



Board of Trustees Regular Board Meeting

**June 7, 2018
1:30 p.m.**

ATEC
Hardin Community Room

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

Big Bend Community College District #18

Governing Board:

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

President Terry Leas

2018 Meeting Schedule

January 17, 2018

March 8, 2018

April 12, 2018

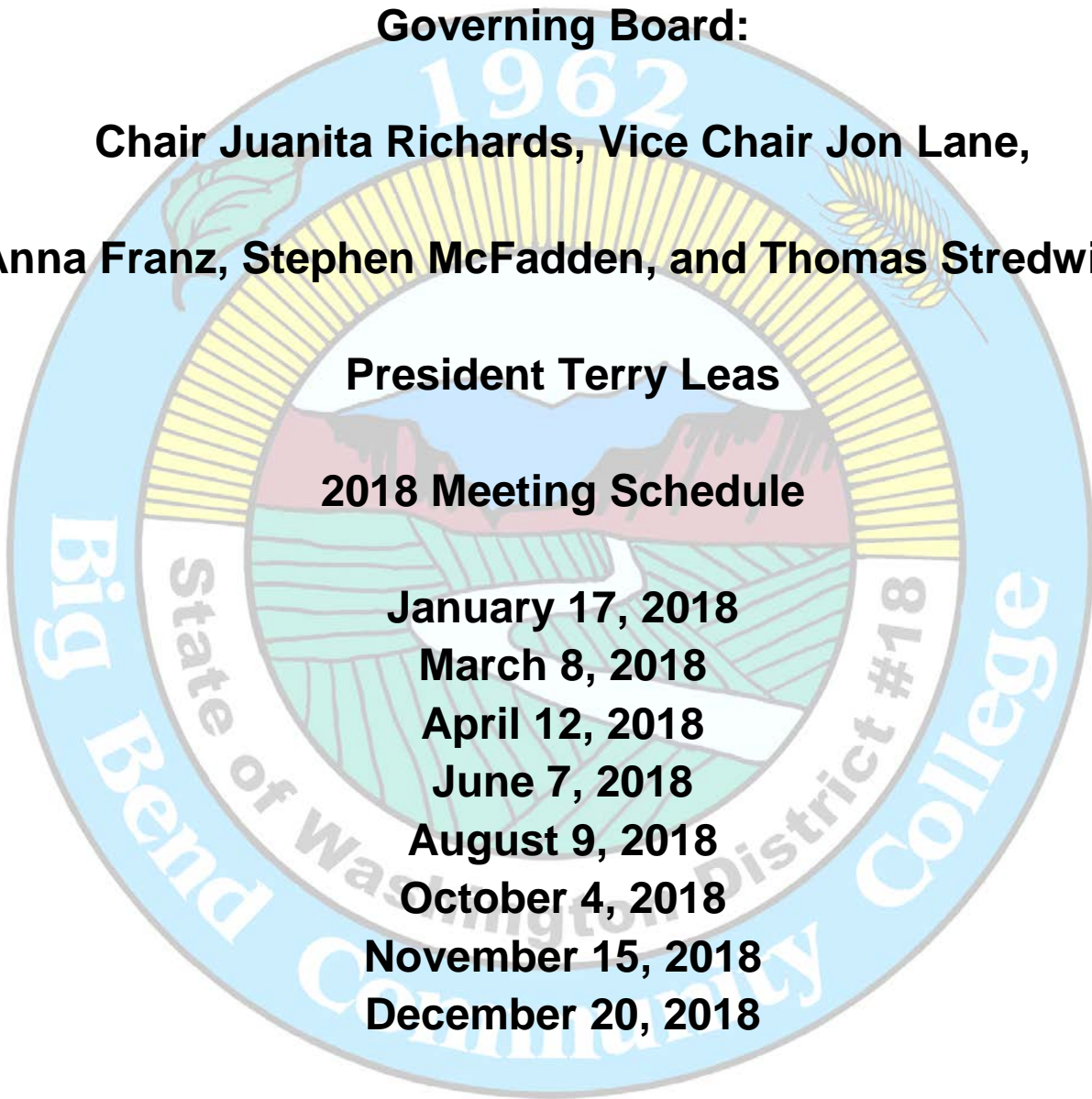
June 7, 2018

August 9, 2018

October 4, 2018

November 15, 2018

December 20, 2018



Summer 2018 Campus Events

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

June	4	Family Surf 'n Slide Night; Moses Lake Surf 'n Slide Water Park; 6:00 – 8:30 p.m.
	7	Board of Trustees Meeting; 1:30 p.m.; Hardin Community Room
	15	Commencement; Moses Lake Lion's Field; 7:00 p.m.
	16	Nurses' Pinning; Wallenstien Theater, 10:00 a.m.;
July	2	Summer Quarter Instruction Begins
August	9	Board/Administrative Retreat; 9:00 a.m.; location TBD
	10	Summer Quarter Instruction Ends
Sept	17	All Campus In-Service, 8:00 a.m.; Masto Conference Center
	24	Fall Quarter Instruction Begins



**BIG
HOPES**

**BIG
DREAMS**

**BIG
SUCCESS!**



BBCC HAS SOMETHING FOR YOU!

For more information about Big Bend contact us:
www.bigbend.edu or (509) 793-2061


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Big Bend Community College District 38 provides equal opportunity in education and employment and does not discriminate against anyone based on race, creed, color, religion, national origin, age, sex, marital status, pregnancy, pregnancy status or families with children, status as a mother breastfeeding her child, AIDS/HIV or hepatitis C, honorably discharged veteran status, sexual orientation, gender identity or expression, disability, use of trained guide dog or service animal by a person with a disability, genetic information, or any other legally protected classification. Inquiries may be made to Kim Garcia Vice President of Human Resources and Labor and Title IX Coordinator 909-793-2030 or kim@bigbend.edu.

Big Bend Community College

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

Vision

Big Bend Community College inspires every student to be successful.

Values

Student Success

Excellence in Teaching & Learning

Inclusion

Community Engagement

Integrity & Stewardship

(Mission, Vision, and Values approved by the Board of Trustees 5/23/13)

Core Themes

Student Success, Excellence in Teaching and Learning, Community Engagement

(Approved by the Board of Trustees 6/14/13)

Ends Statements

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

(Approved by the Board of Trustees 1/16/14)

Year-to-date board actions for **E-1 Mission is 19, E-2 Student Success is 2, E-3 Excellence in Teaching & Learning is 2, E-4 Community Engagement is 1, E-5 Integrity and Stewardships is 5, and E-6 Inclusion and Climate is 2.**

BIG BEND COMMUNITY COLLEGE DISTRICT NO. 18 BOARD AGENDA

7662 Chanute Street Moses Lake, Washington 98837

Thursday, June 7, 2018, 1:30 p.m.

ATEC- Hardin Community Room

1. Call to Order/Roll Call
2. Pledge of Allegiance – Veteran Tori Decker
3. Introductions
 - a. New Employees
 - b. Nursing Club
4. Consent Agenda **(E-1)**
 - a. Meeting Minutes April 12, 2018 **(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. Classified Staff Report **(Information)**
 - i. Enrollment Report **(Information)**
 - j. Safety & Security Report **(Information)**
 - k. Public Correspondence **(Information)**
5. Remarks
(Public comment to the Board regarding any item on the agenda may be made at the time of its presentation to the Board according to the conditions set in Board Policy 1001.3.E)
 - a. ASB President – Marisol Lozano
 - b. Classified Staff Representative – Barbara Collins
 - c. Faculty Association President – Salah Abed
 - d. VP Finance & Administration – Linda Schoonmaker
 - e. VP Learning & Student Success – D. Bryce Humpherys
 - f. VP Human Resources & Labor – Kim Garza
 - g. Executive Director BBCC Foundation – Dr. Terry Leas
6. TRIO Presentation – Director Anita DeLeon-**(E-2, Information)**
7. 2018 Mission Fulfillment Monitoring Report – VP Bryce Humpherys **(E-1, Action)**
8. Strategic Plan – VP Bryce Humpherys **(E-1, Action)**
9. 2017-18 Operating Budget – VP Linda Schoonmaker**(E-1, Action)**
Executive Session
10. President's Evaluation – Board **(E-1, Action)**
11. Board Policy Review for Information – President Terry Leas **(E-1, Information)**
12. Board Policy Review for Action – President Terry Leas **(E-1, Action)**
13. Exceptional Faculty Award Presentation – Dr. Jim Hamm **(E-3 Information)**
14. Exceptional Faculty Award Presentation – Mercedes González-Aller **(E-3 Information)**
Break (if needed)
15. Board Chair Elections – President Terry Leas **(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 – Chair Juanita Richards, President Leas **(E-1, Information)**
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 9, 2018

If you are a person with a disability and require an accommodation while attending the meeting, please contact the President's Office at 793-2001 (or TDD 762-6335) as soon as possible to allow sufficient time to make arrangements.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for action)

- a. Board Meeting Minutes

BACKGROUND:

The minutes of the regular board meeting April 12, 2018, 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 12, 2018, at 1:30 p.m. in the ATEC Hardin Community room in Building 1800 on the Big Bend Community College campus.

1. Call to Order

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

2. Pledge of Allegiance

Veteran Jim Leland led the pledge of Allegiance. He is currently a student in the Unmanned Aerial Systems program.

3. Introductions

Phi Theta Kappa Co-Advisor Melinda Dourte introduced Phi Theta Kappa officers Stephanie Keith, Rachel Boruff, and Jorge Medina. The officers shared the chapter's activities, community service, and awards earned during the year including Five Star Chapter status, third place regional award for distinguished College Project, second placed regional award for distinguished Honors in Action and an Advisor Paragon Award.

Director of Big Bend Technology Rick Sparks introduced Elliot Davidson as IT Specialist

4. Director of TRIO Student Support Services Custodio Valencia introduced BBCC alumni Jasmine Evangelista Martinez as the new Academic Advisor. Dean of Student Services Dawna Haynes introduced new Outreach Coordinator and alumni Vanessa Pruneda. Director of Communications Matt Killebrew introduced new Communications Coordinator Tiffany Sukola.

4. Consent Agenda

a) Approval of Board Meeting Minutes March 8, 2018 (A); b) President's Activity Update (I); c) Accreditation (I); d) Assessment (I); e) Student Success (I); f) Finance & Administration Update; (I); g) Human Resources Report (I); h) Classified Staff Report (I); i) Enrollment Report (I); j) Safety & Security Report (I); j) Public Correspondence (I).

Motion 18-20 Trustee Anna Franz moved to approve the consent agenda. Trustee Stephen McFadden seconded, and the motion passed.

5. Remarks

There were no public remarks.

a. ASB Vice President Ricardo Ruiz shared ASB news. Since the last Board of Trustees meeting, ASB sponsored a Breakfastfest with 170 in attendance. This

event was followed by a Library Campout the next week during finals, which consisted of ASB providing free pizza and soda for students studying at night in the library.

Tonight ASB is sponsoring a Grocery Store Bingo Night in which both Big Bend Students and JATP students can play to win items found at the grocery store, such as frozen pizza, varieties of Oreos, laundry detergent and toilet paper, with the grand prize being a \$50 Walmart gift card.

The weekly ASB coffee and hot chocolate cart was a great campuswide success. ASB is going to change it up during spring quarter and once the weather starts warming, they plan to hand out ice cream bars one day a week throughout campus.

April 24, ASB is holding a Trade-in Your T-shirt Tuesday. Big Bend students can come to the Activities Office and trade in an old shirt for a new ASB/Big Bend t-shirt. ASB hopes to get Big Bend out into the community via students wearing t-shirts. ASB also plans to do a service project with the old t-shirts by cutting them up, braiding them into doggie chew toys and donating them to local animal shelters.

May 1 ASB is bringing back a great speaker, Maggie Lewis, to speak on Women's Empowerment. She started her career in student programming while attending college in Nashville. After overcoming many life obstacles and completing a two-year internship with a talent agency, she started her own talent agency at the age of 21. Now at 26, she has captivated the college market, representing over thirty artists across the world, while also coaching high school swimming.

