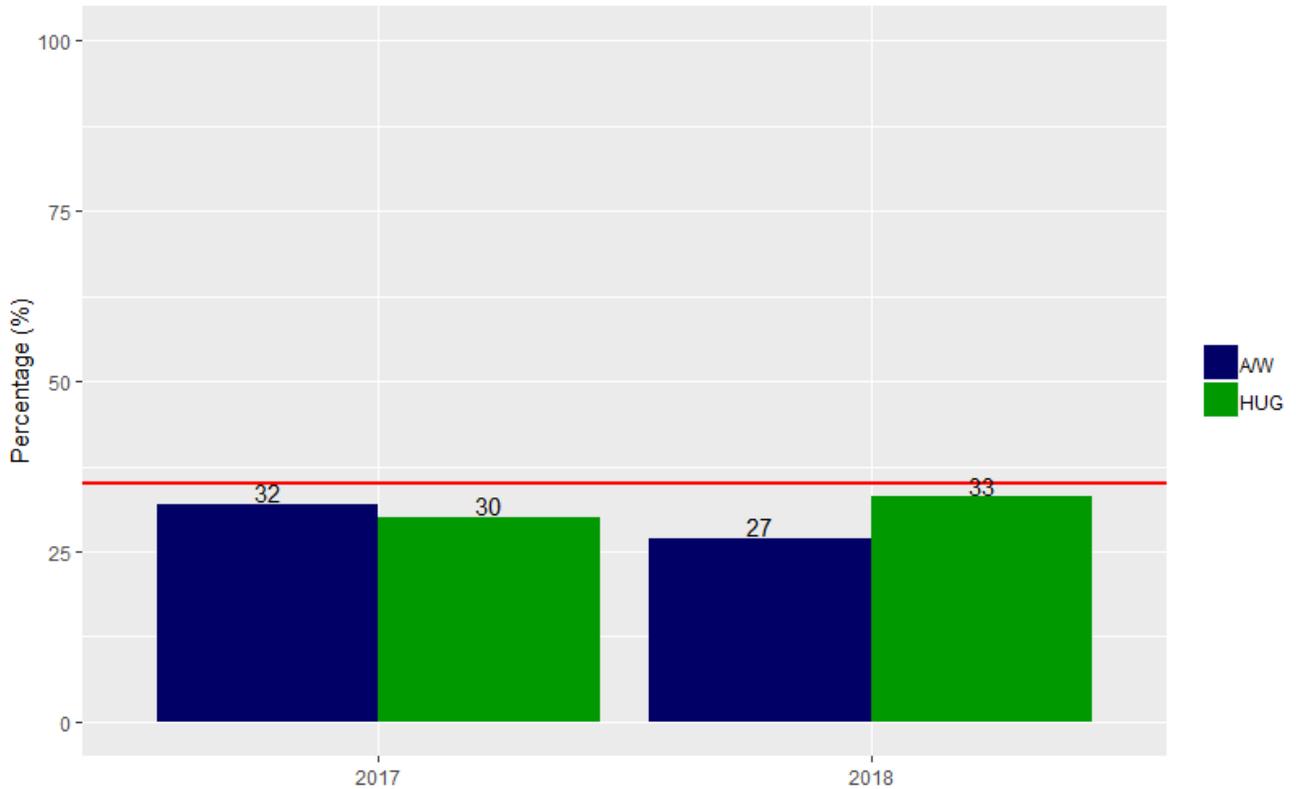
The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1c Innovative strategies supporting strategic priorities (students developed academic plan with help from college staff)

An advisor/counselor or faculty member helped me develop my plan⬚				
	2014	2016	2017	2018
A/W	63%	69%	74%	82%
HUG	71%	71%	75%	78%
Overall	67%	71%	75%	81%

An advisor/counselor or faculty member helped me develop my plan
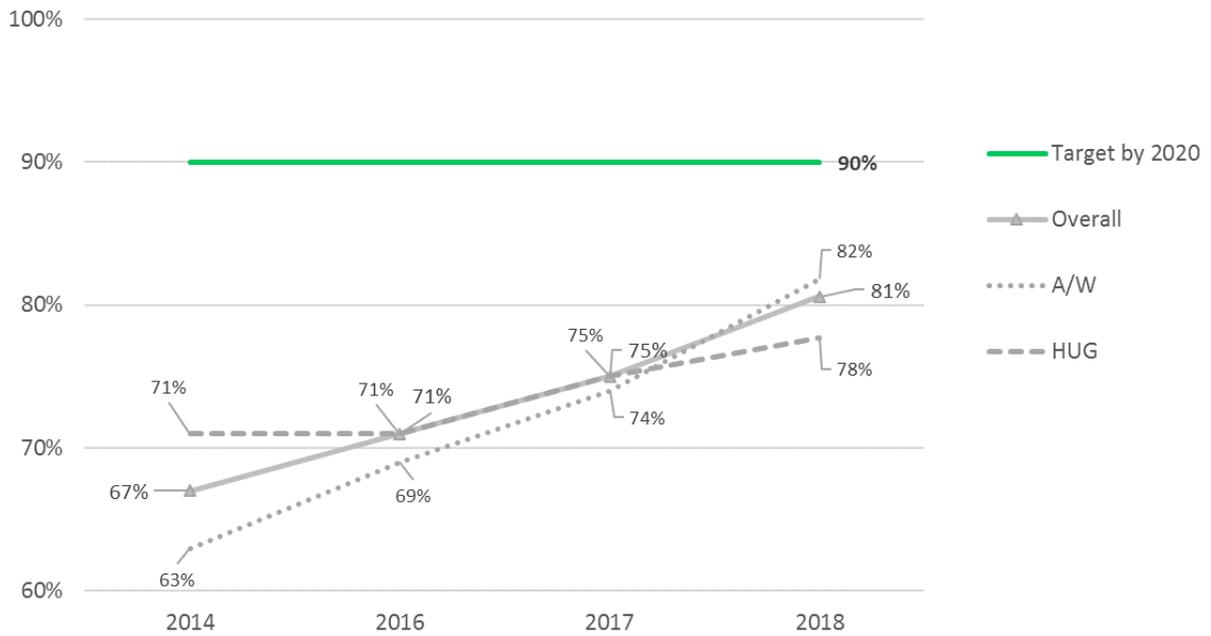
A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1c Innovative strategies supporting strategic priorities (students satisfied with advising)

Satisfaction with advising service				
	2014	2016	2017	2018
A/W	96%	90%	94%	94%
HUG	98%	94%	96%	94%
Overall	97%	92%	95%	94%

Satisfied to *very satisfied* with advising service*
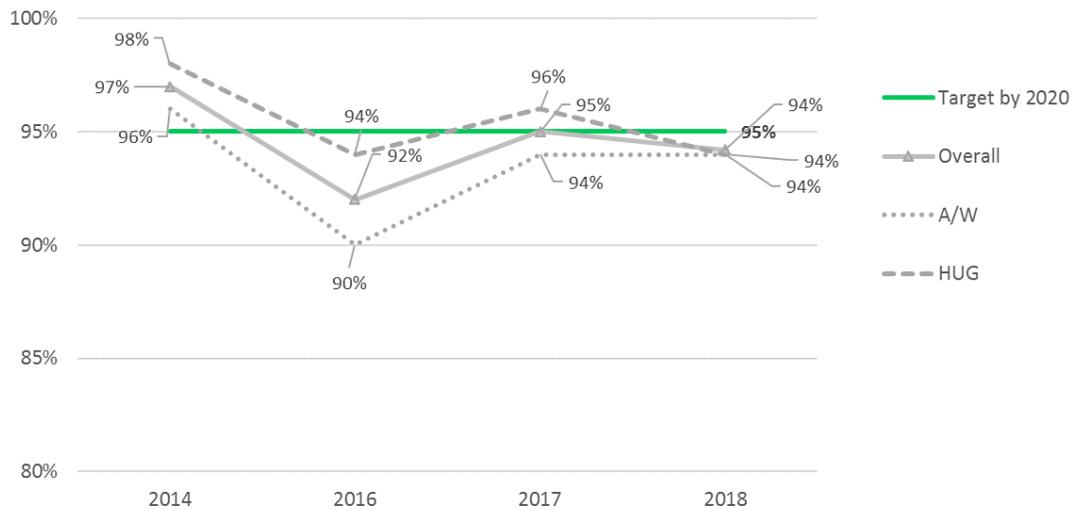
*On a 5-point rating scale ranging from *very satisfied* (5) to *very dissatisfied* (1)

A/W = Asian or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.1c Innovative strategies supporting strategic priorities (students earning ENGL 101 credit in accelerated English)

Accelerated Learning Classes in 2017-18

Course		Enrollment in Accelerated Sections	Earned Credit	Course Title	Students	Percent
ENGL 098	Basic English Skill	9	ENGL& 101	English Composition	2	22%
ENGL 099	English Skills	59	ENGL& 101	English Composition	19	32%
ENGL 099	English Skills	5	ENGL 109	Applied Technical Writing	5	100%
Total for 2017-18		**73**			**26**	**36%**

Indicator 2.1c Innovative strategies supporting strategic priorities (Students from accelerated English class succeeding in ENGL 102 & ENGL 235)

Continued progression of students who accelerated into English 101:

Seventy-six percent (16 out of 21) of the students who accelerated into English 101 took and passed English Compostion II (English 102) or Technical Writing (English 235) in 2018 (winter through fall quarters).

Of the students who took English 102 or 235, 88% received a 2.0 GP or higher.

Indicator 2.1d Course level assessment

Indicator 2.1d Assessment of Student Learning Outcomes – innovative course-level items

Much effort was put into assessment of student learning in the 2017-18 academic year. The process was accelerated. Faculty planned, implemented, and reported on course level assessment activities at least twice during the school year. There is room for growth and improvement but it is clear that systematic assessment and loop closing is happening in many more classes than in past years.

The Assessment Committee is working to build on the work done last year and make moderate changes to the assessment process in an effort to help faculty conduct quality assessment focused on student learning.

Good examples of course level assessment in 2017-18 include (but aren't limited to):

Arts & Sciences:

- ASTR&101 – Instructor wrote a new lab in which students work with lunar phases. Throughout the year the instructor revised the lab based on assessment results.
- MUSC&105 – Instructor had students create composer cards containing vital information about composers as well as their connections to the various cultures present in Europe at the time. As a result of continuous assessment the instructor changed the amount of time spent in class on the last portion of composers' lives and will add more picture and video tutorials. The instructor saw an improvement in student learning throughout the year.
- BIO&100 and BIO&211 – Instructors investigated whether using the "Five Step Method" allowed students to show their knowledge of genetics all within one problem. Data on each step in the process was collected on final exams. The two most challenging steps were identified and changes in instruction are planned.
- HUM 214 – Instructor found that students were not only able to understand their cultural affiliations, but to communicate them effectively when assigned an essay asking them to focus on their own experience as a representative of a marginalized group. The instructor also implemented a new rubric, and identified issues, and is adjusting the rubric accordingly.

Workforce Education:

- AVF221 – Instructors broke down the specific subject matter on the FAA Commercial Airmen's Knowledge Test by subject area. Overall pass rate on the exam was 97%, but subject areas were identified where instructors felt that student learning could be improved. Additional class time, instruction, and assessment on these topics is planned, as well as the use of cutaway engine models in class.
- ACCT&105 and ACCT&201 – Instructors assessed the students' ability to prepare a basic financial statement. As a result of assessment faculty have created supplemental instruction materials, purchased hard copies of textbooks made available to students and plan to use a uniform test for all accounting classes when assessing this outcome in future.

- CS&131 – Using multiple assignments, instructors assessed students' ability to modularize a complex program into smaller, manageable parts. Assessment took place during each of fall, winter, and spring quarters. Visual aids were added to course lectures and grading procedures were refined as a result of the assessment process.

Transitional Studies:

- ENG98 – Students wrote an essay in response to an article and prompt at the beginning of the quarter and then revised that essay at the end of the quarter to demonstrate what they had learned. Students demonstrated skills in paragraph development and purpose/claim, but instructors would like to see improvement in their structure/logical order and feel that improving their ability to use transitional devices in writing will help. This area will be focused on in future quarters.

Indicator 2.1e Department evaluation

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
Admissions & Registration	Effectiveness of cross training with financial aid department in 11 areas	Tracked how served people – 166/210 were served by one employee	All affected employees have mastered 3 areas but more training is needed in the areas of Running Start and Placement	Continue cross training, develop a contact list for other departments
ATEC Conference Center	Maintain or increase number of attendees and outside events from prior year	Number of attendees is up 8% and number of outside events is up 6.5%	Need to assess data more often. Making information more accessible to clients could streamline requests and lead to more attendees and events.	Monthly accountability of data. Make updates on the web and make general information available to potential customers. Collect data on types of reservations and repeat customers.
Athletics	1. Student athlete GPA above 3.0 2. Returning coach win percentage over 50% 3. Two community service events 4. Fundraising of $25K	1. Combined GPA of 3.01, (higher than average of 2.55 for transfer students) 2. Women's basketball win percentage of 67% 3. Four community service events 4. Raised about $30K	1. Student athletes out performing peers 2. Women's basketball successful 3. Athletic department actively engaged in the community 4. Fundraising goal met	Continue with student athlete academic monitoring and advising plan. Expand community service activities. Increase fundraising.

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
Aviation Maintenance Department	Maintain aircraft fleet to FAA standards with a 5 or 10 day turn around (depends on type of aircraft) for routine 100 hr/annual inspections	2016 total hours flown was 5406.5 flight hours. 2017 total hours flown was 5550.6 flight hours. Approximately 150 flight hours more were flown in 2017.	We have improved on flight hours flown	Have 2 of the 3 mechanics drop what they are working on and get on the 100 hour/annual inspections right away and work with the dispatcher so multiple aircraft do not come down at the same time.
Big Bend Technology	1. Monitor device usability and stability through service desk tickets. 2. Offer training to all BBT employees. 3. Reduce cost to college by 50% per completion of helpdesk tickets	1. Service desk tickets reduced 9% in 2016 and 12% in 2017. 2. Each BBT staff received training 3. Determined cost of completing a helpdesk ticket is $213	BBT is doing well in measuring performance and using the data to guide strategy	Develop a strategic financial plan to advance utility and warranty of services. Consider reallocation of resources.
Bookstore	1. Provide students with as many course material options as possible at the best cost we can. 2. Provide students with supplies for courses and a selection of BBCC items.	Win rate on compare website of 80% Sales are down	We are providing course materials and supplies at the best price we can. Win rate could improve but is acceptable	Redo information sheet that attach to receipts with better info. Have themed sales and contests to bring students into bookstore. Keep website updated.
Center for Business & Industry	1. Community Education =>214 participants (10% increase over 2016-17)	1. Current total is 121 participants and DVR contract has been secured which is projected to impact over 300 individuals.	CBIS invests much time and effort in creating and forging strong community partnerships. This time is not an immediate revenue	Continue to seek programming opportunities in order to increase revenue to support additional CBIS FTE in

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	2. Three industry impacts (CBIS partners)	2. JSP grant secured for consortium of 4 manufacturing industries.	generator. Because we work with such a varied and large customer population, the lack of appropriate FTE in CBIS restricts our ability to pursue opportunities.	order to increase programming opportunities.
Communications	1. Complete promotional videos for programs and services 2. Increase press release output 3. Continue campus rebranding 4. Update website 5. Digital marketing	Press releases are down but media placements are relatively the same. 15% drop in website users. Social media usage increased by 150 users each month.	Dept. has excelled in growing its social media audience and its video production and promotion of programs.	Needs to improve its production of relevant press releases and relationship with departments and programs. An increase in manpower needs to happen.
Disability Support Services	75% of eligible students will meet 5 learning expectations to show they understand their disability and how to advocate for equity in the classroom	32% (8/25) met learning expectations. The area where most students did not meet learning expectations dealt with accommodation renewal.	Students understand their disabilities and are doing well working with instructors and using resources. DSS needs to do a better job of educating students about the steps to request accommodations	Create a document outlining steps to renew accommodations. Send reminder emails to students. Call students who have not requested accommodations. Attend relevant professional development.
elearning	1. 80% of students satisfied with Canvas training 2. 80% of Canvas tickets responded to in 24 hours	1. Few students attended Canvas training. 2. Canvas tickets open a median of 173 hours but system is flawed.	Did not have complete records for Canvas training. Had issues with Canvas ticket tracking. Students and employees are comfortable with Canvas and reporting	Develop more accurate assessment measures. Increase communication with deans to keep workflows focused. Improve outreach and flexibility of Canvas

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	3. Use instructor feedback to identify valuable professional development opportunities 4. All instructors teaching online or hybrid complete Canvas training course and 80% are satisfied 5. Students and staff confident approaching eLearning with needs	3. Mixed feedback from instructors on elearning conferences. 4. 1/3 new instructors teaching online or hybrid took Canvas training. 5. 96-97% of student Canvas users satisfied. Former student satisfaction with online classes improved 73%-80%. Online and face-to-face success rates comparable.	issues based on student satisfaction and success results.	training courses. Train part-time librarians to handle basic eLearning projects. Started Turnitin pilot based on attendance at NW eLearning.
Financial Aid	1. Fine tune "no data sheet" process for 2018-19 year. 2. Meet more regularly as an office to create an environment of open communication. 3. Complete federal PPA for continued eligibility in Title IV programs. 4. Cross Train financial aid/admissions-registration staff on top questions for our areas.	1. 1755 files processed with "no data sheet" process compared to 1540 in same time period last year with data sheet. 2. Department met weekly since Jan. 2018. 3. PPA completed in Oct 2017 and approval letter received. 4. Cross training occurred and staff comfortable executing processes in some cross-trained areas.	Could map out more processes to find areas to improve. Department meeting and sharing processes. Compliant with state and federal regulations. Could improve cross training	Identify reports and data showing if removing data sheet was beneficial. Survey students about financial aid. Continue with weekly meetings & continue with cross training. Attend trainings and workshops
Foundation	1. Increase revenue from Cellarbration!	1. Gross revenue for Cellarbration was $115,113 for 2016, $120,094 for 2017.	Scholarship awards and securing new scholarships	Continue to network in the community.

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	2. Increase participation and giving from the Family Campaign. 3. Raise the match for the STEM endowment. 4. Secure seven new scholarships. 5. Continue to network with current and potential donors.	2. Family Campaign, Dollar amount went from $26,067.02 in 2017 to $26,112.00 in 2018. 3. Raised $131,093 for the STEM endowment. 4. Started or re-established seven scholarships in 2017. 5. Met with seven donors throughout the year.	Increasing the new worth of the Foundation's assets Network well in the community	
Human Resources & Payroll	1. Reduce turnover to less than 19% 2. Increase completed performance evaluations, 75% for admin/exempt and 85% for classified 3. Reduce time to fill positions to 42 days 4. Reduce number of errors per pay period to .03% 5. Less than 2% manual entries of TLR data	1. Turnover rate was 10.5% 2. Performance evaluations completed was 50% for admin/exempt and 60.6% for classified. 3. Fill rate of positions was 76.1 days 4. Payroll error rate was .034%. 5. Manual entry rate of TLR data was 2.64%	Turnover rate acceptable. Notifications of staff evaluations sent but Cabinet members not notified. Can improve in the amount of time it takes to staff a screening committee and the time it takes a committee to review applications. Need to assess strategies for reducing payroll errors. One department has a high number of late TLR entries and approvals.	Refine job postings. Remove barriers affecting under-represented groups. Change the performance evaluation forms and notification process. Work with Cabinet members to hold supervisors accountable. Reduce time to fill rates. Analyze why and where payroll errors are occurring and address.
Institutional Research & Planning	Meet reporting deadlines	All data submission dates met	Good at meeting deadlines. Need to do better at engaging stakeholders with the data.	Produce quarterly course success rates. Explore the possibility of flagging at-risk students and feeding that

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
				back to advisors and use for data analysis.
Library	60% of students will meet the 2017 goals for Library Instruction #1: Students will identify and implement the use of library tools on the website #2: Students will locate, access, and demonstrate understanding of databases by completing research papers/projects works cited pages #3 Students will take a quiz for self-assessment of basic library knowledge before/after instruction sessions	1. On website worksheet, 75% of the answers met the goal. 2. 100% of faculty who responded to the survey felt their students' works cited reflected better understanding. 3. 94% of students surveyed had between 2 and 3 points of improved understanding of library resources after instruction than before	1. Several questions on the website worksheet were obviously unclear. 2. Responses were positive, but low. 3. Book search is both the most confusing and most helpful.	1. Revised questions on website worksheet. 2. Looking for ways to encourage more instructors help evaluate research based on works cited pages. 3. We needed to reword a question on the survey related to what was "least helpful/most confusing."
Maintenance & Operations	Reduce the amount of plastic liners we use in this department and around campus. Reduce the amount of paper products we use in this department and around campus. Reduce our overall EUI.	On track to use the same amount of plastic liners as last year. On track to meet goal of reducing amount of paper products. Have a way to track energy use trends.	Have a strategy to reduce plastic liners. Don't know why paper usage is down. Doing a good job of collecting data. Need stronger connection with assessment	Revise frequency of custodian visits to staff offices. Track seasonal energy use in worst performing buildings.

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
STEM Grant	1. By July 2017, new AS in Computer Science curricula plan 100% aligned with statewide BS in Computer Science. 2. By Sept. 2017, at least 60 students enrolled in first-year pilots of new AS in Computer Science. 3. By Sept. 2017 articulation agreements for AS in Computer Science established with CWU. 4. By June 2017, new MAP 94, 96, 98 fully (100%) developed. 5. By July 2017 STEM pathway advising 100% developed 6. By Sept. 2017, five former BBCC students enrolled in STEM baccalaureate programs identified as mentors.	1. Complete - 100% aligned with the statewide BS in Computer Science requirements. 2. We have 42 new students in first-year pilots of the new AS in Computer Science. 3. Continuing to work with CWU 4. MAP courses approved and 100% developed. However, the MAP courses were not developed to meet the math needs of the workforce education program. Therefore, we are starting over. 5. Complete 6. Six former BBCC students enrolled in STEM baccalaureate programs identified	Success in recruiting mentors who were deeply committed to the purpose of the STEM Mentoring Program. Advising maps for CS DTA created quickly. Need workforce faculty involved in MAP course development	Need to adapt the advising map for CS DTA/MRP to fit the institutional advising map model. We posted an Applied Math Specialist position to move forward with developing the Contextualized Emporium Math. Pursue articulation agreements with other four-year institutions because of challenges with CWU.
Student Programs	ASB Officers will be able to identify ways to be more effective leaders through developing stronger leadership and communication skills.	7% increase in event attendance with comparable events from the previous year.	Even though there was a decrease in student enrollment, ASB has been able to increase attendance by 8.2% in their sponsored events during Fall Quarter	ASB will only sponsor one food fest event per quarter rather than three food events per quarter. ASB will continue to complete the purposeful programming

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	ASB Officers will be able to demonstrate intentionality in creating and sponsoring campus programming.	ASB developed a Purposeful Programming Form and implemented for six events. Onsite survey results showed 75% enjoyed the event, almost 80% would likely attend the event again and almost 80% were likely to recommend the event to a friend. 71% responded that they were able to name two campus clubs, which was one of the student learning outcomes on the form.	compared to the previous Fall Quarter. Food events are draining us financially. There was an increase in attendance at the food themed events. However, of the five food themed events in which attendance was recorded, ASB is spending 33% more per person for their successfully attended food themed events.	forms, tying in their mission statement's objectives with learning outcomes for each event. They can start targeting their events more towards underrepresented student populations. ASB should be targeting their events more towards HUG students, especially HUG females. Find out why certain groups are underrepresented at ASB events.
TRiO Upward Bound	1. Enroll and serve 117 qualifying high school students each year 2. 80% of participants will have a 2.5 cumulative GPA or higher 3. 70% of UB seniors will achieve proficiency on state assessments in language arts and math 4. 85% of participants will continue in school or graduate	1. Need to accept 34 more students by 3/30/18 2. We have collected 1st semester grades and are waiting for completion of 2nd semester 3. 91% (29/32) of seniors have passed the Smarter Balanced Assessment in ELA & Math 4. Will not know the retention of participants or graduation from high school until the end of the school year	TRiO Upward Bound is exceeding most of its targets The department is doing well in promoting students to take rigorous coursework such as AP, College in the High School, and Running-Start We need to strengthen advising and use a proactive mindset vs reactive Need a more comprehensive early academic warning system that is not voluntary	Begin recruiting earlier by beginning in November. Create a standard of early warning interventions. Crate a pathway checklist of recommended courses at each target high school. Host an all-day workshop for seniors exiting the program. Create a TRiO graduate group with the Remind App.

Department	What investigating? Goal/Outcome Assessed?	Assessment activity? Or Data Collected?	Conclusions?	Actions?
	5. 50% of UB seniors will complete a rigorous program of study 6. 80% of UB graduates will enroll in post-secondary education the fall term after graduation 7. 50% of UB graduates enrolled in postsecondary education will attain either an Associate's or Bachelor's degree within 6 years of graduation	5. 88% (28/32) of seniors completed the minimum rigorous standards but only 18% of 2017 graduates did 6. The program is currently tracking the number of seniors who have been accepted into college. 7. The 2011 cohort graduating class had 60.7% (17/28 students) attain a degree within the timeline.	but mandatory because of low return rates on monthly grade checks.	
Writing Center	Increasing the number of one-on-one tutor sessions. Improving the quality of tutoring sessions. Increasing student awareness of the services provided. Expanding communication with faculty and faculty input.	For 2016-2017, 86% of students who used the Writing Center passed their classes, earning 2.0 or higher grades. Only 72% of students earning passing grades among those who did not use the Writing Center. There was an 89% course success rate among HUG students using the Writing Center.	Students benefit from use of the Writing Center and are becoming more successful in classes, but there is still work to do.	Continue tutor training sessions each quarter. Continue to expand contact with faculty. Examine more ways to publicize the services of the Writing Center. Increase in Writing Center hours of operation.

Objective 2.2 BBCC helps students attain high academic standards
Indicator 2.2a External certification rates
Industry Certifications 2017-18

Workforce Program	Industry Certification	Number of certifications attempted	Number of certifications earned	Certification rate
Automotive	A1 ASE Certification (Engine Repair)	2	2	100%
	A2 ASE Certification (Automatic Transmission)	14	11	79%
	A3 ASE Certification (Manual Drive Train and Axles)	1	0	0%
	A4 ASE Certification (Steering & Suspension)	2	2	100%
	A5 ASE Certification (Brakes)	2	1	50%
	A6 ASE Certification (Electrical/Electronic Systems)	8	7	88%
	A7 ASE Certification (Heating & AC)	2	2	100%
	A8 ASE Certification (Engine Performance)	20	8	40%
	EPA Section 609 Certification	8	8	100%
	Automotive Total	**59**	**41**	**69%**
Medical Assistant	RMA Certificate	19	19	100%
	Medical Assistant Total	**19**	**19**	**100%**
Commercial Driver's License	CDL Certification Course	38	37	97%
	CDL Class A Driver's License	37	37	100%
	Commercial Driver's License Total	**75**	**74**	**99%**
Computer Science	Cisco CCNA Security	1	1	100%
	CompTIA A+ 901	3	3	100%
	Computer Science Total	**4**	**4**	**100%**
Aviation Flight	Private Pilot Certificate	67	67	100%
	Commercial Pilot	17	17	100%
	Complex Aircraft Endorsement	21	21	100%
	Certified Flight Instructor	11	11	100%
	High Performance Aircraft Endorsement	21	21	100%
	Instrument Pilot Rating	42	42	100%
	Multi-Engine Certificate	3	3	100%
	Tailwheel Endorsement	3	3	100%
	Solo Endorsement	14	14	100%
	Spin Endorsement	4	4	100%
	Aviation Flight Total	**203**	**203**	**100%**
Aviation Maintenance Technology	FAA Airframe Certification	12	12	100%
	FAA General	18	17	94%
	FAA Powerplant Certification	8	8	100%
	Aviation Maintenance Technology Total	**38**	**37**	**97%**
Early Childhood Education	Initial Certificate	34	34	100%
	State Certificate	14	13	93%
	State Short Certificate - General	18	17	94%
	State Short Certificate - Infant/Toddler	9	9	100%
	Infant/Toddler certificate	20	19	95%
	Early Childhood Education Total	**95**	**92**	**97%**
Nursing	LPN License	12	12	100%
	NAC Certification	14	14	100%
	NCLEX-RN	19	19	100%
	Nursing Total	**45**	**45**	**100%**
Business Information Management	MOS Excel	12	8	67%
	MOS Word	8	7	88%
	Business Information Management Total	**20**	**15**	**75%**
Industrial Systems Technology	WA State Electrical Certifications	10	0	In progress
	Industrial Systems Technology Total	In progress		
Welding Technology	WABO Certification	17	12	71%
	Welding Technology Total	**17**	**12**	**71%**
	Overall Total	**585**	**542**	**93%**

Indicator 2.2b Course success rate (Overall)

Detailed course success rates are found on the BBCC portal under Institutional Research & Planning, College Data folder.