All are invited to the annual Student Recognition Night, which is scheduled on May 2 at 7:00 p.m. in Wallenstien Theater honoring both students and faculty members.

The Nursing Club is sponsoring a Silent Auction today in the lobby. This is their second big fundraiser for the year.

- b. Classified Staff STAR Representative Julia Gamboa shared that Classified Staff have logged 90 training hours since the last meeting. They are building the STAR team membership.
- d. VP Linda Schoonmaker reported that Director of Facilities and Capital Projects James Saucedo has worked with Grant County Public Works to pave the round about off of Randolph Road at a greatly reduced rate because they will be repaving Randolph Road.

The Workforce Education Center Building bid opening was held and resulted in a \$42.8 million dollar bid by Lydig Construction, which is \$7 million over what was expected. Executive Director of the Foundation LeAnne Parton and President Leas

will be fundraising to meet the shortfall. They will also apply for a Lauzier Foundation Grant.

- e. Dean of Workforce Education Daneen Berry-Guerin reported for VP Bryce Humpherys because he was on a recruitment tour in Korea and Japan promoting BBCC's aviation programs. She said BBCC is on schedule with the accreditation timeline. Cabinet members submitted their budget requests, and the Budget Review Task Force is being gathered to review the requests. Shared Governance Council members reviewed the indicators during their April meeting, and Cabinet will review the indicators next.
- f. VP of Human Resources and Labor Kim Garza shared that screening committees are interviewing for math and biology instructor positions this month. There have been two unexpected departures this month, Andrea Elliot and Sherry Donovan for reasons other than retirement. It is important to understand why employees are leaving the organization. One of the Strategic Priorities sub-committees is the Employee Experience Committee, and they are learning about the culture of the organization, development for employees, training, expectations, communications, and resources. Trustee Thomas Stredwick stated he is looking forward to hearing more about the Employee Experience Committee.

VP Garza stated the hearing required to revise the public records WAC is scheduled on June 7. She also shared that this is National Sexual Assault Awareness month, and there is a clothesline project presentation resulting from a partnership with New Hope Domestic Violence in the Student Success Center.

- g. Executive Director of the Foundation LeAnne Parton discussed the Trustees' Scholarship balance which is just over \$47,000. The BBCC scholarship deadline was Monday, March 12. Last year there were 423 applications started and 140 completed. This year there are 931 started and 215 completed scholarships; this is an increase of 54% completed applications.

The annual Cellarbration! for Education is scheduled for May 19 and is sold out. Twenty-five of the twenty-nine tables are sponsored this year, increased from twenty sponsored tables last year. All trustees are planning to attend. Director Parton expressed her appreciation for support from the campus and community.

Director Parton also shared that the Microsoft equipment she reported during the January meeting valued at over \$60,000 will be delivered to campus April 18, at 9:00 a.m.

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

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

- c. Faculty Association President Salah Abed reported that the Nursing club is hosting a silent auction today in the Peterson Gallery.

6. Cultural Humility

Dean of Student Services Dawna Haynes and Workforce Education Services Coordinator Monica Medrano presented information from their recent experience at the National Association of Student Personnel Administration (NASPA) in New Orleans with 2,000 attendees from private business, public agencies, and colleges. Dean Haynes began her presentation with thought-provoking questions regarding equity, diversity, and inclusion. Who decides identity? How do we know what is important to know? Who taught us? When did we become aware that faculty members with different abilities, color, religion, and orientation were different? How do models from non-dominant groups impact us? What learning have I undertaken so I am better informed? What are the learning gaps? What can we do? Dean Haynes went on to say it is important to know your role, who is impacted by decisions, who benefits from decisions, and who is marginalized by decisions.

WES Coordinator Medrano shared an example about one college turning an old football field into an agriculture program area that added to the community and met historically underrepresented students where they are. This model brings to mind examining how we deliver financial aid and other services to students. Students need our support to feel supported authentically and intentionally.

Trustee McFadden commented that he recently returned from the National Association of Workforce Boards Conference. During the conference author Jennifer Brown shared her book *Inclusion: Diversity, the New Work Place & the Will to Change*, which included great information from which we could learn.

7. Strategic Plan

Dean of Institutional Research Valerie Parton provided an update on the strategic planning process. She said there has been significant involvement across campus resulting in diverse feedback. Content from two workgroups will be added to the strategic plan. The final Mission Fulfillment Monitoring Report, Strategic Plan, and budgets will be shared at the June board meeting.

Trustee Thomas Stredwick requested a single-page dashboard with specific metrics to reduce the overwhelming amount of data. Trustee Stephen requested a more complete draft before commenting. Dean Parton said there are multiple tasks to accomplish for the accreditation evaluation report. It is important to show the structure that connects the budget planning to the strategic planning efforts. President Leas said there have been rapid changes and surprises discovered at the Northwest Commission on

Colleges and Universities (NWCCU) liaison training. There are new interpretations of NWCCU expectations that are affecting all educational institutions. This process is preparing us for the next accreditation cycle. In order to receive feedback from trustees, the strategic planning documents will be shared for individual comment and a special meeting/study session will be scheduled for group discussion to build consensus.

Motion 18-21 Trustee Jon Lane moved to set a Special Meeting/Study Session on May 29 from 9:00-1:00 p.m. Trustee Stephen McFadden seconded, and the motion passed.

8. Executive Session Training

AAG Jason Brown shared details of the Open Public Meeting Act and Executive Sessions. A quorum is convened when there are three or more trustees present. AAG Brown advised when in doubt be open with information and discussion.

Board Chair Juanita Richards announced a five-minute break and a twenty-minute executive session at 3:50 to discuss (g) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. The meeting reconvened at 4:15 p.m. with no action taken.

9. President's Evaluation Process

Reminder that the President's evaluation will be completed in June in order to align practice with policy. The President's evaluation form was approved last year and can be discussed during the May 29 study session. The board chair will draft a letter based on the discussion at the May 29 study session with action to be taken during the June 7 board meeting.

10. Board Policy for Information

President Leas stated this is the first reading of BP6115 Policy Prohibiting Discrimination, Harassment, Sexual Harassment, and Sexual Misconduct; BP 8100 Grants and Contracts; and BP2320 Vocational/Technical Program Advisory Committee. AAG Jason Brown has approved all changes. Trustee Anna Franz suggested moving the location of one sentence in BP6115.

11. Board Policy for Action

Board Policies BP1010 Goals & Outcomes, BP6500 Substance Abuse Policy and Goal Statement, and BP8056 Business Competition Policy were reviewed during the last meeting.

Motion 18-22 Trustee Jon Lane moved to approve BP1010 as presented. Trustee Thomas Stredwick seconded, and the motion carried.

Motion 18-23 Trustee Stephen McFadden moved to delete BP6500. Trustee Jon Lane seconded, and the motion carried.

Board Policy 3019 Drug Free/Alcohol Free Work Place will be reviewed at a future meeting. It was included only as a reference to BP6500.

Board Policy 8056 was reviewed and left unchanged.

12. Exceptional Faculty Award

English Instructor Allison Palumbo shared her presentation from the Popular Culture Association/American Culture Association Conference. She was presented a check to reimburse her expenses.

13. Board Chair Elections

The board will act on board chair elections during the next meeting.

14. Assessment of Board Activity

Trustee Anna Franz reported that she attended the JATP Welcoming Ceremony (E-2, E-4, E-6).

Trustee Stephen McFadden reported that he completed the application for reappointment (E-1, E-5). He also attended the Workforce Development Council Board Meeting (E-4) and the National Association of Workforce Boards Conference (E-4). Trustee McFadden also attended the Grant/Adams County Health Sector Grow Your Own Committee (E-2, E-3, E-4).

Trustee Jon Lane attended the ACCT Conference in WA D.C. (E-10).

Trustee Juanita Richards participated in a phone call with Convergent (E-2, E-4) and reviewed the board agenda with Dr. Leas (E-1).

15. Next Regularly Scheduled Meeting

The next regular meeting is scheduled on June 7, 2018.

16. Miscellaneous

President Leas reported that he met with Rep. Dent about legislation related to financial assistance to aviation students. Representative Dent and Senator Warnick, along with Trustees Jon Lane and Juanita Richards, visited campus to see the new airplanes. April 17 Superior Court Judge David Estudillo delivered the TRIO Induction Keynote address, he will also deliver the 2018 BBCC Commencement Address. Dr. Leas also shared upcoming events. Sonico has invited BBCC trustees to their open house April 20. The ACT Conference is scheduled May 10-11 in Vancouver, and Trustees Richards and Lane plan to attend along with President Leas. The BBCC Foundation's annual Cellarbration! for Education will be held May 19, and the Adams Neilson Solar Farm Groundbreaking event will be held May 24.

Dr. Leas shared news from VP Humpherys' trip to Japan and Korea with Jeff Bishop from the Port of Moses Lake. VP Humpherys is talking with aerospace partners to recruit students to BBCC. He has talked to CEOs, helicopter flight schools, and aviation

maintenance programs. One issue is that the FAA certification for maintenance is not accepted in Japan.

The meeting was adjourned at 4:50 p.m.

Chair Juanita Richards

ATTEST:

Terrence Leas, Secretary

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for information)

- b. President's Activity Update

BACKGROUND

Highlights of President Leas' activities from April 2 through May 25, 2018, follow.

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Prepared by the President's Office.

RECOMMENDATION:

None.

President's Activity Log Highlights

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

President's Activity Log Highlights

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

President's Activity Log Highlights

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

President's Activity Log Highlights

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

President's Activity Log Highlights

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

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

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for information)

c. Accreditation

The Northwest Commission on Colleges and Universities sent the following letter which informed the college on the format, logistics and deadline for the upcoming Ad-Hoc Self-Evaluation Report.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.



8060 165th Avenue N.E., Suite 100
Redmond, WA 98052-3981
425 558 4224
Fax: 425 376 0596
www.nwccu.org

April 17, 2018

Dr. Terrence Leas
President
Big Bend Community College
7662 Chanute Street NE
Moses Lake, WA 98837

Dear President Leas:

Greetings from the Northwest Commission on Colleges and Universities.

In our letter dated July 18, 2017, (copy enclosed for your convenience) the Northwest Commission on Colleges and Universities requested that Big Bend Community College submit an Ad-Hoc Self-Evaluation Report with no visit in fall 2018. In a concise manner, the College should respond thoroughly and carefully to the matters described therein.

By Monday, April 30, 2018, please contact Mellissa Thoreson via email at mthoreson@nwccu.org with the name, telephone number, and email address of the contact person for the institution's Ad-Hoc Self-Evaluation Report. We also ask that you reconfirm your contact information (name, title, telephone number, and email address) and also reconfirm the contact information of the institution's Accreditation Liaison Officer (name, title, telephone number, and email address).

- The Commission office is to receive two printed copies and one electronic copy of these materials.
- The electronic copy of the report is to be distributed as a single Windows-compatible file in Adobe Acrobat format.
- If it is more convenient, the body of the electronic copy of the report may be distributed as a Windows-compatible file in Adobe Acrobat format, and the appendices (if any) may be distributed as a second Windows-compatible file in Adobe Acrobat format.
- These materials are to be received by the Commission office by September 17, 2018. Email the Commission's electronic copy of the report and supporting materials (if any) as attachments to reports@nwccu.org.

It will not be necessary for representatives of Big Bend Community College to be present when the Board of Commissioners considers this matter at its January 2019 meeting. Following the meeting, we will write to inform you of the Board's action.

Thank you for your attention to these items. Please contact me if you have any questions or concerns.

Sincerely,

A handwritten signature in black ink that reads "Les Steele". The signature is written in a cursive, slightly slanted style.

Les Steele, Ph.D.
Senior Vice President

LLS:mat

Attachment: Letter dated July 18, 2017

cc: Ms. Valerie Parton, Dean, Institutional Research and Planning, Accreditation Liaison Officer

BIG BEND COMMUNITY COLLEGE

Date: 6/07/18

ITEM #3: CONSENT AGENDA (for information)

d. Student Success

In September 2017, the State Board for Community and Technical Colleges approved the revised Student Achievement Metrics to place a greater emphasis on degree and certificate attainment and closing the achievement gap for historically underrepresented students. The following sheet provides an overview of the changes. The changes are in place beginning in the 2017-18 academic year.

In 2016-2017, Student Achievement Funding accounted for 9.2% of BBCC's state funding or \$929,674.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

Student Achievement Advisory Committee Recommendations

Approved by WACTC, July 21, 2017

Approved by State Board, September 13, 2017

Recommendation 1 - Principles: Revise the principles to reflect an increased focus on degree and certificate attainment and closing the achievement gap for historically underrepresented students.

Recommendation 2 – Achievement metrics: Revise the achievement metric framework to emphasize success in transitioning from basic skills and precollege to college-level, college English/Communication attainment, and retention and completion for historically underrepresented students.

2.A. Equity: low-income, basic skills, and historically underrepresented students of color (African American, Hispanic, Native American, Pacific Islander) receive an additional point at the completion of the first 15 college credit milestone and at degree or apprenticeship attainment. The extra point is duplicative if students are a member of more than one group.

2.B. Basic skills: revise basic skills points to reflect a greater emphasis on completion of critical milestone achievement and transition to college level work in this mission area.

- a. Federal level gains, completion of high school diploma or GED
- b. Transition to college level coursework in alignment with ability to benefit (first 6 college-level credits)

2.C. Precollege math and English: shift the incentive from completion of the precollege sequence to completion of the associated college gatekeeper courses of math and English.

- a. Students beginning in precollege math and English receive a point after completing associated college level course within a year
- b. A new point for college level English/Communication is added for all students

Recommendation 3 - Funding:

3.A. Keep the amount of funding for SAI at 5% of the total allocation.

3.B. Revise the current funding metric distribution within the 5% as follows:

Funding Metric	Current Allocation Percent	Proposed Allocation Percent
Total Points (less completions)	45% (2.25% of total allocation)	40% (2.0% of total allocation)
Points Per Student	45% (2.25% of total allocation)	40% (2.0% of total allocation)
Completions	10% (0.5% of total allocation)	20% (1% of total allocation)

3.C. Only state-funded students are counted in SAI.

Recommendation 4 - Implementation: The 2017-18 academic year be used as both an implementation period and the first data year for the new criteria for allocation model in FY20. A technical workgroup with system-level representation should be established to assist the state board throughout the implementation period.

Data Year for SAI	Allocation model year
2014-15	2016-17 (current)
2015-16	2017-18
2016-17	2018-19
2017-18	2019-20

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for information)

e. Assessment

The Data Committee recently revised and administered the Spring Enrollment Student Survey. During the upcoming months, the committee will analyze the results and provide the campus with a summary of their findings.

Prepared by VP Bryce Humpherys and Dean Valerie Parton.

RECOMMENDATION:

None.

Spring Enrollment Survey Questions 2018

1. Are you a full-time or part-time student at BBCC?
2. What type of program are you currently enrolled in at BBCC?
3. What/who helped you develop a plan to complete your educational goals?
4. During the current school year, how comfortable have you felt asking questions in class or contributing to class discussions? Working with other students on projects outside of class? Discussing grades or assignments with an instructor? Communicating with an instructor outside of class? Asking for help finding and using resources?
5. During the current school year, how often have you asked questions in class or contributed to class discussions? Worked with other students on projects outside of class? Discussed grades or assignments with an instructor? Communicated with an instructor outside of class? Asked for help to find and use resources?
6. In a typical quarter, how often do you interact with other students? Instructors? Staff?
7. How comfortable are you interacting other students? Instructors? Staff?
8. How has BBCC helped you understand your own and other people's backgrounds and identities? How has BBCC encouraged interaction among students from different backgrounds and identities?
9. Has BBCC helped you understand diversity, equity, inclusion, and/or social justice as it pertains to you personally? If you answered yes, please describe an example of how or where this happened.
10. How often do you use: Admissions/Registration, Advising, BBCC Website, Bookstore, Business Office, Canvas, Career Services, Counseling, Cafeteria/Lunchroom, Disability Support Services, Dorms, Financial Aid, Food Pantry, Library, Security, STEM Center, Student Success Center, TRiO, Tutoring/Supplemental Instruction, Veterans' Services, Workforce Education Services, Writing Center?
11. How satisfied are you with the above services?
12. Please provide additional comments or suggestions to help improve services you have used or suggest additional services you wish were offered to support your academic success.
13. This year, how often have you participated in or attended: Athletic events, ASB events, speakers/entertainers on campus, student club events? If you have not attended or participated in an event, please suggest what BBCC can do to help you attend.
14. How often does BBCC provide a classroom environment where you feel safe to be yourself or freely share your opinion(s)? If you have ever felt unaccepted at BBCC, please suggest what we could do to improve.
15. How often does BBCC provide an environment that is safe from physical harm? If you have ever felt unsafe at BBCC, please suggest what we could do to improve.
16. What type of device do you use to access online course materials and other BBCC information?
17. Which email service do you check regularly?
18. How did you learn about BBCC?
19. What were the most important factors to you in choosing to attend BBCC?
20. Does BBCC offer the area of interest (i.e. program/degree) that meets your educational and career goals? If no, please explain.
21. Please mark your age group.
22. What gender do you most identify with?
23. Which racial or ethnic group(s) do you identify with?
24. What language do you mostly speak at home?

BIG BEND COMMUNITY COLLEGE

Date: 6/7/2018

ITEM #3: CONSENT AGENDA (for information)

f. Finance & Administration Update

ctcLink Update: Various staff members attended Global Design Review sessions in Spokane, Olympia, and via WebEx to review the design of various aspects of the chart of accounts, global and local processes to be used, and also a voting process for agreements on the same.

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

FAST FACTS: Did you know that the current per credit fee for credits 1-10 that the student pays is \$105.17 but the operating budget for the college only has use of the operating fee portion of \$77.78? Here is a breakdown of where it goes—

\$ 77.78 operating fee retained at college

\$ 10.78 building fee sent to State Treasurer for eventual use in Capital funding

\$ 2.50 innovation fee sent to State Treasurer to fund technology projects (ctcLink)

\$ 3.68 financial aid (aka 3.5% fund) to be disbursed to the neediest students

\$ 10.43 student activity fee

Ongoing Capital Projects:

Workforce Education Center (New Building): 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, perimeter fence is up and both Lydig Construction and Apollo have construction trailers on site. Construction cost is approximately \$300 per sq ft.

Network Capacity and Data Center Virtualization (Minor Works Project 2017/2019 Biennium): 95% of the equipment has been received. Final purchase orders were made this week.

Replacement Elevator Bldg 1400: Otis Elevator has provided a quote and information on replacing the machine works for the elevator. The passenger box will remain the same, but will be refurbished. Schedule is aiming to be completed before Fall quarter start. Accommodations for employees, students and guests will be determined when we have the estimated 'downtime' schedule.

Repair Access Routes: Cost estimate received. Next step is scheduling timing of work.

Replace DX Chiller Bldg 1200: Cost estimate received. Next step is scheduling timing of work.

History:

Network Capacity and Data Center Virtualization (Minor Works Project 2017/2019)

4/12/2018: 90% of the equipment has been received.

3/08/2018: Big Bend Technology (BBT) is replacing end of life data center virtualization hardware and improving network infrastructure capacity to deliver double the current capacity for wireless connections. Most of the technology components have been ordered.

Replacement Elevator Bldg 1400

4/12/2018: DES for scheduling.

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

Repair Access Routes

4/12/2018: DES for scheduling.

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

Replace DX Chiller Bldg 1200

4/12/2018: DES for scheduling

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

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

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: 6/7/18

ITEM #3: CONSENT AGENDA (for action)

g. Human Resources

BACKGROUND:

Recruitment & Selection:

Jason Fry accepted the position of Aircraft Mechanic. This is a new, full-time, civil service position supporting the Aviation program. Jason started his new position on April 18.

Christy Welch accepted the position of Biology Instructor. This is a full-time, tenure-track faculty position replacing Kathleen Duvall. Christy has been working as an interim Biology Instructor at BBCC and will move to her tenure-track position in September 2018.

The following searches are currently open:

- Nursing Instructor, non-tenured
- Math Instructor
- Building & Grounds Supervisor
- Simulation Technology Coordinator
- Director of Transforming STEM Pathways Grant
- Curriculum Development Specialist
- Testing Center & Tutoring Services Coordinator
- Program Assistant-WES
- Administrative Assistant 2

The 2018 Time-to-Fill rate is 69 days. This represents the time elapsed from the date a personnel requisition is approved until the date a job offer is extended. The goal for 2018 is to have a Time-to-Fill rate of less than 100 days. The 2017 rate was 76.1 days.

Retention:

There were three separations in April including 2-Personal Reasons and 1-Other Job. The turnover rate for the month of April was 1.579%.

The 2018 YTD turnover rate is 3.665%. Total separations include 3-Resignation/New Job, 1-Retirement, and 3-Resignation/Personal Reasons. The goal for 2018 is to have a turnover rate of 12% or less.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for action)

h. Classified Staff Report

BACKGROUND:

Current Membership as of April 1, 2018

<u>Lead Roles:</u> Barbi Johnson, Co-chair Lead Barbara Collins, Co-chair Assistant Amber Jacobs, Marketing/Publicist	<u>Members at Large:</u> Heidi Bratsch Cassandra Fry Julia Gamboa Lisa Johnson Jordan Shipley Abby Simonson (Campus Reporter for STTAC Chat) Taisa Timofeyev
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2017-2018 Trainings:

There are currently 73 full time classified staff members. Classified staff training hours logged for campus webinars, conferences, and other professional development since last reported (March 1 to May 15) is 72.5. See page 2 for complete report.

Committee Business and Updates:

The STAR Committee held a meeting to discuss the mission and vision statement. They also discussed future membership, including the succession plan for leadership roles. At this time they are continuing to discuss how the STAR committee can contribute to the Employee Experience Workgroup.

The committee plans to continue the Program Learning Experience (aka campus tours). The evaluation summary for these type of workshops prove positive. New employees value the opportunity to see the campus, learn about the history, and network with other campus personnel. The committee will also continue the Buddy Program, assigning a veteran employee with a new employee for their first two months helps welcome and acclimate them to campus process and procedure.

Classified staff members collected items and monetary donations to fill a garden wheel barrow for the 2018 Cellarbration! for Education auction. The high bidder for this item provided \$160 towards the BBCC Foundation scholarship fund.

Training Name	Date(s)	Participants	Hours
ctc Link, Seattle WA	Mar 3 to 9	Kerri Fuhrman	6.0
Safety Institute, Seattle WA	Mar 13-14	Kristine Sarles	15.0
VA Webinar; Forever GI Bill – BCC Campus	Mar 14	Cassandra Fry	1.25
Active Shooter-BBCC Campus	Mar 18	Starr Bernhardt Carla Louise Christian Karen Girone	3.0
SCO Quarterly Webinar	Mar 23	Cassandra Fry	4.75
Castle Training & Certification – BCC Campus	Mar 23		2.0
BFET/WES – Moses Lake	Mar 27-18		17.0
CASAs Cadre – So Puget Sound, Olympia WA	Apr 6	Barbi Johnson	8.0
WABERS Snapshot – WebX	Apr 9	Barbi Johnson	.5
BCC Schedule Building	Apr 13	Barbi Johnson	3.0
MS Access Refresher	Apr 15	Kerri Fuhrman	1.0
Student Support Service Webinar – BCC Campus	Apr 18	Cheryl Brischle	2.0
Vision for Equity Webinar – BCC Campus	Apr 19	Robin Arriaga Starr Bernhardt Carla Louise Christian Barbara Collins Julia Gamboa	5.0
Clearinghouse Enrollment Error Resolution Webinar – BCC Campus	Apr 24	Debbie Simpson	1.0
Online Screening Committee Webinar – BCC Campus	May 15	David Frueh Tina Roeder	3.0
Grand Total			72.5

Prepared by Barbara Collins and Barbi Johnson

RECOMMENDATIONS:

None

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for information)

i. Enrollment Report

BACKGROUND:

Enrollment for Spring Quarter 2018 has improved. Although the headcount is down 6% compared to last year in late May, our total FTEs are only down 1%, and State FTEs are virtually tied with last spring.