Overall Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	80%	80%	79%	80%	78%	81%
HUG	73%	73%	74%	77%	76%	77%
Ethnicity not reported	80%	83%	84%	84%	80%	76%
Overall	79%	79%	77%	78%	77%	79%

Overall Course Success Rates
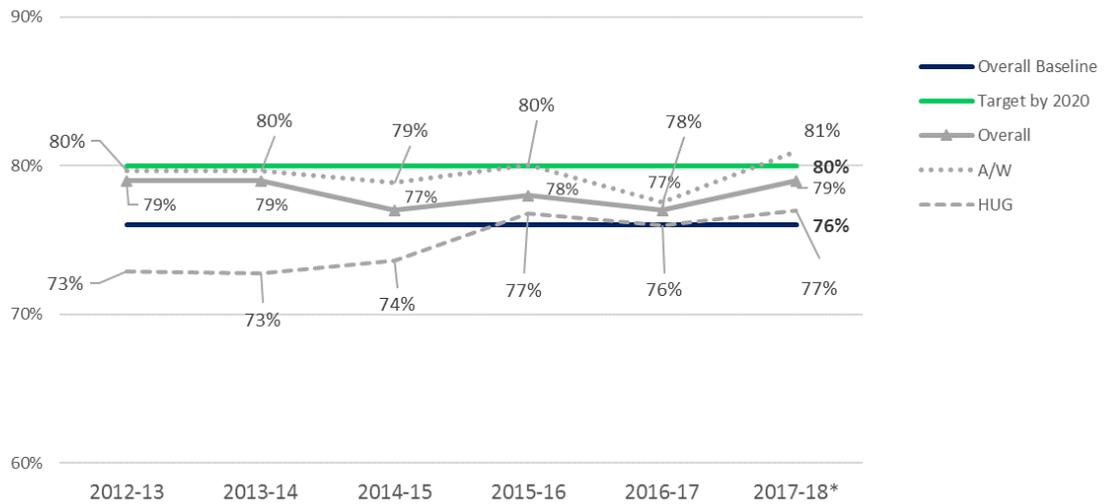
*The difference between the A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Face-to-face)

Face-to-face Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	82%	83%	81%	82%	78%	84%
HUG	76%	77%	76%	78%	75%	78%
Ethnicity not reported	82%	79%	87%	82%	78%	81%
Overall	80%	81%	80%	80%	77%	82%
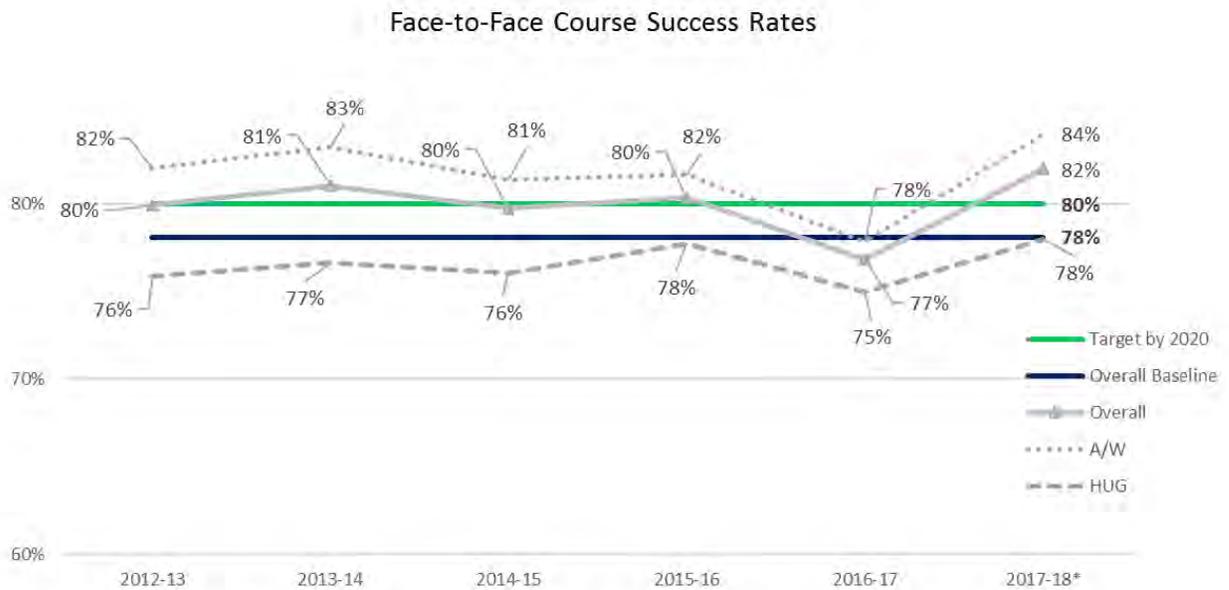
Face-to-Face Course Success Rates

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Web Enhanced)

Web Enhanced Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	80%	79%	79%	81%	78%	80%
HUG	73%	75%	74%	77%	77%	77%
Ethnicity not reported	76%	86%	84%	82%	82%	75%
Overall	77%	78%	77%	79%	78%	79%
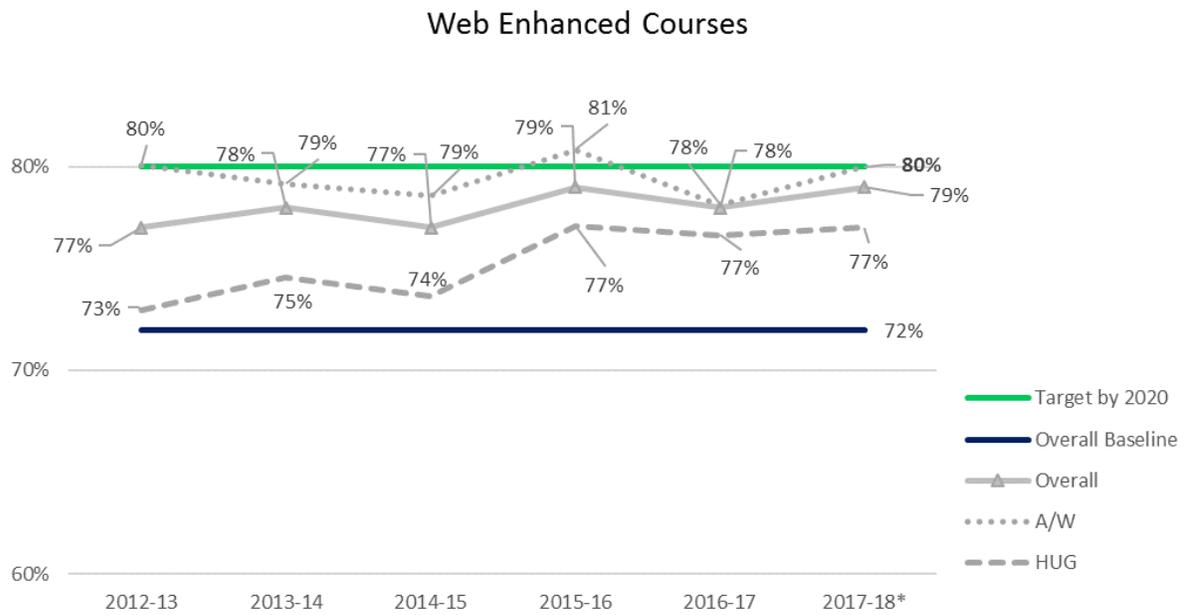
Web Enhanced Courses

 *The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Hybrid)

Hybrid Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	68%	73%	75%	76%	76%	82%
HUG	69%	68%	70%	75%	78%	78%
Ethnicity not reported	46%	65%	82%	82%	89%	82%
Overall	68%	71%	73%	76%	77%	80%
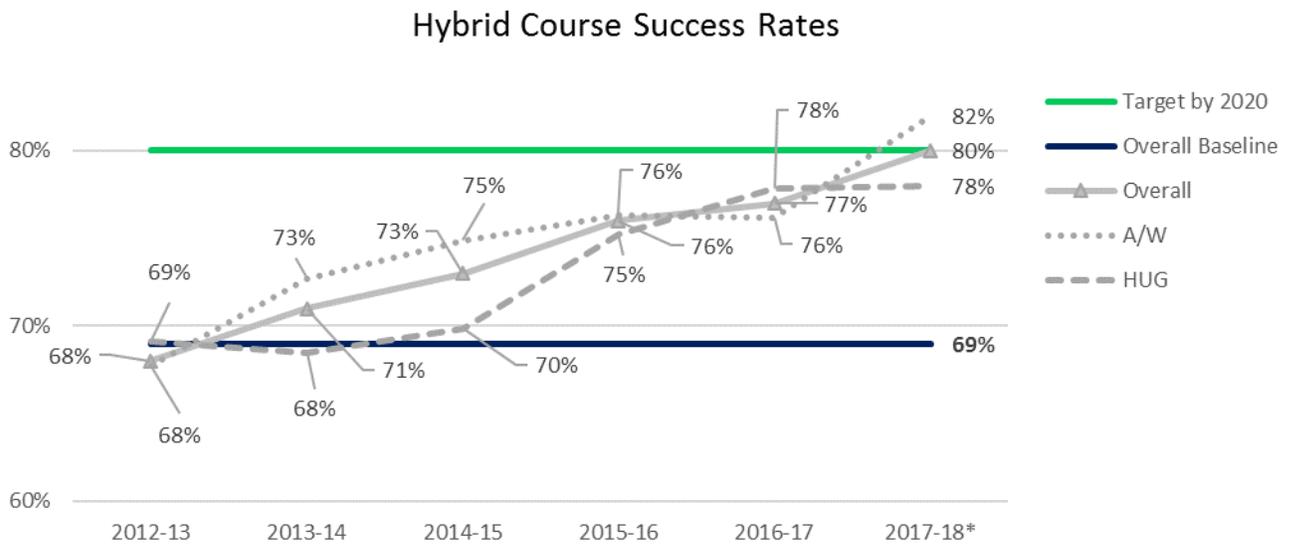
Hybrid Course Success Rates

*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Online)

Online Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	72%	74%	76%	78%	77%	76%
HUG	65%	62%	71%	77%	75%	73%
Ethnicity not reported	73%	85%	94%	86%	73%	68%
Overall	70%	70%	75%	77%	76%	74%
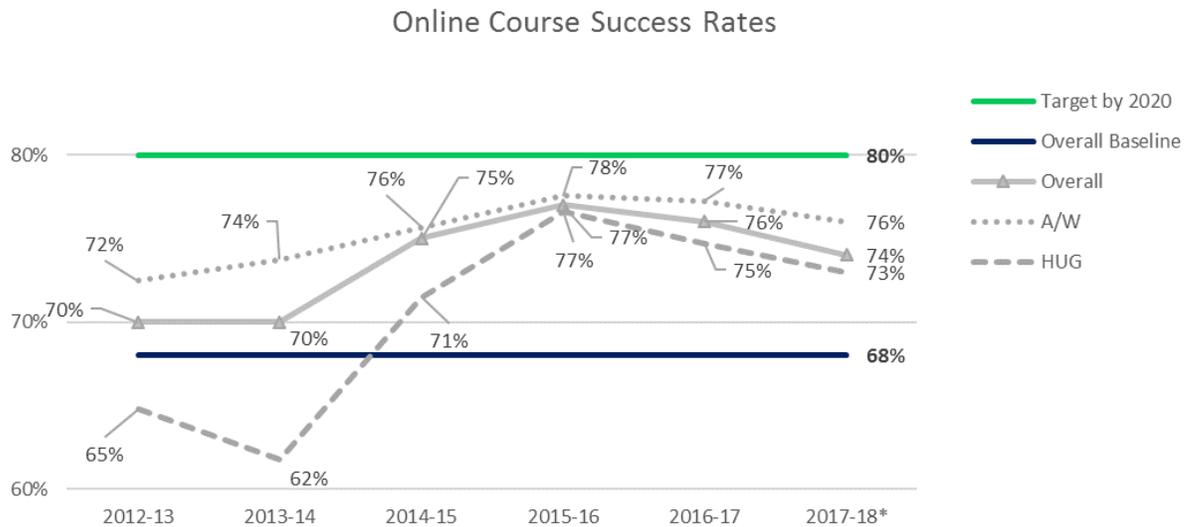
Online Course Success Rates

*The difference between A/W and HUG groups is not statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Day)

Day Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	80%	80%	79%	80%	77%	80%
HUG	74%	75%	74%	76%	75%	75%
Ethnicity not reported	86%	84%	87%	79%	81%	76%
Overall	78%	79%	77%	79%	76%	78%

Day Course Success Rates
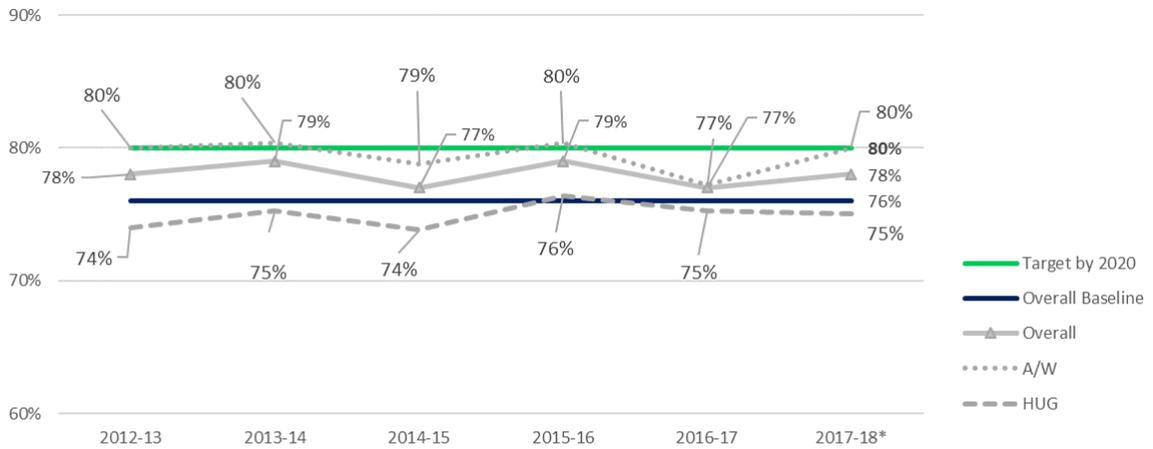
*The difference between A/W and HUG groups is statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2b Course success rate (Night)

Night Course Success Rates

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
A/W	81%	82%	79%	82%	80%	83%
HUG	80%	79%	81%	85%	81%	82%
Ethnicity not reported	93%	76%	88%	93%	86%	89%
Overall	81%	80%	79%	83%	80%	83%

Night courses started at 5:00 pm or later.
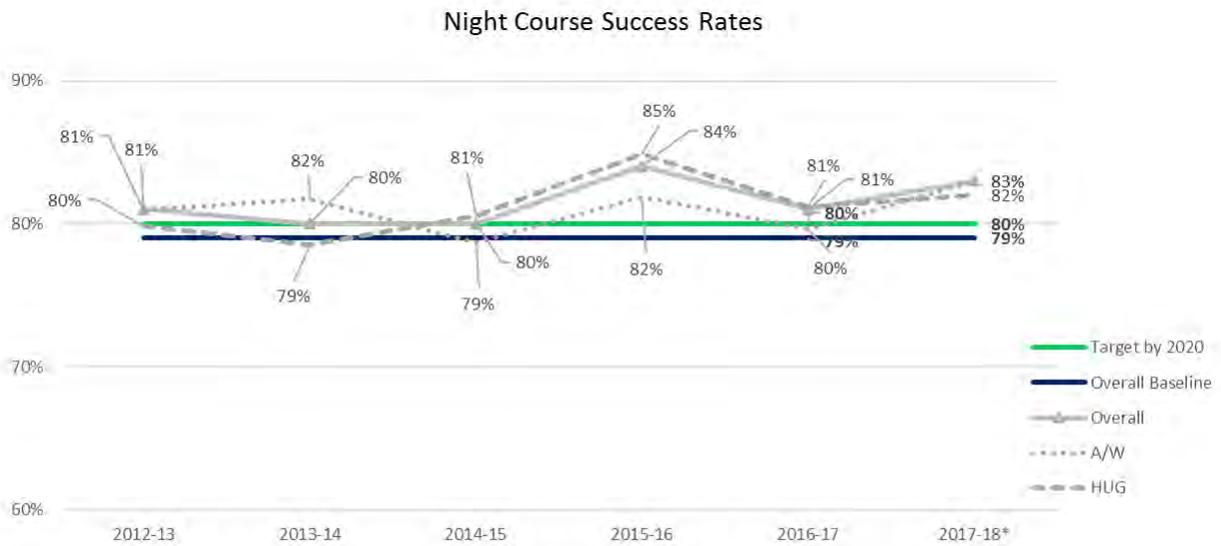
Night Course Success Rates

*The difference between A/W and HUG groups is not statistically significant using Chi-square test, p < .05.

A/W = Asian and/or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 2.2c Gen Ed assessment

While there is evidence that more faculty are including both Gen Ed and Program assessment in their systematic reporting, bridging the gap between course level assessment and Gen Ed assessment continues to be a challenge.

To address this we changed the approach to assessment planning. Previously faculty selected course outcomes to assess, these often connected to multiple Gen Ed outcomes. Now the focus is on selecting one Gen Ed outcome each year and looking at corresponding learning outcomes.

The assessment committee feels this change should:

- Create more cohesive reporting by focusing annual faculty assessment on one Gen Ed outcome at a time.
- Encourage faculty to think about the connection between course and Gen Ed outcomes.
- Help the assessment committee look at Gen Ed across the curriculum.
- Create opportunity for deeper and more meaningful assessment. When course outcomes drove planning many programs reported on hundreds of individual items over an accreditation cycle. Grouping course outcomes by Gen Ed makes reporting more efficient.

Similar changes were made to Program assessment planning.

Examples of Gen Ed assessment can be found in some of the course assessment examples listed below:

- BIO&100 and BIO&211 – The instructors assessed problem solving skills when looking at whether using the "Five Step Method" allowed students to show their knowledge of genetics in a variety of problems. Furthermore, the assessment involved two courses and three faculty members. During the assessment they were able to discuss differences in methodologies between courses and instructors.
- MUSC&105 – The composer cards assignment helps students connect the individual composers to the various cultures present in Europe at the time.
- HUM 214 – The instructor found that students were not only able to understand their cultural affiliations, but to communicate them effectively when assigned an essay asking them to focus on their own experience as a representative of a marginalized group.

Other examples of Gen Ed assessment include:

- German&121 – Students were asked to write a letter expressing what they would get out of a fictional all-expenses paid opportunity to study and live with a family in Germany for several months. Students showed the importance to themselves of learning about other cultures.
- Math and Sciences – Chemistry, Astronomy/Physics and Math faculty met to discuss transfer of knowledge of certain skills from Math 098 into Chemistry and Astronomy courses. Changes to Math 098 have been made with several sections of the course modified or created to cover math skills which are currently not transferring from math to science classes well. These changes will be assessed in upcoming quarters.

- ECE – Student writing was assessed by using a common rubric across several assignments in several classes. While students typically did well on the content in these assignments gaps in written skills were identified. ECE is encouraging students to avail themselves of writing support available on campus and is making changes across their program (such as using Turnitin and updating their APA requirements/language on written assignments) in the next academic year.

Indicator 2.2d Program assessment

Examples of closing the loop at the program level can be found in some areas. We continue to work to extend this process in both Program and Gen Ed assessment.

This year:
- Workforce faculty adjusted Program Learning Outcomes to include related instruction. This brings us more in line with accreditation and makes assessment more efficient (fall 2018).
- Faculty were encouraged to take a top-down approach to assessment planning, picking specific Program Learning Outcomes for the year and selecting corresponding learning objectives to assess. This parallels Gen Ed assessment (spring 2018, fall 2018).

The changes made to planning in both Gen Ed and Program assessment are intended to more closely align the assessment processes for Workforce and Transfer faculty, provide a clearer understanding of these outcomes, and move reporting towards a format where results are more readily apparent.

Examples of Program Level Assessment include:
- Aviation – Faculty reviewed multiple course level assessment across several courses to review both Gen Ed 5 and PLO 1, which deals with understanding of the technical aspects of aircraft control and operations.   By breaking down results on the FAA comprehensive exam they were able to identify learning outcomes that needed improvement and put specific plans in place to improve learning.
- IST – While going through the assessment process instructors realized that the department has certain expectations as outcomes that are specifically measured in nearly every course but are not listed currently as Program Learning Outcomes. They are making adjustments to their PLOs.
- Accounting is using the results of their course level assessment to make changes in assessment practices across their curriculum by including pre and posttests in all of their courses.
- Counseling saw a need for more in-depth information to help guide advising practices facilitated through the Counseling Center than they were getting from a Canvas survey conducted Winter quarter. They conducted focus groups with students who had less than fourty-five credits and after a careful review of the results are now piloting the use of Remind to provide text alerts to Running Start students who opt to participate and are integrating the use of the Student Success Checklist when advising new students .
- MA – Extra structured lab skills time was available to MA 112 students. Attendance was not required yet all enrolled students took advantage of this opportunity at least once during the quarter and MA instructors noted an increase in student skills.

Objective 2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes

Indicator 2.3a Employee responses indicate likelihood of changing practices as a result of training (see table below)

Following training, employees are asked to rate their knowledge prior to attending the training, following the training, and how likely they were to change their practice as a result of the information received in the training session. The rating scale was: 1 - Not at all likely to change to 10-Extremely likely change practices.

Training in 2017-18

Date	Topic	Strategic Priority	Knowledge Prior to Attending Training	Knowledge After Attending Training	Likelihood of Changing Practice Based on Information Received in Training	Number of Participants
Oct-17	New Faculty Advisor Training	Comprehensive Advising	4.25	7.00	6.57	15
Nov-17	Accessibility Training	Student Ready, Employee Experience	4.09	7.38	8.45	44
Nov-17	Clery Training	Student Ready, Employee Experience	6.86	8.29	5.43	13
Dec-17	Autisim Cultural Responsiveness	Student Ready, Employee Experience	3.88	7.00	8.14	9
Dec-17	Screening Committee Training	Employee Experience	6.00	8.18	7.27	21
Jan-18	Risk Assessment Training	Employee Experience	2.47	7.13	7.13	37
Jan-18	Autisim Cultural Responsiveness	Student Ready, Employee Experience	3.75	6.50	6.00	10
Jan-18	Screening Committee Training	Employee Experience	5.89	8.37	7.95	38
Feb-18	Local & Global Issues	Employee Experience	5.22	6.89	4.17	35
Feb-18	Supervisor Series	Employee Experience	4.75	9.25	8.50	5
May-18	Approaches to Faculty Advising	Comprehensive Advising	5.13	7.86	8.25	18

Indicator 2.3b Employees' training participation rates (see previous table)

Indicator 2.3c Professional development offerings related to strategic goals and priorities (see previous table)

Core Theme: Community Engagement – BBCC Supports economic development, nurtures community and industry partnerships, and acts as a responsible steward of resources.

Objective 3.1 BBCC works with community and industry partners to support economic development

Indicator 3.1a Alignment of economic sectors with BBCC services

BBCC supports economic development within its service district by offering programs and services that support each of the primary economic sectors in the district. A review of the alignment between primary local economic sectors with BBCC programs and services illustrates both areas of strength and improvement for the college.

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Agriculture, forestry and fishing	• Agriculture • Aviation • Aviation Maintenance • Commercial Driver's License (CDL) • Mechatronics • Unmanned Aerial Systems • Industrial Systems Technology • Welding	• CDL Certification • Agriculture Leadership Development Program. First year development of Tree Fruit Advisor Certificate, yearlong cohort. Partners to include: WSDA, Washington State Tree Fruit Assoc., Washington State Dept. of Labor & Industries, Employment Security, WSU, WorkSourceWA, OIC and SkillSource.	• Commercial Driver's License (CDL) Certification • Federal Aviation Administration (FAA) Airframe & Powerplant • FAA Commercial Pilot • FAA – Part 107 Remote Pilot Certification (Unmanned Aerial Systems, UAS) • WSDA Pesticide (Washington State Department of Agriculture/Pesticide) exams – provides initial certification and continuing education for pesticide applicators, dealers, consultants, and structural pest inspectors. • WABO – Washington Association-Building Officials Welder Certification
Local government	• Accounting • Administrative Professional Services • Commercial Driver's License • Computer Science • Criminal Justice • Early Childhood Education • Homeland Security	Several local governments participate and attend our Flagging Certification. City of Moses Lake, City of Ephrata Air Rescue Fire Fighting Certification Courses offered region wide. 40 hour practical and in class Certification and 8 hour live fire practical recertification training. In Partnership with the Port of Moses Lake and Federal Aviation Administration.	• CDL Certification • Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional Flagging Certification • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
		Coordinated Upskill Backfill efforts with Workforce Development councils, manufacturing industries, ports, employment security, SkillSource and economic development entities.	• QuickBooks Certified User (QBCU) • NES - National Evaluation Series test – fulfills the content knowledge requirement for candidates seeking an endorsement to a Washington teaching certificate. • WEST-B – (Washington Educators Skills Tests-Basic) - assesses basic writing, reading, and mathematics skills to ensure the necessary minimum level of basic knowledge for prospective teachers or out-of-state candidates applying for a Washington State teaching certificate. • WEST-E (Washington Educator Skills Test) – provides an endorsement to a new or existing Washington State teaching certificate. • GED – (General Education Development/Diploma) – HS equivalency test • DSST – allows a person to demonstrate knowledge acquired outside of the classroom to earn college credit. • PAN (Performance Assessment Network) – provides pre-employment assessments to those seeking jobs with such agencies as the TSA, FBI, or CBP (Customs Border Patrol). • Nextec/Castle - provides certification and licensure testing for certification boards, government agencies, corporations, educational institutions, and trade and professional associations. • CLEP (College-Level Examination Program) a College Board program - demonstrates students' mastery of college-level material to earn college credit. • CASAS (ESL) - measures the level of adult literacy. • Test proctoring - serves distance learners in the general public or agencies (example: coroner's office or insurance agencies) requiring testing services.

Industry	BBCC Programs	CBIS Training	BBCC Testing Services
Manufacturing (includes food processing plants)	• Automotive • Industrial Systems Technology • Mechatronics • Welding	• Arc Flash • Change Management • Communications • Failure Mode and Effects Analysis • Microsoft Office - Progressive Training • Organizational Effectiveness • Root Cause Analysis • Teambuilding/Leading Teams • Electrical CEU's • NEW HIRE TRAINING • HR on the Job • Communications • Japanese Business Law	• Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional • Flagging Certification • Microsoft Office Specialist (MOS) Certification • WABO – Washington Association-Building Officials Welder Certification
Retail Trade	• Accounting • Administrative Professional Services		• Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • Fundamental Technology Associate series – measures knowledge among students seeking a career in technology.
Health Services	• Medical Assistant • Medical Office and Billing Services • Medical Simulation • Nursing	Participated in Healthcare Sector Partnership with Regional Healthcare Providers, North Central Workforce Development Council and SkillSource.	• Cisco (computer certification) - CCENT, CCNA, CCDP, etc. • CompTIA A+ - (IT certification series) –network, security, etc. • CIW - Certified Internet Web Professional NREMT & Paramedic - National Registry Emergency Medical Technicians • AMT/RMA - American Medical Technologists • Microsoft Office Specialist (MOS) Certification • Microsoft Technology Associate (MTA) Certification • QuickBooks Certified User (QBCU) • TEAS (Test of Essential Academic Sills) – assesses students' preparedness entering health science fields.

Indicator 3.1b Employer survey responses

The Employer Survey was an online survey sent to individuals who have been involved with hiring events, job fairs, or other area work-related events. In fall 2018, 147 completed the survey, (42% response rate) for a 90% confidence level and a 5% margin of error.   This Employer Survey return rate is the highest the college has ever experienced.

3.1b To what extent does BBCC work with industry and community to support economic development through short-term training and academic programs?

Response	Percentage
Very much	14%
Quite a bit	40%
Somewhat	7%
Not at all	1%
I don't know	37%
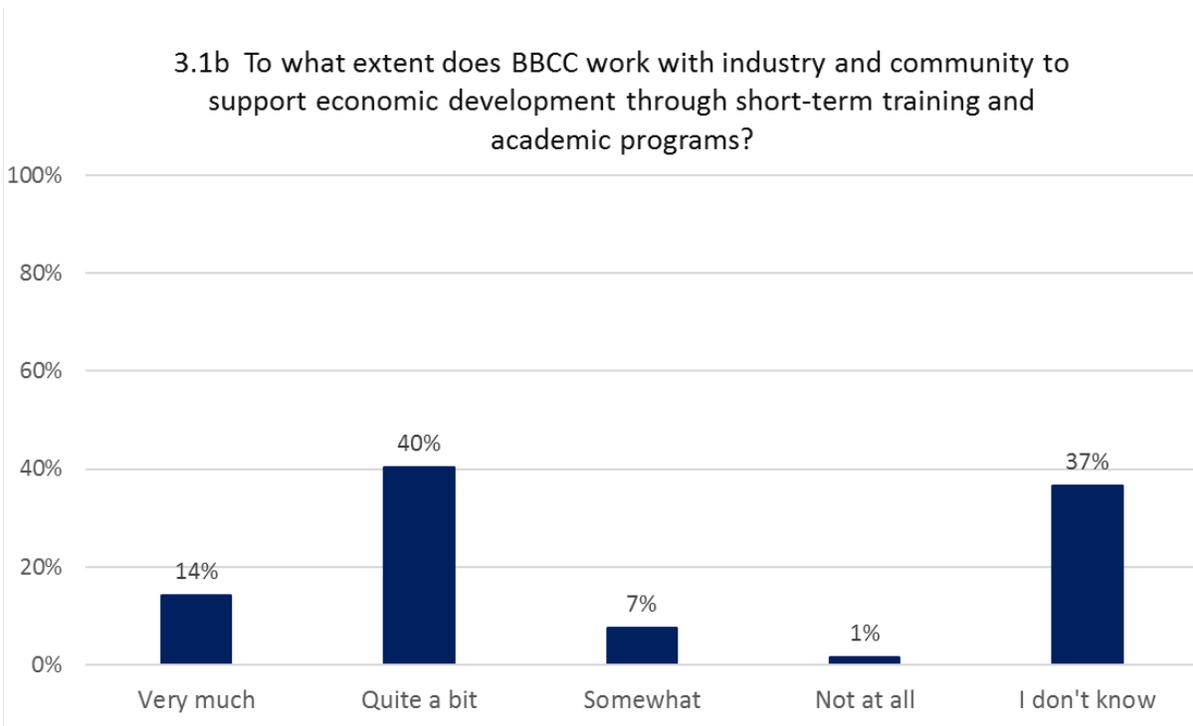
Indicator 3.1c Foundation supporter feedback

To assess the feasibility of the WEC project, BBCC contracted the help of Convergent Nonprofit Solutions to ask individuals and companies from within the district about their perceptions of BBCC. Interviews for the survey were conducted February 2018 and resulted in 63 meetings, interviewing 66 individuals.