Early registration for Summer and Fall Quarters looks good. The summer headcount is up 21% compared to late May of 2017, with Total FTEs up 15% and state FTEs up 21%. The fall headcount is up 3%, total FTEs down 1%, and State FTEs up 4%. These are early numbers, but very promising.

The tuition amount budgeted for 2017-2018 is \$4,000,000. As of April 30, 2018 we have collected \$3,887,177 or 97.2% of the budgeted amount. As of April 30, 2017 we had collected \$4,013,710 or 95.6%.

TUITION COLLECTION REPORT

	<u>2017-18</u>	<u>2016-17</u>
Annual Budget	\$ 4,000,000	\$ 4,200,000
Total Collections as of April 30	\$ 3,887,177	\$ 4,013,710
As a % of annual budget	97.2%	95.6%
Left to collect to meet budget target	\$ 112,823	\$ 186,290

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

SPRING	5/7/2018	5/14/2018	5/21/2018	5/30/20018	Spring 2017
Headcount	2385	2432	2444	2460	2842
Total FTEs	1729.9	1746.5	1761.5	1760	1779.3
State FTEs	1366.5	1382.7	1393.2	1394.9	1394.1
State FTEs					
Transfer	764.4	764.4	773.3	768.8	771.0
Workforce	467.6	468.2	469.2	474.7	464.9
ABE	134.5	150.1	150.7	151.4	158.2
Total FTEs					
Day	1494.5	1496.6	1510.3	1508.8	1599.0
Night	235.5	249.9	251.2	251.2	254.1
Online	303.6	304.9	307.9	348.7	321.4
Off campus	115.9	125.8	132.6	87.8	90.1
All numbers are estimates and will not necessarily add up to the total					
<i>Previous year quarter final numbers are included for comparison below</i>					
Numbers adjusted for CBIS over reporting last year					

SUMMER	5/30/2018		Summer 17
Headcount	472		695
Total FTEs	258.9		323.7
State FTEs	257.9		320.8
State FTEs			
Transfer	195.1		166
Workforce	62.6		98.8
ABE	1.2		55.7
Total FTEs			
Day	252.1		316.1
Night	6.8		7.6
Online	152.3		181.4
Off Campus	11.6		0

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #3: CONSENT AGENDA (for information)

j. Safety & Security Update

Campus Safety Report for April 1 - May 30, 2018

Hazardous Materials in Inventory 1,398

Case Number	Report Date	Report Incident Types	Location	Incident Occurred Date	Incident Occurred Start Time
18-BC-063	05/17/18	MEDICAL EMERGENCY : STUDENT INJURY/ILLNESS	BLDG 1500 : PARKING	05/18/18	1300
18-BC-062	05/16/18	STUDENT CONDUCT VIOLATION 132R-04-057 : (4) ASSAULT/INTIMIDATION/HARASSMENT	BLDG 7700 : INTERIOR	05/17/18	0930
18-BC-062	05/16/18	NON-CLERY CRIMINAL OFFENSES : [13C] INTIMIDATION (INCL. THREATS/ BOMB THREATS)	BLDG 7700 : INTERIOR	05/17/18	0930
18-BC-061	05/15/18	INVESTIGATION ONLY - NO CRIME/INFRACTION	BLDG 1900 : BUS SHELTER	05/16/18	0730
18-BC-059	05/14/18	MEDICAL EMERGENCY : EMPLOYEE INJURY/ILLNESS	BLDG 1200 : INTERIOR	05/15/18	0900
18-BC-060	05/13/18	STUDENT CONDUCT VIOLATION 132R-04-057 : (4) ASSAULT/INTIMIDATION/HARASSMENT	BLDG 5000 : INTERIOR	05/14/18	1710
18-BC-060	05/13/18	CLERY OFFENSES : CRIMINAL OFFENSES : (4A 4B 4C 4D) [13A] AGGRAVATED ASSAULT	BLDG 5000 : INTERIOR	05/14/18	1710
18-BC-058	05/01/18	MOTOR VEHICLE COLLISION - NON INJ	BLDG 1900 : PARKING	05/02/18	0925
18-BC-057	04/23/18	NON-CLERY CRIMINAL OFFENSES : [23H] OTHER LARCENY	BLDG 1900 : BUS SHELTER	04/24/18	1320
18-BC-055	04/16/18	INVESTIGATION ONLY - NO CRIME/INFRACTION	BLDG 2000 : INTERIOR	04/17/18	0930

Case Number	Report Date	Report Incident Types	Location	Incident Occurred Date	Incident Occurred Start Time
18-BC-056	04/11/18	HAZARDOUS MATERIALS INVOLVED : SPILL/RELEASE ACCIDENTAL	BLDG 2000 : INTERIOR	04/12/18	1400
18-BC-052	04/08/18	MEDICAL EMERGENCY : STUDENT INJURY/ILLNESS	BLDG 2000 : INTERIOR	04/09/18	1140
18-BC-053	04/08/18	MEDICAL EMERGENCY : STUDENT INJURY/ILLNESS	BLDG 3400 : INTERIOR	04/09/18	1030

When did incidents occur?

- 13 incidents happened Monday-Friday between 0600-1800
- 0 incidents happened on any other day or time.

Prepared by Director of Safety & Security Kyle Foreman.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #6: TRiO Upward Bound (information)

BACKGROUND:

The TRiO Upward Bound Director, Anita De Leon, will be presenting brief information about the history of TRiO and its presence on the BCC campus. She will provide current information regarding the target population and services provided. Information regarding program highlights and student success statistics will also be shared.

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RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #7: 2018 Mission Fulfillment Monitoring Report (action)

BACKGROUND:

The 2018 Mission Fulfillment Monitoring Report was discussed during the May 29 special meeting/study session, and the report is presented here for approval

.

RECOMMENDATION:

President Leas and VP Bryce Humpherys recommend the trustees approve the 2017-18 Mission Fulfillment Monitoring Report.



2018 Monitoring Report on Mission Fulfillment



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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 *Mission*

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

E-2 *Student Success*

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

E-3 *Excellence in Teaching and Learning*

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

E-4 *Community Engagement*

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

E-5 *Integrity and Stewardship*

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

E-6 *Inclusion and Climate*

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

Table of Contents – Click on an item below to go directly to the corresponding section in the report

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- Mission Fulfillment Feedback 2018: Board of Trustees..... 2
- Mission Fulfillment Feedback 2018: Staff 4
- Mission Fulfillment 2018: Core Theme Objectives – Ratings and Next Steps 6

Mission Fulfillment 2018: Introduction

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

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

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

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

Mission Fulfillment Feedback 2018: Board of Trustees

Summary of Core Theme Objective Feedback

Student Experience and Success

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

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

Equity & Inclusion

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

Continuous Improvement

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

External Partnerships

Increase Industry Outreach

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

K12/University Partners

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

Infrastructure

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

Other

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

Mission Fulfillment Feedback 2018: Staff

Summary of Core Theme Objective Feedback

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

Access to Services that promote student success

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

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

Internal and External Communication

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

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

External Communication

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

Internal Communication

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

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

Campus Climate

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

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

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

Facilities, Equipment, and Efficiencies

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

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

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

The college president leads BBCC faculty and staff in carrying out “next step” actions.

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
<u>E-1 Mission</u>	n/a	2.80	(see below)	All BBCC employees	
Student Success <u>E-2 Student Success</u>	1.1 BBCC provides access to programs and services that meet the educational needs of our students and prospective students	2.53	Create an annual schedule with evening, weekend, and online classes in a 2-3 year class rotation; Update website content and navigation	Dean of Arts & Sciences; Dean of Transitional Studies; Dean of Workforce Education; Director of Communications	Part-time faculty pool funds to pay for evening classes Grant funds to support marketing & outreach (Perkins, Title V PAHP, Title V UAS, Title III STEM), class scheduling (Title III STEM), website updates (Title V UAS) and assistance to workforce and non-traditional students (Worker Retraining (WRT), Perkins, Basic Education for Adults (BEA), Workfirst (WF), Basic Food and Employment & Training (BFET), Opportunity Grant (OG) Part-time faculty pool funds to pay summer

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
					<p>taskforce groups focusing on elearning training and the pathway from adult education classes to college</p> <p>Formation of new Strategic Priorities Committee work group to help implement evening and online classes and services</p>
	1.2 Use of services correlates with success, retention, and completion	3.20	Expand services to evening, weekend, and online students	VP for Finance & Administration; Dean of Arts & Sciences; Dean of Student Services; Dean of Transitional Studies; Executive Director of Business Services	Formation of new Strategic Priorities Committee work group to help implement evening and online classes and services
	1.3 Students are prepared to graduate and to transfer or to seek employment	2.38	Continue Guided Pathways work (accelerated learning, transition from Basic Education for Adults into college, use of advising maps, comprehensive supports, student tracking, intake process) and gain student perspective	VP for Learning & Student Success; Dean of Arts & Sciences; Dean of Institutional Research & Planning; Dean of Student Services; Dean of Transitional Studies; Dean of Workforce Education;	Grant funds to support developing and implementing pathway from adult education into college - accelerated learning (BFET, WF), contextualized math (Title III STEM), adult education to college pathway (BFET, BEdA) student mentoring (Title

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
				Director of Information Technology; Advisor Training Workgroup; Comprehensive Support Workgroup; New Student Experience Workgroup	III STEM), comprehensive student supports (BEaA, WF, BFET, OG) advising maps (Title V PAHP, Title V UAS, Title III STEM), potential purchase of student tracking software (Title III STEM) Part-time faculty pool funds to support accelerated learning
Excellence in Teaching and Learning <u>E-3 Excellence in Teaching and Learning</u>	2.1 BBCC implements innovation and creativity in programs and services	3.21	Continue assessment activities	Cabinet	State funds and grant funds to support assessment training (Title III STEM), professional development (Title III STEM, Perkins), and support for non-traditional students (Perkins, WF, BFET, OG, WRT) Dedicated in-service time to do assessment work
	2.2 BBCC helps students attain high academic standards	3.11	Continue assessment activities	Cabinet	Library and elearning resources and Perkins grant funds to support accessibility training and implementation

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
					Dedicated in-service time to do assessment work
	2.3 BBCC supports professional development for faculty and staff in order to improve student engagement and outcomes	2.82	Offer professional development on topics related to strategic priorities, including equity and use of data	Data Committee; Employee Experience Workgroup	State funds and grant funds (BEaA, Perkins, Title III STEM, Title V UAS, Title V PAHP, BFET) support employee training
Community Engagement <u>E-4 Community Engagement</u>	3.1 BBCC works with community and industry partners to support economic development	3.00	Improve communication with local businesses	BBCC President; Dean of Workforce Education; Executive Director of the BBCC Foundation; Director of Communications	Foundation funds and efforts by the President & Foundation to fundraise for Workforce Education Center Grant funds (BFET, WF, OG, WRT, Title III STEM, Title V PAHP, Title V UAS) and Career Services staff efforts to support internships, communicate with employers and conduct employer survey
<u>E-5 Integrity and Stewardship</u>					
<u>E-6 Inclusion and Climate</u>	3.2 BBCC works with K-12 and university partners to provide educational opportunities	2.67	Enhance high school outreach	Dean of Arts & Sciences; Dean of Student Services; Dean of Workforce Education; Dean of Transitional Studies;	State funds & Perkins grant funds to support Career Technical Education (CTE) dual credit

CORE THEME & ENDS STATEMENT(S)	CORE THEME OBJECTIVE	AVERAGE RATING	NEXT STEPS	RESPONSIBLE PARTIES	RESOURCE ALLOCATION
				High School Relations Workgroup	<p>College in High School (CiHS) revenue & grant funds (Perkins, Title V PAHP, Title III STEM, Title V UAS) to support high school outreach & recruitment</p> <p>Outreach and Recruitment staff focus on high school outreach</p> <p>Formation of new Strategic Priorities Committee work group on marketing, outreach and recruitment</p>
	3.3 BBCC practices responsible use of resources, including fiscal and natural resources	2.93	Improve internal communication	Cabinet; Employee Experience Workgroup	State funds and grant funds (Title III STEM, Perkins, WRT, BFET) to support professional development
	3.4 BBCC provides an inclusive environment for students, employees, and partners in order to sustain a vibrant community	2.64	Conduct environmental scan; Develop definition for equity and strategies to operationalize	Committee on Equity, Inclusion, & Diversity; Employee Experience Workgroup; Student Ready Workgroup	State funds and STEM grant funds to support environmental scan and professional development (Title III STEM, Perkins, WRT, BFET)

Legend

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

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #8: 2017-20 Strategic Plan (action)

BACKGROUND:

The 2017-20 Strategic Plan was discussed during the May 29 special meeting/study session, and the report is presented here for approval.