How would you characterize the availability of a skilled workforce in the region?

How do you rate the effectiveness of the BBCC workforce training programs on a scale of 1-10 (1 = Not very effective, 10 = Very effective)
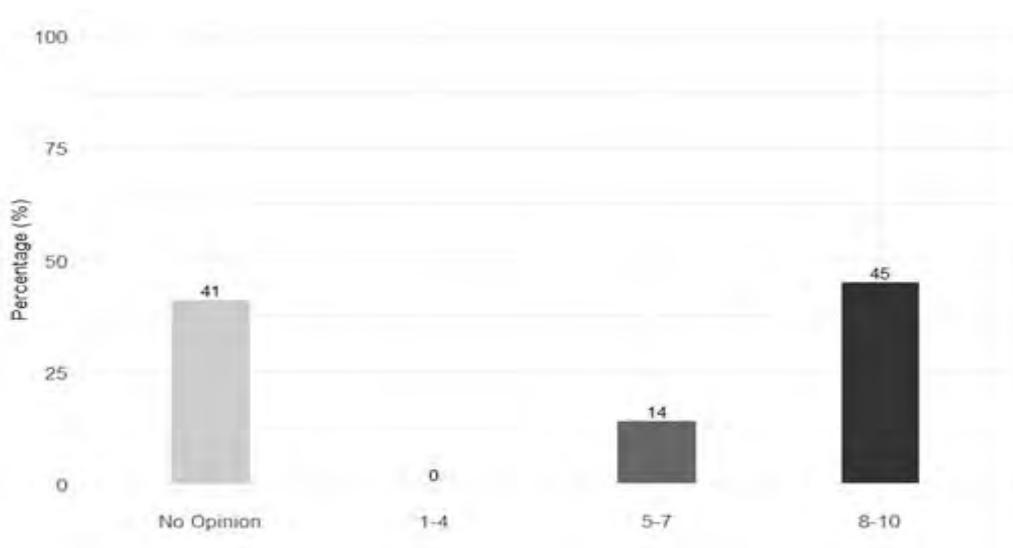
Objective 3.2 BBCC works with K-12 & university partners to provide educational opportunities

Indicator 3.2a Transfer rate based on National Clearinghouse data

Transfer Rates of Full-time, First-time Students with Transfer Intent, excluding Running Start Students

Cohort	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
A/W	41%	48%	46%	53%	53%	44%
HUG	29%	20%	18%	31%	37%	26%
Ethnicity not reported	40%	0%	50%	100%	60%	0%
Overall	37%	37%	35%	45%	47%	35%
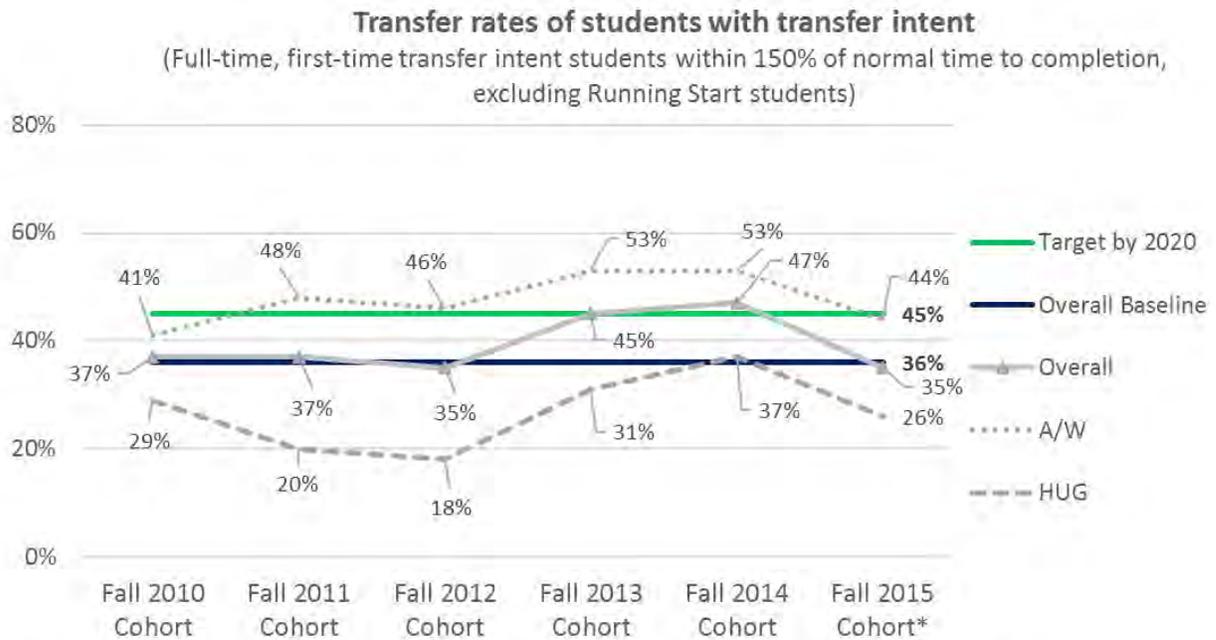
Transfer rates of students with transfer intent
(Full-time, first-time transfer intent students within 150% of normal time to completion, excluding Running Start students)

*Difference between A/W and HUG groups is statistically significant using chi-square test, p < .05

A/W = Asian or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.2b Percent of local high school graduates attending BBCC

High School	Category	2011	2012	2013	2014	2015	2016
Almira Coulee Hartline	Total High School Graduates	26	-	30	25	10	25
Almira Coulee Hartline	Percent Going to College	70-79%	-	70-79%	70-79%	40-59%	60-69%
Almira Coulee Hartline	Percent attending Big Bend	0-10%	-	11-19%	0-20%	-	0-20%
Almira Coulee Hartline	Percent attending WA Public 2-yea	11-19%	-	40-49%	21-39%	-	21-39%
Almira Coulee Hartline	Percent attending WA Public 4-yea	50-59%	-	30-39%	40-59%	-	21-39%
Ephrata	Total High School Graduates	156	154	150	146	158	162
Ephrata	Percent Going to College	55-59%	60-64%	60-64%	60-64%	55-59%	55-59%
Ephrata	Big Bend	30-34%	25-29%	35-39%	45-49%	35-39%	40-44%
Ephrata	WA Public 2-year	45-49%	55-59%	55-59%	55-59%	55-59%	50-54%
Ephrata	WA Public 4-year	30-34%	25-29%	20-24%	25-29%	30-34%	35-39%
Lake Roosevelt	Total High School Graduates	37	54	36	32	45	40
Lake Roosevelt	Percent Going to College	40-49%	50-54%	50-59%	40-49%	40-44%	50-59%
Lake Roosevelt	Big Bend	0-20%	0-10%	0-10%	0-20%	21-39%	0-10%
Lake Roosevelt	WA Public 2-year	40-59%	30-39%	30-39%	21-39%	60-79%	30-39%
Lake Roosevelt	WA Public 4-year	21-39%	40-49%	30-39%	21-39%	0-20%	40-49%
Lind	Total High School Graduates	11	17	15	5	-	-
Lind	Percent Going to College	40-59%	40-59%	80-100%	-	-	-
Lind	Big Bend	-	-	21-39%	-	-	-
Lind	WA Public 2-year	-	-	40-59%	-	-	-
Lind	WA Public 4-year	-	-	60-79%	-	-	-
Moses Lake	Total High School Graduates	377	328	357	421	459	423
Moses Lake	Percent Going to College	55%	59%	57%	53%	55%	59%
Moses Lake	Big Bend	56%	46%	49%	47%	44%	46%
Moses Lake	WA Public 2-year	64%	51%	57%	53%	53%	54%
Moses Lake	WA Public 4-year	19%	25%	18%	27%	28%	28%
Odessa	Total High School Graduates	13	14	12	17	16	13
Odessa	Percent Going to College	60-79%	60-79%	80-100%	40-59%	60-79%	-
Odessa	Big Bend	0-20%	0-20%	-	-	0-20%	-
Odessa	WA Public 2-year	21-39%	0-20%	21-39%	-	21-39%	-
Odessa	WA Public 4-year	40-59%	60-79%	60-79%	-	60-79%	-
Othello	Total High School Graduates	227	182	175	178	206	211
Othello	Percent Going to College	56%	55-59%	50-54%	55-59%	0.54	52%
Othello	Big Bend	15-19%	15-19%	15-19%	15-19%	15-19%	15-19%
Othello	WA Public 2-year	55-59%	50-54%	55-59%	50-54%	60-64%	55-59%
Othello	WA Public 4-year	25-29%	25-29%	25-29%	40-44%	30-34%	30-34%
Quincy	Total High School Graduates	110	131	156	132	186	170
Quincy	Percent Going to College	70-74%	60-64%	50-54%	55-59%	55-59%	55-59%
Quincy	Big Bend	25-29%	30-34%	20-24%	30-34%	25-29%	35-39%
Quincy	WA Public 2-year	65-69%	60-64%	60-64%	75-79%	60-64%	55-59%
Quincy	WA Public 4-year	20-24%	30-34%	15-19%	10-14%	30-34%	20-24%
Quincy High Tech High	Total High School Graduates	8	-	9	9	12	8
Quincy High Tech High	Percent Going to College	-	-	-	-	0-20%	-
Quincy High Tech High	Big Bend	-	-	-	-	-	-
Quincy High Tech High	WA Public 2-year	-	-	-	-	-	-
Quincy High Tech High	WA Public 4-year	-	-	-	-	-	-

High School	Category	2011	2012	2013	2014	2015	2016
Ritzville	Total High School Graduates	29	26	29	23	27	27
Ritzville	Percent Going to College	50-59%	70-79%	70-79%	70-79%	40-49%	40-49%
Ritzville	Big Bend	-	0-10%	0-10%	-	-	0%
Ritzville	WA Public 2-year	21-39%	50-59%	40-49%	40-49%	0-20%	21-39%
Ritzville	WA Public 4-year	40-59%	30-39%	30-39%	40-59%	40-59%	40-59%
Royal	Total High School Graduates	79	81	76	87	77	106
Royal	Percent Going to College	55-59%	55-59%	70-74%	55-59%	55-59%	60-64%
Royal	Big Bend	40-44%	20-24%	15-19%	25-29%	35-39%	35-39%
Royal	WA Public 2-year	55-59%	55-59%	55-59%	45-49%	50-54%	65-69%
Royal	WA Public 4-year	25-29%	30-34%	25-29%	35-39%	35-39%	20-24%
Sage Hills (Ephrata)	Total High School Graduates	22	19	23	19	19	No data
Sage Hills (Ephrata)	Percent Going to College	11-19%	21-39%	20-29%	0-20%	0-20%	-
Sage Hills (Ephrata)	Big Bend	-	-	-	-	-	-
Sage Hills (Ephrata)	WA Public 2-year	-	-	-	-	-	-
Sage Hills (Ephrata)	WA Public 4-year	-	-	-	-	-	-
Lake)	Total High School Graduates	44	34	22	-	17	No data
Lake)	Percent Going to College	15-19%	20-29%	20-29%	-	21-39%	-
Lake)	Big Bend	-	-	-	-	-	-
Lake)	WA Public 2-year	-	-	-	-	-	-
Lake)	WA Public 4-year	-	-	-	-	-	-
Soap Lake	Total High School Graduates	15	12	17	-	25	25
Soap Lake	Percent Going to College	60-79%	80-100%	40-59%	-	70-79%	40-49%
Soap Lake	Big Bend	80-100%	40-59%	-	-	50-59%	40-59%
Soap Lake	WA Public 2-year	80-100%	60-79%	-	-	60-69%	60-79%
Soap Lake	WA Public 4-year	0-20%	21-39%	-	-	20-29%	21-39%
Wahluke (Mattawa)	Total High School Graduates	83	101	85	96	80	118
Wahluke (Mattawa)	Percent Going to College	55-59%	50-54%	45-49%	45-49%	55-59%	45-49%
Wahluke (Mattawa)	Big Bend	15-19%	0-5%	15-19%	0-5%	15-19%	10-14%
Wahluke (Mattawa)	WA Public 2-year	90-94%	65-69%	65-69%	60-64%	70-74%	75-79%
Wahluke (Mattawa)	WA Public 4-year	6-9%	20-24%	25-29%	25-29%	25-29%	20-24%
Warden	Total High School Graduates	48	73	50	61	54	70
Warden	Percent Going to College	55-59%	55-59%	55-59%	50-54%	55-59%	65-69%
Warden	Big Bend	40-49%	45-49%	50-59%	40-49%	30-39%	45-49%
Warden	WA Public 2-year	60-69%	60-64%	70-79%	70-79%	50-59%	65-69%
Warden	WA Public 4-year	11-19%	30-34%	20-29%	11-19%	30-39%	20-24%
Washtucna	Total High School Graduates	-	-	-	3	5	3
Washtucna	Percent Going to College	-	-	-	-	-	-
Washtucna	Big Bend	-	-	-	-	-	-
Washtucna	WA Public 2-year	-	-	-	-	-	-
Washtucna	WA Public 4-year	-	-	-	-	-	-
Wilson Creek	Total High School Graduates	-	-	4	-	8	9
Wilson Creek	Percent Going to College	-	-	-	-	-	-
Wilson Creek	Big Bend	-	-	-	-	-	-
Wilson Creek	WA Public 2-year	-	-	-	-	-	-
Wilson Creek	WA Public 4-year	-	-	-	-	-	

Note: The data presented here are consistent with SLDS Technical Brief 3 (NCES 2011-603 http://nces.ed.gov/pubs2011/2011603.pdf) to protect personally identifiable information in aggregate reporting. The number of enrollments or high school graduates determines the width of the reported percentage intervals. The greater the uncertainty in the calculated percentage, the greater the width. For example, high schools reporting 10-20 graduates in a given year have percentages reported in interval widths of 20%; high schools reporting 41-100 graduates in a given year have interval widths of 5%.

Education Research & Data Center http://www.erdcdata.wa.gov

2016 data retrieved on 10/10/2018

Indicator 3.2c Running Start and College in the High School enrollments

Running Start and College in the High School Enrollment are dual programs that allow students to receive high school and college-level credit while students are still enrolled in high school. The Running Start program has an upward trend with a slight decline in the 2017-18 academic year. College in the High School enrollment continues to rise.
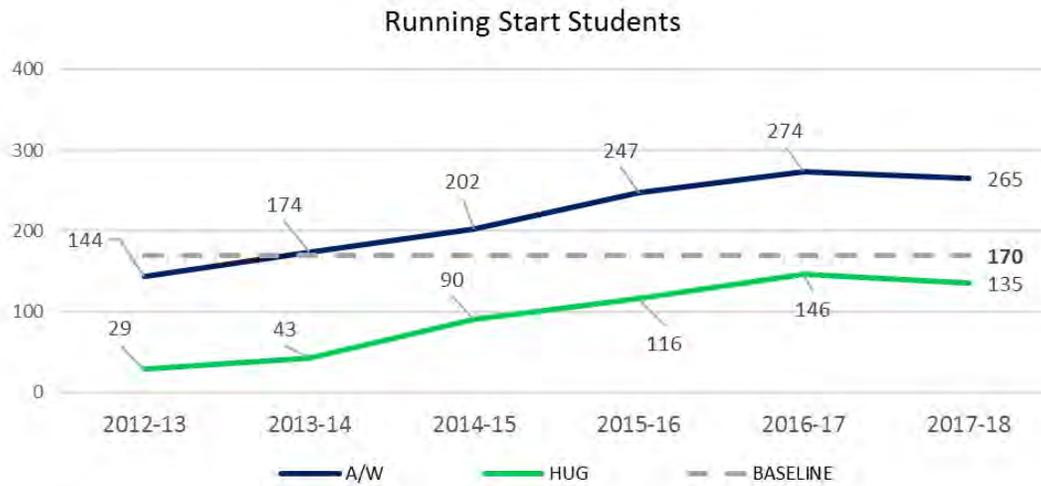
Running Start Students

A/W = Asian or White
HUG = Historically Underepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

College in the High School, Unduplicated Headcount
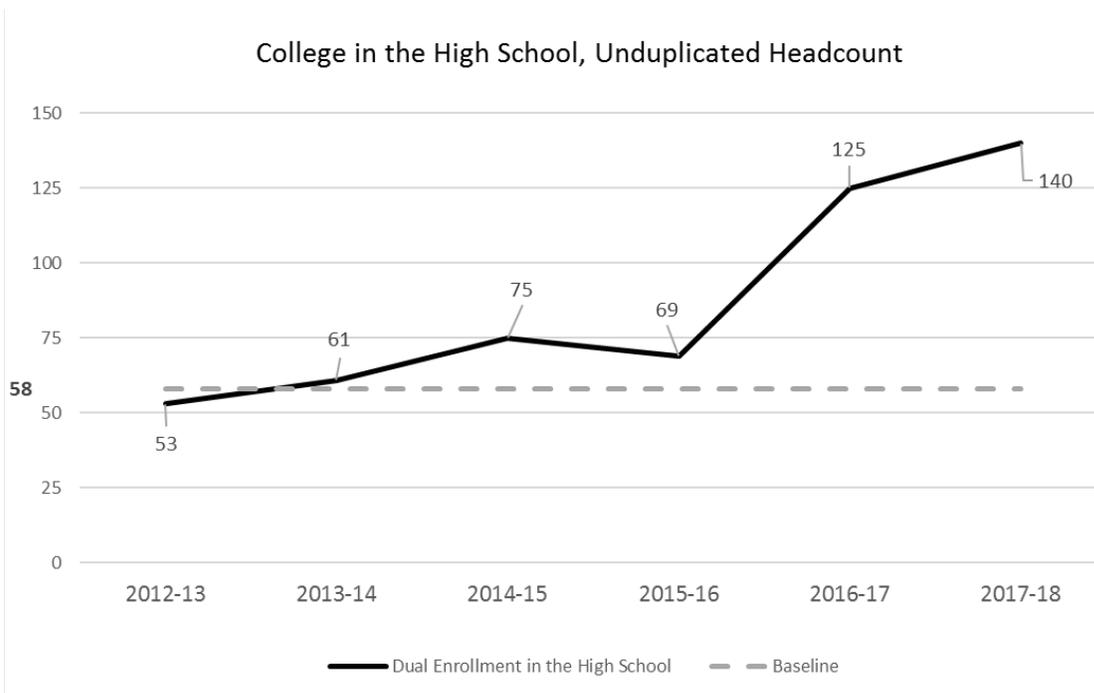
Objective 3.3 BBCC practices responsible use of resources, including fiscal and natural resources

Indicator 3.3a Clean financial audits

Prior to Fiscal Year (FY) 2013-14, BBCC, as an agency of Washington State, met the Northwest Commission of Colleges and Universities (NWCCU) requirement for an annual financial audit under the Single Audit prepared by the Office of Financial Management (OFM) for the State as a whole. Starting with FY 2013-14, BBCC was required by NWCCU to prepare annual Financial Statements specifically for the college for audit on an annual basis. The State Wide Single Audit (SWSA) would no longer be accepted by NWCCU as the college's financial statement audit. Due to state law, the audits of the college's financial statement are required to be performed by the State Auditor's Office.

The FY 2013-14 audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2013-14 audit report was published in February of 2016 and can be found in the BBCC 2014 Financial Report.

In FY 2014-15, BBCC implemented Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting of Pensions, and GASB Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2014-15 audit report was published in February of 2017 and can be found in the BBCC 2015 Financial Report.

In FY 2015-16, no new GASB statements were implemented. The annual audit consisted of determining whether the College's financial statements were free from material misstatement and that proper internal controls were in place. Results of the FY 2015-16 audit were that the financial statement fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2015-16 audit report was published in July of 2017 and can be found in the BBCC 2016 Financial Report.

In FY 2016-17, BBCC implemented GASB Statement No. 73, Accounting and Financial Reporting for Pensions and Related Assets That Are Not within the Scope of GASB Statement No. 68, and Amendments to Certain Provisions of GASB Statements No. 67 and No. 68 as amended by GASB Statement No. 71. It establishes financial reporting requirements for defined benefit pensions that are provided to employees of state and local governmental employers that are not administered through trusts or equivalent arrangements and therefore outside the scope of deferred inflows, pension expense, and benefit payments. The change in accounting principle resulted in an additional amount of $1,301,345 in pension liability. The results of the audit were that the financial statements fairly presented the financial position of the college and disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards. The complete FY 2016-17 audit report was published in January of 2018 and can be found in the BBCC 2017 Financial Report.

Indicator 3.3b Reduce energy use intensity

Energy Use Intensity (EUI)

- 250
- 200
- 150
- 100
- 50
- 0

221.8

189.3

210.235

Target by 2020: 5% reduction (210.235)

2016-17   2017-18

■ Energy Use Intensity (EUI) 236.5 92.5   ━━ Target (5% Reduction)
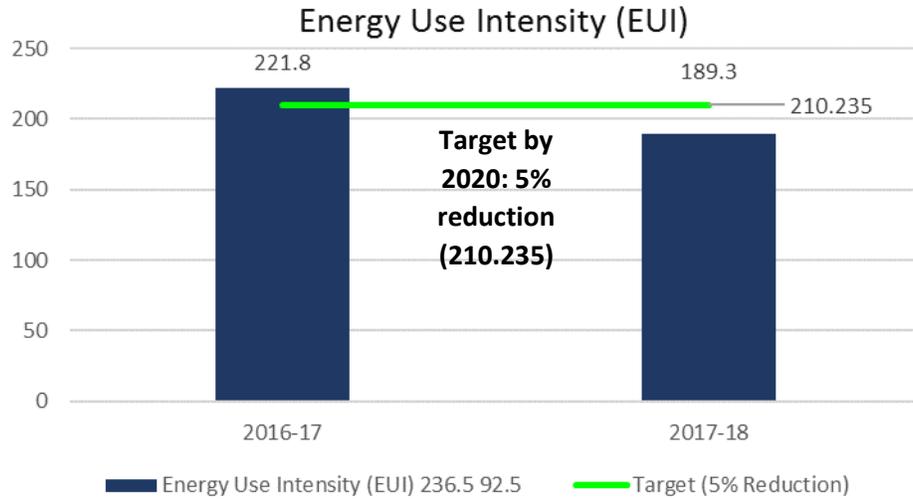
Indicator 3.3c Reduce plastic bag use

Plastic Bag Usage - in Pounds

- 6000
- 5000
- 4000
- 3000
- 2000
- 1000
- 0

5224

3885

4963

Target by 2020: 5% reduction (4963 pounds)

2016-17   2017-18

■ Pounds   ━━ Target (5% Reduction)
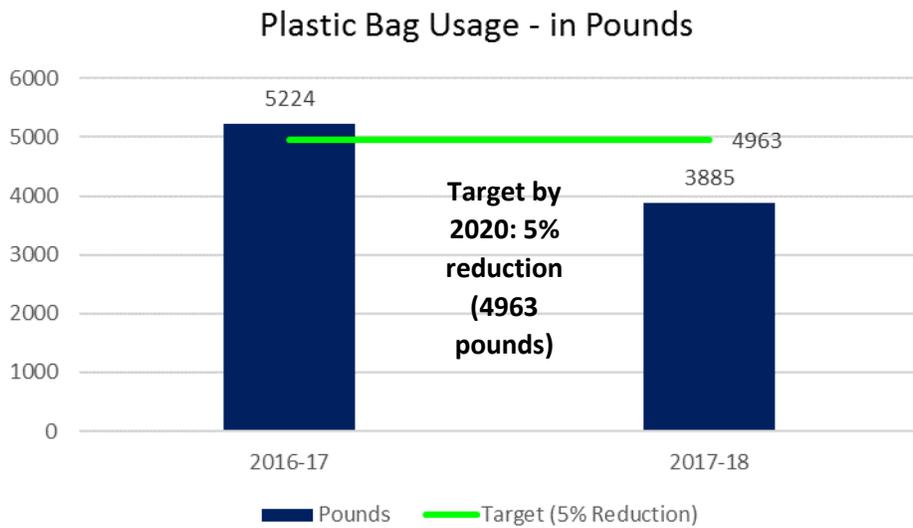
Indicator 3.3d Reduce custodial paper use 5% from 9280.74 lbs

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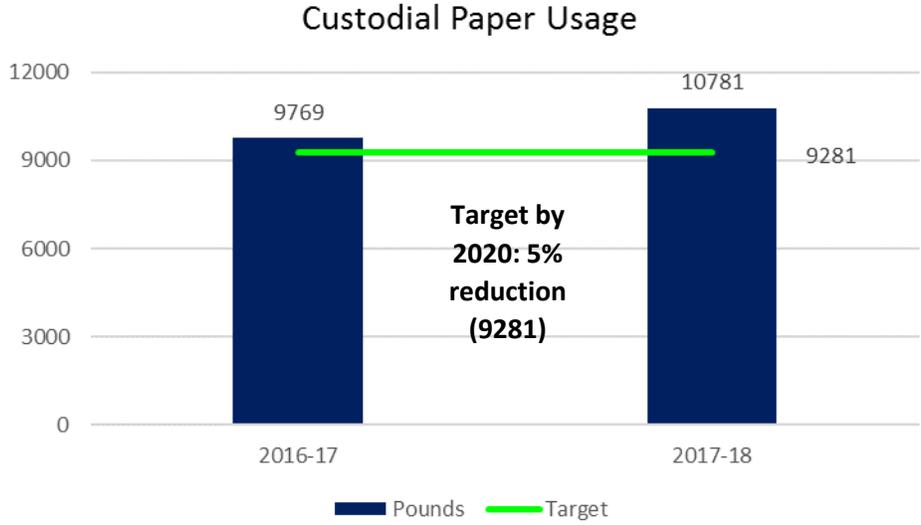
Objective 3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community

The Spring Enrollment Survey (SES) is an online in-house survey sent to all students enrolled in spring quarter classes. Most students will have been enrolled one or two quarters at BBCC and experienced different programs and service. In 2018, 450 students responded (15.5% response rate). With a margin of error of 5% and a confidence level of 95%, the results can be seen as being reflective of the entire student population. The results of the 2018 SES apply to Academic/Transfer and Workforce Education students only due to the lack of Adult Basic Education (ABE) students' responses.

Indicator 3.4a BBCC provides a classroom environment where students feel safe to express their opinions

BBCC *always* or *usually* provides a classroom environment where one feels safe to be oneself or freely share one's opinion(s)

Target by 2020: 95%

A/W — 92%
HUG — 94%
All — 92%
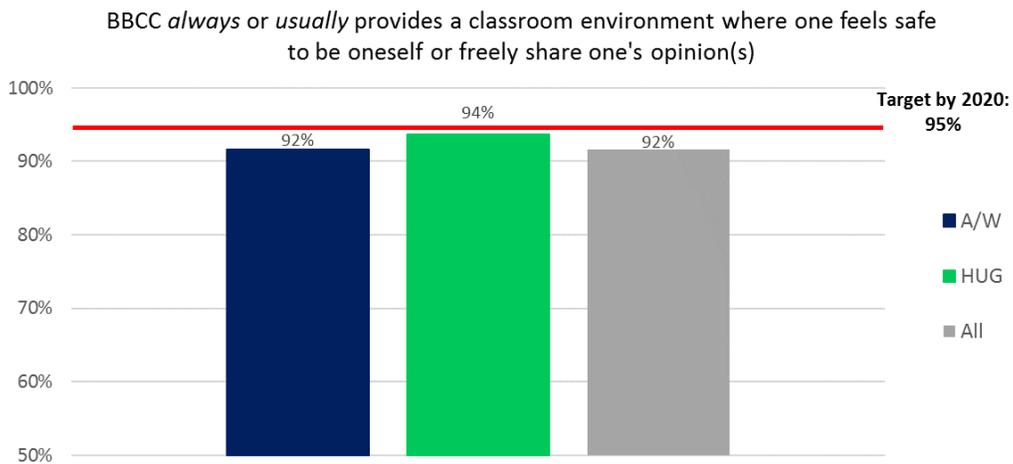
Differences between student groups are not statistically significant using chi-square test, p < .05

A/W = Asian and/or White
HUG = Historically Underrepresented Groups (African American, Native American, Native Hawaiian/Pacific Islander and Hispanic students)

Indicator 3.4b Full-time employee turnover rate

For calendar year 2018, the college's turnover rate was 14.8%. This is an increase over the 2017 rate of 10.5%. The 2018 goal was to have a turnover rate of 12% or less.