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RECOMMENDATION:

President Leas, VP Bryce Humpherys, and Dean Valerie Parton recommend the trustees approve the 2017-20 Strategic Plan.



2017-2020 Strategic Plan



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

Mission Statement

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

BBCC Board of Trustees' Ends Statements

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

E-1 *Mission*

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

E-2 *Student Success*

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

E-3 *Excellence in Teaching and Learning*

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

E-4 *Community Engagement*

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

E-5 *Integrity and Stewardship*

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

E-6 *Inclusion and Climate*

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

Core Themes

Student Success
Excellence in Teaching and Learning
Community Engagement

Vision

Big Bend Community College inspires every student to be successful.

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

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

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

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

1. Student-Ready Instructional & Operational Practices

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

2. Comprehensive Advising & Student Support

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

3. Employee Experience

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

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

Values & Lenses

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

Values

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

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

Lenses

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

Student-Ready Instructional & Operational Practices Priority

Background

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

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

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

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

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

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

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

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

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

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

Implementation Strategies

1. Targeted Marketing, Outreach and Recruitment

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

2. Expanding Evening and Online Courses and Services

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

3. Strengthen High School Relations and Expand Dual Credit Options

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

4. Expand and Improve Accelerated Learning Strategies

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

5. Develop Strategies to Serve Adult Students

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

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

6. Expand Opportunities for Student Engagement

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

Evaluation Plan

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

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

Comprehensive Advising & Student Support Priority

Background

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

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

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

Implementation Strategies

1. Areas of Interest

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

2. New Student Intake

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

3. Advising Process

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

4. Advising Maps

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

5. Annual Course Schedule

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

6. Comprehensive Supports

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

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

7. Technology

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

Evaluation plan

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

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

Employee Experience Priority

Background

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

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

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

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

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

Implementation Strategies

1. Communication

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

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

2. Culture & Voice

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

3. Training

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

4. Accountability

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

5. Physical Resources

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

6. *Recruitment*

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

7. *Development*

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

Evaluation Plan

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

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

BBCC will also use the following data elements:

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

Appendix A: President's Charge

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

Some of the ideas underlying this approach are:

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

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

Appendix B: External Influences

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

Economic Changes

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

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

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

BBCC should

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

Demographic Shifts

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

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

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

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

Student and employee safety is an increasing topic of concern arising from a growing number of incidents nationwide of violence on college and public school campuses. Attitudes about strategies to address this important issue vary widely among different student and community groups.

BBCC should

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

- Update and strengthen safety-related policies, procedures and practices in order to provide a safe environment for students and employees.

Public Policy

We are experiencing a growing public disinvestment in higher education as higher education is increasingly seen as a private good to be paid for by the individual, rather than a public good that should be supported with public funds. The result of this disinvestment is that colleges are shifting the cost of higher education to students through tuition increases. This, in turn, is resulting in larger student loan debt.

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

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

BBC should

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

Private Sector Influences

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

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

BBCC should

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

Technology Advances

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

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

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

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

The State Board for Community and Technical Colleges (SBCTC) is in the process of implementing a new administrative software package called ctLink at all Washington community and technical colleges. It will be the primary software used for all business processes including the areas of budgeting, finance,

human relations, admissions and registration. According to the current state timeline, BBCC is scheduled to implement the software in 2020.

BBCC should

- Implement eLearning instructional strategies and infrastructure for face-to-face, hybrid and online courses.
- Explore how to leverage technology to provide a comprehensive array of services to its students.
- Provide professional development for faculty and staff on how to use new technology tools.
- Proactively reach out to potential students of all ages and locations within its service district utilizing technology such as social media.
- Teach students how to use technology, especially those with limited experience using it.
- Develop robust expertise, software and infrastructure to support the collection, summary and analysis of data, including predictive analytics.
- Maintain a strong technology infrastructure and provide timely user support.
- Develop strategies for meeting the needs of parents, orienting and keeping them informed while also preserving confidentiality of student records and supporting the autonomy of students.
- Use more open education resource technology and look at alternatives to traditional textbooks and library resources.
- Explore alternative business and operational models for services such as the bookstore and library services.
- Review and update processes, relevant infrastructure, and provide appropriate training to prepare for ctcLink implementation.

Appendix C: Internal Influences

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

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

Student Demographics

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

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

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

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

BBCC should

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

- Devise and implement strategies to help students with low math and English placement succeed academically and complete their programs of study.
- Ensure the college is providing equitable services and opportunities to all students.
- Review and adjust course and program offerings to meet the needs and interests of current students, and align with employers' workforce needs.

Programs and Services

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

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

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

BBCC should

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

Employee Turnover

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

of accountability standards. The significant employee turnover has also produced cultural stress and change. In the process of hiring new employees, the college has sought to diversify its workforce to more closely mirror student demographics but made little progress.

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

BBCC should

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

Physical Infrastructure

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

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

technology infrastructure to facilitate the delivery of services to students. As the application of technology has mushroomed across campus and existing technology has aged, the college has struggled to keep technology current and implement a sustainable replacement plan.

BBCC should

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

Appendix D: Institutional Capacity Assessment Tool (ICAT)

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

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

Leadership and Vision

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

Summary

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

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

Themes from World Café

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

Data and Technology

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

Summary

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

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

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

Themes from World Café

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

Equity

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

Summary

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

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

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

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

The college has not identified useful equity measures.

Themes from World Café

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

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

Teaching and Learning

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

Summary

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

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

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

Themes from World Café

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

Engagement and Communication

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

Summary

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

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

Themes from World Café

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

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

Strategy and Planning

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

Summary

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

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

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

Themes from World Café

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

Policies and Practices

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

Summary

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

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

Themes from World Café

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

Appendix E: Alignment of Terms

End

Statements

&

Core

Themes

Objectives

Priorities

Goals

E1 - Mission

E-2 - Student Success

Student Success

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

- Student Ready Practices, Advising
- Student Ready Practices, Advising
- Student Ready Practices, Advising

- Increase FTE
- Close the Gap, Increase Completion, Increase FTE
- Close the Gap, Increase Completion

E-3 Excellence in Teaching & Learning

Excellence in Teaching & Learning

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

- Student Ready Practices
- Student Ready Practices
- Employee Experience, Student Ready Practices

- Close the Gap, Increase FTE
- Close the Gap, Increase Completion
- Close the Gap, Increase Completion

E-4 Community Engagement

Community Engagement

- 3.1 BBCC works with community & industry partners to support economic development
- 3.2 BBCC works with K-12 & university partners to provide educational opportunities

- Student Ready Practices
- Student Ready Practices, Advising

- Increase FTE
- Close the Gap, Increase FTE, Increase Completion

E-5 Integrity & Stewardship

- 3.3 BBCC practices responsible use of resources, including fiscal & natural resources

- Student Ready Practices, Employee Experience

- Close the Gap, Increase FTE, Increase Completion

E-6 Inclusion & Climate

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

- Employee Experience, Student Ready Practices

- Close the Gap

Appendix F: Glossary of Terms

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

E-1 Mission

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

E-2 Student Success

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

E-3 Excellence in Teaching and Learning

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

E-4 Community Engagement

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

E-5 Integrity and Stewardship

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

E-6 Inclusion and Climate

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

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

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

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

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

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

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

Student Success

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

Excellence in Teaching & Learning

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

Community Engagement

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

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

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

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

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

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

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

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

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

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

Appendix G: Annual Progress Reports and Goals

2016-17 Advising Priorities, Work Groups and Accomplishments

Work Group #1

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

Task(s):

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

Accomplishments:

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

Work Group #2

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

Task(s):

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

Accomplishments:

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

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

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

Work Group #3

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

Task(s):

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

Accomplishments:

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

Work Group #4

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

Task(s):

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

Accomplishments:

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

Work Group #5

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

Task(s):

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

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

Accomplishments:

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

Work Group #6

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

Task(s):

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

Accomplishments:

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

General Accomplishments

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

Emerging Questions and Next Steps

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

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

2017-18 Strategic Priorities, CEID & Data Committees Membership, Tasks & Accomplishments

Academic Advisor Training Work Group

Membership: Kathleen Duvall (point of contact), John Martin, Jaime Garza, Heidi Gephart, Ryan Duvall, Ann Ghinazzi, Mitch Poth, MariAnne Zavala-Lopez

Task

- 8) Complete the development of advisor training materials housed where they can be utilized in successive years.
- 9) Implement training for academic advisors throughout the year.

Accomplishments

- Created advisor training and offered it in fall 2017, developed 3 training modules in Canvas

New Student Experience Work Group

Membership: Dawna Haynes (point of contact), Ruth Coffin, Rita Ramirez, Tom Willingham, Anita DeLeon, Melinda Dourte, MariAnne Zavala-Lopez, Michael Garoutte, Debbie Simpson, Kim Jackson

Task

- 1) Update the new student admission process in a way that incorporates the areas of interest and supports students in selecting a program of study.
 - ❖ Update BBCC webpage as appropriate to reflect changes

Accomplishments

- Revised new student intake process to align with the college's six Areas of Interest. This included mapping the current and ideal new student experience from application through Viking Orientation, updating the Getting Started Checklist, including career exploration in the New Student Registration (NSR) sign-up process, revising the NSR student survey, creating and implementing training for advisors and staff who support NSR and planning the #ImaBBViking project.
- Created an invitation/acceptance letter for graduating high school seniors within the college's service district.

Advising Maps & Department Web pages Work Group

Membership: Daneen Berry-Guerin (point of contact), Arthur Wanner, Barbara Jacobs, Jen deLeon, Rafael Villalobos, Gary Baker, Kathleen Duvall, Tom Willingham, Mikaela Pinger, Kerri Fuhrman, Steve Close

Task

- 1) Complete the development of advising maps.
 - ❖ Make updates based on Fall 2017 In-service feedback
 - ❖ Develop maps for major transfer areas within the DTA tailored to three major transfer universities – WSU, EWU, CWU

- ❖ Establish a faculty review and feedback process for advising maps
- ❖ Update department/discipline webpages and complete the update to the Areas of Interest page
- ❖ Begin developing a sustainability plan for keeping the advising maps, department web pages, program brochures & catalog pages current. This will include training assigned staff on how to manage advising maps.