The turnover rate measures the percentage of full-time employees that leave the college during a calendar year. High turnover can negatively impact the college due to the loss of organizational knowledge, individual skills and abilities as well as the time and cost expended to replace the employee.

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

There were 28 separations in 2018 compared to 20 separations in 2017. A breakdown of the reasons for the separations is included below.

Reason	2017	2018
Other Job	6	16
Retirement	9	5
Layoff	0	1
Relocation	0	1
Personal Reasons	2	5
Involuntary	3	0
TOTAL	20	28

Indicator 3.4c Clery Campus Security Authorities (CSAs) receive annual Training

School year 17-18: 72 Clery Campus Security Authorities were trained. As a reference point, BBCC has approximately 190 full-time employees on staff, therefore, 72 represents a high level of CSAs on campus. The Department of Education specifies that one category of CSAs is "An official of an institution who has significant responsibility for student and campus activities, including, but not limited to student housing, student discipline and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution." Department of Ed requires each institution to interpret which persons on campus fit that description, and then provide those persons with the appropriate CSA training.

Indicator 3.4d Number of safety reported incidents

Calendar year 2017: 81 total recorded safety and security incidents, of which 75 (88.9%) happened between 6:00 a.m. and 6:00 p.m. Monday-Friday. Safety and security incidents in all categories of crimes and incidents may be reduced through visible presence of security patrols, planning, student and employee prevention education, action by safety committee and administration, and policy implementation.

Criminal Offenses												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses - Forcible	0	0	0	0	0	0	0	0	0	0	0	0
Sex offenses - Non-forcible	0			0			0			0		
Robbery	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated assault	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle theft	0	1	1	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Domestic Violence	0	1	0	0	1	0	0	0	0	0	0	0
Dating Violence	1	0	0	1	0	0	0	0	0	0	0	0
Stalking	0	1	3	0	0	0	0	0	0	0	0	0

Hate Crimes Any crimes reported to have occurred that manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity/national origin, gender identity or disability.[1]

There were zero hate crimes reported in 2015, 2016 and 2017.

Arrests for each of the following crimes[2]												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Illegal Weapons Offense	0	0	0	0	0	0	0	0	0	0	0	1
Drug Law Violation	0	2	0	0	1	0	0	0	0	0	0	11
Liquor Law Violation	0	0	0	0	0	0	0	0	0	0	0	7

Disciplinary Actions/Judicial Referrals[3] for each of the following law violations. *(These figures are not included in the arrest figures.)*												
	ON CAMPUS			RESIDENCE HALLS			PUBLIC PROPERTY			NONCAMPUS		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Illegal Weapons Offense	0	0	0	0	0	0	0	0	0	0	0	0
Drug Law Violation	12	1	2	2	1	2	0	0	0	0	0	0
Liquor Law Violation	1	4	4	0	4	4	0	0	0	0	0	0

Unfounded Crimes[4]

There were zero unfounded crimes reported in 2015, 2016 and 2017.

[1] Requirement: Hate crimes must be recorded by category of bias, 34CFR668.46(c)(4)

[2] Requirement: Arrests and referrals citation, 34CFR668.46(c)(1)(ii)

[3] Requirement: Arrests and referrals citation, 34CFR668.46(c)(1)(ii)

[4] Requirement: An institution must report to the Department of Education and disclose in its annual security report statistics the total number of crime reports that were "unfounded" and subsequently withheld from its crime statistics during each of the three most recent calendar years, 34CFR668.46(c)(2)(iii)(A)

Additional non-Clery incidents 2017

RESIDENCE HALL RULE VIOLATION : HARBORING AN UNREGISTERED GUEST	1
NON-CLERY CRIMINAL OFFENSES : [23C] LARCENY: SHOPLIFTING	1
NON-CLERY CRIMINAL OFFENSES : [23D] LARCENY: THEFT FROM BUILDING	6
NON-CLERY CRIMINAL OFFENSES : [23F] LARCENY: THEFT FROM MOTOR VEHICLE	2
NON-CLERY CRIMINAL OFFENSES : [23H] OTHER LARCENY	3
NON-CLERY CRIMINAL OFFENSES : [290] DESTRUCTION/DAMAGE/VANDALISM	3
NON-CLERY CRIMINAL OFFENSES : [90D] DRIVING UNDER THE INFLUENCE	1
OTHER TYPE INCIDENT (NOT CATEGORIZED) : HOSTILE PERSON - NO ASSAULT OR CRIME	1
STUDENT CONDUCT VIOLATION 132R-04-057 : (10) ALCOHOL/DRUG/TOBACCO : (B) MARIJUANA	2
STUDENT CONDUCT VIOLATION 132R-04-057 : (2) OTHER DISHONESTY : (C) FURNISHING FALSE INFO	2
STUDENT CONDUCT VIOLATION 132R-04-057 : (3) OBSTRUCTIVE OR DISRUPTIVE CONDUCT	1
HAZARDOUS MATERIALS INVOLVED	3
ILLICIT DRUG USE EVIDENCE W/O SUSPECT	3
MEDICAL EMERGENCY : EMPLOYEE INJURY/ILLNESS	20
MEDICAL EMERGENCY : STUDENT INJURY/ILLNESS	9
MOTOR VEHICLE COLLISION - NON INJURY	5
TOTAL INCIDENTS	**63**

Indicator 3.4e Diversity of candidate pool (gender, race/ethnicity)

For calendar year 2018, the diversity of the candidate pool increased slightly over calendar year 2017. The college realized gains in the number of female applicants, 56.78% in 2018 versus 51.08% in 2017 and in the number of Hispanic/Latino applicants, 28.6% in 2018 versus 19.66% in 2017.

Year	Total Applications	GENDER			RACE OR CULTURE IDENTIFY WITH						
		Male	Female	Not Indicated	African American	Asian	Caucasian	Hawaiian or Pacific Islander	Hispanic/Latino	Native Indian or Alaska Native	Not Indicated
2017	834	394	426	14	26	69	519	3	164	9	44
2018	944	393	536	15	27	35	549	8	270	12	43

 Actions taken in 2017-18 to increase the pool of diverse candidates through each step of the recruitment process includes:

- Expanded advertising efforts.
- Conducted 2 sessions of training for screening committee members. Training included a review and discussion of bias in the hiring process.
- Eliminated barriers by removing unnecessary minimum qualifications, revising language in postings, and developing supplemental questions focused knowledge and skills rather than years of experience.
- Revised committee assessment tools to eliminate unintentional bias based on attainment of educational degrees not necessary for the position.
- Clearly communicating the college's travel reimbursement process for candidates or providing an alternative interview option in advance of the interview.
- Providing finalists with the interview questions 24 hours in advance of the interview.

Indicator 3.4f Employee exit survey – BBCC is recommended as a good place to work?

We had eight employees complete exit interviews in 2017-18. Seventy-five percent of the respondents indicated they would recommend BBCC as a good place to work and 25% did not.

Indicator 3.4g New employees follow-up survey

During May 2018, an onboarding and orientation survey was sent to 91 employees, hired between June 2012 and January 2018. The purpose of the survey was to gather information on the experiences of employees prior to starting at BBCC through the first 90 days of employment.

We had a 37.36% response rate. Responses were spread out between classified, admin/exempt, and faculty. We only surveyed those employees hired to fill full-time positions.

The survey indicates there are some things we are doing well and we also have room for improvement.

The questions with the highest number of responses in the Agree/Strongly Agree categories were:

- I understood the terms of my appointment (salary and contract period).
- I was given sufficient information on the employer-provided benefits of my position.
- I was informed of where to go to get additional assistance on personnel matters, benefits, and paperwork.
- My supervisor introduced me to people in my department or area.
- My supervisor has provided ongoing feedback about my performance.
- I am held accountable for my performance.

The questions with the highest number of responses in the Disagree/Strongly Disagree categories were:

- My workspace was clean, functional, and ready for occupancy.
- My workspace was organized and I had everything I needed to start working (or knew where to get it).
- My IT equipment (computer, email access) was ready for use on my first day.
- My phone and voicemail were ready for use on the first day.
- I received adequate training to help me understand internal systems, general operating practices, and other information needed to perform my job.
- During the past 90 days, I have considered leaving BBCC.

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

- The HR Office sends an invitation to provide feedback on the onboarding and orientation process at the beginning of each quarter. Invitations will be sent to newly hired employees who have completed their first 90 days of employment.
- The HR Office revised the orientation agenda for new employees to include more information on safety & security, BBCC Portal access and navigation, submitting work orders, ID cards, leave policies, online training modules, pay stub access, etc.
- New supervisors complete a separate supervisor orientation/training session.
- HR employees work closely with supervisors to ensure the new employee checklist is completed prior to the first day of work.
- HR employees communicate with the new employee between the time the offer is accepted and the employee begins work to see if there are any questions or concerns.
- New employee paperwork completed prior to the first day of work so that email accounts and computer access are available on the first day of work.

Indicator 3.4h Community members indicate BBCC provided a respectful and collaborative environment

The Employer Survey was an online survey sent to individuals who have been involved with hiring events, job fairs, or other area work-related events. In fall 2018, 147 completed the survey, (42% response rate) for a 90% confidence level and a 5% margin of error.   This Employer Survey return rate is the highest the college has ever experienced.

3.4h To what extent does BBCC create a respectful and collaborative environment where people in your organization are able to connect with others?

Category	Percentage
Very much	27%
Quite a bit	28%
Somewhat	10%
Not at all	1%
I don't know	35%
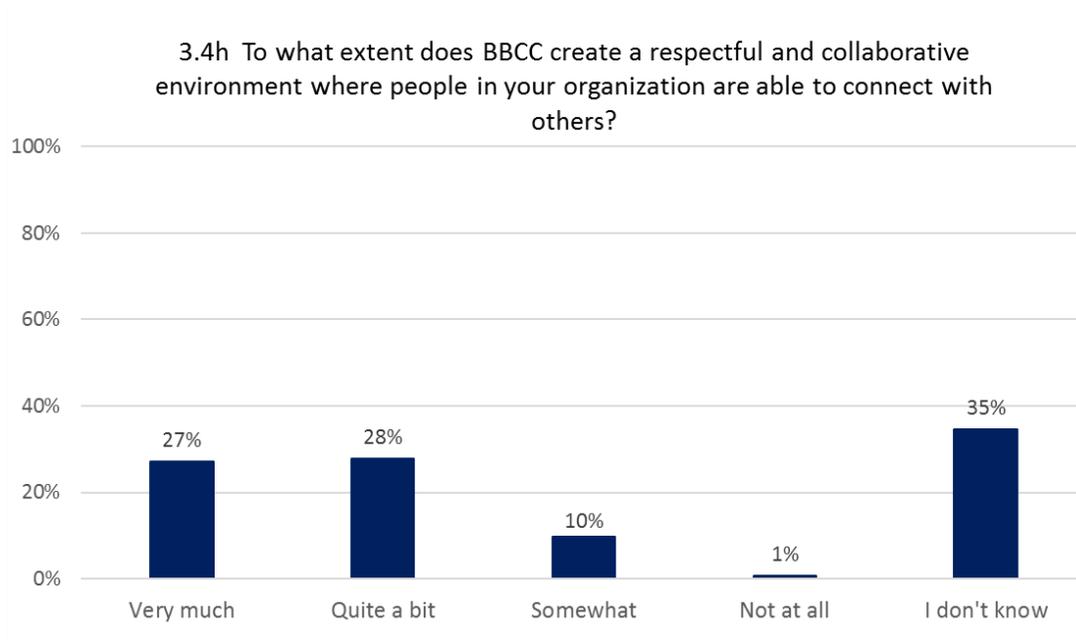
Appendix A - Annualized FTEs

Indicator 1.1b Total student FTE (Full-Time Equivalent) breakdown by Division/Program or Discipline

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Allied Health											
Applied Math (Medical Assistant)					2.87	2.93	2.67	2.53	2.00	1.93	0.19
ARFF[i]	2.43	1.90	2.16	1.86	1.57						
First Aid	10.74	10.93	12.35	11.47	10.53	10.53	9.51	10.00	8.67	8.22	8.44
Medical Assistant/ HED	43.74	53.52	51.80	55.84	53.88	52.65	50.27	43.03	37.97	37.24	29.00
Nursing	55.62	55.60	56.14	55.90	61.32	62.03	55.23	43.47	47.62	47.91	39.38
Physical Education & Health	36.68	48.22	49.14	53.09	49.38	40.60	43.02	45.49	46.60	45.02	47.96
Simulation Technology[j]										3.33	3.80
Total	**149.21**	**170.18**	**171.59**	**178.16**	**179.55**	**168.74**	**160.70**	**144.52**	**142.86**	**143.66**	**128.77**

[i]SIM Tech added in 2016-17

[j]ARFF no longer counted in division FTEs, 2012-13

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Aviation											
Aviation	30.59	40.59	36.29	35.38	46.71	48.11	54.72	63.33	46.95	45.02	55.91
Aviation Maintenance[k]										38.18	32.06
Mechatronics											1.78
Unmanned Aerial Systems[j]										1.38	3.38
Total	**30.59**	**40.59**	**36.29**	**35.38**	**46.71**	**48.11**	**54.72**	**63.33**	**46.95**	**84.58**	**93.13**

[j]UAS and Mechatronics added in 2016-17

[k]Aviation Maintenance moved to Aviation Division in 2016-17

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Professional Studies (formerly Business)[m]											
Accounting	26.72	24.80	27.33	33.49	26.64	29.67	25.66	25.78	26.20	29.33	24.16
Agriculture[n]										7.78	6.09
Business	36.98	31.31	46.20	43.69	54.07	33.87	37.29	45.33	49.20	40.84	44.69
Early Childhood Education[g]										59.55	43.09
Office Information Technology[a]	92.20	81.51	93.88	91.99	5.53						
Business Information Management[a]					65.15	61.44	56.37	37.72	32.93	34.74	30.67
Computer Science[b]	55.46	45.49	21.33			21.71	31.20	32.13	33.64	33.87	39.33
Economics	27.76	19.11	20.34	23.34	26.56	21.45	24.89	26.67	31.33	33.00	32.33
Total	**239.12**	**204.49**	**211.93**	**197.02**	**181.66**	**168.14**	**175.41**	**167.63**	**173.30**	**239.11**	**220.36**

[a]Office Information Technology became Business Information Management in 2011-12; classes under the Office Information Technology (OIT) title were still offered in summer of 2011, hence the FTE for OIT in 2011-12.

[b]The Computer Science program was not offered in 2010-11 or 2011-12.

[g]Early Childhood Education was moved to the Professional Studies Division in 2016-17

[m]Business Division renamed Professional Studies in 2016-17

[n]Agriculture moved to Professional Studies Division in 2016-17

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Academic Support (formerly Developmental)[o]										
ABE/ESL/HSC/OPD (incl. Basic Math[c])	249.65	284.62	279.69	265.55	192.02	180.99	166.92	168.05	223.76	198.20	185.35
College Success Skills	25.54	33.40	47.20	52.53	48.27	41.27	42.87	45.80	43.73	38.84	31.36
Pre-college English	68.35	72.95	94.56	102.91	84.60	69.24	52.33	49.28	34.66	29.75	34.50
Library	2.89	1.67	0.44	0.00	0.00	0.00	0.00			
Total	**346.43**	**392.63**	**421.89**	**420.99**	**324.89**	**291.50**	**262.12**	**263.13**	**302.15**	**266.79**	**251.21**

[c]Basic Math moved to ABE in 2015-16

[o]Developmental Division renamed Academic Support in 2016-17

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Humanities										
Art	41.26	40.96	43.82	44.60	44.34	41.04	39.58	54.44	44.40	56.74	51.87
English/Humanities/Drama	131.06	145.69	155.59	167.75	181.71	162.71	173.64	191.02	188.22	189.89	178.93
Foreign Language/ASL	42.88	32.55	44.00	50.56	49.11	43.78	48.56	51.12	48.33	47.78	42.78
Journalism	4.13	3.40	3.00	2.93	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Music	15.84	15.71	18.87	24.29	20.18	13.38	13.67	16.93	32.25	35.89	37.49
Philosophy/Religion	52.00	54.78	73.56	83.44	64.67	57.33	57.00	48.44	61.78	44.44	40.33
Speech/Communications	46.71	48.16	61.63	60.35	65.40	65.87	69.27	70.71	74.51	69.82	69.79
Total	**333.88**	**341.26**	**400.47**	**433.92**	**425.41**	**384.11**	**401.72**	**432.66**	**449.49**	**444.57**	**421.19**

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Trades & Industry (formerly Industrial Technology)[p]										
Agriculture[n]	3.25	2.27	2.85	4.51	3.71	4.27	4.73	9.07	5.89		
Applied Math					7.28	8.51	7.51	6.95	6.77	7.13	1.80
Applied Writing (ENGL 109)					3.40	3.47	2.20	2.00	1.87	1.60
Automotive	31.25	31.07	38.80	42.27	38.33	39.51	37.82	40.82	44.36	47.58	27.20
Aviation Maintenance[k]	28.15	19.59	36.59	44.34	45.22	49.10	51.55	49.93	51.89		
Commercial Driver's Licence	26.14	26.98	27.85	18.18	23.55	26.27	19.82	19.50	19.40	19.68	13.98
Composites							1.16	0.71	0.53	0.00	0.89
Industrial Electrical[d]	24.43	31.87	45.40							
Maintenance Mechanics[d]	17.08	15.71	27.14							
Industrial Systems Technology[d]				84.36	56.44	51.56	44.93	35.07	34.29	33.40	40.91
Welding	44.50	51.83	59.50	55.88	50.35	47.50	47.15	49.19	46.56	37.43	34.74
Total	**174.80**	**177.04**	**235.28**	**249.54**	**224.88**	**230.12**	**218.14**	**213.44**	**211.69**	**147.08**	**121.12**

[d]Industrial Electrical and Maintenance Mechanics were combined into Industrial Systems Technology in 2010-11.

[k]Aviation Maintenance moved to Aviation Division in 2016-17

[n]Agriculture moved to Professional Studies Division in 2016-17

[p]Industrial Technology Division renamed Trades & Industry in 2016-17

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Math & Science											
Biology	46.02	42.34	47.78	51.45	58.44	47.22	47.11	54.26	58.71	72.71	76.16
Botany	3.56	4.78	4.78	5.00	3.22	4.11	4.33	4.33	4.67	4.67	2.56
Chemistry	21.48	24.34	26.09	29.32	31.89	36.33	31.78	45.11	50.22	58.56	57.22
Engineering							0.67	6.11	13.64	11.40	6.62
Environmental Science	8.45	7.00	7.33	12.78	13.44	19.00	20.11	16.56	18.56	20.33	21.78
Geology/Geography	3.22	8.66	7.44	5.89	2.89	6.56	3.56	3.11	3.00	1.33	3.44
Math	42.56	50.44	51.10	59.33	62.67	82.56	88.33	111.78	120.22	127.44	132.93
Math - Applied[e]	16.24	16.42	17.34	13.20							
Nutrition	21.45	24.00	27.10	27.23	31.44	36.00	31.11	43.47	30.11	26.56	29.67
Physics	2.44	3.33	5.23	5.66	5.11	4.00	10.00	10.00	11.56	12.11	8.33
Pre- College Math	137.29	146.08	170.86	179.50	176.22	165.89	189.58	148.97	138.55	127.29	112.50
Science/Astronomy	23.66	6.67	6.66	7.22	4.89	4.11	5.27	0.40	4.33	3.67	4.33
Total	**326.37**	**334.06**	**371.71**	**396.58**	**390.21**	**405.78**	**431.85**	**444.10**	**453.57**	**466.07**	**455.54**

[e]In 2011-12, Applied Math FTE were broken out and reported by specific department and division.

Division/Program or Discipline	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Social Science											
Applied Math (Early Childhood Education)[f]					4.36						
Anthropology	4.55	8.89	5.45	8.45	5.89	6.44	6.78	10.22	6.67	10.22	9.56
Criminal Justice	13.40	16.24	21.32	21.45	12.22	13.11	22.44	27.56	31.22	26.00	29.69
Child and Family Education[g]	31.06	27.16	36.33	49.15							
Early Childhood Education[g]					31.77	34.07	34.01	38.46	42.60		
History	33.56	35.11	40.33	39.56	47.33	42.00	54.67	54.67	60.44	73.45	65.00
Homeland Security & Emergency Management[q]										2.36	5.04
Parent Education[h]	15.83	18.23	21.09	3.18							
Political Science	15.22	17.56	19.44	24.11	19.89	20.11	18.78	19.67	24.00	27.89	23.67
Psychology	45.85	39.67	44.78	36.45	56.67	54.56	65.22	61.44	87.45	86.55	81.21
Sociology	30.67	41.89	45.78	40.34	31.78	32.78	33.22	35.89	50.45	45.11	40.73
Social Work								2.56	3.11	0.89	0.00
Total	**190.14**	**204.74**	**234.52**	**222.69**	**209.91**	**203.07**	**235.12**	**250.47**	**305.94**	**272.47**	**254.90**

[f]Beginning in 2012-13 Early Childhood Education students now take Math in Society (Math& 107) to fulfill the related instruction math

The Child and Family Education program was redesigned in 2011-12 to align with statewide articulation transfer agreements and was renamed Early Childhood Education, moved to Professional Studies Division in 2016-17

[h]The Parent Education program was eliminated in 2010-11 due to budget cuts.

[q]HSEM added in 2016-17

| **Overall Total FTE** | **1790.54** | **1864.98** | **2083.68** | **2134.28** | **1983.22** | **1899.57** | **1939.77** | **1979.28** | **2085.95** | **2064.31** | **1946.22** |

Appendix B – Acronyms

Acronym	Definition
A/W	Asian and/or white
ACCT	Accounting
ASE	Automotive Service Excellence
ASTR	Astronomy
AVF	Aviation
BIO	Biology
CS	Computer Science
ECE	Early Childhood Education
ENG	English
Gen Ed	General Education
HUG	Historically Underrepresented Groups
HUM	Humanities
IST	Industrial Systems Technology
MA	Medical Assistant
MUSC	Music
PLO	Program Learning Outcome

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #7:   2017-20 Strategic Plan (information)

BACKGROUND:

The Academic Master Plan (AMP) and the Communications and Marketing Plan (CMP) are elements of and support the 2017-20 Strategic Plan. The AMP covers all instructional areas of the college (non-credit, transfer, transitional, and workforce) and includes the elements of a workforce education plan requested by the board. These items were discussed briefly during the April 11 board meeting, and we present the AMP and the CMP for your information.

RECOMMENDATION:
None.

I. Introduction

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

BBCC 2017-2020 Strategic Plan			
Academic Master Plan	Facilities Master Plan	Communications & Marketing Plan	Technology Plan (TBD)

II. Overview of Current Academic Offerings

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

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

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

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

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

- High School Diploma

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

III. Meeting Community Needs

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

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

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

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

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

Industry	BBCC Programs
Agriculture, forestry and fishing	- Accounting & Business - Agriculture - Automotive - Aviation Flight - Aviation Maintenance - Commercial Driver's License (CDL) - Computer Science - Industrial Electrical Technology

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

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

IV. Potential Program Growth and/or Changes

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

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

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

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

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

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

V. Sustainability of Programs

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

Curricular Sustainability

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

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

Adequate human resources are essential for the wellbeing of all academic programs. Through the processes mentioned above, BBCC evaluates the staffing resources for each program and makes adjustments as needed. In addition, as the demographics of the BBCC service district and student body change, the college is committed to increasing the diversity of employees in both faculty and staff positions in an effort to reflect the students the college serves.

Student Enrollment

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

VI. Enrollment Management

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

In Washington, colleges are funded to serve a certain number of students, calculated as FTEs (Full-Time Equivalent) and one annual FTE is 15 credits for three quarters for a total of 45 credits. The total number of FTEs a college is funded to serve in a given year is called the college's enrollment target. The State Board tracks the enrollment of each college and adjusts enrollment targets according to a three-

year average of each college's enrollment. If enrollment goes up, the college's enrollment target and funding go up and vice versa. BBCC's enrollment target and corresponding funding for 2018-19 was based on an average of the college's enrollment in 2016-17, 2015-16 and 2014-15. The chart below shows BBCC's enrollment target and actual FTE enrollment for several years.

The chart below shows Total FTE with a blue line and State-Funded FTE with a red line. State-Funded FTE represents students that the state counts towards the college's enrollment target. Non-state-funded FTE represents students that the state does not count towards the college's enrollment target because a different funding model is used to pay for the education of those students. Most of those students at BBCC are Running Start students but also include students in the Community, Business, and Industry Training category.
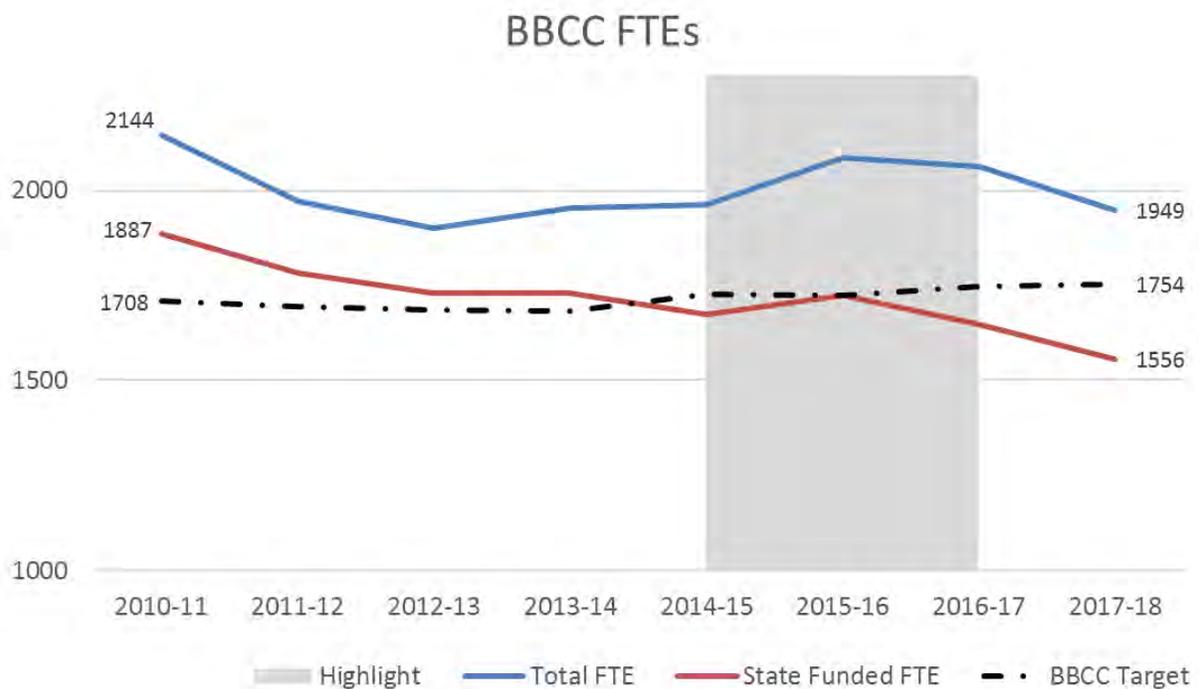
The table below shows enrollment trends in the Transfer, Workforce, and Adult Basic Education categories. In the recent past, the only area of enrollment growth has been with Running Start students.

Annualized Total FTEs by Program Area

Chart showing Annualized Total FTEs by Program Area, 2012-13 through 2017-18.

- Academic-Transfer (dark blue): 943.2, 951.4, 934.7, 922.3, 888.1, 834.3
- Workforce Education (green): 621.7, 622.4, 609.5, 602.0, 597.8, 550.2
- ABE/ESL/HSC (gray): 181.0, 166.9, 168.1, 223.8, 198.2, 185.4
- RS FTES (red): 153.7, 199.1, 267.1, 337.9, 380.2, 376.4
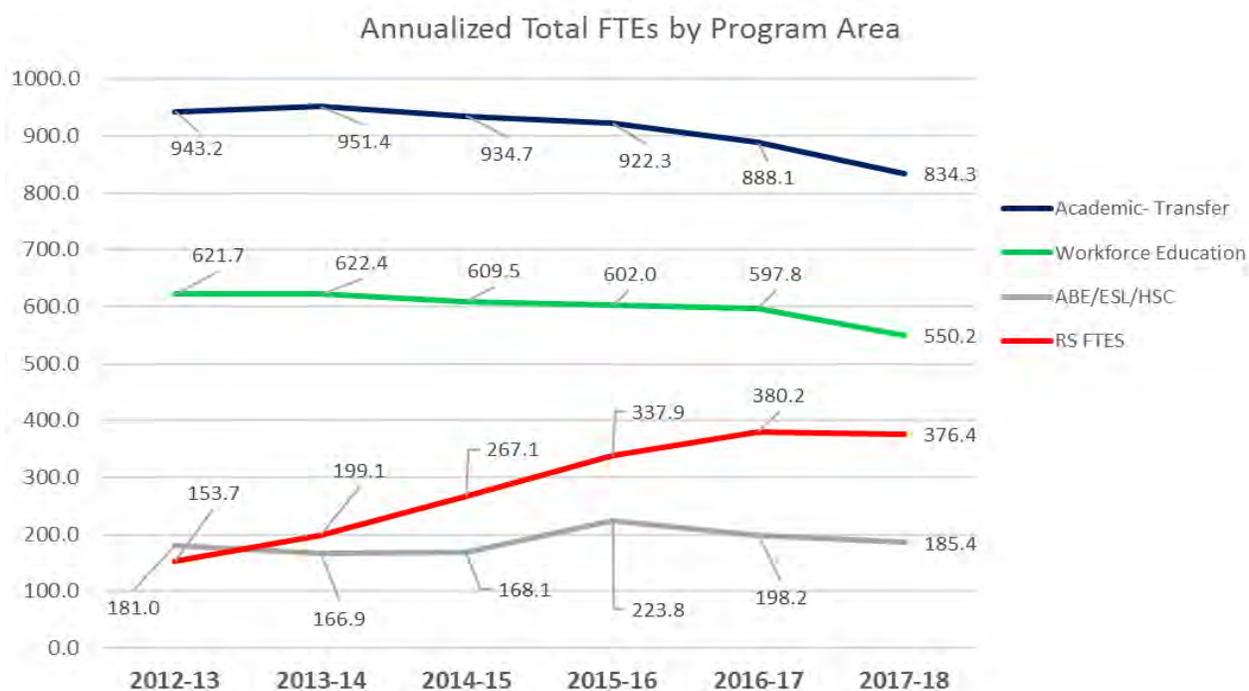
BBCC's enrollment management strategies take into consideration the unique characteristics of the college while capitalizing on the college's strengths.