Accomplishments

- Finalized standard advising map template
- Developed advising maps for most workforce programs, some transfer options to specific universities and the generic DTA with a list of introductory courses across the curriculum that have no prerequisites
- Conducted a review of advising maps by faculty at the Spring 2018 In-service
- Update of department web pages using a standard template

Comprehensive Supports Work Group

Membership: Faviola Barbosa (point of contact), Diana Villafana, Heidi Summers, Zach Olson, Natalia Yushchuck, Luis Alvarez, Michael DeHoog, Custodio Valencia, Jen deLeon

Task:

- 1) Develop a comprehensive & coherent plan to provide support services for ALL students.
 - ❖ Adopt a philosophical and practical approach to providing supports for all students with an initial focus on serving new students.
 - ❖ Align work with the advising syllabus.
 - ❖ Update or replace the Academic Early Warning (AEW) process to include timely barrier identification, referral, tracking, follow-up and reporting on each student.
 - ❖ Define the role and tasks of those providing the supports.
 - ❖ Identify/create any necessary training.

Accomplishments

- Established a plan to pilot next fall a student peer mentoring program that builds on the current PAC leader mentoring program

High School Relations Work Group

Membership: Kathleen Duvall (point of contact), Anne Ghinazzi, Michael Garoutte, Jaime Garza, Heidi Gephart, Jody Quitadamo, Debbie Simpson, Taisa Timofeyev, MariAnne Zavala-Lopez

Task:

- 1) Refine our outreach, advising and service strategies for serving dual enrolled high school students as well as future high school graduates.
 - ❖ For each high school in our service district develop a list of BBCC courses accepted by the high school to meet high school graduation requirements. Establish a process for updating it.

- ❖ Develop advising map addenda to show how BBCC courses meet specific high school graduation requirements and how CiHS or Tech prep courses at specific high schools lead towards a BBCC degree.
- ❖ Develop an outreach and recruitment plan for high school students in the BBCC service district.
- ❖ Review and make any needed updates to the outreach and advising processes surrounding Running Start.

Accomplishments

- Compiling course equivalencies by High school for courses in AAS & DTA degrees
- Collecting High School calendars to put on one calendar to be used for coordinating outreach and communication
- Collected data on the success of Running Start students

Student-Ready Practices Work Group

Membership: Bryce Humpherys (point of contact), Erik Borg, Rita Ramirez, Jose Hernandez, Heidi Summers, Matthew Killebrew, Sarah Bauer, Roy Salcedo, Jody Bortz, Rafael Villalobos, Kathleen Duvall, Custodio Valencia, Linda Chadwick

Task:

- 1) Collect, compile, interpret information to help define the priority and identify implementation strategies.
 - ❖ Review existing institutional data from student surveys, monitoring reports, etc.
 - ❖ Review ICAT survey results and employee interpretations
 - ❖ Review Environmental Scan results and employee interpretations
 - ❖ Collect feedback from external stakeholders as appropriate
- 2) Draft a statement describing the priority that includes
 - ❖ Background information and needs the priority intends to address
 - ❖ Proposed outcome goals
 - ❖ An explanation of potential implementation strategies
 - ❖ Proposed methods for evaluating progress

Accomplishments

- Completed a description of the priority and identification of strategies for the strategic plan

Employee Experience Work Group

Membership: Kim Garza (point of contact), Chris Riley, Dawnne Ernette, Jill Farman, Robin Arriaga, Nancy Rakoz, Kristine Sarles, Brandy Searcy, Rafael Villalobos, Luis Alvarez, Monica Medrano, Angela Garza, Allison Palumbo

Task:

- 1) Collect, compile, interpret information to help define the priority and identify implementation strategies.
 - ❖ Review any existing institutional data
 - ❖ Review ICAT survey results and employee interpretations
 - ❖ Review Environmental Scan results and employee interpretations
 - ❖ Collect feedback from external stakeholders as appropriate
- 2) Draft a statement describing the priority that includes
 - ❖ Background information and needs the priority intends to address
 - ❖ Proposed outcome goals
 - ❖ An explanation of potential implementation strategies
 - ❖ Proposed methods for evaluating progress

Accomplishments

- Completed a description of the priority and identification of strategies for the strategic plan

CEID Committee

Membership: Monica Medrano & Rita Ramirez (co-chairs), Carla Louise Christian, Salah Abed, MariAnne Zavala-Lopez, Heidi Gephart, Kim Garza, Dawnne Ernette, Kim Garza, Sonia Osorio (ASB Rep), Tom Willingham, Alicia Wallace, Loralyn Allen and Dave Holloway

Accomplishments

- Preparatory work for implementing a college wide environmental scan
- DREAMer Training for New Faculty Training
- Created Diversity Module for CANVAS training guide for new faculty
- Developed DREAMer webpage for BBCC
- CEID membership participation at the NAPSA multicultural institute with focus on researching environmental scan, culture change and diversity data driven decision making
- Currently working on campus definition of equity, diversity and inclusion
- Provided advisory assistance for the DTA “Diversity Requirement” with faculty
- Advisory to Data Team on spring survey revamp (more social focus with particular questions about campus climate)

Data Committee

Membership: Valerie Parton (Chair), Starr Bernhardt, Kerri Furman, Angela Garza, Lindsay Groce, Ryann Leonard, Monica Medrano, Mitch Poth, Rita Ramirez, Roy Salcedo, Rick Sparks, Tyler Wallace, MariAnne Zavala-Lopez

Accomplishments

- Completed Mission Fulfillment reporting
- Reviewed and revised spring enrollment survey

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #9: 2018-19 State Operating Budget (for action)

BACKGROUND:

VP Linda Schoonmaker and Executive Director of the Business Office Charlene Rios will present the draft 2018-19 State Operating Budget. BCC's draft state allocation is being revised by the SBCTC. VP Schoonmaker anticipates the budget will be available before June 7. When the budget is available from the SBCTC it will be added to the board packet.

Prepared by VP Schoonmaker and Executive Director of Business Office Charlene Rios.

RECOMMENDATION:

President Leas, VP Schoonmaker, and Executive Director Rios recommend the board approves the 2018-19 State Operating Budget as presented.

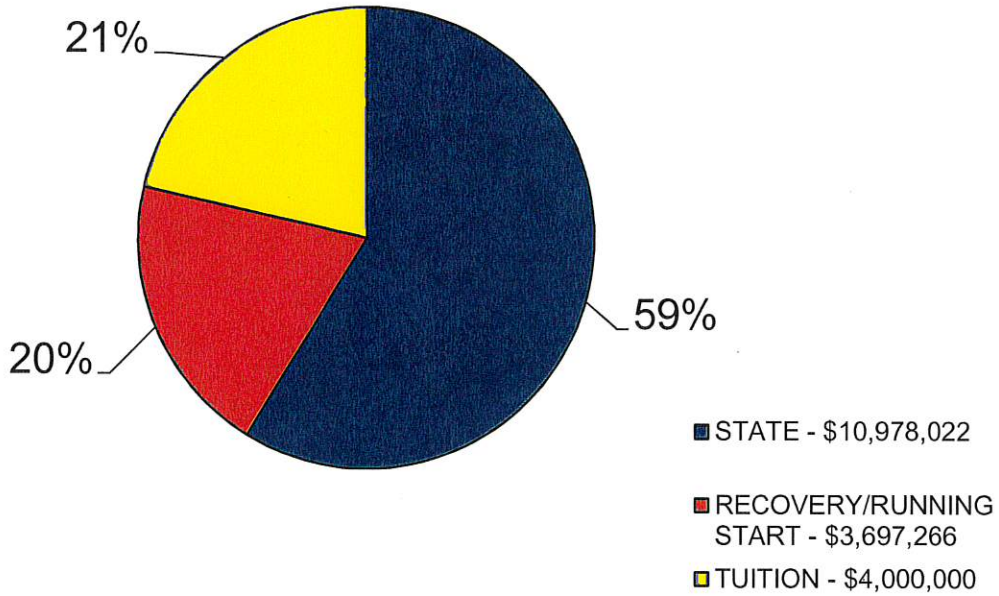
**Big Bend Community College
Operating Budget Revenue
Comparison of Fiscal Year 2018 to 2019**

	FY2018	FY2019	CHANGE	NOTES
ALLOCATED STATE SUPPORTED FTE	1,745	1,703	-42	(6)
State BASE Allocation #1:				
<i>District Enrollment Allocation Base (DEAB)</i>	4,673,389	4,644,495	-28,894	(1)
<i>Performance Funding</i>	984,683	1,017,399	32,716	(2)
<i>Minimum Operating Allocation (MOA)</i>	2,631,400	2,850,000	218,600	(3)
<i>Formula Rebase Stop Loss/Stop Gain</i>	-93,169	-46,578	46,591	(4)
SAFEHARBOR Earmarks and Legislative Provisos:				
<i>Compensation</i>	1,137,520	1,419,100	281,580	(5)
<i>Enrollments (Aerospace)</i>	162,026	0	-162,026	(6)
<i>Discretionary</i>	215,806	224,823	9,017	(7)
<i>Targeted (Worker Retraining)</i>	382,573	403,073	20,500	(8)
<i>Ongoing Targeted</i>	541,887	465,710	-76,177	(9)
 GRAND TOTAL State Allocation	 <u>10,636,115</u>	 <u>10,978,022</u>	 <u>341,907</u>	
Tuition and Other Revenue:				
Tuition	4,000,000	4,000,000	0	
Carryover/Indirect Cost Recovery	1,404,805	1,157,318	-247,487	(10)
Running Start	2,000,000	2,400,000	400,000	(11)
ABE/ESL Grants	132,899	139,948	7,049	(12)
 Total Tuition and Recovery Revenue	 <u>7,537,704</u>	 <u>7,697,266</u>	 <u>159,562</u>	
 Total Operating Budget Revenue	 <u><u>\$ 18,173,819</u></u>	 <u><u>\$ 18,675,288</u></u>	 <u><u>\$ 501,469</u></u>	

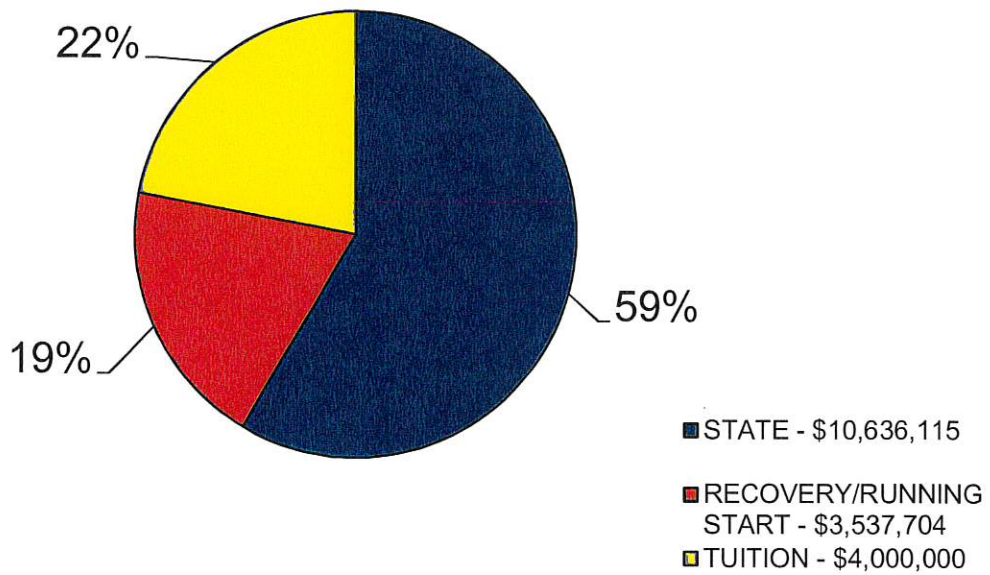
Big Bend Community College
Notes to Operating Budget Revenue Statement
Comparison of Fiscal Year 2018 to 2019

- (1) DEAB is calculated based on a three-year rolling average of actual enrollments and Priority/Weighted Enrollments. FY19 is based on enrollments from 2014-15, 2015-16, and 2016-17. 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. *Please note that the Capital Budget had not been approved for the FY2018 year by Operating Budget release time from SBCTC, so this amount did not include the portion to come from the Capital Budget—See note #10.*
- (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, 1/2 in 2018, 3/4 in 2019, and the full amount in 2020).
- (5) Employer Health Insurance rate increase, Faculty 3% & .7% COLA, minimum wage increase, 2% & 2% COLA for non-faculty, Employer Pension rate increase, and Safe Harbor for Compensation Funding.
- (6) Our portion of the Aerospace 1000 FTES funding is reduced to zero for insufficient FTES. The Allocated State Supported FTE # is also reduced.
- (7) College Affordability and Financial Literacy funding.
- (8) Worker Retraining Base/Variable – initial allocation of Worker Retraining Funds.
- (9) Disability Accommodations, Students of Color, and Opportunity Grant funding. We did not receive special Workforce Development Project Funds this FY.
- (10) 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 2019 is in #3 above)
- (11) Conservative forecast of contract income from the High Schools for Running Start students. Increase is due to funding rate and not student FTE count.
- (12) ABE/ESL grant funding allowed to be counted in Operating Budget as state supported FTES.

SOURCE OF OPERATING FUNDS 2018-2019
\$18,675,288

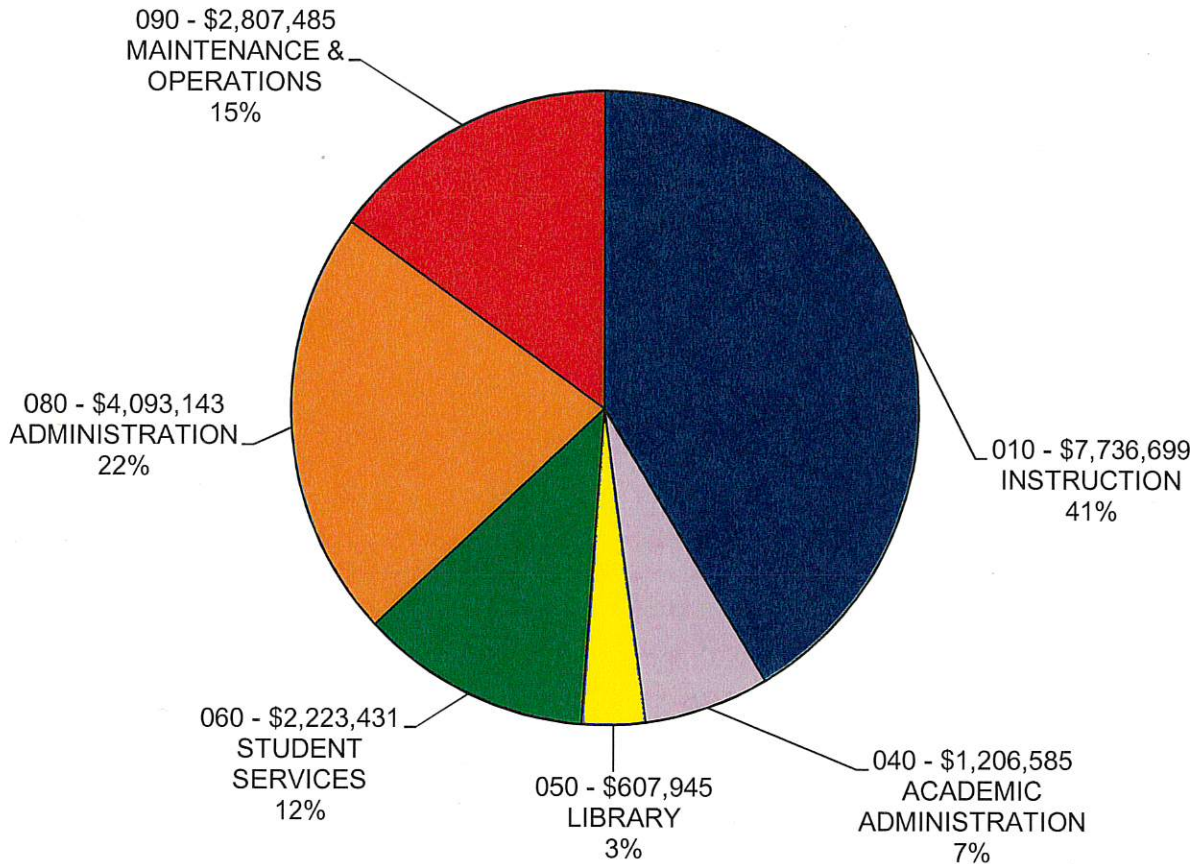


SOURCE OF OPERATING FUNDS 2017-2018
\$18,173,819



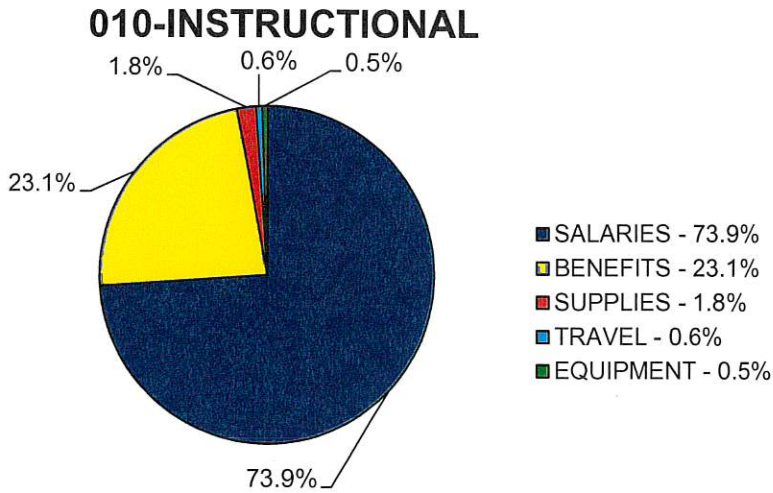
EXPENDITURES BY PROGRAM 2018-2019

\$18,675,288

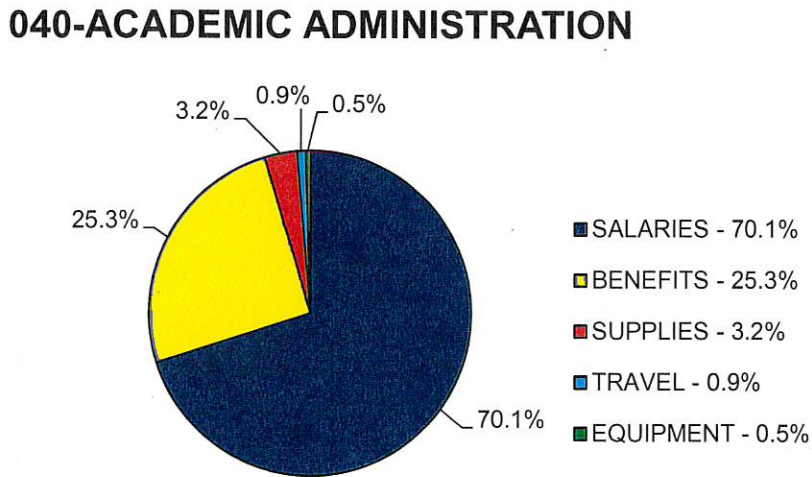


- 010 - \$7,736,699 INSTRUCTION
- 040 - \$1,206,585 ACADEMIC ADMINISTRATION
- 050 - \$607,945 LIBRARY
- 060 - \$2,223,431 STUDENT SERVICES
- 080 - \$4,093,143 ADMINISTRATION
- 090 - \$2,807,485 MAINTENANCE & OPERATIONS

	15-16	16-17	17-18	18-19
	ACTUALS	ACTUALS	REQUEST	REQUEST
010-INSTRUCTIONAL				
SALARIES - 73.9%	5,091,279	5,360,095	5,500,486	5,721,131
BENEFITS - 23.1%	1,505,764	1,636,808	1,743,087	1,784,636
SUPPLIES - 1.8%	247,153	197,321	166,776	142,024
TRAVEL - 0.6%	46,304	34,004	51,598	47,698
EQUIPMENT - 0.5%	67,536	108,205	36,164	41,210
TOTAL 010- EXPENDITURES	6,958,036	7,336,433	7,498,111	7,736,699



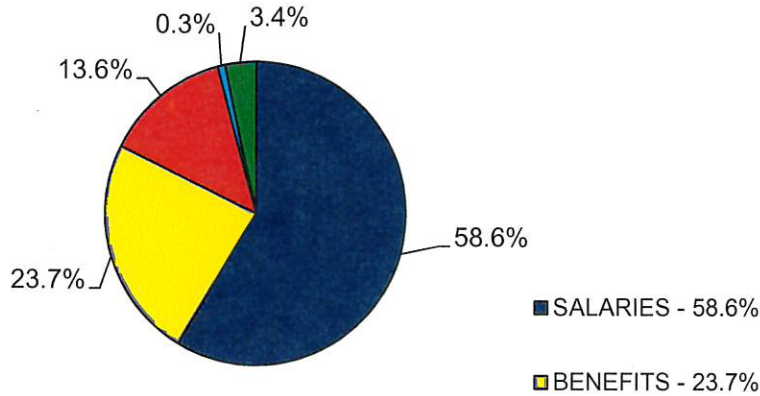
040-ACADEMIC ADMINISTRATION				
SALARIES - 70.1%	628,268	845,554	816,437	845,402
BENEFITS - 25.3%	212,222	282,179	292,449	305,553
SUPPLIES - 3.2%	40,953	52,177	39,130	38,630
TRAVEL - 0.9%	7,378	11,124	10,000	10,500
EQUIPMENT - 0.5%	2,880	(15,548)	6,500	6,500
TOTAL 040-EXPENDITURES	891,701	1,175,485	1,164,516	1,206,585



050-LIBRARY

	<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>
	<u>ACTUALS</u>	<u>ACTUALS</u>	<u>REQUEST</u>	<u>REQUEST</u>
SALARIES - 58.6%	338,686	251,039	342,337	356,261
BENEFITS - 23.7%	125,381	105,255	140,154	144,028
SUPPLIES - 13.6%	75,250	76,770	82,656	82,656
TRAVEL - 0.8%	2,024	1,417	5,000	5,000
EQUIPMENT - 3.3%	24,607	25,063	20,000	20,000
TOTAL 050-EXPENDITURES	565,948	459,543	590,147	607,945

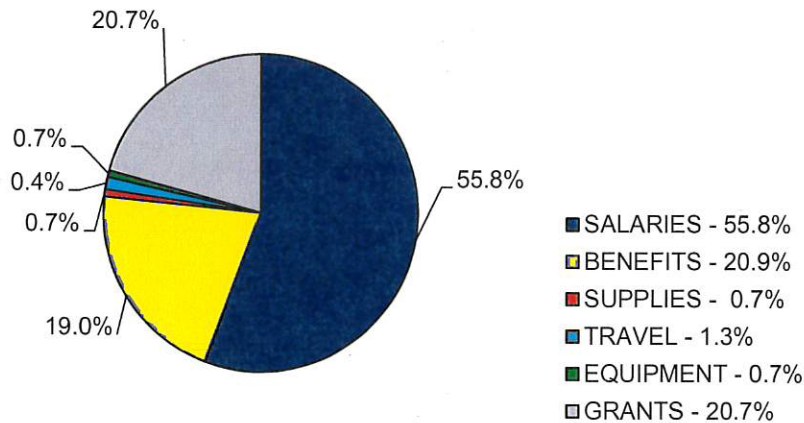
050-LIBRARY



060-STUDENT SERVICES

SALARIES - 55.8%	1,075,161	1,217,858	1,192,774	1,239,893
BENEFITS - 20.9%	372,899	407,173	459,534	464,382
SUPPLIES - 0.7%	92,509	47,259	54,629	15,594
TRAVEL - 1.3%	18,293	21,534	17,093	28,502
EQUIPMENT - 0.7%	0	31,276	0	15,000
GRANTS - 20.7%	452,436	465,665	476,369	460,060
TOTAL 060-EXPENDITURES	2,011,298	2,190,764	2,200,399	2,223,431