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

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

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

Current and Recent High School Graduates

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

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

Adult Students

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

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

First-Generation & HUG students

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

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

VII. Service and Physical Infrastructure

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

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

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

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

I. Introduction

The BBCC Comprehensive Communications and Marketing plan helps the college achieve its mission and directly supports the BBCC 2017-2020 Strategic Plan by explaining how the college intends to achieve its strategic goal to "Increase annual Full-Time Student Equivalent (FTE) enrollment from a recent average of 2,043 to 2,100."

BBCC 2017-2020 Strategic Plan			
Academic Master Plan	Facilities Master Plan	**Communications & Marketing Plan**	Technology Plan (TBD)

To accomplish this goal, BBCC has identified specific objectives & results, legislative priorities, messaging, outreach & community engagement activities, and advertising strategies for the college overall as well as the three student groups around which the college has organized its enrollment-management strategies. This plan provides a summary of current college efforts as well as a focus for future efforts. As resources become available, BBCC can expand its outreach and marketing efforts. This plan also supports ongoing coordination between college departments engaged in outreach and marketing efforts.

II. College-Wide Efforts

BBCC seeks to promote the college within the communities of its service district and market itself to district residents. Many activities are designed to build overall awareness of the college. Strategies listed in this section are applicable to all student categories listed later in this document.

Objectives & Results
- Raise the visibility of BBCC within the communities it serves.
- Create a positive perception of the college among its constituents.
- Establish the image of BBCC as an affordable college with high-quality programs that help students succeed.
- BBCC is seen as the first point of contact by public school and community partners for school/community events related to higher education.

Legislative priorities
- Protect state and federal college funding, including grants.
- College-friendly legislation.
- Preserve Title IV funding.
- Expand opportunities for capital funding.

Messaging
- BBCC is a cost-effective choice, and you can save money (up to $34K) by attending BBCC instead of a university.
- BBCC is a cool, safe, engaging place that provides a high-quality education.
- You can earn a degree attending entirely in the evening &/or online.
- Big Bend is for everyone.
- Big Bend has something for you.
- Look what you can do in two years!

- Education is possible financially.

Outreach & Community Engagement Activities (*responsible department(s)*)
- Athletic events and community service (*Athletics and ASB*).
- Campus events and tours (*Outreach & Recruitment, Career Services*).
- Booths at fairs and community events (*Outreach & Recruitment*).
- *Explore Big Bend*, employment events, and Area of Interest focused events (*Career Services*).
- Optimize website with keywords that will result in links to BBCC programs appearing in web searches (*Communications).*
- Student success stories of current and former students (*Academic programs/departments, Communications).*
- Program news releases *(Academic programs/departments, Communications).*
- Highlight the types and locations of positions, wages, cost of programs, and industry partnerships *(Academic programs/departments, Advising, Career Center).*
- STAR Night, Cellarbration (*Foundation*).
- Service organization presentations on college programs (*Cabinet*).
- Promote program clusters – e.g., aviation, STEM and high-tech programs (*Communications, Career Services, Academic programs/departments*).

Advertising
- Digital marketing campaign*
- "Telling the Big Bend story" efforts**
- Signage in Moses Lake, Quincy, and Othello
- College web page
- Print advertising

*Digital Marketing
Today's college students are extremely media savvy, and their medium of choice to digest advertising is without a doubt the internet, and even more specific, the mobile internet. BBCC will try to leverage this fact, along with its social media presence, to not only feed advertising to potential students but also interact with them to create a maximum effect. Although the traditional print and radio media will not be abandoned, the majority of the Marketing & Communications budget will be expended in the digital and social media areas. (A newly negotiated digital media contract with Hagadone Digital has given the college an "in-kind" amount of print advertising at no extra cost).

The digital marketing strategy will allow BBCC to do much more than simply feed advertisements to

Total Page Followers as of Today: 6,254

7K

6.5K

6K

25 27 29   03 05 07 09 11 13 15 17 19 21

APR   MAY

Since October 1, 2016, the Big Bend Community College social media footprint has increased on average by 116 followers per month. This is a cumulative increase of nearly 3,000 followers. The college will try to leverage this new audience to increase enrollment.
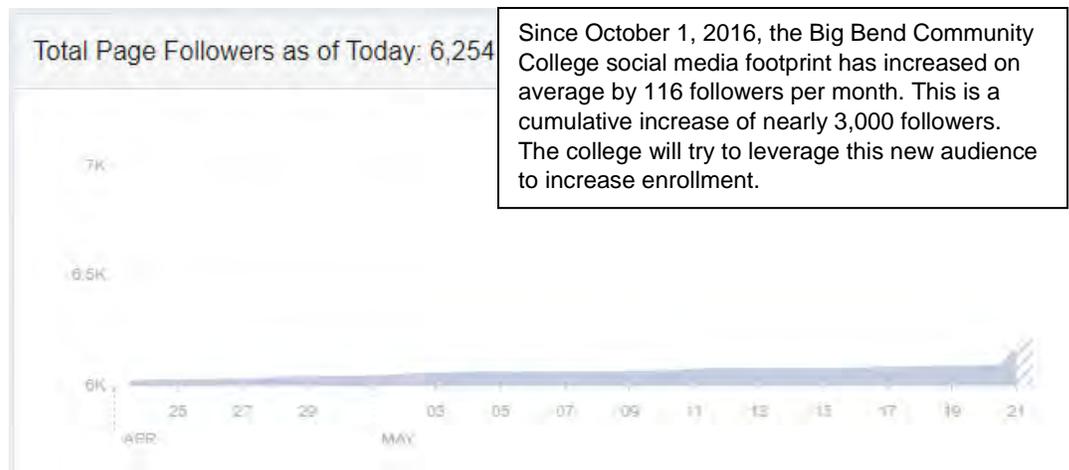
potential students. The college will also develop website-landing pages customized toward the marketing strategies that will allow BBCC to track how the college is interacting with potential students who engage with the advertising.

BBCC will track the normal metrics of click-throughs, bounce rate, reach, and impressions as well as the college's response to the inquiries from potential students. BBCC will track its digital interaction with the community and measure how well it is interacting with potential students.

Identifying the ROI on these campaigns will be key to understanding and measuring the effectiveness of this innovative strategy.

A digitally focused advertising strategy will give Big Bend a data-driven and targeted approach to reach a diverse population – each needing to be served by different messaging.

Part 1 of a two-phased digital marketing approach will focus on a potential student's ability to earn a transfer degree 100 percent online and/or in the evening (outside of normal working hours).

Part 2 will focus on the fact that on average, students who live inside the BBCC service district and live at home, can save **_$34,000_** on their first two (2) years of college. This strategy is geared towards appealing to potential traditional students right out of high school, the parents and families of traditional students, and also non-traditional students who are currently employed and those who are looking to transform their lives.

Part 3 will focus on more program-specific messaging focused on increasing enrollment in Workforce Education programs.

**"Telling the Big Bend Story"
What is "The Big Bend Story"? It is the events, students, faculty, staff, and campus environment that those outside of the Big Bend College Community do not get to experience but should be shared to improve our aesthetic in the eyes of potential students and within the community. In short, the wonderful things that happen here that make our college special!

In addition to our advertising strategies, we will have a strengthened focus on sharing these unique details about the college to improve BBCC's reputation within our service area.

The re-organization of the Communications Coordinator position within the department has been geared directly toward this goal. An increased production of press releases, social media posts, and video of student life will allow the community to see Big Bend through a lens that shines a light on BBCC being an institute of higher learning that provides a holistic atmosphere for learning – not just the place they had no other choice but to go.

III. Current and Recent High School Graduates (24 years of age or under)
These students are enrolled in high school dual enrollment programs or are "traditional" college students who recently graduated from high school. BBCC staff believe many of the students in this category have had little exposure to some workforce education programs and careers. BBCC outreach and marketing efforts focus on building relationships with students in public schools with a focus on middle and high-school-age youth. Key ideas BBCC wants to promote are the advantages BBCC has in comparison to universities and the transferability of credits.

Objectives & Results
- Increase market share of recent high school grads.
- Maintain stable Running Start enrollment of at least 400+ students per year.
- Connect with future students early in their education experience to introduce them to BBCC and its many programs.
- Increase the number of recent high school graduates enrolling in BBCC workforce programs.

Legislative priorities
- Protect Running Start funding.
- Support dual-enrollment programs.
- Secure and protect Guided Pathways funding.
- Establish stronger connection between colleges and Career Connected Learning efforts in the public schools.

Messaging
- BBCC credits will transfer to a university.
- For Specific Workforce Programs:
    - Mechatronics: Learn about modern technology. A degree in mechatronics leads to possibilities we don't even know about yet.
    - Nursing: Local jobs are always available. In preparation for the nursing program, take science classes in high school.
    - Healthcare & Simulation: Do you want to work with and care for people, or are you more interested in the computers and programming that can support healthcare?
    - Agriculture: An Ag degree can transfer to WSU. The Ag degree has UAS, CDL, and Business add-on certificates.
    - Computer Science: Computers are everywhere so there are many job opportunities.
    - Commercial Pilot: Highlight positions and wages for both new and experienced pilots. Residence halls are available for students coming from outside the area.
    - Automotive: You can earn individual certifications.

Outreach & Community Engagement Activities (*responsible department(s)*)
- Promote dual-enrollment programs (Running Start, College in the High School, CTE Dual Credit) (*Deans, Outreach & Recruitment*).
- Consistent visits to high schools, public school events, and classroom presentations (*Outreach & Recruitment, Title V Grants, Program Coordinators, AmeriCorps, TRiO Upward Bound*).
- FAFSA, Scholarship, and Dual-Credit Information events (*Outreach & Recruitment, Financial Aid, Foundation*).
- Align BBCC Areas of Interest with pathways or Programs of Study at area high schools (*Advising*).
- Request us webpage (*Outreach & Recruitment*).*
- Develop/maintain formal partnerships with key high schools: Moses Lake, Quincy, Ephrata, Othello, Royal, Soap Lake, Warden, Wahluke.
- Athletic events and community service (*Athletics and ASB*).
- International student recruitment and partnerships (*VP of L&SS, Aviation division*).
- Booths at air shows and related aviation events (*Aviation division*).
- Campus events and tours targeting students in K-12 (*Outreach & Recruitment, Career Services*).

- Send BBCC Letters of Acceptance to all graduating high school seniors in the service district *(Outreach & Recruitment).*
- Invite targeted groups to high school students to ASB events *(Outreach & Recruitment and ASB).*

Advertising
- Digital marketing campaign
- "Telling the Big Bend story" efforts
- College representative poster*
- College web page
  - Dual-enrollment web page

*College Representative Poster and Request Us Webpage
The Outreach & Recruitment department has developed a "college representative poster" and provided copies to the public schools. The poster contains the names and contact information for higher education representatives in the region. The department also created a Request us Web page making it easy for the schools to request BBCC for an event that highlights higher education. If the schools would like other higher education representatives, then BBCC will facilitate the communication with other college and university partners. This strategy is an effort to make BBCC the first point of contact for higher education events.

IV. Adult Students (25 years of age or older)

Students in this group are predominantly enrolled in workforce and adult basic education programs. These students are more likely to have dependents and be employed full time than younger students.   They are often called "non-traditional" students. BBCC outreach and marketing efforts for this group are to work through employers, agencies, community-based organizations, and the general community. Key ideas BBCC wants to promote are that people can earn a BBCC degree that will help a person's career, and BBCC has flexible programs and services that can meet each student's unique needs.

Objectives & Results
- Increase the number and percentage of enrolled adults over 25 years.
- Increase overall enrollment in workforce programs.
- Increase non-traditional enrollment in workforce programs [non-traditional: occupations with one gender comprising less than 25% of those employed in the field (e.g., female welders, male nurses, female pilots, etc.).
- BBCC is seen as the first point of contact for employers seeking training and further education for their employees.

Legislative priorities
- Funding to support aviation programs
- Preserving federal Perkins funding
- Obtaining and preserving Guided Pathways funding

Messaging

- You can succeed in earning a college degree!
- BBCC offers education in a variety of areas that lead to high-wage jobs.
- BBCC has higher education options for working adults.
  - You can earn a degree attending entirely in the evening &/or online – list specific degrees as they become available (Transfer-DTA, Business DTA, Computer Science, Accounting, Mechatronics, Early Childhood Education).
  - "Earn while you learn."
- For Specific Workforce Programs:
  - Early Childhood Ed: The program is offered primarily evening with hybrid and online classes. Some classes are available at multiple locations. Students can earn state certifications. Early Achievers funding can help you pay for classes.
  - Accounting: You will be employable with this degree because all businesses need accountants.
  - Aviation Maintenance: Jobs are everywhere in the world! There is a "silver wave" of retirements in the industry, which provides for increasing opportunities.
  - Simulation Technology: This is a great field for programmers using modern technology to support healthcare provider training.
  - Business Information Management: All businesses need someone with office technology and management skills. With this degree, you can stay local or move.
  - Unmanned Systems: Drones are tools, not toys. There are uses for drones in many industries making a UAS certification a great add-on to your career.
  - Welding: The BBCC welding program has many industry partnerships.
- Future messaging we plan to prepare
  - BAS program
  - Credit for prior learning, Competency-based, accelerated-learning options
  - Earn a degree attending other locations

Outreach & Community Engagement Activities (*responsible department(s)*)

- Engage program advisory boards (*Faculty & Deans*).
- Participation in regional economic sector workgroups (*VP of L&SS, President, Foundation, CBIS, Deans, Career Services, STEM Grant*).
- Short-term trainings (*CBIS*).
- Develop statewide program consortia. Educate the public about simulation and UAS fields and how they provide opportunities for currently employed adults (*PAHP & NOA Grants & Workforce Dean*).
- Presentations and staffing at local SkillSource, Local Planning Area (LPA) meetings (*WES*).
- Advising and educating transitional studies students about programs within Areas of Interest (*Transitional Studies*).
- Booths at air shows and related aviation events (*Aviation division*).
- Highlight non-traditional enrollment in Agriculture, Aviation programs, Automotive, Commercial Driver's License, Computer Science, Industrial Systems Technology, Welding, Business Information Management, Accounting, Early Childhood Education, and Healthcare programs (*Individual departments, Communications).*

Advertising
- Digital marketing campaign.
- "Telling the Big Bend story" efforts.
- Program web pages and rack cards – highlight target populations for non-traditional enrollment efforts.
- College website
  - Webpages that clarify how to navigate into and through college.
  - Areas of Interest pages.
- Future advertising strategy – BAS, other locations, and learning options such as credit for prior learning and competency-based learning.

V. First-Generation & HUG Students

Students in this category are enrolled in all areas of the curriculum but are over-represented in the adult basic education category. BBCC outreach and marketing efforts for this group are to use strategies used for all ages of students and highlight the successes of first-generation and HUG students. Key ideas BBCC wants to promote are the value of higher education for an individual and entire family, and BBCC has supports and resources available to help students succeed.

Objectives & Results
- Percentage of HUG students enrolled in college-level classes mirrors service district population percentage.
- Increase non-traditional enrollment in workforce programs [non-traditional: occupations with one gender comprising less than 25% of those employed in the field (e.g., female welders, male nurses, female pilots, etc.).
- Connect with future students early in their education experience to introduce them to BBCC and its many programs.
- Educate parents and families about the value of higher education, BBCC resources to help students succeed, and how to engage with the college.

Legislative priorities
- Obtain and protect funding for Guided Pathways.
- Protect or grow funding for state need grant and opportunity grant.

Messaging
- Higher education will benefit an individual and families.
- BBCC offers education in a variety of areas that lead to high-wage jobs.
- BBCC supports students and will help them succeed.
- BBCC offers ESL and HS21+ classes and programs in the evening and at multiple locations.

Outreach & Community Engagement Activities (*responsible/lead department*)
- Promote dual-enrollment programs (Running Start, College in the High School, CTE Dual Credit) (*Deans, Outreach & Recruitment*).
- Consistent visits to high schools, public school events, and classroom presentations (*Outreach & Recruitment, Title V Grants, Program Coordinators, AmeriCorps, TRiO Upward Bound*).

- FAFSA, Scholarship, and Dual-Credit Information events held in communities throughout the service district (*Outreach & Recruitment, Financial Aid, Foundation*).
- Align BBCC Areas of Interest with pathways or programs at area high schools (*Advising*).
- [Request us](#) webpage (*Outreach & Recruitment*).
- Develop/maintain formal partnerships with key high schools: Moses Lake, Quincy, Ephrata, Othello, Royal, Soap Lake, Warden, Wahluke.
- Athletic events and community service (*Athletics and ASB*).
- Presentations and staffing at local SkillSource, Local Planning Area (LPA) meetings (*WES*).
- Transforming Lives event (*President*).

Advertising
- Digital marketing campaign.
- "Telling the Big Bend story" efforts.
- Program web pages & rack cards – highlight target populations for non-traditional enrollment efforts, highlight the career track, positions, and wages.
- College website
  - Webpages that clarify how to navigate into and through college.
  - Areas of Interest pages.

VI. Final Comments
- An Outreach calendar is an important tool for collaboration, planning, and ensuring appropriate focus of activities.
- BBCC needs to further develop program-specific messaging in addition to general college messaging.
- Updating the website is a current priority.
- Additional resources are needed to fully implement some of the ideas in the plan.
- Additional staffing is needed to support the maintenance and growth of dual-enrollment programs.

12-month calendar that includes all the events listed in the Outreach & Community Engagement Activities as well as timing for digital advertising campaigns.

BBCC Marketing & Outreach Calendar

	Summer			Fall			Winter			Spring		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
General College Visibility												
Campus Tours	X	X	X	X	X	X	X	X	X	X	X	X
Campus Facility Rentals	X	X	X	X	X	X	X	X	X	X	X	X
Marketing	X	X	X	X	X	X	X	X	X	X	X	X
Presidential Community Engagement	X	X	X	X	X	X	X	X	X	X	X	X
Staff Community Engagement	X	X	X	X	X	X	X	X	X	X	X	X
Legislative Advocacy								X	X	X	X	
Athletic Competitions			X	X	X	X	X	X	X	X	X	X
BBCC Hosted Events			X	X	X		X	X			X	
Community-Sponsored Events		X	X							X	X	
Commencement Events												X
Area of Interest Focused Activities												
STEM	X		X							X	X	
Arts, Education & Human Services	X					X			X	X	X	X
Aviation	X							X	X			
Business			X				X	X	X	X	X	X
Health Care			X									
Industry, Manufacturing & Trades			X						X			
Activities Focused on Adults												
Marketing focusing on adults	X	X	X	X			X	X	X	X	X	X
CBIS Training	X	X	X	X	X	X	X	X	X	X	X	X
Weekly visits to Moses Lake WorkSource	X	X	X	X	X	X	X	X	X	X	X	X
Veteran Events		X	X									
High School Focused Activities												
College Fairs			X	X	X			X	X	X	X	X
Career Activities				X						X		
Moses Lake School Events				X	X					X	X	X
FAFSA and Foundation Scholarship Nights				X	X	X	X					
TRiO & Upward Bound Grant Activities	X	X		X	X	X	X	X	X	X	X	X
Letters of Acceptance					X	X	X					
Dual-Enrollment Information Sessions			X			X	X	X				
Dual-Enrollment Programming		X	X	X	X	X	X	X	X	X	X	X

Appendix B - Summary of Student Demographic & Enrollment Data

Summary of student demographics and enrollment data over the past three years:

- Overall enrollment declining in all areas except Running Start.
- 54% of students are part time, 46% are full time.
- 43% Hispanic, 48% White.
- 76% First Generation.
- 39% 25 years or older, 61% 24 years or younger.
- 7% of Transfer students are employed full time, 12% of Workforce Education and Basic Skills students work full time.

Programs with large percentage of out-of-district students (less than 85% of students in district)

- Aviation Maintenance (69%)
- Commercial Pilot (29%)
- Simulation Technology (61%)
- Unmanned Systems (78%)

Programs with over 50% students 24 or younger

- Transfer (DTA)
- Agriculture
- Automotive
- Commercial Pilot
- Business Transfer
- Computer Science
- Nursing & Pre-Nursing

Programs with over 50% students 25 or older

- Accounting
- Aviation Maintenance
- Business Information Management
- Commercial Driver's License
- Early Childhood Education
- Industrial Systems Technology
- Simulation Technology
- Unmanned Systems
- Welding
- Basic Education for Adults

Programs with enrollment more than 50% Male

- Agriculture
- Aviation Maintenance
- Automotive
- Commercial Pilot
- Business Transfer
- Commercial Driver's License
- Computer Science
- Industrial Systems Technology
- Simulation Technology
- Unmanned Systems
- Welding

Programs with enrollment more than 50% Female

- Transfer (DTA)
- Accounting
- Business Information Management
- Criminal Justice
- Early Childhood Education
- Medical Assistant
- Nursing
- Basic Skills

Programs with enrollment more than 50% Hispanic

- Early Childhood Education
- Medical Assistant
- Industrial Systems-Mechanical Maintenance
- Basic Skills

Programs with enrollment more than 50% White

- Transfer (DTA)
- Agriculture
- Aviation Maintenance
- Automotive
- Commercial Pilot
- Business Information Management
- Computer Science
- Criminal Justice
- Pre-nursing
- Simulation Technology
- Unmanned Systems
- Welding

Program with enrollment more than 50% Multi-Race

- Commercial Driver's License

Programs with enrollment with race/ethnicity nearly even split

- Nursing
- Accounting
- Business Transfer
- Industrial Systems-Industrial Electrical

Appendix C – Student Demographics

Students Living Within a Service District Zip Code

2015-16, 2016-17, 2017-18

Program Title General	SERV DIST TOTAL	% of Students from Service District	TOTAL Students
Accounting Technician (ACCT)	118	100%	118
Agriculture (AG)	70	95%	74
Aviation Maintenance Technology (AMT)	107	69%	155
Automotive Technology (AUTO)	141	95%	148
Aviation Flight (AVF)	94	29%	326
Basic Education for Adults (BEdA)	1606	98%	1638
Business Information Technology (BIM)	362	92%	395
Commercial Driver's License (CDL)	103	86%	120
Computer Science (CS)	237	94%	251
Criminal Justice (CJ)	15	100%	15
Direct Transfer Agreement (DTA)	5045	92%	5500
Early Childhood Education (ECE)	330	98%	336
Homeland Security Emergency Management (HSEM)	5	100%	5
Industrial Systems Technology - Emphasis Industrial Electrical (IST-ELC)	173	95%	183
Industrial Systems Technology - Maintenance Mechanics Technology (IST-MMT)	65	94%	69
Medical Assistant (MA)	299	99%	303
Nursing (NURS)	665	92%	721
Nursing Assistant (NAC)	36	97%	37
Simulation (SIM)	31	61%	51
Unmanned Aerial Systems (UAS)	7	78%	9
Welding Technology (WELD)	264	95%	278

Student Demographic Profile 2015-16, 2016-17, 2017-18

	AGE		SEX		RACE/ETHNICITY						
	< 24	25 & older	Female	Male	Asian	African American	American Indian	Hispanic	Multi-racial	White	Intn'l
ACCT	35%	65%	79%	21%	3%	2%	2%	47%	0%	47%	0%
AG	64%	36%	19%	81%	3%	0%	0%	39%	7%	51%	0%
AMT	49%	51%	9%	91%	2%	3%	3%	18%	5%	69%	0%
AUTO	68%	32%	9%	91%	0%	1%	2%	45%	0%	52%	0%
AVF	83%	17%	5%	95%	3%	1%	0%	5%	7%	84%	0%
BEdA	33%	67%	55%	45%	2%	2%	1%	72%	1%	22%	0%
BIM	18%	82%	68%	32%	2%	1%	1%	40%	5%	51%	0%
BUS - DTA	62%	38%	42%	58%	0%	0%	0%	19%	22%	48%	11%
CDL	25%	75%	5%	95%	5%	1%	0%	32%	62%	0%	0%
CS	56%	44%	16%	84%	2%	1%	0%	30%	6%	61%	0%
CS-DTA	63%	38%	13%	88%	0%	0%	0%	0%	0%	100%	0%
CJ	73%	27%	60%	40%	0%	0%	0%	36%	0%	64%	0%
DTA	81%	19%	58%	42%	2%	1%	1%	38%	5%	52%	0%
ECE	38%	62%	98%	2%	1%	0%	0%	72%	4%	22%	0%
IST-ELC	39%	61%	4%	96%	2%	0%	0%	47%	4%	48%	0%
IST-MMT	37%	63%	1%	99%	0%	1%	0%	54%	3%	41%	0%
MA	50%	50%	95%	5%	0%	1%	0%	55%	1%	43%	0%
NURS*	57%	43%	90%	10%	2%	1%	0%	44%	5%	49%	0%
PRENURS AA	80%	20%	100%	0%	0%	0%	0%	0%	0%	100%	0%
SIM	45%	55%	47%	53%	2%	2%	0%	18%	6%	71%	0%
UAS	11%	89%	22%	78%	11%	0%	0%	11%	11%	67%	0%
WELD	46%	54%	12%	88%	2%	2%	0%	30%	6%	61%	0%
TOTAL	**68%**	**32%**	**55%**	**45%**	**2%**	**1%**	**1%**	**39%**	**6%**	**52%**	**0%**

*includes students taking pre-requisites

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #8:   2019-20 State Operating Budget (for action)

BACKGROUND:

VP Linda Schoonmaker will share information about the 2019-20 State Operating Budget.

RECOMMENDATION:

President Leas and VP Schoonmaker recommend the board approves the 2019-20 State Operating Budget as presented.

Prepared by VP Schoonmaker.

Big Bend Community College
Operating Budget Revenue
Comparison of Fiscal Year 2019 to 2020

	FY2019	FY2020	CHANGE	NOTES
ALLOCATED STATE SUPPORTED FTE	1,703	1,708	5	*(6)*
State BASE Allocation #1:				
District Enrollment Allocation Base (DEAB)	4,644,495	4,954,002	309,507	*(1)*
Performance Funding	1,017,399	967,851	-49,548	*(2)*
Minimum Operating Allocation (MOA)	2,850,000	2,850,000	0	*(3)*
Formula Rebase Stop Loss/Stop Gain	-46,578	0	46,578	*(4)*
SAFEHARBOR Earmarks and Legislative Provisos:				
Compensation	1,419,100	1,393,237	-25,863	*(5)*
Enrollments (Aerospace)	0	10,398	10,398	*(6)*
Discretionary	224,823	329,401	104,578	*(7)*
Targeted (Worker Retraining)	403,073	397,948	-5,125	*(8)*
Ongoing Targeted	465,710	465,852	142	*(9)*
Nursing Educator Salaries		231,480	231,480	
GRAND TOTAL State Allocation	10,978,022	11,600,170	622,148	
Tuition and Other Revenue:				
Tuition	4,000,000	4,000,000	0	(10)
Carryover/Indirect Cost Recovery	1,157,318	1,645,927	488,609	(11)
Running Start	2,400,000	2,550,000	150,000	(12)
ABE/ESL Grants	139,948	154,313	14,365	(13)
Total Tuition and Recovery Revenue	7,697,266	8,350,240	652,974	
Total Operating Budget Revenue	$ 18,675,288	$ 19,950,410	$ 1,275,122	

Big Bend Community College
Notes to Operating Budget Revenue Statement
Comparison of Fiscal Year 2019 to 2020

(1)   DEAB is calculated based on a three-year rolling average of actual enrollments and Priority/Weighted Enrollments. FY20 is based on enrollments from 2015-16, 2016-17, and 2017-18. Four categories of Student FTE receive an additional 30% weight for funding purposes. Basic Ed for Adults, STEM courses, courses addressing the "skills gap" as identified by the Workforce Training and Education Coordinating Board, and upper division applied baccalaureate courses.

(2)   Performance Funding is based on metrics of the Student Achievement Initiative and 2016-17 data.