060-STUDENT SERVICES



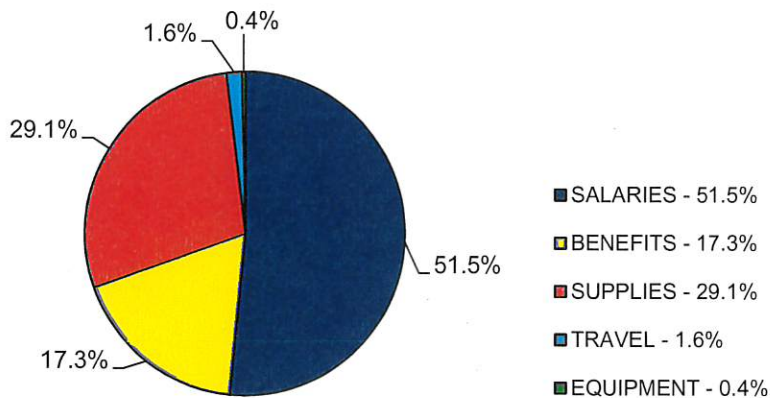
080-INSTITUTIONAL SUPPORT

SALARIES - 51.5%
 BENEFITS - 17.3%
 SUPPLIES - 29.1%
 TRAVEL - 1.6%
 EQUIPMENT - 0.4%

TOTAL 080-ADMINISTRATION

	15-16	16-17	17-18	18-19
	ACTUALS	ACTUALS	REQUEST	REQUEST
SALARIES - 51.5%	1,579,139	1,612,073	2,055,438	2,110,461
BENEFITS - 17.3%	535,213	630,988	691,790	738,507
SUPPLIES - 29.1%	673,135	1,704,956	1,162,440	1,164,620
TRAVEL - 1.6%	49,645	53,676	62,905	63,405
EQUIPMENT - 0.4%	9,019	78,608	16,150	16,150
TOTAL 080-ADMINISTRATION	2,846,151	4,080,301	3,988,723	4,093,143

080-INSTITUTIONAL SUPPORT



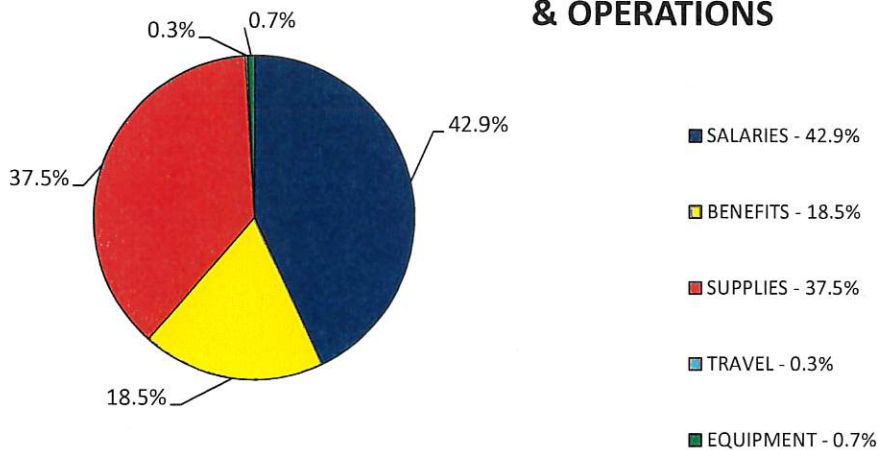
090-MAINTENANCE & OPERATIONS

SALARIES - 42.9%
 BENEFITS - 18.5%
 SUPPLIES - 37.5%
 TRAVEL - 0.3%
 EQUIPMENT - 0.7%

TOTAL 090-EXPENDITURES

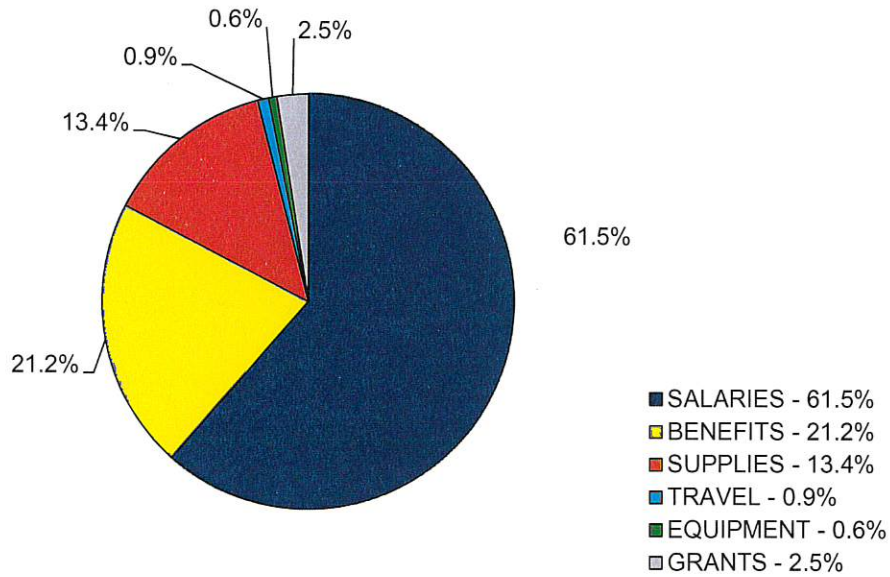
SALARIES - 42.9%	1,090,758	1,119,984	1,165,904	1,205,647
BENEFITS - 18.5%	435,144	461,122	507,822	520,562
SUPPLIES - 37.5%	825,406	962,350	1,030,335	1,053,414
TRAVEL - 0.3%	1,960	6,212	7,275	7,275
EQUIPMENT - 0.7%	133,293	67,276	20,587	20,587
TOTAL 090-EXPENDITURES	2,486,562	2,616,944	2,731,923	2,807,485

090-MAINTENANCE & OPERATIONS



		<u>15-16</u>	<u>16-17</u>	<u>17-18</u>	<u>18-19</u>
GRAND TOTALS		ACTUALS	ACTUALS	REQUEST	REQUEST
ALL PROGRAMS	SALARIES - 61.5%	9,803,291	10,406,602	11,073,376	11,478,795
	BENEFITS - 21.2%	3,186,624	3,523,525	3,834,836	3,957,668
	SUPPLIES - 13.4%	2,118,355	3,314,083	2,535,966	2,496,938
	TRAVEL - 0.9%	125,604	127,967	153,871	162,380
	EQUIPMENT - 0.6%	237,335	358,564	99,401	119,447
	GRANTS - 2.5%	452,436	465,665	476,369	460,060
		<u>15,923,645</u>	<u>18,196,405</u>	<u>18,173,819</u>	<u>18,675,288</u>

GRAND TOTALS ALL PROGRAMS STATE FUNDS



BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #10: President's Evaluation (action)

BACKGROUND:

The board of trustees discussed the president's evaluation during an executive session in the May 29 Special Meeting/Study Session. Board Chair Juanita Richards may submit a draft evaluation statement for the board's consideration.

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the Board of Trustees approves an evaluation statement for the college president.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #11: Board Policy for Information (information)

BACKGROUND:

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

BP8057 Minority Owned Business Enterprises and Women Owned Business Enterprises Policy (12/28/2001). VP Linda Schoonmaker reviewed and revised BP8057 and AAG Jason Brown will provide any feedback he may have at the board meeting.

BP8030 Surplus Property Policy (5/21/15), VP Linda Schoonmaker reviewed BP8030 and advises no changes are needed.

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the board discuss the policies listed.

COMMITMENT

Big Bend Community College is committed to maximizing opportunities for certified businesses to contract for public works and the acquisition of equipment and goods and services through increased participation by minority, ~~and~~ women, and socially and economically disadvantaged- owned and controlled businesses to the maximum extent possible, as provided for under ~~WAC~~ RCW Chapter 39.19 RCW and the provisions of ~~Title WAC 326-40~~ WAC.

In compliance with RCW 28B.10.029 and RCW 43.19.1919, the College must dispose of excess equipment, furniture, and materials through policies governing the State of Washington's Department of Enterprise Services, which is operationalized in AP 8030.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #12: Board Policy for Action (action)

BACKGROUND:

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

BP6115 Policy Prohibiting Discrimination, Harassment, Sexual Harassment, and Sexual Misconduct (10/30/14). VP Kim Garza reviewed and revised the current BP and incorporated the AAG's feedback. Changes suggested by Trustees Anna Franz during the April 12 meeting have been incorporated.

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

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

Prepared by the President's Office.

RECOMMENDATION:

President Leas recommends the board approve the policies listed.

BP6115 POLICY PROHIBITING DISCRIMINATION, HARASSMENT SEXUAL HARASSMENT AND SEXUAL MISCONDUCT

6115.1 PURPOSE

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

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

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

6115.2 PROHIBITED PRACTICES

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

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

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

The Vice President of Human Resources and Labor shall develop and implement an internal complaint procedure for filing a complaint of discrimination or harassment. BCC will implement a supporting educational program that makes the policy and complaint procedure generally known. Complaints will be investigated in a timely manner and appropriate action will be taken when violations of policy are confirmed. Confirmed violations of this policy may lead to disciplinary action, up to and including termination or expulsion.

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

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

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

BP2320 VOCATIONAL/TECHNICAL WORKFORCE PROGRAM ADVISORY COMMITTEES

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

1. They are the most efficient and effective way for public vocational-workforce education programs to meet the economic needs of the community. Lacking such committees, schools would operate without critical business, industry, and labor input.
2. Schools are public property and committees comprise one of the productive ways in which the public can influence the educational process.
3. Advisory committees offer one of the best tools for ensuring the vocational-workforce education programs reflect the knowledge, attitudeskills, and skills-abilities needed by employees in their respective occupations.

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

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

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #13: Exceptional Faculty Award Report (for information)

BACKGROUND:

Math/Science Instructor Dr. Jim Hamm received an Exceptional Faculty Award in the amount of \$2,000 to attend a three-day Chataqua title "Radio Astronomy Update 2018: Pulsars and Gravitational Radiation, Dark Matter and Galaxy Evolution, the State of the Art in the Search for Extraterrestrial Intelligence" in West Virginia. He will share information about his experience.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #14: Exceptional Faculty Award Report (for information)

BACKGROUND:

Nursing Instructor Mercedes González-Aller received an Exceptional Faculty Award in the amount of \$2,000 to purchase an ARNP review course and a self-paced CME subscription to stay current with standards of care and recertification requirements.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #15: Board Chair Elections (for action)

BACKGROUND:

This item was included for consideration during the April 12 meeting and is included for action for this meeting effective July 1, 2018.

Per Policy Governance 1000.3 Governance Process 8 By Laws

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

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

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

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

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

Prepared by the President's Office.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

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.

RECOMMENDATION:

None.

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #17: Next Regular Meeting (information)

BACKGROUND:

The next scheduled board meeting is scheduled on Thursday, August 9, 2018 (Board/Administrative Retreat). The next regularly scheduled board meeting is on October 4.

Prepared by the President's Office.

RECOMMENDATION:

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

BIG BEND COMMUNITY COLLEGE

Date: 6/7/18

ITEM #18: Miscellaneous (information)

BACKGROUND:

President Leas and Chair Juanita Richards may discuss miscellaneous topics.

The Workforce Education Center Groundbreaking on May 15 was a success with several campus and community members in attendance.

Dr. Leas attended the Adams-Neilson Solar Farm Groundbreaking in Lind in May, and visited with Senator Schoesler and the Adams County Commissioners.

Trustee Jon Lane was honored and inducted into the Northwest Athletic Conference (NWAC) Hall of Fame May 31.

Dr. Leas is serving as the Grant County Economic Development Council President.

Prepared by the President's Office.

RECOMMENDATION:

None.