(3)   MOA – each college is expected to receive 2.85 million with a portion coming from the Maintenance & Operation funding provided in the Capital Budget.

(4)   Spreads the impact of the shift from the old allocation model in FY16 to the new model in FY 2017 over four years. (1/4 in 2017, ½ in 2018, ¾ in 2019, and the full amount in 2020).

(5)   Faculty 3% & .2% COLA, 3% general wage increase for non-faculty, salary adjustments for targeted job classifications, minimum wage increase, Employer Health Insurance rate increase, Employer Pension rate increase, Paid Family Medical Leave, and Safe Harbor for Compensation Funding.

(6)   Our portion of the Aerospace 1000 FTES funding was reduced to two in 2018-19. Worker Retraining FTEs are at 73. The Base Allocated State Supported FTE # remains the same at 1633.

(7)   College Affordability and Guided Pathways.

(8)   Worker Retraining Base/Variable – initial allocation of Worker Retraining Funds.

(9)   Disability Accommodations, Students of Color, Financial Literacy, and Opportunity Grant funding.

(10) Tuition collections for 17/18 was 4,023,165. As of 5/25/2019 collections for 18/19 are estimated at 3,990,721. With decreasing state funded enrollments and even with a 2.4% rate increase, the estimate for 19/20 remains at 4,000,000.

(11) This figure currently consists of fee income fund swap, Indirect Cost Recovery and Carryover funding. (Maintenance & Operation funding $218,600 from the Capital budget for FY 2020 is in #3 above)

(12) Conservative forecast of contract income from the High Schools for Running Start students. Increase is due to estimated funding rate and not student FTE count.

(13) ABE/ESL grant funding allowed to be counted in Operating Budget as state supported FTES.

SOURCE OF OPERATING FUNDS 2019-2020
$19,950,410

20%

22%

58%

- STATE - $10,978,022
- RECOVERY/RUNNING START - $3,697,266
- TUITION - $4,000,000
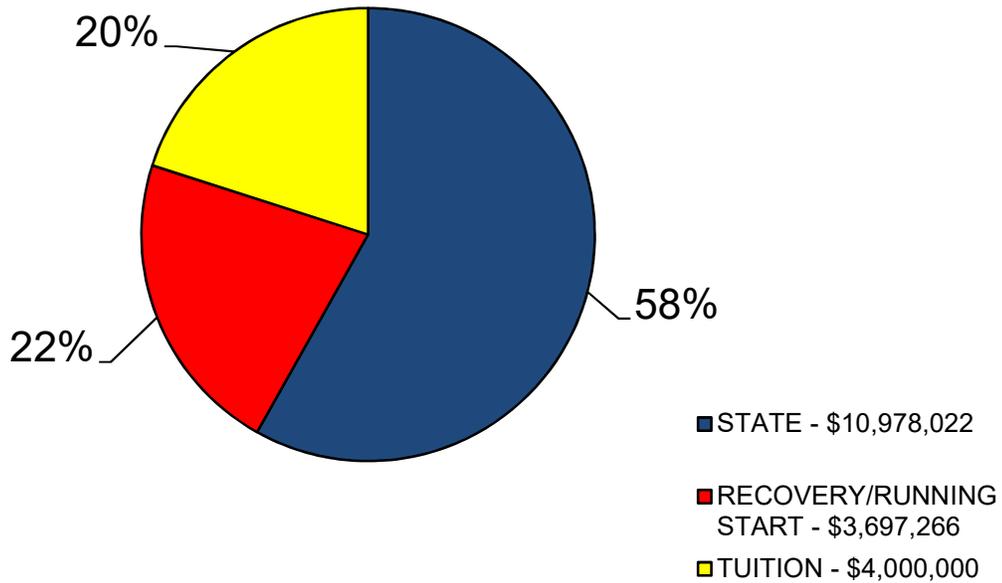
SOURCE OF OPERATING FUNDS 2018-2019
$18,675,288

21%

20%

59%

- STATE - $10,636,115
- RECOVERY/RUNNING START - $3,537,704
- TUITION - $4,000,000
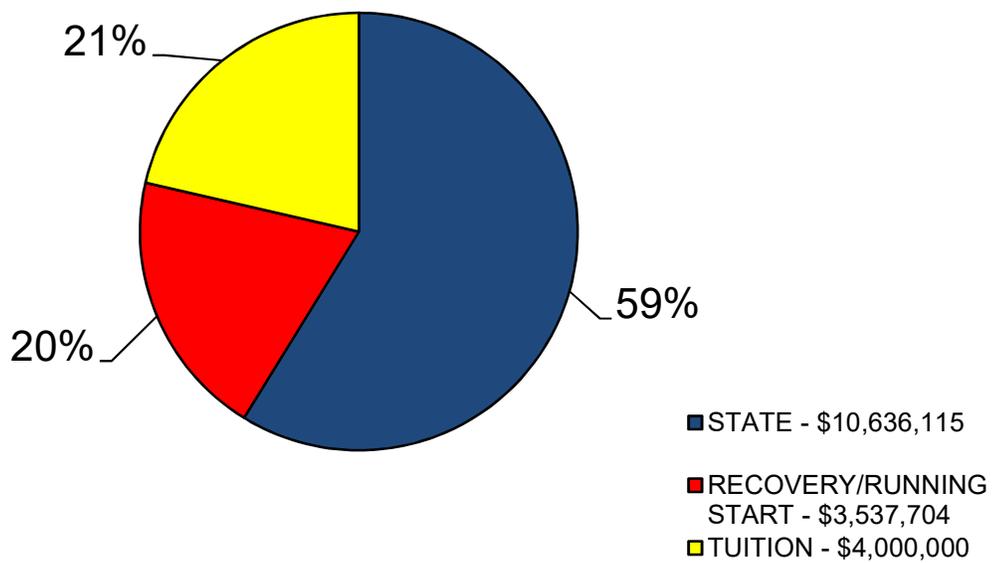
EXPENDITURES BY PROGRAM 2019-2020
$19,950,410

090 - $2,884,822
MAINTENANCE &
OPERATIONS
15%

080 - $4,258,088
ADMINISTRATION
21%

060 - $2,514,134
STUDENT
SERVICES
13%

050 - $633,451
LIBRARY
3%

040 - $1,405,837
ACADEMIC
ADMINISTRATION
7%

010 - $8,254,078
INSTRUCTION
41%
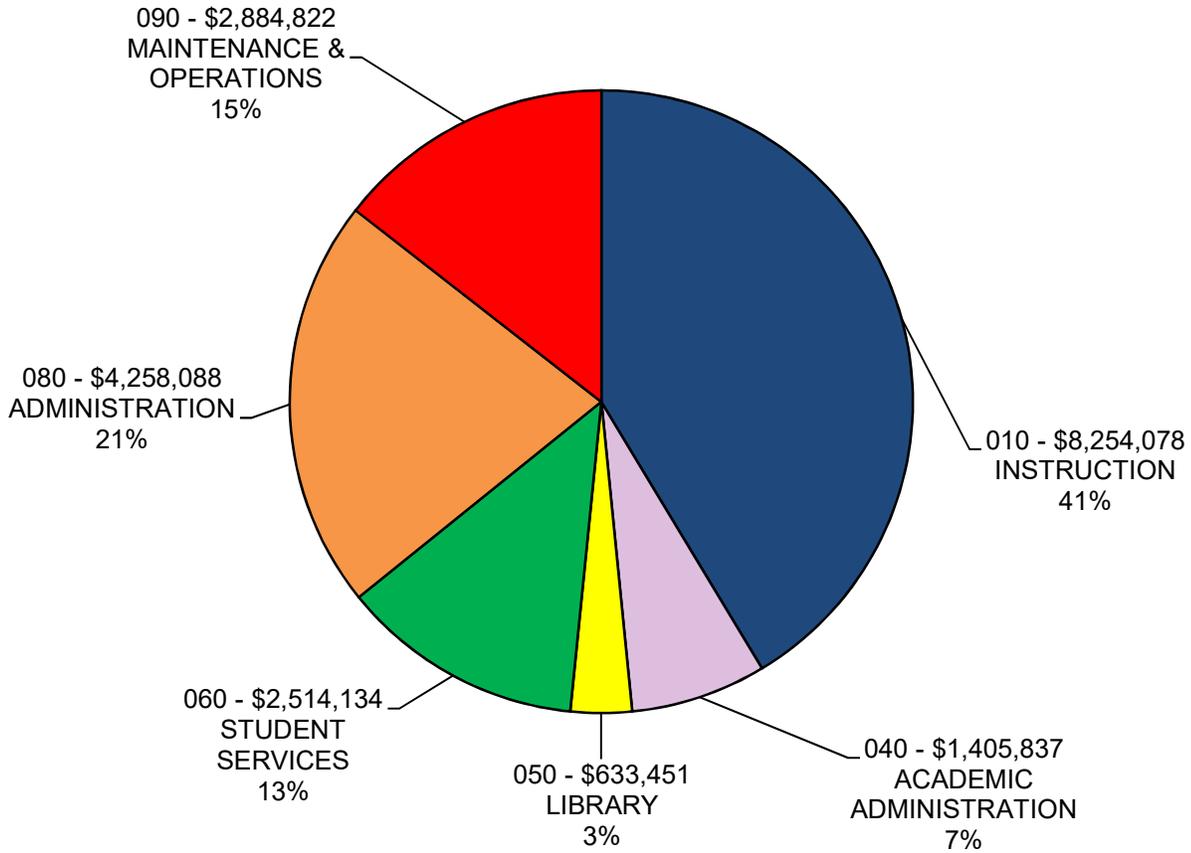
- 010 - $8,254,078 INSTRUCTION
- 040 - $1,405,837 ACADEMIC ADMINISTRATION
- 050 - $633,451 LIBRARY
- 060 - $2,514,134 STUDENT SERVICES
- 080 - $4,258,088 ADMINISTRATION
- 090 - $2,884,822 MAINTENANCE & OPERATIONS

	16-17 ACTUALS	17-18 ACTUALS	18-19 REQUEST	19-20 REQUEST
010-INSTRUCTIONAL				
SALARIES - 74.7%	5,360,095	5,389,920	5,725,345	6,167,945
BENEFITS - 22.6%	1,636,808	1,701,593	1,795,295	1,864,712
SUPPLIES - 1.5%	197,321	137,995	142,024	120,325
TRAVEL - 0.6%	34,004	25,623	47,698	50,048
EQUIPMENT - 0.6%	108,205	39,142	41,210	51,048
TOTAL 010- EXPENDITURES	7,336,433	7,294,273	7,751,572	8,254,078

010-INSTRUCTIONAL

1.5%   0.6%   0.6%

22.6%

- SALARIES - 74.7%
- BENEFITS - 22.6%
- SUPPLIES - 1.5%

74.7%
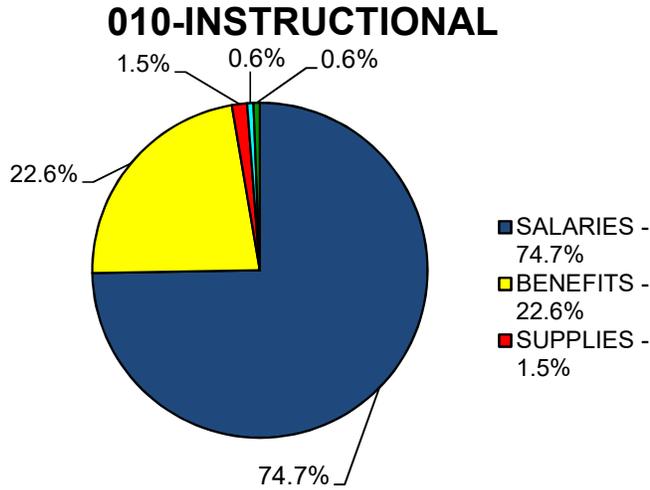
	16-17 ACTUALS	17-18 ACTUALS	18-19 REQUEST	19-20 REQUEST
040-ACADEMIC ADMINISTRATION				
SALARIES - 71.2%	845,554	740,090	845,670	1,000,787
BENEFITS - 24.9%	282,179	268,074	305,553	349,420
SUPPLIES - 2.7%	52,177	65,946	38,630	38,630
TRAVEL - 0.7%	11,124	12,250	10,500	10,500
EQUIPMENT - 0.5%	(15,548)	8,889	6,500	6,500
TOTAL 040-EXPENDITURES	1,175,485	1,095,249	1,206,853	1,405,837

040-ACADEMIC ADMINISTRATION

2.7%   0.7%   0.5%

24.9%

- SALARIES - 71.2%
- BENEFITS - 24.9%
- SUPPLIES - 2.7%
- TRAVEL - 0.7%
- EQUIPMENT - 0.5%

71.2
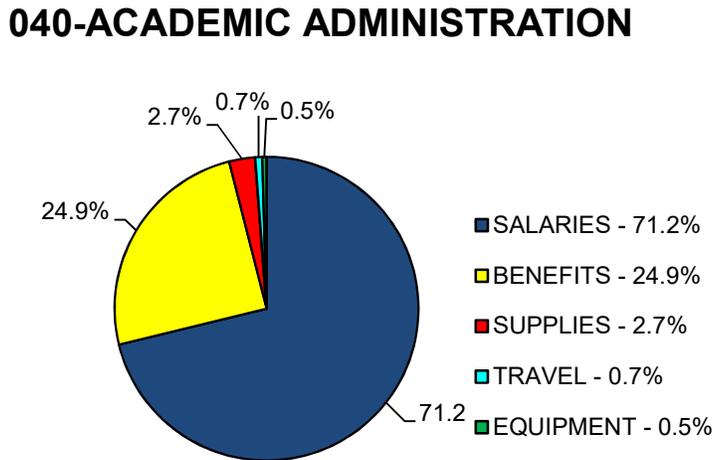
	16-17 *ACTUALS*	*17-18* *ACTUALS*	*18-19* *REQUEST*	*19-20* *REQUEST*
050-LIBRARY				
SALARIES - 58.6%	251,039	343,384	356,261	374,814
BENEFITS - 23.7%	105,255	139,492	144,028	150,981
SUPPLIES - 13.6%	76,770	69,023	82,656	82,656
TRAVEL - 0.8%	1,417	2,955	5,000	5,000
EQUIPMENT - 3.3%	25,063	34,176	20,000	20,000
TOTAL 050-EXPENDITURES	459,543	589,030	607,945	633,451

050-LIBRARY
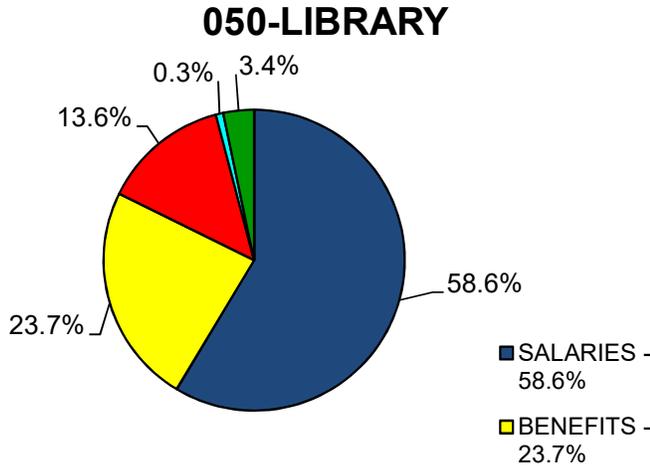
060-STUDENT SERVICES				
SALARIES - 54.2%	1,217,858	1,125,769	1,240,193	1,362,215
BENEFITS - 19.5%	407,173	414,098	464,382	490,160
SUPPLIES - 6.4%	47,259	20,830	15,594	159,702
TRAVEL - 1.1%	21,534	40,378	28,502	28,502
EQUIPMENT - 0.6%	31,276	11,783	15,000	15,000
GRANTS - 18.2%	465,665	466,915	460,060	458,555
TOTAL 060-EXPENDITURES	2,190,764	2,079,773	2,223,731	2,514,134

060-STUDENT SERVICES
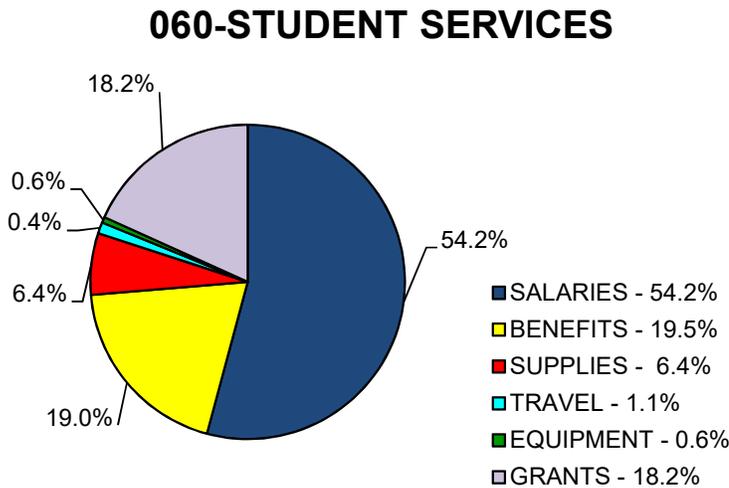
	16-17 ACTUALS	17-18 ACTUALS	18-19 REQUEST	19-20 REQUEST
080-INSTITUTIONAL SUPPORT				
SALARIES - 51.3%	1,612,073	1,806,507	2,101,018	2,186,463
BENEFITS - 17.8%	630,988	671,285	728,316	758,990
SUPPLIES - 29.0%	1,704,956	763,378	1,164,620	1,233,080
TRAVEL - 1.5%	53,676	85,279	63,405	63,405
EQUIPMENT - 0.4%	78,608	39,830	16,150	16,150
TOTAL 080-ADMINISTRATION	4,080,301	3,366,278	4,073,509	4,258,088

080-INSTITUTIONAL SUPPORT

1.5%   0.4%
29.0%
51.3%
17.8%

- SALARIES - 51.3%
- BENEFITS - 17.8%
- SUPPLIES - 29.0%
- TRAVEL - 1.5%
- EQUIPMENT - 0.4%

090-MAINTENANCE & OPERATIONS

	16-17 ACTUALS	17-18 ACTUALS	18-19 REQUEST	19-20 REQUEST
SALARIES - 43.9%	1,119,984	1,124,026	1,210,308	1,265,011
BENEFITS - 18.7%	461,122	463,716	520,094	539,285
SUPPLIES - 36.4%	962,350	1,097,410	1,053,414	1,052,664
TRAVEL - 0.3%	6,212	7,656	7,275	7,275
EQUIPMENT - 0.7%	67,276	57,070	20,587	20,587
TOTAL 090-EXPENDITURES	2,616,944	2,749,877	2,811,678	2,884,822

090-MAINTENANCE
& OPERATIONS

0.3%   0.7%
36.4%
43.9%
18.7%

- SALARIES - 43.9%
- BENEFITS - 18.7%
- SUPPLIES - 36.4%
- TRAVEL - 0.3%
- EQUIPMENT - 0.7%
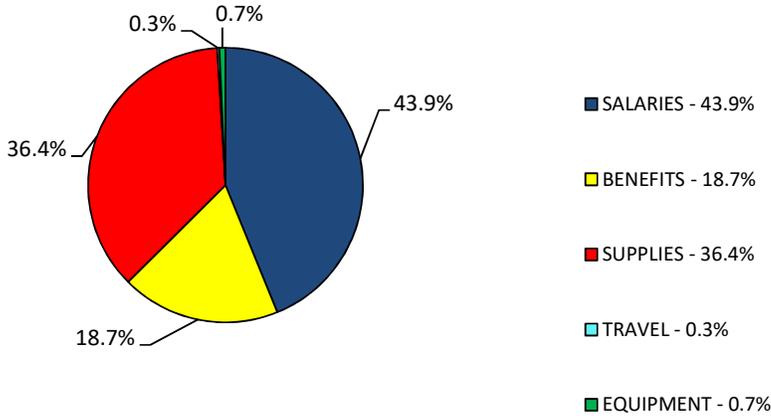
		16-17 ACTUALS	17-18 ACTUALS	18-19 REQUEST	19-20 REQUEST
GRAND TOTALS	SALARIES - 61.9%	10,406,602	10,529,696	11,478,795	12,357,235
ALL PROGRAMS	BENEFITS - 20.8%	3,523,525	3,658,258	3,957,668	4,153,548
	SUPPLIES - 13.5%	3,314,083	2,154,581	2,496,938	2,687,057
	TRAVEL - 0.8%	127,967	174,141	162,380	164,730
	EQUIPMENT - 0.7%	358,564	190,890	119,447	129,285
	GRANTS - 2.3%	465,665	466,915	460,060	458,555
		18,196,405	17,174,481	18,675,288	19,950,410

GRAND TOTALS ALL PROGRAMS STATE FUNDS

Legend:
- SALARIES - 61.9%
- BENEFITS - 20.8%
- SUPPLIES - 13.5%
- TRAVEL - 0.8%
- EQUIPMENT - 0.7%
- GRANTS - 2.3%
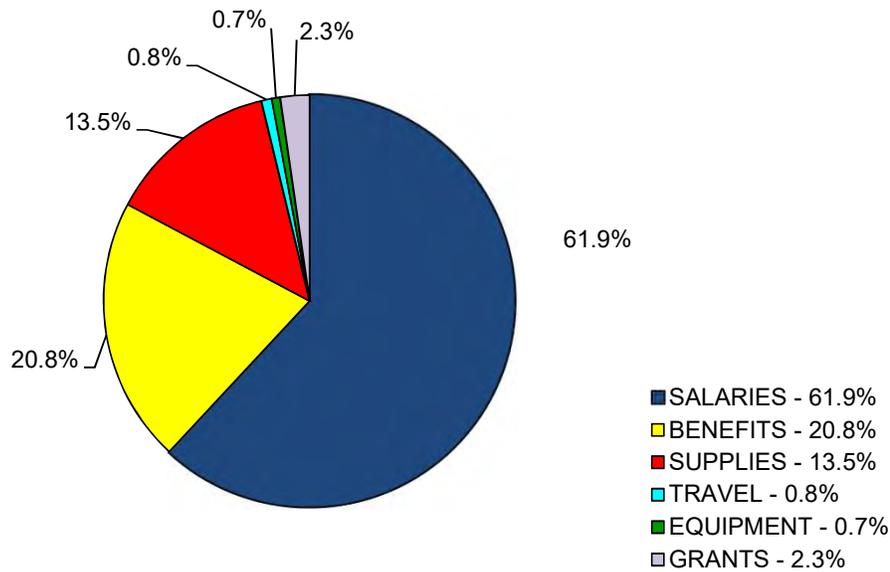
BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #9:   Exceptional Faculty Award Recommendation (for action)

BACKGROUND:

The Exceptional Faculty Awards Committee is pleased to recommend awards to the following faculty.

> Tenured Math Instructor Tyler Wallace in the amount of $2,000 to receive private Spanish lessons and cultural immersion in Ecuador. He plans to focus on math tutoring in Spanish.

> Associate Instructor in English, Scott Woodham, in the amount of $615 to reimburse him for a post-graduate poetry workshop that he attended online during the month of February 2019.

Prepared by the President's Office and the Exceptional Faculty Awards Committee.

RECOMMENDATION:

President Leas and the VP of Learning & Student Success, Bryce Humpherys, recommend approval of the Exceptional Faculty Awards as presented.

Big Bend

COMMUNITY COLLEGE

Transforming lives through excellence in teaching & learning

April 24, 2019

Dear President Leas,

The Exceptional Faculty Awards committee is pleased to inform you that we have two applications submitted by faculty for this Spring quarter. Tyler Wallace and Scott Woodham have both submitted applications. The committee reviewed these applications and found that they fit within the guidelines and with the spirit of the awards.

Tenured Math Instructor, Tyler Wallace, is asking for an award of $2000 so that he may receive private Spanish lessons and cultural immersion in Ecuador. His intention to focus on mathematics tutoring in the Spanish language will be beneficial to the students at Big Bend Community College. We are confident that this planned activity is worthy of yours' and the Boards consideration. We believe this activity is within Tyler's professional discipline. Supporting Tyler's activity will allow him to improve and acquire teaching practices that may aid his instructional professional capabilities. This committee applauds Tyler's pursuit of excellence.

Associate Instructor in English, Scott Woodham, is asking for an award of $615 so that he may receive reimbursement for a post-graduate poetry workshop that he attended online through the month of February 2019. After taking an online class in understanding contemporary poetry, this acquired knowledge will be implemented in Scott's classroom teaching. We are confident that the funding of this workshop is worthy of yours' and the Boards consideration as the activity applies to Scott's professional discipline and will prove to be beneficial to his students and the college. This committee enthusiastically supports Scott's commitment.

We have included copies of the application and materials for your convenience. We look forward to your recommendations and, ultimately, the Board's consideration. We wish to thank you and the Board of Trustees for your continued support of our faculty and ultimately for making these awards possible. Thank you.

Sincerely,

Libby Sullivan

Dan Moore

Char Rios

Brinn Harberts

Arthur Wanner

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #10: Offering Bachelor of Applied Science Degrees (action)

BACKGROUND:

VP Bryce Humpherys discussed the Bachelor of Applied Science (BAS) Statement of Need during the April 11 board meeting. Offering a BAS will constitute a substantive change in the nature of Big Bend and will require approval from the SBCTC and NWCCU. We present today to obtain board support for BBCC to offer Bachelor of Applied Science degrees.

Prepared by the President's Office.

RECOMMENDATION:

President Leas and VP Humpherys recommend approving offering Bachelor of Applied Science degrees.

BACHELOR OF APPLIED SCIENCE DEGREE in APPLIED MANAGEMENT

STATEMENT OF NEED CRITERIA

BIG BEND COMMUNITY COLLEGE

Program Information

Institution
Name: **Big Bend Community College**

Degree Name: **Bachelor of Applied Science in Applied Management**   CIP Code: 52.0201

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

	Degree:		CIP Code:		Year Began:
Degree:	Accounting Technician	CIP Code:	52.0302	Year Began:	**2000**
Degree:	Agriculture Technology & Management	CIP Code:	01.0301	Year Began:	**2014**
Degree:	Aviation Maintenance Technology	CIP Code:	47.0687	Year Began:	**1965**
Degree:	Business Information Management-Administrative Professional Services	CIP Code:	52.0204	Year Began:	**2010**
Degree:	Business Information Management-Medical Office & Billing Support Services	CIP Code:	51.0705	Year Began:	**2010**
Degree:	Commercial Pilot	CIP Code:	49.0102	Year Began:	**1965**
Degree:	Systems Administration	CIP Code:	11.0901	Year Began:	**2012**
Degree:	Criminal Justice	CIP Code:	43.0107	Year Began:	**2016**
Degree:	Early Childhood Education	CIP Code:	13.1210	Year Began:	**2004**
Degree:	Industrial Electrical Technology	CIP Code:	46.0302	Year Began:	**1997**
Degree:	Manufacturing and Processing Support Technician	CIP Code:	15.0000	Year Began:	**2017**
Degree:	Mechanical Maintenance Technology	CIP Code:	47.0396	Year Began:	**1997**
Degree:	Welding Technology	CIP Code:	48.0508	Year Began:	**2000**

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

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

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

Mode of Delivery

Single Campus Delivery:	Big Bend Community College, 7662 Chanute Street NE, Moses Lake, WA 98837
Off-site:	Courses could be offered at learning centers Othello and/or Quincy
Distance Learning:	Classes will be hybrid and use Zoom or similar technology if offered at remote locations

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

Contact Information (Academic Department Representative)

Name:	Daneen Berry-Guerin
Title:	Dean of Workforce Education
Address:	7662 Chanute St NE, Moses Lake, WA 98837
Telephone:	509.793.2053
Fax:	
Email:	daneenb@bigbend.edu

Bryce Humpherys   5/24/19
Chief Academic Officer   Date

Introduction to BBCC and Service District

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

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

Table 1: Population Summary

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

Source: United States Census Bureau – Quick Facts

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

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

Table 2: Income and Poverty Level

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

Source: United States Census Bureau – Quick Facts

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

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

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

Table 3: Education Level

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

Source: United States Census Bureau – Quick Facts

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

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

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

Table 4: Economic Sectors

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

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

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

Program Overview

The proposed BAS in applied management will build upon BBCC's current Associate of Applied Science (AAS) degrees, especially its degrees in Business, Aviation, Computer Science, and Trade/Industry occupations.

"Finding this [bachelor's degree] requirement locally is the challenge. We need homegrown talent or it's difficult to recruit"

– Quote from Employer Survey

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

Program Outcomes

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

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

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

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

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

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

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

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

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

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

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

Finally, the proposed BAS in Applied Management supports BBCC programmatic priorities. According to the BBCC Academic Master Plan, the college seeks to provide academic programming that meets local and statewide economic development needs. As described above, offering a BAS in Applied Management would be a significant step in meeting local economic development needs. It also creates an educational pathway for students pursuing any of its Associate of Applied Science degrees. Specifically, the BAS in Applied Management will support baccalaureate level education for graduates of BBCC Associate of Applied Science degrees in Accounting, Agriculture, Aviation Maintenance, Business Information Management, Commercial Pilot, Computer Science, Criminal Justice, Early Childhood Education, Industrial Electrical, Manufacturing and Processing Support, Mechanical Maintenance, and welding degrees.

Criteria 2: Support of the statewide strategic plans

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

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

The State Board for Community and Technical College's (SBCTC) *Mission Study* has an overarching goal to "find more and better ways to reduce barriers and expand opportunities so more Washingtonians can reach higher levels of education." To support achievement of this overarching goal, the *Mission Study* advances 10 aspirational goals (see pp. 6 - 9) which include the following:

- Serve more people, including groups who have been underserved in the past.
- Contribute more to the production of baccalaureate degrees.

- Promote the adoption of web-based and mobile technology tools for eLearning and online student services.

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

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

Importantly, the attainment of a baccalaureate degree can increase the earning power for the individual student and contribute to the growth of the local economy.   Data from the ESD, shown in Table 5 below, indicates a considerable increase in earning for individuals in the North Central WDA who have obtained a bachelor's degree.

Table 5: Wages by Education Level

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

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

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

Employment Demand Based on Labor Market Data

To capture current and projected demand for its proposed BAS in Applied Management, BBCC gathered information from the Washington State Employment Security Department (ESD), two employer surveys, and communications with employers and students.   The ESD data and projections for the North Central Workforce Development Area (WDA) include Grant and Adams counties as well as Douglas, Okanogan, and Chelan counties. (Note that ESD regional representatives indicated that county-level data was not available for the employment information presented below.)

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

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

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

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

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

Table 6 also indicates that individuals in these managerial positions are compensated well, with annual wages twice that of the median family income for Grant and Adams Counties. Providing opportunities to obtain a BAS in Applied Management degree will substantially contribute the income level of district residents.

The demand for managers is further underscored by the ESD's position posting data. Table 7 below indicates that for the North Central WDA, there were 140 total postings and 34 new postings for managers in January 2019 alone, excluding advertising/promotions/public relations managers. This data aligns with information gathered on a survey conducted in January 2019, where regional employers who responded to the survey indicated current managerial openings within the BBCC service district at over 130.

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

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

Employee Supply

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

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

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

Table 8: Supply and Demand Analysis

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

Employer Demand

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

Table 9: Projected Managerial Position Recruitment

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

In the fall 2018 survey, regional employers indicated a strong interest in either a general management degree (32.4%) or an operations management degree (38.8%). Additionally, 26.6% of the employers reported they had no preference for the type of bachelor degree.

These findings led to a follow-up survey conducted in winter quarter 2019 to gather more in-depth information about demand and potential curriculum topics. As shown in Table 10, the 156 local employers who responded to the winter 2019 represented well the five primary economic sectors of the BBCC service district.

Table 10: Economic Sectors Represented by Survey Respondents

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

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

Table 11: Current & Projected Number of Managerial Openings

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

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

Employers clearly articulated the challenges with recruiting qualified management personnel:

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

On the winter 2019 employer survey, 45% of the employers indicated that at least four of their employees would benefit from the opportunities afforded them by a BAS at BBCC. Twenty percent (20%) of the employers indicated that 10 or more of the employees would benefit. Importantly, employers also expected that a significant number of their employees would participate in the program. Indeed, as can be seen in Table 12 below, over 200 employees would do so, helping to reduce the identified employment gap.

Table 12: Number of Employees Expected to Participate in BAS in Applied Mgmt Program

Number	Number of Responses	Total Expected to Participate
1	39	39
2	25	50
3	10	30
4	7	28
5	12	60
6	2	12
7	1	7
10 or more	7	70 or more

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

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

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

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

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

	2013-14			2014-15			2015-16			2016-17			2017-18		
	FTE	Enroll-ments	Headcount by Program	FTE	Enroll-ments	Headcount by Program	FTE	Enroll-ments	Headcount by Program	FTE	Enroll-ments	Headcount by Program	FTE	Enroll-ments	Headcount by Program
Accounting	25.66	257	46	25.78	249	33	26.2	251	39	29.33	286	46	24.16	233	34
Agriculture	4.73	44	11	9.07	82	23	5.89	53	20	7.78	70	29	6.09	65	25
Aviation Maintenance	51.55	293	55	49.93	293	60	51.89	304	59	38.18	204	51	32.06	173	40
Business	37.29	492	147	45.33	466	163	49.2	499	175	40.84	409	153	44.69	449	130
Business Information	56.37	832	130	37.72	784	91	32.93	688	101	34.74	722	89	30.67	574	87
Commercial Pilot	54.72	630	112	63.33	724	118	46.95	561	107	45.02	532	97	55.91	661	106
Computer Science	31.2	363	66	32.13	359	81	33.64	368	82	33.87	362	87	39.33	508	96
Criminal Justice	22.44	202		27.56	250		31.22	283		26	236	4	29.69	270	71
ECE	34.01	178	107	38.46	166	76	42.6	258	93	59.55	389	106	43.09	208	96
Industrial Electrical & Maintenance	44.93	463	89	35.07	363	82	34.29	349	68	33.4	360	76	40.91	433	106
Welding	47.15	604	107	49.19	629	104	46.56	592	95	37.43	486	77	34.73	454	103

As described below, of the 254 current BBCC students surveyed as part of this assessment, 200 (79%) were enrolled in these targeted programs.

Of those, 165 (83%) reported they would probably or definitely be interested in a BAS in Applied Management were one to be offered by BBCC.

Regional businesses also provided critical feedback in support of curriculum development. In the winter 2019 survey, the 156 employers rated a comprehensive list of business management topics to ascertain the topics that should be considered in curriculum development. Employers were also invited to add topics not on the list provided. Table 14 below presents the most important topics, as rated by employers, in descending order. Many of these topics are covered in existing associate-level courses. BBCC can build on those courses and faculty expertise to teach the topics in more depth and complexity in a BAS program.

Table 14: Most Important Program Topics Identified by Employers

Percent "Very Important"	Topic
76.8%	Organizational/Business Communication
77.1%	Ethics
72.1%	Employee Training & Development
70.1%	Operations Management
69.5%	Customer Relations
61.9%	Strategic Management – Leading Change
61.2%	Management Theory & Principles
59.7%	Organizational Behavior/Psychology
59.4%	Equity & Diversity
58.4%	Project Management
53.2%	Human Resources & Labor Relations

Employers were also asked to indicate the delivery modes they thought would be best for a BAS in Applied Management. A majority recommended night (73%), online (65%) or a combination of online and face-to-face courses (74%).

The winter 2019 employer survey results are presented in Appendix A.

Criteria 5: Student demand for program within the region

Student demand for a BAS in Applied Management degree has been identified through two student surveys: a survey of current workforce students and a survey of former BBCC students. *(The responses to these surveys are presented in Appendix C and Appendix D.)* There were 254 responses to the survey of current BBCC workforce students. The majority of respondents—59%—were seeking an associate degree, 11% were seeking a certificate, and 30% were seeking both a degree and a certificate. A little over half the respondents were under 25 years of age (54%), while the remaining 46% were 25 years or older. A slight majority (57%) of the respondents were employed full or part time, 14% and 38%, respectively. Nearly two-thirds of the respondents indicated they expected to graduate in the spring or summer term 2019.

Current students were asked to respond to a number of BAS-related survey items, including their level of interest in a BAS in Applied Management if one were to be offered by BBCC. Overall, 198 (78%) of all respondents reported they would probably or definitely be interested. When asked the importance of having a baccalaureate degree option at BBCC, the 198 students who were interested in the degree indicated that a BBCC BAS appealed to them because they believed they would receive a quality education at BBCC (100%); the ability to earn a bachelor's degree while working (98%); familiarity with the college (96%); a close-to-home location (95%); and the ability to earn a bachelor's degree while being near family (90%).

The survey also asked students to identify their program delivery preferences. While 48% of the respondents indicated a preference for face-to-face classes, 66% of the respondents reported that day classes would work best and 40% indicated night classes would work best for them. At the same time, there was a stronger interest in online courses (53%) and hybrid courses (56%).

The respondents' programs of study were also clustered to include the following occupational sectors of priority interest: Aviation Sciences (Commercial Pilot and Unmanned Aerial Systems), Business (Business, Business Information System, and Accounting), Computer Science, and Trade/Industry occupations (Aviation Maintenance, Industrial Electrical Technology, Maintenance Mechanics Technology, and Welding). This subset includes 200 of the 254 responses, or 79% of the total responses. Table 14 below indicates a strong interest from students in each of the targeted occupational clusters.

Table 14: Percent of Students Reporting Probably or Definite Interest in BBCC BAS in Applied Mgmt

Occupational Cluster	Number of Responses	Probably Interested	Definitely Interested	Probably or Definitely Interested
Aviation Sciences	67	40%	48%	88%
Business	51	43%	41%	84%
Computer Science	26	42%	42%	84%
Trade/Industry	56	39%	34%	73%

The complete winter/spring current student survey results are presented in Appendix B.

A survey of former students was conducted during the spring term 2019 and included several questions that mirrored the current student survey items. There are 207 responses to the survey at this point and, of those, 91 of the respondents (44%) indicated they would probably (26%) or definitely (18%) be interested in a Bachelor of Applied Science in Applied Management degree. Of those who reported an interest in the degree, 99% indicated they thought that being able to earn a bachelor's degree while still working was very or somewhat important, 97% stated their interest was motivated by the belief that they would receive a quality education at BBCC, 96% liked the convenient location, and 91% reported that their familiarity with the BBCC was somewhat or very important reason for their interest in the BAS. Many former students reported that online courses (44%) and hybrid courses (37%) would work best for

them. Less than one-third of respondents reported that day classes (26%) or night classes (28%) would work for them.

Based on current enrollments presented in Table 12 and potential student interest based on the survey results described above, BBCC anticipates enrollments in the BAS in Applied Management to initially number 20 and grow to 45 by the third year of implementation.

Table 15: BAS in Applied Management Enrollment Projections

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

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

Serving Place-Bound Adults

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

BBCC will use administer and deliver the program in ways that benefit working adults. Based on results from the surveys of students, former students and employers, most courses will be hybrid with face-to-face class times in the evening. The courses will utilize a flipped model of instruction. This approach will provide students the flexibility of online content delivery combined with face-to-face opportunities to discuss and apply concepts with other students and the instructor. The program will also explore opportunities for granting credit for prior learning and giving students the ability to accelerate through courses upon demonstrating mastery of learning outcomes.

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

- Increasing the total number of bachelor's degree recipients in the state, assisting the state to reach its baccalaureate completion targets as well as fill critical, emerging workforce shortages.
- Providing opportunities for place-bound students by offering courses in an online and/or hybrid format. BBCC is also exploring the feasibility of off-site delivery at certain communities within the service district.
- Offering working adult students online or hybrid classes that will contribute to efficient use of resources and classroom space.
- Developing agreements with other Eastern Washington colleges and universities to provide current and future students with the greatest amount of options and flexibility possible.

The communities of Othello and Quincy are the largest population centers outside of Moses Lake within the BBCC service district and BBCC currently has some limited course offerings in both communities. Residents and employers in both communities expressed interest in the proposed BAS in Applied Management degree. The college has held conversations with representatives of the Port of Quincy and North Central SkillSource about expanded use of their facilities in Quincy and Othello, respectively, to offer additional courses. BBCC would consider off-site delivery of the degree in one or both communities.

Similar Programs

While both EWU and WSU both offer baccalaureate degrees in management, CWU's degree in Information Technology and Administrative Management is most closely aligned in terms of purpose and delivery with BBCC's proposed BAS in Applied Management degree. However, the program has a greater focus on information technology management. Additionally, for students who prefer some face-to-face or hybrid courses—as nearly half of the students surveyed indicated—having the option to do at least some courses locally is an important consideration. The similarities between the two programs may create opportunities for admission into master's degree programs at CWU.

Opportunities for Collaboration

BBCC has approached CWU, EWU, and WSU with a request to establish opportunities for BBCC graduates to be admitted into master's degree programs at the universities. These three universities receive the vast majority of BBCC graduates.

Other potential collaborations include the BAS in Healthcare Administration offered at Columbia Basin College (CBC). This could be especially advantageous for students graduating from BBCC's healthcare programs that wish to pursue a management degree with a healthcare emphasis. CBC representatives expressed a willingness to explore potential collaborations should there be sufficient student demand for a bachelor's degree with a healthcare emphasis. Because many of the CBC classes are offered online, BBCC students could take specific courses from CBC and substitute them for courses in the BBCC degree. BBCC has also discussed the potential for collaborating on course development and/or delivery with Yakima Valley College.

<u>Why Expansion is Necessary and Unique Aspects of the Proposed Program</u>

The addition of a BAS in Applied Management at BBCC is a needed expansion of higher education opportunities in an area that has no baccalaureate granting institution within a 60 mile radius. The degree will be especially important for place-bound students who do not have access to other institutions of higher education and first-generation students from historically under-represented groups that currently transfer at low rates. It will create an opportunity of baccalaureate education for all graduates of BBCC Associate of Applied Science degrees.

The BAS in Applied Management degree will provide students with the knowledge and skills needed by local employers within the BBCC service district. In addition, BBCC will deliver the program in a hybrid and flexible format designed to meet the needs of working adults who currently have limited opportunities for furthering their education close to home.

Data Sources

Demographics

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

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

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

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

Employment Data

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

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

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

Degrees Awarded

https://nces.ed.gov/collegenavigator

Planning Documents

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

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

**Big Bend Community College
Employer Needs Survey, Summer/Fall 2018**

Below are responses to two questions in a survey of employers conducted in the summer and fall of 2018. These two questions were the only questions in the survey that related to BBCC offering a bachelor of applied science degree.

What recruitment needs do you anticipate? Please check all that apply.

	Total N	Within the next 24 months		Within the next five years	
		Indicating "Yes"	*Percent*	*Indicating "Yes"*	*Percent*
Entry Level		118	84.9%	55	39.6%
Mid-Management/ Supervisory	139	46	33.1%	45	32.4%
Upper Management		15	10.8%	33	23.7%
Specialized Positions		64	46.0%	53	38.1%

If offered by BBCC, which of these Applied Bachelor Degree options would be most beneficial to your organization? Check all that apply.

	Total N	Responding "Yes"	Percent
Management *(managing an organization and people including finance, interpersonal relations, supervision, and business management)*		45	32.4%
Operations Management *(managing business operations including logistics, leadership, and quality assurance)*	139	54	38.8%
Applied Engineering *(lead technician working with engineers and doing work related to process improvement, mechatronics, computer programming, and automation)*		24	17.3%
No preferred Applied Bachelor Degree		37	26.6%

"Other" Responses by Business Sector:

Ag-Food Processing

1. Agriculture Field/crop management
2. Crop Production (agronomy & precision technology focus)
3. High school equivalency with ready-to-work attitude
4. Human Resources, Computer Applications.

Government / Community Based Organizations

1. Accounting
2. Agriculture/horticulture/natural landscaping/GIS/
3. Any degree that would offer courses in disability management, rehabilitation counseling, testing, case management, systems theory, career counseling, leadership, etc.
4. BSN- Nursing
5. Criminal Justice
6. Criminal Justice Communications Leadership Psychology/Sociology
7. Education
8. Short term targeted training.
9. Social service
10. Teaching, Technology
11. Vocational rehabilitation
12. We are specialized and need candidates w/ Masters in social work or a related field.

Healthcare

1. Applied Behavior Analysis
2. Bachelor of Science in Nursing
3. BSN for RN's; Healthcare Administration,
4. Medical or Dental Professional degrees
5. Nursing, Social Work

Manufacturing/Engineering/Construction

No additional responses

Retail/Services/Etc.

1. CDL
2. Communications
3. Early Childhood Education
4. For field technicians, Basic knowledge of how the internet works, computers and also the use of basic power tools. For office workers, personal communication skills and attention to details are needed.
5. Human Resource
6. IT, Technology problem solving skills
7. Journalism Degree Sales & Marketing Digital Sales & Marketing
8. technology, business

Big Bend Community College
BAS in Management Degree Employer Survey, January 2019

Below are results from the BAS in Management Degree employer survey conducted during January 2019. One hundred and fifty-six (156) entries were made into the survey database between 1/15/19 and 2/1/19.

Q2: How many employees work at or from your location?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 or fewer	18	11.5	11.5	11.5
	6 - 20	27	17.3	17.3	28.8
	21 - 50	27	17.3	17.3	46.2
	Over 50	84	53.8	53.8	100.0
	Total	156	100.0	100.0	

Q3: BAS in Management Topics

Management Theory & Principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	1	.6	.7	.7
	Very Important	93	59.6	61.2	61.8
	Somewhat Important	55	35.3	36.2	98.0
	Not Important	3	1.9	2.0	100.0
	Total	152	97.4	100.0	
Missing	System	4	2.6		
Total		156	100.0		

Organizational Behavior/Psychology

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	92	59.0	59.7	61.0
	Somewhat Important	58	37.2	37.7	98.7
	Not Important	2	1.3	1.3	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Business Mathematics/Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	52	33.3	33.5	34.8
	Somewhat Important	90	57.7	58.1	92.9
	Not Important	11	7.1	7.1	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Equity & Diversity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	1	.6	.6	.6
	Very Important	92	59.0	59.4	60.0
	Somewhat Important	53	34.0	34.2	94.2
	Not Important	9	5.8	5.8	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Financial Analysis & Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	3	1.9	1.9	1.9
	Very Important	76	48.7	48.7	50.6
	Somewhat Important	65	41.7	41.7	92.3
	Not Important	12	7.7	7.7	100.0
	Total	156	100.0	100.0	

Project Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	90	57.7	58.4	58.4
	Somewhat Important	56	35.9	36.4	94.8
	Not Important	8	5.1	5.2	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Human Resources & Labor Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	82	52.6	53.2	53.2
	Somewhat Important	64	41.0	41.6	94.8
	Not Important	8	5.1	5.2	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Information Technology Systems & Applications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	1	.6	.6	.6
	Very Important	53	34.0	34.0	34.6
	Somewhat Important	81	51.9	51.9	86.5
	Not Important	21	13.5	13.5	100.0
	Total	156	100.0	100.0	

Accounting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	28	17.9	18.1	19.4
	Somewhat Important	86	55.1	55.5	74.8
	Not Important	39	25.0	25.2	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Legal & Policy Issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	62	39.7	40.3	40.3
	Somewhat Important	75	48.1	48.7	89.0
	Not Important	17	10.9	11.0	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Organizational/Business Communication

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	119	76.3	76.8	76.8
	Somewhat Important	34	21.8	21.9	98.7
	Not Important	2	1.3	1.3	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Data Management & Analytics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	56	35.9	36.1	37.4
	Somewhat Important	78	50.0	50.3	87.7
	Not Important	19	12.2	12.3	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	1	.6	.6	.6
	Very Important	120	76.9	77.4	78.1
	Somewhat Important	30	19.2	19.4	97.4
	Not Important	4	2.6	2.6	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Economics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	5	3.2	3.3	3.3
	Very Important	34	21.8	22.2	25.5
	Somewhat Important	85	54.5	55.6	81.0
	Not Important	29	18.6	19.0	100.0
	Total	153	98.1	100.0	
Missing	System	3	1.9		
Total		156	100.0		

Operations Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	108	69.2	70.1	70.1
	Somewhat Important	40	25.6	26.0	96.1
	Not Important	6	3.8	3.9	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Career Planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	6	3.8	3.9	3.9
	Very Important	34	21.8	22.4	26.3
	Somewhat Important	78	50.0	51.3	77.6
	Not Important	34	21.8	22.4	100.0
	Total	152	97.4	100.0	
Missing	System	4	2.6		
Total		156	100.0		

Strategic Management – Leading Change

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	96	61.5	61.9	63.2
	Somewhat Important	52	33.3	33.5	96.8
	Not Important	5	3.2	3.2	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Logistics & Supply Chain Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	10	6.4	6.5	6.5
	Very Important	41	26.3	26.5	32.9
	Somewhat Important	72	46.2	46.5	79.4
	Not Important	32	20.5	20.6	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

Grant Writing & Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	13	8.3	8.4	8.4
	Very Important	32	20.5	20.8	29.2
	Somewhat Important	45	28.8	29.2	58.4
	Not Important	64	41.0	41.6	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Program Assessment & Evaluation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	4	2.6	2.6	2.6
	Very Important	51	32.7	33.1	35.7
	Somewhat Important	70	44.9	45.5	81.2
	Not Important	29	18.6	18.8	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Customer Relations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	107	68.6	69.5	70.8
	Somewhat Important	39	25.0	25.3	96.1
	Not Important	6	3.8	3.9	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Marketing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	11	7.1	7.2	7.2
	Very Important	43	27.6	28.1	35.3
	Somewhat Important	72	46.2	47.1	82.4
	Not Important	27	17.3	17.6	100.0
	Total	153	98.1	100.0	
Missing	System	3	1.9		
Total		156	100.0		

Employee Training & Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Applicable	2	1.3	1.3	1.3
	Very Important	111	71.2	72.1	73.4
	Somewhat Important	39	25.0	25.3	98.7
	Not Important	2	1.3	1.3	100.0
	Total	154	98.7	100.0	
Missing	System	2	1.3		
Total		156	100.0		

Other Suggested Topics

1.   Business writing. Spelling and email composition.
2.   Continuous Improvement, Process technology
3.   Growth Mindset, Employee Engagement and exposure to new growing and even dying trends and methodologies
4.   handling difficult conversations diplomatically / constructively

5. Healthcare Management
6. I honestly feel all of those topics are extremely important for the entire business.
7. Leadership
8. Lean strategies and process improvement
9. Management related to non-profits; Management related to healthcare
10. Reflective Supervision/Coaching and Mentoring
11. Relationship building
12. Relationships. That is something that I have found that most of my employees don't see the importance of.
13. Speech and communications

Q4: Do you have anticipated demand for managers with the knowledge, skills, and abilities noted above now or in the near future (3 - 5 years)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at present, nor do we expect to have demand in the near future	33	21.2	21.3	21.3
	Not at present, but expect to have demand in the near future	73	46.8	47.1	68.4
	We currently have demand for managers with the knowledge, skills, and abilities checked above	49	31.4	31.6	100.0
	Total	155	99.4	100.0	
Missing	System	1	.6		
Total		156	100.0		

If you indicated that you have a current or future demand for managers in the previous question, please answer Q5 - Q9 below. If you do not have a need for managers in your organization now or in the near future, please skip to Q10.

Note: Since only respondents who indicated a current or future demand for managers answered Q5 – Q9, the "Valid Percent" column is the appropriate data and is highlighted in <mark>yellow</mark>*.*

Q5: Number of current openings for managers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	25.0	57.4	57.4
	2	15	9.6	22.1	79.4
	3	6	3.8	8.8	88.2
	4	1	.6	1.5	89.7
	5	1	.6	1.5	91.2
	6 or more	6	3.8	8.8	100.0
	Total	68	43.6	100.0	
Missing	System	88	56.4		
Total		156	100.0		

Q6: Number of anticipated openings for managers in the next three years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	32	20.5	28.8	28.8
	2	34	21.8	30.6	59.5
	3	16	10.3	14.4	73.9
	4	6	3.8	5.4	79.3
	5	1	.6	.9	80.2
	6 or more	22	14.1	19.8	100.0
	Total	111	71.2	100.0	
Missing	System	45	28.8		
Total		156	100.0		

Q7: Is a bachelor's degree a requirement or preference for managerial positions?

Required

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	23.7	38.1	38.1
	No	60	38.5	61.9	100.0
	Total	97	62.2	100.0	
Missing	System	59	37.8		
Total		156	100.0		

Preferred

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	87	55.8	90.6	90.6
	No	9	5.8	9.4	100.0
	Total	96	61.5	100.0	
Missing	System	60	38.5		
Total		156	100.0		

Q8: Do you have difficulty finding bachelor's degree level applicants for this position?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	59	37.8	49.2	49.2
	No	61	39.1	50.8	100.0
	Total	120	76.9	100.0	
Missing	System	36	23.1		
Total		156	100.0		

If you answered "Yes," please describe how this has been difficult and the impact on your organization.

1. But finding good ones that stay is difficult
2. Degreed with healthcare experience is challenging.
3. Difficult finding qualified candidates in GC or willing to move to GC. Therefore, long lead time for training internal candidates regarding basic managerial and leadership skills needed for the position.
4. Difficult finding qualified people period let alone managerial candidates. Very costly to the business as we do not have effective leadership.
5. Difficult to find candidates with the degree that also want to relocate to our area.
6. eligible to work in the united stated under BATFE clearances

7. Experience can substitute for a degree so we haven't had too much problem filling a role but it will become required for any outside or future applicants.

8. Finding this requirement locally is the challenge. We need homegrown talent or it's difficult to recruit

9. hard to find in our small rural area

10. I'm going to college right now for the same degree and people in the Moses Lake area just doesn't have this degree unless they get it online like I am. So it can be very difficult.

11. If they have the degree, they tend to lack application or real-world experience. With out the right experience, turnover, sick-days and similar issues continually increase

12. It has caused delays in the hiring process. Difficulty in sourcing local talent with the education that is desired.

13. Local candidates being promoted into leadership positions and without local options for BS degree.

14. LOCATION

15. Location of the Businesses in Grant County and smaller towns within Grant County

16. Managers have to want to live and work in the Basin

17. Many Managers in our field have moved up through the organization without degrees

18. Mattawa is a small and poor city. It is hard to incentivize people to work here. The current area housing crisis means no housing is available in the area so people have to commute from 45 minutes away. Mattawa is a growing city that, unfortunately, did not invest well in previous personnel.

19. Not enough qualified Staff

20. Othello High School

21. Our managers also need clinical master's degrees.

22. people with experience and no book training sometimes have really bad habits that can create legal issues

23. recruiting challenges in the basin area

24. Required to have a Master's degree

25. Since not "required" have not advertised as such. Those that we do hire with degree are more successful in supervisory/management.

26. sometimes we do have internal candidates that would be good, but have no degree or other formal training

27. The majority of applicants want too much money for a four year degree

28. The pay scale the Chamber can offer is not up to a bachelor's degree at this time, although we need the education and skills for this career.

29. There are few qualified candidates in our area, we often have to recruit on a regional or national level.

30. These will be new positions and we haven't actually attempted to fill them yet. However, we anticipate a small, qualified candidate pool.

31. Usually individuals are promoted from technician into management because of demonstrated leadership

32. We are always looking for the right skill set to manage in a technical sales market. Having a Bachelor's degree is an additional qualification that limits new hires.

33. We are in a remote part of Grant County so it is hard to compete with other areas that are closer to the population base

34. We had one managerial opening in the past 18months that we couldn't find a qualified candidate so we restructured and hired a supervisor at a lower level of education.
35. we require a master degree
36. We tend to get more applicants that live out of area with degrees than we do locally. We would rather recruit locally than to have to move someone from out of the area to fill jobs.
37. We typically promote management from within - Truck driver to dispatch to management
38. Yes in terms of location...hard to find housing in a small rural city.

Q8: Would a bachelor's degree program offered at BBCC to develop the managerial knowledge, skills, and abilities described above assist you in finding qualified applicants to fill one or more of these positions?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very likely	48	30.8	39.7	39.7
	Somewhat likely	65	41.7	53.7	93.4
	Not likely	8	5.1	6.6	100.0
	Total	121	77.6	100.0	
Missing	System	35	22.4		
Total		156	100.0		

Q9: How many of your current employees would benefit from and/or be likely to participate in a management bachelor's degree program offered at BBCC?

Number who would benefit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	12.8	17.9	17.9
	2	25	16.0	22.3	40.2
	3	17	10.9	15.2	55.4
	4	8	5.1	7.1	62.5
	5	13	8.3	11.6	74.1
	6	4	2.6	3.6	77.7
	7	2	1.3	1.8	79.5
	8	1	.6	.9	80.4
	10 or more	22	14.1	19.6	100.0
	Total	112	71.8	100.0	
Missing	System	44	28.2		
Total		156	100.0		

Number likely to participate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	39	25.0	37.9	37.9
	2	25	16.0	24.3	62.1
	3	10	6.4	9.7	71.8
	4	7	4.5	6.8	78.6
	5	12	7.7	11.7	90.3
	6	2	1.3	1.9	92.2
	7	1	.6	1.0	93.2
	10 or more	7	4.5	6.8	100.0
	Total	103	66.0	100.0	
Missing	System	53	34.0		
Total		156	100.0		

Q10: Which of the following methods would you recommend BBCC use to offer a bachelor's degree program in management? Check all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Day classes**	34	21.8	100.0	100.0
Missing	System	122	78.2		
Total		156	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Evening classes**	114	73.1	100.0	100.0
Missing	System	42	26.9		
Total		156	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Face-to-face classes**	33	21.2	100.0	100.0
Missing	System	123	78.8		
Total		156	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Online classes**	102	65.4	100.0	100.0
Missing	System	54	34.6		
Total		156	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Combination of online & face-to-face class meetings**	115	73.7	100.0	100.0
Missing	System	41	26.3		
Total		156	100.0		

Other Methods

1. flexibility will be a MUST - we have people working 12 hour shifts so finding time for school may be a challenge.
2. For those currently employed and wanting to move within the organization, evening and online class really need to be offered.
3. Many people with healthcare experience can't leave work financially to go to school. Evening classes would benefit them.
4. offering multiple options would be good. If we could fill a class, could some be offered onsite during the day at our facility?
5. Online is the most preferred to gain maximum flexibility (and participation)
6. Online would be ideal
7. Online would suffice for most. Employee and team management and engagement would benefit from quality face-to-face or even practicums
8. Options realistically manageable for working adults.
9. People have very busy lives and the online classes are much easier to attend

Big Bend Community College
BAS in Management Degree Current Student Survey, Winter/Spring 2019

Below are results from the BAS in Management Degree current BBCC student survey conducted early in 2019. Two hundred and fifty-four (254) entries were made into the survey between 2/26/19 and 4/17/19. Current students were contacted by visiting workforce classes; students were provided the link to the survey and asked to complete the survey at their earliest convenience.

If BBCC were to offer a BAS degree in management as described above, would you be interested in enrolling in the degree program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely yes	96	37.8	37.8	37.8
	Probably yes	102	40.2	40.2	78.0
	Probably not	51	20.1	20.1	98.0
	Definitely not	5	2.0	2.0	100.0
	Total	254	100.0	100.0	

If you responded "definitely yes" or probably "yes" to question 1, indicate how important each of the reasons below would be for pursuing a BAS degree in management at BBCC?

Convenient location close to home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	137	53.9	67.5	67.5
	Somewhat important	53	20.9	26.1	93.6
	Not important	13	5.1	6.4	100.0
	Total	203	79.9	100.0	
Missing	System	51	20.1		
Total		254	100.0		

Already familiar with the college

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	123	48.4	62.1	62.1
	Somewhat important	64	25.2	32.3	94.4
	Not important	11	4.3	5.6	100.0
	Total	198	78.0	100.0	
Missing	System	56	22.0		
Total		254	100.0		

Could earn a bachelor's degree while still working

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	149	58.7	73.8	73.8
	Somewhat important	47	18.5	23.3	97.0
	Not important	6	2.4	3.0	100.0
	Total	202	79.5	100.0	
Missing	System	52	20.5		
Total		254	100.0		

Could earn a bachelor's degree while still being near family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	132	52.0	65.3	65.3
	Somewhat important	49	19.3	24.3	89.6
	Not important	21	8.3	10.4	100.0
	Total	202	79.5	100.0	
Missing	System	52	20.5		
Total		254	100.0		

Would receive a quality education at BBCC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	159	62.6	78.7	78.7
	Somewhat important	41	16.1	20.3	99.0
	Not important	2	.8	1.0	100.0
	Total	202	79.5	100.0	
Missing	System	52	20.5		
Total		254	100.0		

Other

1. Ability to complete the degree in addition (at the same time as) to the commercial aviation program
2. Capability to obtain a bacholers degree in the feild I am applying for as well meet the requirements of the hiring facility
3. I personally love BBCC and would enjoy the fact that i get to stay here and not have to across the state to obtain a BAS
4. Would allow me to gain my bachelors here at big bend while being in the smaller setting of a community college allowing more personal one on one connection with teachers and not having to take online courses for CWU
5. Would not have to transfer to a different college.

Which of the following methods for offering courses would work best for you? Please check all that apply.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Day classes**	140	55.1	100.0	100.0
Missing	System	114	44.9		
Total		254	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Night classes**	79	31.1	100.0	100.0
Missing	System	175	68.9		
Total		254	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Face-to-face classes**	101	39.8	100.0	100.0
Missing	System	153	60.2		
Total		254	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Online classes**	108	42.5	100.0	100.0
Missing	System	146	57.5		
Total		254	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	**Hybrid classes (combination of online and face-to-face)**	112	44.1	100.0	100.0
Missing	System	142	55.9		
Total		254	100.0		

Other

1. A good flexibility but also face to face would super important to me
2. At this point I would have to work so classes would have to be around my work schedule.
3. DAY CLASSES PREFERED
4. depending if im working
5. It would depend on my work schedule
6. More of hands on class not just lectures
7. Weekend. Nothing Monday though Friday between 8 am and 5 pm

What is your current program of study?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Other (please specify)	10	3.9	4.1	4.1
Agriculture	4	1.6	1.7	5.8
Automotive Technology	13	5.1	5.4	11.2
Aviation - Pilot	63	24.8	26.0	37.2
Aviation - Maintenance	16	6.3	6.6	43.8
Business	27	10.6	11.2	55.0
Accounting	7	2.8	2.9	57.9
Business Information Management	16	6.3	6.6	64.5
Computer Science	25	9.8	10.3	74.8
Criminal Justice	6	2.4	2.5	77.3
Early Childhood Education	3	1.2	1.2	78.5
Industrial Electrical Technology	14	5.5	5.8	84.3
Maintenance Mechanics Technology	3	1.2	1.2	85.5
Medical Assistant	5	2.0	2.1	87.6
Medical Office & Billing Support	4	1.6	1.7	89.3
Nursing	12	4.7	5.0	94.2
Unmanned System (UAV/Drones)	4	1.6	1.7	95.9
Welding	10	3.9	4.1	100.0
Total	242	95.3	100.0	
System Missing	12	4.7		
Total	254	100.0		

Recode for Priority Clusters

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	21.3	21.3	21.3
Aviation Sci	67	26.4	26.4	47.6
Business	51	20.1	20.1	67.7
Comp Sci	26	10.2	10.2	78.0
Trade/Industry	56	22.0	22.0	100.0
Total	254	100.0	100.0	

What is your educational goal at BBCC?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Associate Degree	148	58.3	58.7	58.7
	Certificate	28	11.0	11.1	69.8
	Both	76	29.9	30.2	100.0
	Total	252	99.2	100.0	
Missing	System	2	.8		
Total		254	100.0		

2019

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fall	21	8.3	18.4	18.4
	Winter	9	3.5	7.9	26.3
	Spring	54	21.3	47.4	73.7
	Summer	30	11.8	26.3	100.0
	Total	114	44.9	100.0	
Missing	System	140	55.1		
Total		254	100.0		

2020

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fall	10	3.9	9.6	9.6
	Winter	17	6.7	16.3	26.0
	Spring	56	22.0	53.8	79.8
	Summer	21	8.3	20.2	100.0
	Total	104	40.9	100.0	
Missing	System	150	59.1		
Total		254	100.0		

2021

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fall	6	2.4	27.3	27.3
	Winter	5	2.0	22.7	50.0
	Spring	8	3.1	36.4	86.4
	Summer	3	1.2	13.6	100.0
	Total	22	8.7	100.0	
Missing	System	232	91.3		
Total		254	100.0		

2022

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fall	1	.4	11.1	11.1
	Winter	1	.4	11.1	22.2
	Spring	4	1.6	44.4	66.7
	Summer	3	1.2	33.3	100.0
	Total	9	3.5	100.0	
Missing	System	245	96.5		
Total		254	100.0		

2023

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fall	2	.8	40.0	40.0
	Winter	1	.4	20.0	60.0
	Spring	1	.4	20.0	80.0
	Summer	1	.4	20.0	100.0
	Total	5	2.0	100.0	
Missing	System	249	98.0		
Total		254	100.0		

Are you currently employed?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, full-time (35 hours per week or more)	35	13.8	13.8	13.8
	Yes, part-time (less than 35 hours per week)	97	38.2	38.3	52.2
	Not currently employed	121	47.6	47.8	100.0
	Total	253	99.6	100.0	
Missing	System	1	.4		
Total		254	100.0		

What is your age?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	16 - 18 years	30	11.8	11.8	11.8
	19 - 24 years	108	42.5	42.5	54.3
	25 years or older	116	45.7	45.7	100.0
	Total	254	100.0	100.0	

**Big Bend Community College
Former Student Survey, Winter/Spring 2019**

Below are responses to three questions included in former student surveys conducted in the spring of 2019. These three questions were the only questions in the survey that related to BBCC offering a bachelor of applied science degree.

1. **If BBCC were to offer a Bachelor of Applied Science (BAS) in Management as described above, would you enroll?**

	Number	Percent
Definitely yes	38	18.4
Probably yes	53	25.6
Probably not	67	32.4
Definitely not	43	20.8
Missing	6	2.9
Total	207	100.0

Below are the results for the two BAS-related questions for the 91 students who indicated they were definitely or probably interest in a BAS degree if BBCC were to offer one.

2. **If you responded "definitely yes" or probably "yes" to question 13, indicate how important each of the reasons below would be for pursuing a BAS degree in management at BBCC?**

Convenient location close to home	Frequency	Percent
Not important	3	3.3
Somewhat important	16	17.6
Very important	71	78.0
Missing	1	1.1
Total	91	100.0

Already familiar with the college	Frequency	Percent
Not important	7	7.7
Somewhat important	17	18.7
Very important	66	72.5
Missing	1	1.1
Total	91	100.0

Could earn a bachelor's degree while still working

	Frequency	Percent
Somewhat important	8	8.8
Very important	82	90.1
Missing	1	1.1
Total	**91**	**100.0**

Would receive a quality education at BBCC	Frequency	Percent
Not important	2	2.2
Somewhat important	9	9.9
Very important	79	86.6
Missing	1	1.1
Total	**91**	**100.0**

"Other" Responses

1. Affordable.
2. Can be transferred and accepted in other institutions.
3. I loved my time at BBCC and feel that I got a quality education. I would not be where I am today without it. While I may not actually enroll in the management BAS I would be VERY interested in other BAS programs.
4. Need to have a lot of hands on assignments. Making class participation be required.
5. Online availability learning while I can still earn and apply what I'm learning in my current position
6. Online courses are huge convenience.

3. Which of the following methods for offering courses would work best for you? Please check all that apply.

Delivery Mode	Number	Percent
Day classes	24	26.4
Night classes	25	27.5
Online classes	40	44.0
Hybrid classes (combination of online and face-to-face)	34	37.4

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #11:   Employee Recognition (for action/information)

BACKGROUND:

The Faculty Association has nominated Industrial Systems Technology Instructor Bill Autry, Biology Instructor Barbara Jacobs, Business and Accounting Instructor Les Michie, and Math Instructor Barbara Whitney for Faculty Emeritus Status.

Presidential Award for Meritorious Service awardees include Program Assistant Kathy Aldrich and Program Assistant Nancy Theis.

Prepared by the President's Office.

RECOMMENDATION:
President Leas recommends approval of Bill Autry, Barbara Jacobs, Les Michie, and Barbara Whitney for Faculty Emeritus Status.

May 30, 2019

Dr. Leas,

The Faculty Association would like to nominate the following faculty for emeritus status: Barbara Whitney; Barbara Jacobs; Bill Autry; Les Michie. The association has voted and recommends these individuals to you for their exemplary service to students and to BBCC. They meet the criteria for emeritus status and we believe they are worthy of this honor.

Barbara Jacobs has been a mainstay of the science department for nearly 47 years, and has made invaluable contributions to our campus culture and teaching and learning. As colleagues have commented, "For starters, she is compassionate when it comes to the Mission, Vision, and Values of the college. When I first met Barbara, I knew of her commitment through students who had her as a teacher in the science division. Her longevity record and veteran status at Big Bend Community College speaks volumes to how much she loves her career and the students. Their success is always at the top of her goals." The math/science department greatly appreciates her ironclad work ethic and spirit of volunteerism. "Barbara has a strength in building trust relationships and respected by her friends, colleagues, and students. She listens, provides valuable feedback, and is a lifelong learner. As the college moved through changes in new technology and teaching techniques, she was one of the first to volunteer. She spent many hours researching resources and testing different ways to implement these into the classroom. She shared in the celebration when the STEM Center was completed, and other changes that contributed to student success for teaching and learning." Her dedication has never wavered: "Even in the last quarter here, she was updating curriculum to give the students the best, most up-to-date experience possible. This shows her dedication to keeping her material current, which includes keeping current with technology and experimenting with flipping her classes."

Barbara Whitney has been an important part of the math department for 28 years. With 22 years of experience leading Big Bend's chapter of Phi Theta Kappa, she has transformed countless student lives. Said colleagues who nominated her, "Mrs. Whitney has provided visionary leadership for faculty sponsorship of student organizations on campus. Her unparalleled passion for excellence has led to broad faculty and administrative support of the organization." They appreciated her high standards and the dedication with which she helped her students meet those standards. They commented, "She was a relentless cheerleader for student success and an engaged faculty advisor, always having a line of students waiting to talk to her during her office hours. She genuinely cares about her students and their success not only in her math courses, but in their academic careers, as a whole. She held her students to high standards and went to great lengths to help them achieve them." A colleague in

math/science put it best by saying, "She will be missed in the division for her guidance, humor, and the gravity of the quality of her work."

Bill Autry has run Industrial Systems/Maintenance Mechanics Technology for 24 years, a program that he played a key role in developing. As a colleague stated, "Bill began developing the Maintenance Mechanics Technology (MMT) Program. Over the years, he, in cooperation with others in his department, developed multiple programs, including Industrial Electrical Technology (IET) and many new courses." He's also done excellent work as chair of the Exceptional Faculty Award committee. As a colleague commented, "Bill has always put his students and the college first." The entire school appreciates his teaching acumen. As the colleague put it, "In the classroom, he is engaging and relatable, connecting with students of all races, ethnicities, genders, socioeconomic status, and learning styles. ... [H]e is always ready with sound advice and genuine encouragement. He is an excellent teacher, respectful colleague, and a trusted friend to many here on campus."

Les Michie has served as a mainstay of our accounting department for 17 years. The faculty association has the utmost appreciation for his years of service as faculty association treasurer. As a colleague stated quite well, "Les came to the college in 2002 after being asked to teach a single class. He enjoyed it so much that he decided to take teaching on full-time. Les is one of the nicest people you will ever meet, and treats each conversation with the most genuine interest and care. His considerate character is superseded only by his subtle sense of humor, tireless work ethic, and nuggets of wisdom. Students speak of Les in a way that confirms a lifetime of craft in education. True to character, after he retires, Les hopes to continue to help the community through the church. His absence will be felt enormously."

The faculty association wishes these colleagues well in embarking on the next phase of their lives. We will miss the service, experience, insight, and knowledge that each has brought to Big Bend Community College.

Sincerely,
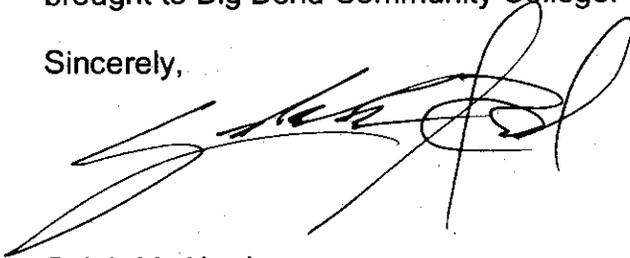
Salah M. Abed
President
BBCC Faculty Association

Approved
05/15/2019
Terener

Memorandum

To: Terry Leas, President

From: Robin Arriaga, Chair STAR Committee *Robin Arriaga*

Date: May 14, 2019

Subject: Recommendations for Presidential Award for Meritorious Service

The purpose of this letter is to share with you the two classified staff nominees for the Presidential Award for Meritorious Service. Kathy Aldrich, Program Assistant-Library, and Nancy Theis, Program Assistant-Maintenance & Operations are both retiring at the end of June 2019. Each has been nominated by several staff members of Big Bend Community College.

The STAR Committee has reviewed the nomination recommendation memo written by the Chair of the STAR Committee, Robin Arriaga. Please see the following summaries of the nominations.

Kathy Aldrich

Kathy has been employed by BBCC for 45 years and is retiring at the end of June 2019. During her career that started in 1974, she has worked in Instructional Services, Word Services, and the Library. Kathy has a strong compassion for building relationships both on campus and off campus.

Kathy is committed to the Mission, Vision, and Values of the College. She is a loyal and ethical employee and has served as a classified staff here for 45 years. Kathy regularly goes above-and-beyond to help students, faculty, and staff in any way possible.

Kathy is a leader at BBCC. She has served as the Chair of the Classified Staff Committee as well as a member at large. She represented classified staff at the Board of Trustee meetings, and helped with potlucks, and staff breakaways. Kathy has contributed time to campus fundraising such as helping with the annual BBCC Foundation Cellarbration Auction that helps raises money for student scholarships that contribute to students' college success and degree completion.

Kathy is very generous, creative, and gifted. Over the years, she has been the cornerstone of the BBCC Quilters. She has organized and sewn countless memory quilts for new babies, and retirees. Some of these quilts have been donated to the BBCC Foundation Cellarbration Auction as well.

Kathy's integrity and stewardship is respected by many of us at BBCC. She has experienced many changes at BBCC. She provides excellent customer service to a variety of students, staff, faculty, and the public while working front line in the Library. She always has a smile on her face and brightens everyone's day!

Nancy Theis

Nancy has been employed by BBCC for 45 years and is retiring at the end of June 2019. During her career that started in 1974, she has worked in the Business/Finance Office, Personnel Department, and Maintenance & Operations (M&O). She also has served as a backup for Security and Central Receiving over the years.

Nancy is committed to the Mission, Vision, and Values of the College. She is a loyal and ethical employee and has served as a classified staff here for 45 years. Her skills are off the chart when it comes to organization and details. Nancy has a strong compassion for building relationships both on and off campus. She has participated with the Relay for Life over the years. She refers to the M&O team as her extended family.

Nancy is the go-to person for M&O. She goes above and beyond to help students, staff, and faculty in any way. She has a positive attitude and is very respectful of others. Nancy has the knack for listening and a great talent for diffusing difficult situations.

Nancy knows her team, their skills, talents, and schedules and can send the right person to the job in record time. She is a committed leader and leads by example. During a time period when there was not a director for the department, Nancy took on many additional higher level duties to ensure there was no disruption to the service in their department. She also served on the Classified Staff Committee for a number of years. She has helped mentor and train numerous new employees.

Nancy displays integrity and honesty. She has a strong understanding of campus policy, processes, and encourages other employees to remain positive through campus and departmental changes. Nancy gets things done with a smile on her face!

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #12:   President's Evaluation Process (information/action)

BACKGROUND:

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

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

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

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

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

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

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

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

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

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

3. The president's annual work plan summary.

4. The president's self-assessment.

5. BBCC Leadership Competencies

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

E-1 Mission

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

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

Achievements
Areas of Improvement
Other Comments

E-2 Student Success

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

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

Achievements

Areas of Improvement

Other Comments

E-3 Excellence in Teaching and Learning

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

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

Achievements

Areas of Improvement

Other Comments

E-4 Community Engagement

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

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

Achievements

Areas of Improvement

Other Comments

E-5 Integrity and Stewardship

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

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

Achievements

Areas of Improvement

Other Comments

E-6 Inclusion and Climate

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

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

Achievements

Areas of Improvement

Other Comments

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #13: Study Sessions (information/action)

BACKGROUND:

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

During the March 14 board meeting, a study session to discuss trustee onboarding, orientation, and cyclical training calendar was set forApril 22. The board may consider scheduling additional study sessions.

Prepared by the President's Office.

RECOMMENDATION:

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #14:   Trustee Orientation and Onboarding (information/action)

BACKGROUND:

During the board study session on April 22, 2019, the trustees discussed the attached draft orientation and onboarding information. The board may discuss or take action on the schedule.

Prepared by the President's Office.

RECOMMENDATION:
None.

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
1. Introductions (meet and greet)	-Legislative Contacts -Board Member contacts -Fiduciary Responsibility of College Trustees document -Board calendar & onboarding plan -Set up email, bank and travel information	Board Chair or Designee, President, Assistant	-In person -Onboarding portal with relevant links		X							X
2. Job-specific BBCC, ACCT, ACT, WA webpages		Self-Guided	Onboarding portal with relevant links				X					X
3. Policy Governance @ BBCC	-Role of the Board (Policy) -Role of the President (Policy)	President and Board Chair	-Onboarding Portal with relevant links -ACT Conferences (as appropriate) -Review presidential eval from previous and current year, identify role relative to granting tenure							X		X
4. Board Policies	BP 1000.3	Self-Guided Board Chair/Designee	-Onboarding Portal -Ongoing/monthly (ID policies to be reviewed annually)							X	X	
5. Service District Demographics	Academic Year Data	Self-Guided	-Bigbend.edu -Include relevant data links within onboarding portal				X				X	

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
6. BBCC Finances	-Where does funding come from? Where is funding allocated? Board role in adopting budget? -Funding difference between State Funded FTE and FTE.	President & designee(s)	-In person -Link to supporting materials within Onboarding Portal					X				X
7. OPMA		Self-Guided	Online training modules		X							X
8. Campus Tour	UAS, Med Sim, Nursing, Admin, Aviation, Welding, Ag, Fine Arts, Wallenstein (etc.), ATEC, WEC	President & designee(s)	Onsite-in person sessions based on schedule availability					X			X	
9. BBCC Foundation	Annual report	President & Executive Director	-Clarify opportunities for support/involvement -Review of trustee account -Supporting annual report data to be included within Onboarding Portal					X				X

| Area of Focus | Supporting documents, tools, resources | Who will train | How to train | Duration | When to train | | | | | | Recurring training Yes= For all trustees annually, No: Only include in onboarding | |
					1st week	<30 days	<60 days	<180 days	<1 year	<2 years	Yes	No
10. Staff/Faculty Demographics	Review of relevant committees and interest groups	**Self-Guided**	-In person discussion with staff/faculty representatives -Lists included within Onboarding Portal -Staff Demographics				X					X
11. Robert's Rules of Order 101		**Self-Guided**	-Onboarding Portal link to abbreviated materials/training		X						X	
12. Elements of your board Packet	Meeting flow, expectations, people in the room	**Board Chair or Designee**	Responsibility for preparing in advance of meeting -Access provided via Onboarding Portal		X							X
13. College Success Indicator Dashboard/KPIs	TBD-Once dashboard is established	**President & Cabinet**	Annual Board Retreat -Onboarding Portal					X			X	
14. Educational Opportunities	Fundraisers, ACT ACCT training opportunities and/or conferences	**Self-Guided**	Onboarding Portal						X			X
15. Review of relevant Org Plans	Facilities Master Plan, IR annual plans, Strategic Plan, Workforce Ed. Plan, Marketing/Outreach Plan	**President & Cabinet**	-Onboarding Portal -Board Meetings (based on the calendar)							X	X	

Suggested standing report items (in a calendar year). Based on discussions it sounded like the board wanted to ensure these happen on a routine basis as determined by the president.

1. Presidential eval
2. Presidential 6 month progress toward goals
3. Board eval
4. Board progress toward goals 6 month check in
5. Legislative Update/Overview
6. Workforce education plan
7. Facilities Master plan
8. Strategic plan
9. Annual board calendar update and review
10. Monitoring reports
11. Campus Climate Assessment
12. Marketing, Outreach and Recruitment (of students)

Board fast facts update:

I found this on the website and it appears to have about 95% of the information I had included over the past several months.
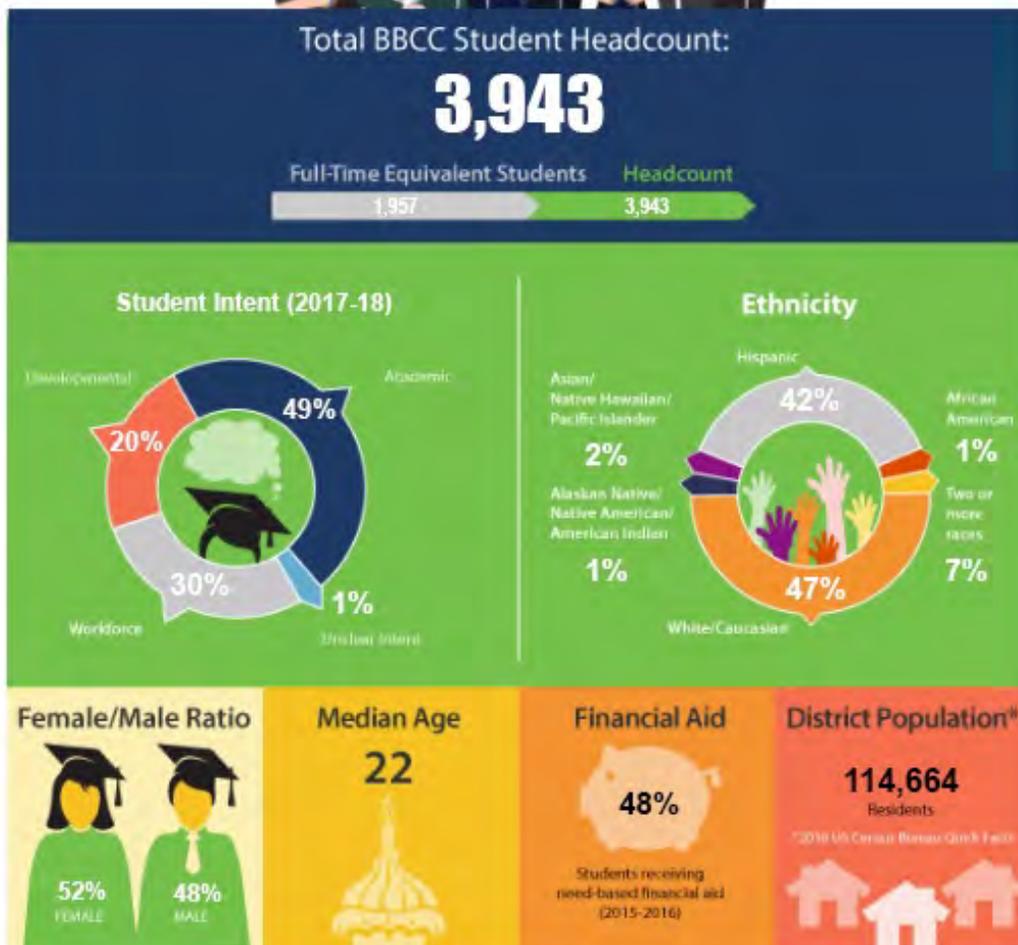
https://www.bigbend.edu/information-center/institutional-research-planning/

Institutional Research and Planning

bigbend.edu/information-center/institutional-research-planning/

Font Size: <u>Larger</u> /<u>Smaller</u>

Welcome to the website for Big Bend Community College's Institutional Research and Planning (IRP) Department. This website is designed to provide data and information to the college, surrounding community and our greater service area (Washington State Service District No. 18).

2017-18 ACADEMIC YEAR DATA

Total BBCC Student Headcount: 3,943

Full-Time Equivalent Students 1,957 — Headcount 3,943

Student Intent (2017-18)
Developmental 20% · Academic 49% · Workforce 30% · Unclear Intent 1%

Ethnicity
Hispanic 42% · Asian/Native Hawaiian/Pacific Islander 2% · Alaskan Native/Native American/American Indian 1% · White/Caucasian 47% · African American 1% · Two or more races 7%

Female/Male Ratio 52% Female · 48% Male
Median Age 22
Financial Aid 48% Students receiving need-based financial aid (2015-2016)
District Population 114,664 Residents

Mission

Institutional Research and Planning's goal is to support the mission of Big Bend Community College through timely research and reporting.

Goals

- To provide accurate information.
- To support the college community with data to support planning and decision-making at the institutional, program, and class levels.
- To actively assist all areas of assessment at the college.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #15: Board Chair Elections (for information/action)

BACKGROUND:

Per Policy Governance 1000.3 Governance Process 8 By Laws

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

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

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

The board may choose to follow the board matrix below effective the first meeting of the 2019-20 fiscal year, which is currently scheduled on August 8, 2019.

Trustee	18/19	19/20	20/21	21/22	22/23
Richards				VC	C
Lane	C				VC
McFadden	VC	C			
Franz		VC	C		
Stredwick			VC	C	

Prepared by the President's Office.

RECOMMENDATION:
None.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #16: Assessment of Board Activity (for information)

Northwest Commission on Colleges and Universities Standard 2.A Governance

BACKGROUND:

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

Board Goals
1. Continued involvement at the State and Federal Level.

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

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

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

(Adopted during December 20, 2018 Board Meeting.)

RECOMMENDATION:
None.

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

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

Trustee Activity Report

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

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #17: Next Regular Meeting (information)

BACKGROUND:

The next scheduled board meeting is scheduled tentatively for a retreat on Thursday, August 8, 2019.

Prepared by the President's Office.

RECOMMENDATION:
President Leas requests that the Board identify an agenda for an confirm the date of the upcoming retreat/meeting.

BIG BEND COMMUNITY COLLEGE

Date: 6/6/19

ITEM #18: Miscellaneous (information/action)

BACKGROUND:

President Leas and the trustees may discuss miscellaneous topics.

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

Upcoming Trustee Events:

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

The SBCTC will hold a regular meeting at BBCC June 26-27, 2019.

Prepared by the President's Office.

RECOMMENDATION:
None.

Portion Dr. Leas' email communication to the trustees May 13, 2019

After reflecting on discussions during your April 11 board meeting, I offer some thoughts and one related upcoming action.

1. Board members meeting with and listening to employees and students makes excellent sense when you consider that employees and students are members of trustees' constituent groups. Melinda and I will work with you to schedule meetings, so we need guidance from you regarding how you want to conduct such meetings.

   a. The idea of a breakfast or brunch meeting with faculty members arose. Food is an effective way to attract participants, but it can be expensive, especially since these meetings will be open to the public. We can provide "light refreshments" with state funds for public meetings. Breakfast or other types of meals will likely be too expensive for our small budget unless you wish to use funding from the trustees account.

   b. What outcomes do you want from these meetings? Should they be theme based? Are they simply listening sessions for trustees? Do you want to use them to educate participants about policy governance, the budget, etc.? If the latter, do you want someone from our administrative team present in case technical questions arise?

   c. Do you want to open these meetings to all employee groups or restrict them to members of one group (e.g., faculty only) at a time? Restricting to single employee groups will require additional meetings.

   d. Do you want to hold meetings with only students? They have different perspectives and interests from employees. (Similar to public meetings with employees, we can provide light refreshments.) Students are unlikely to be as participative when employees are present.